UCC Program Review Committee summary of review

Program – School of Social and Public Health

This program includes the following degrees, minors, and certificates:

- B.S. in Child and Family Studies
- B.S. in Community Health Science
- B.S. in Environmental Health Science
- B.S. in Health Services Administration
- B.S. in Long Term Health Care Administration
- B.S. in Occupational Hygiene and Safety Program
- B.S. in Social Work
- Gerontology Certificate
- Minor in Environmental Health Science
- M.S. in Child and Family Studies
- Master of Health Administration (MHA)
- Master of Public Health (MPH)
- Master of Social Work (MSW)
- African Community Health Certificate
- Gerontology Certificate

Recommendation

This program is found to be **viable**, see report for commendations, concerns, and recommendations.

Date of last review – AY 2008

Date of this review – February 2015

This review has been sent to program chair, he some comments which are attached to the end of this review.

This review has been sent to program college dean. He had no comment.

This review has been sent to graduate council. They have no concerns with this review.
Department of Social and Public Health

Program Review

Prepared by:

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Ohio University is located in Athens, Ohio, and in the Appalachian foothills of southeastern Ohio. It is a four-year public institution with more than 250 undergraduate programs. The university is designated as a research university (high activity) under the Carnegie classification. Ohio University is fully accredited by the North Central Association of College and Schools.

As of 2013, the university’s enrollment consisted of 38,857 students, including 33,575 undergraduates, 3,754 masters, and 1,528 doctorals. The main Athens campus enrolled a total of 22,118 students, including 17,375 undergraduates, 3,754 masters, and 989 doctorals. In addition, the Osteopathic Medicine doctoral program enrolls 539 students. In addition, Ohio University enrolls students through its eLearning program (6,129 undergraduates) and regional instructional centers at Chillicothe (2,330 undergraduates), Eastern (1,091 undergraduates), Lancaster (2,596 undergraduates), Southern (2,012 undergraduates), and Zanesville (2,042 undergraduates). Institutional data indicates that 78% of the students enrolled at the Athens campus are in-state residents. Furthermore, the majority of students are from the surrounding Franklin county area.

Ohio University’s student population is reflective of the southeastern Ohio region. In 2013, the race/ethnicity characteristics of the student population included 17,293 (79.1%) White/Caucasian, 1,037 (4.6%) African American, 290 (1.3%) Asian American, 19 (0.1%) Hawaiian/Pacific Islander, 595 (2.6%) Hispanic, 48 (0.2%) American Indian/Alaskan, 571 (2.5%) Two or More Races, 315 (1.4%) Unknown, and 1,859 (8.2%) Foreign/Non-Resident Alien. The gender distribution of Ohio University students is 51.2% females and 48.8% males. Institutional data indicated that 89% of freshmen receive financial aid.

The Ohio University Libraries is a member of the Association for Research Libraries and houses more than 3 million volumes. In addition, the library includes non-print publications (i.e., maps, DVDs, etc.) and electronic resources (i.e., e-books, e-journals, databases, etc.). The main library on the Athens campus is Alden Library. Library resources are available to faculty and current students through the OhioLINK.

Ohio University’s vision is to be the “nation’s best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.” Furthermore, the university’s mission focuses on “the intellectual and personal development of its students.”

The mission of the College of Health Sciences and Professions is: 1) To educate students from various backgrounds in the health professions through rigorous curricular activities that prepare them to take leadership roles in a competitive, technological, culturally diverse and global environment; 2) To engage students and faculty in the discovery of
knowledge that will define the future of health disciplines through applied and basic research, innovation and entrepreneurship; and 3) To extend the boundaries of Ohio University to enrich the quality of lives, especially for individuals in underserved and vulnerable populations, through inter-professional and community collaborations. The college’s vision is to be a college of distinction in preparing health professionals whose work reflects the highest standards of collaboration, ethics, innovation, and commitment to all, especially underserved individuals and populations.”

The goals of the program review are: 1) to provide a mechanism to track the continuous improvement of programs, and to recognize and publicize those improvements; and 2) to provide a framework to assist programs with strategic planning. This document provides the review for the Community Health Services, Environmental Health Services, Health Services Administration, Long-term Health Care Administration, Occupational Hygiene and Safety, Master’s in Health Administration, Master’s in Public Health, and the African Community Health Certificate. The Review Team met with the program faculty and students on February 10 – 11, 2015.

**Overall Program**

In 2011, Ohio University underwent a restructuring of their academic units that resulted in the realignment of colleges and departments. As a result, the College of Health Science and Professionals now consists of the School of Applied Health Sciences and Wellness, School of Nursing, School of Rehabilitation and Communication Sciences, and Department of Social and Public Health. In 2013, there were a total of 3,692 students enrolled in the college, including 2,538 undergraduates and 1,154 graduates.

The Department of Social and Public Health is the largest academic program in the College of Health Sciences and Professions. The purpose or mission of the Department of Social and Public Health is to create well-prepared graduates, with an emphasis on developing critical thinking skills and abilities. To accomplish this mission, the department houses undergraduate, graduate and certificate programs in Child and Family Studies, Community Health Services, Environmental Health Science, Health Services Administration, Occupational Hygiene and Safety, Long-Term Care Administration, Public Health and Social Work.

**a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service).**

The purpose or mission of the department is to create well-prepared graduates, with an emphasis on developing critical thinking skills and abilities. The department currently has 31 faculty, including 6 Health Services Administration (5 Group 1; 1 Group 2), 1 Long-Term Health Care Administration (1 Group II), 4 Community Health Services (2 Group 1; 2 Group 2), 2 Environmental Health Science (1 Group 1; 1 Group 2), 3 Child and Family Studies (3 Group 1), 3 Occupational Hygiene and Safety (1 Group 1; 1 Group 1 denoted tenure; 1 Group 2); 8 Social Work (2 Group I; 1 Group I retired, 1 Group I resigned, 3
Group II, and 1 retired Group IV/I), 1 Master of Health Administration (1 Group II), MPH (1 retired Group I), 2 Master of Gerontology (2 retired Group I), and 1 African Community Health Certificate (1 Group I). In addition, adjunct faculty are used to teach on an as needed basis. Overall, the distribution of faculty among the programs is sufficient to carry out the broad overall mission of the department.

b. Is the level of the Department’s RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department’s level of external funding at an appropriate level?

The self-study document indicated that the department’s Research, Scholarship, and Creative Activity (RSCA) is evaluated by the SPH Promotion and Tenure Committee. As noted in the self-study, Group 1 faculty are responsible for teaching, advising, research, and service. Group 2 faculty are primarily responsible for teaching and are not assigned advising, research, and service as a condition of their load.

The department Group I faculty receive generous start-up funds and reduced teaching loads to assist in the development of their research agendas, and conferences/presentations. In addition, Group I faculty are responsible for advising majors.

The self-study reveals that there is a range of publication records among the Group 1 faculty. Group 1 tenure/tenure track faculty published an average of 4.1 journal articles during the review period, with a range of 0 to 14 journal articles. As a research institution, it is appropriate that faculty are actively engaged in research and publications.

As noted in the self-study, several of the Group 1 faculty have been active in securing external funding to support their research agendas. In particular, faculty in the Community Health Services, Environmental Health Science, and Occupation Hygiene and Safety Programs, Health Services Administration, Social Work, and Public Health/Epidemiology.

Group 1 faculty indicated that there was sufficient internal funding available through the department and university to support adequate RSCA. The self-study indicated that most tenure and tenure track faculty have adequate RSCA resources. The Environmental Health Sciences and Occupational Hygiene and Safety faculty have been active in securing external funding for research, student training, and equipment.

c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

Overall, the department is able to fulfill its service mission. The level of service appears to be appropriate for the program size and role in the University. Group I faculty actively participate on committees across the university. Within the department, tenured faculty serve as “mentors” to tenure track faculty to guide them through the tenure and promotion process. In addition, graduate faculty serve on student project/thesis committees as chairs.
In addition, the department highly values service to the surrounding communities that contribute to the socio-cultural and economic needs of society. The impressive array of services endeavors included My Sister’s Place, John W. Clem Recovery House, Athens County Children’s Services, Big Brothers/Big Sisters, Planned Parenthood of Southeastern Ohio, Habitat for Humanity, OhioHealth, Athens AIDS Task Force, Coalition of Health Education for Appalachian Ohio.

It is apparent that the Department is fulfilling its service mission.

d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

The Department appears to have an appropriate level of resources to fulfill its mission. The department resources are allocated through the Dean’s office and additional funding sources available (i.e., online courses, internal and external grants, etc.). At this time, the department has indicated the financial resources have been sufficient to deliver curriculum across the programs, provide instructional equipment, travel to professional conferences, and support faculty research agendas.

The department’s financial resources appear to be sufficient to support adequate staff levels necessary for fulfilling its mission. There are a total of 31 faculty (Group I and II) to deliver the instructional needs of students. In addition, the department has sufficient resources to hire adjunct faculty as needed to ensure that students are able to meet their major/minor/certificate requirements. In addition, the department’s office staff appears to be appropriate in number and quality to ensure that the operational needs are met.

The department’s financial resources are appropriate to meet physical facilities needed to deliver their diverse programs. Group I and II faculty are provided with sufficient office space, and where necessary, lab space to effectively fulfill the department’s mission. In addition, the department office suite is sufficient for its operational management and staffing needs.

The department does not have dedicated library space. However, library resources are available to the department through the Ohio University Libraries. As mentioned above, the library houses more than 3 million volumes, non-print publications (i.e., maps, DVDs, etc.), and electronic resources (i.e., e-books, e-journals, databases, etc.). Library resources are available to faculty and current students through the OhioLINK.

The department’s technology resources are sufficient to meet its mission. Group I and II faculty have computers to fulfill their instructional, research, and operational needs (i.e., word processing, email, presentation, etc.). In addition, the faculty indicated that their classrooms are equipped with sufficient technology to enable them to deliver effective instruction. The Occupational Hygiene and Safety Program has fully equipped laboratory...
space with ample equipment to ensure a high quality student academic experience. The department has access to shared college technology resources, including training technology support and student computer labs.

### Undergraduate Programs

**Community Health Services Program**

As stated in the Self-Study, the Community Health Services program prepares health professionals for positions in community and/or public health. Consistent with the University’s mission, the Community Health Services program “integrates the mission of fostering the intellectual, personal, and cultural development of students as it relates to community and public health” (Self-Study, p. 37). The goal of the program is “to prepare students to enter the field of public health with the academic and professional skills needed to carry out community health activities, including the skills needed to design, implement and evaluate health related programs that are responsive to the needs of various individuals, group, organizations, and/or communities” (Self-Study, p. 37).

c. **Is the program fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?**

All students must satisfy the Tier I and 2 general education requirements. The Community Health Services program offers courses to meet the university’s general education requirements (e.g., HLTH 3400J, 2000, 2020) that may be taken by non-majors. However, it is not clear that these courses fulfill the program’s service role in preparing non-majors for future coursework.

b. **Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?**

The Community Health Services Program has been successful in attracting majors that are likely to succeed in the program. Recruitment strategies have focused on current university students, including classroom visits, tabling events, and personal communication with students excelling in the introductory courses (HLTH 2000). Program faculty indicated that there are currently 65 students in the program, with a goal to increase the major to 100 students. The program serves a diverse population of students that is reflective of the university’s student population, which is predominately white and female.

c. **Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?**

The undergraduate curriculum is reflective of the community health services discipline and provides majors with the learning outcomes required to pursue discipline-related careers or graduate work following graduation. As noted in the Self-Study, the Community Health...
Services program focuses on eight learning outcomes: 1) Students will **describe** factors affecting health issues from a social-ecological perspective; 2) Students will **describe** how epidemiological data are used to assist in health needs assessment and planning; 3) Students will describe how to **assess** needs, assets and capacity for community health among target audiences; 4) Students will **develop theory-based community health programs** that are responsive to health needs; 5) Students will **develop** a community health grant proposal; 6) Seniors will **integrate** professional community health application with their knowledge of community health; 7) Students will **describe** how to implement theory-based community health program; and, 8) Students will **develop an evaluation plan** for theory-based community health programs.

The Community Health Services program core curriculum represents the introductory and applied coursework of the discipline. Related Health Content Core courses provide content specific education to community and/or public health areas. The Health Science Core (Pts. 1, 2 and 3) is consistent with professional standard curriculum.

The Certified Health Education Specialist (CHES) national testing is becoming a standard to assess the quality of entry-level community and/or public health professionals. As noted in the Self-Study, the curriculum is aligned with CHES competencies. The Community Health Services Group I faculty indicated that nine of the program students have taken and passed the CHES.

Overall, the Community Health Services program curriculum prepares majors with the knowledge and skills to pursue entry-level community and/or public health careers or graduate work following graduation.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

At the present time, the program has two Group I and two Group II faculty. As noted in the Self-Study, Group I faculty teach a total of five upper level community health courses and supervise internships. Group II faculty teach primarily 2000 level content courses. Adjunct faculty are used to deliver the remaining major courses for the department. In addition, the Group I faculty teach in the African Health Certificate and Master of Public Health program. At the present time, there has been a loss of Group I faculty available to cover the existing courses. This has had an impact on the number of graduate and African Health Certificate classes that have been offered in the past couple of years. Additional faculty are needed to adequately support the undergraduate, graduate, and certificate curriculums.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

The pedagogical practices are appropriate. As noted in the curriculum map, learning outcomes are introduced and reinforced throughout the curriculum. Higher level coursework provides opportunities for students to demonstrate mastery and integration of learning outcomes. The teaching assessment is typical of the institutional practices.
Student assessment is conducted using an online teaching survey distributed by the College of Health Sciences and Professions.

f. Are students able to move into discipline-related careers and/or pursue further academic work?

Faculty indicated that the majority of students completing the program continue with graduate education. However, little data is available to determine students’ ability to move into discipline-related careers. Alumni data available through internal institutional resources has been limited. At the present time, the Community Health Services program relies on Facebook group pages to track students after graduation.

Environmental Health Science

The Environmental Health Science program focuses on the prevention of disease through the management of environmental health factors (i.e., water, food, land, chemical, radiation, etc.). The program integrates the University’s mission by fostering the intellectual, personal, and cultural development of students as it relates to applied science. As noted in the Self-Study, “the overall goal of the program is to incorporate scientific inquiry and critical thinking skills into all professional coursework in an effort to produce scientifically literate citizens, to provide students entering various professions with the necessary scientific foundation for the pursuit of these professions, and to produce broadly trained scholars of science with contemporary knowledge” (Self-Study, p. 46).

a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

All students must satisfy the Tier I and 2 general education requirements. The Environmental Health Science program offers courses to meet the university’s general education requirements (e.g., EH 2000) that may be taken by non-majors. The Environmental Health Science program does not prepare non-majors for future coursework. However, the program satisfies the needs for general education.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The Environmental Health Science Program has been successful in attracting majors that are likely to succeed in the program. Recruitment strategies have focused on recruitment of current university students, including classroom visits (e.g., BIOS 1700), tabling events, personal communication with students, Facebook, Coordination agreements with Columbus State Community College, and coordination with the Chillicothe campus. As noted in the Self-Study, many Environmental Health Science students come from underserved southeast Ohio communities. The program student demographic characteristics are consistent with the university population. The small number of majors was a concern. While faculty efforts have attempted to increase the number of students majoring in Environmental Health Services, the heavy science requirements
have hindered recruitment efforts.

c. **Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?**

The undergraduate curriculum is reflective of the environmental health sciences discipline and provides majors with the competencies required to pursue discipline-related careers or graduate work following graduation. The Environmental Health Science program is nationally accredited and meets the national accreditation requirements. In addition, the program’s Advisory Board (Environmental Health and Occupational Health and Safety alumni) provides external consultation on programmatic issues.

The Environmental Health Science student learning outcomes include: 1) Student will **demonstrate** professional oral and written communication skills; 2) Student will **perform** methods, techniques, an activities at a professional level; 3) Student will **collect** data and **formulate** conclusions, strategies and solutions to professional standards; and, 4) Student will **list** and **describe** essential facets of the profession.

As noted in the Self-Study, the Environmental Health Science programs includes five content areas, including public health science, health science electives, basic science foundation, professional experience, and other required courses. Overall, the Environmental Health Science program curriculum prepares majors with the knowledge and skills to pursue entry-level environmental public health careers or graduate work following graduation.

d. **Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?**

At the present time, the program has one Group I and one Group II faculty. This meets national accreditation requirements, as well as enables the faculty to deliver program curriculum. Faculty noted that adequate resources are available to deliver the program.

e. **Are pedagogical practices appropriate? Is teaching adequately assessed?**

The pedagogical practices are appropriate. As noted in the curriculum map, learning outcomes are introduced and reinforced throughout the curriculum. Higher level coursework provides opportunities for students to demonstrate mastery and integration of learning outcomes. The teaching assessment is typical of the institutional practices. Student assessment is conducted using an online teaching survey distributed by the College of Health Sciences and Professions.

f. **Are students able to move into discipline-related careers and/or pursue further academic work?**

Faculty indicated that the majority of students completing the program are highly employable by public health governmental agencies and private industry.
Health Services Administration

The mission of the program is “to provide students with a fundamental understanding of the health care industry and its professional environment so that individuals can be successful in their chosen career path.” As noted in the Self-Study, “the program provides students with a solid foundation in business, and a thorough understanding of important contemporary concepts and issues in the health care organization and systems” (Self-Study, p. 55).

a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

The Health Services Administration does not offer a minor program. The Health Services Administration program follows the general education requirements as stipulated by the university. However, the program does not deliver general education courses.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The Health Services Administration program is offered at the main Athens campus and at all of the regional campuses. It is the largest program in the department with 430 students and continues to demonstrate growth. For this reason, faculty have not actively pursued additional recruitment strategies to increase the number of majors. The program does have a student professional club/organization (Ohio University Society for Health Administration) that does occasionally engage in recruitment efforts and initiatives for the major. The program student demographic characteristics are consistent with the university population.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The undergraduate curriculum meets the standards of the American College of Health Care Executives. As noted in the Self-Study, the program goals and objectives include:

Goal 1: To provide students with thorough, challenging, and integrative learning experiences in the classroom that enhances their ability to become successful and productive graduates in health services administration.

Objective 1a: To educate students about the key stakeholders within the health care system.

Objective 1b: To educate students about health care cost, quality, and access issues and the interrelationships between these three important health system variables.
Objective 1c: To educate students about significant laws and regulations that impact the health care system and its components.

Objective 1d: To educate students on the theory and practice of health care organization and management.

Objective 1e: To educate students on the theory and practice of health care finance.

Goal 2: To provide students with instructional opportunities for the development and enhancement of communication skills and abilities.

Objective 2a: To educate students on the importance of writing clearly and effectively within professional environments.

Objective 2b: To educate students on the importance of speaking clearly and professionally before individuals and groups in formal and informal settings.

Goal 3: To provide students with experiential and professional opportunities in health care organizations that allow for the application of program acquired knowledge and the further development of student skills and abilities.

Objective 3a: To educate students on strategies and approaches for identifying and crafting solutions to problems in health care organizations.

Objective 3b: To educate students on the importance of being accountable/responsible for personal and team commitments within a professional environment.

Objective 3c: To provide students with meaningful internship experiences that contribute to their personal and professional growth.

The Health Services Administration major requires completion of 11 professional/foundational courses in accounting, economics, finance, management, marketing, statistics, and public speaking. The administration core consists of 14 courses that build on this foundation and 400 hours of internship required in the student’s senior year. The required foundation and core courses are consistent with other programs that deliver a health services administration curriculum. Overall, the Health Services Administration program curriculum more than adequately prepares majors for entry level positions in the health care industry, including hospitals, physician practices, managed care organizations, and other health care delivery systems.

**d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?**

Resources to deliver the undergraduate program are greatly strained. At the current time, there are over 430 students in the program. However, the program is allocated two Group I faculty with one faculty member serving as the department chair. As a result, the program has had to rely on adjunct faculty to provide course coverage. One full-time person has been recently hired to oversee all undergraduate major advising for over 100 students.
e. Are pedagogical practices appropriate? Is teaching adequately assessed?

The pedagogical practices are appropriate. As noted in the program learning outcomes and curriculum map (Self-Study, p. 70), learning outcomes are introduced and reinforced throughout the curriculum. The teaching assessment is typical of the institutional practices. Student assessment is conducted using an online teaching survey distributed by the College of Health Sciences and Professions.

f. Are students able to move into discipline-related careers and/or pursue further academic work?

As noted in the Self-Study, there have been difficulties in tracking graduates due to the large number of students that become alumni. However, the program faculty indicated that students are readily hired into professional careers in the health services field.

Long Term Health Care Administration

The Long Term Health Care Administration program prepares students to understand the long care health needs of the elderly population. The curriculum focuses on the regulatory compliance for the long-term health care administration profession. The program is accredited by the National Association Boards of Examiners for Long-Term Administrators.

a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

The Long Term Health Care Administration program follows the general education requirements as stipulated by the university. However, it does not prepare non-majors for future coursework.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

Faculty indicated that the program is attracting successful majors. Recruitment efforts have included tabling events at the student center, personal communication with admitted students, email contact with undecided majors, contact with health association presidents. The program plans to attend freshman/sophomore classes to recruit interested lower division students. Historical data presented in the Self-Study (p. 77) reveal a decline in the number of majors over the past several years. The program experienced growth from Academic Years 2007/2008 through 2011/2012, with a peak at 47 students. In 2012/2013, the program declined to 32 students. During the 2013/2014 year, the number of students in the major dropped to 15. Faculty cited limited recruitment efforts for the reason for this decline. Of particular concern, as well, is the lack of student diversity in the program.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?
The undergraduate curriculum includes five “Domains of Practice,” including Resident Care and Quality of Life Domain I; Human Resources Domain II; Finance Domain III; Physical Environment and Atmosphere Domain IV; and, Leadership and Management Domain V. The curriculum requirements appear to be prescribed by the accrediting body national board (National Associating of Boards of Examination of Long Term Care Administrators). As noted in the Self-Study, the program goals and objectives include:

- **Resident Care and Quality of Life:** 1) Students will **demonstrate** working knowledge concerning Resident healthcare provided in his/her facility and ensuring that his/her professional staff are fully aware of and understand the importance of the regulations that have been enacted for the purpose of enabling a facility to effectively and efficiently attain or maintain the highest physical, mental and psychosocial well-being of each resident. 2) Students will **demonstrate** understanding through practice questions, discussion, and provision of examples of what their understanding is.

- **Finance:** 1) Students will **demonstrate** knowledge of financial management with the assistance of a designated facility accountant, knowledge of broad spectrum budgeting methods (capital, cash, operating), and financial planning (the budgets used as tools to achieve organizational financial goals), and related cost centers. 2) Students will **demonstrate** a working knowledge of the financial operations and performance of his or her facility and how the varied reimbursement methodologies by all payers impacts daily operations, have the skills in financial management, efficiently obtaining needed funds, and effective decision making in the optimal use of those funds. The Administrator must control the liquidity of the facility, identify and protect the facility’s financial assets, (insurance coverage, risk analysis, audits, segregation of duties) understanding of facility operating margins (ratio analysis, per patient per day analysis, ppd’s, RUGS, MDS 3.0 submissions, accounts receivable, cash on hand, consultative agreement agreements, billing, collections – bad debt, eligibility and coverage requirements of third party payers.

- **Human Resources:** 1) Students will be able to **demonstrate** an understanding that human resource functions are the responsibility of the administrator with the assistance of the Human Resource Professionals. Effective communication of the Administrator helps to achieve program goals, enhances efficiency and serves to meet any legal requirements. Effective Human resource management is built upon key management functions, through demonstration of: Planning, organizing, staffing, directing/leading and controlling. Human resource management underlies creation and retention of stable, qualified staff, hence, quality care of residents. 2) Students will **demonstrate** understanding of sample exam questions, discussion and real-life occurrences.

- **Governance, Leadership & Management:** Students will **demonstrate** an understanding that effective leaders identify and manage issues, problems and updated regulations in a manner which leaves energy to focus on daily operations, and goals set by the organization. Provision of educational opportunities, supporting residents and their families, and enhancing the ability of staff to learn
and grow, becoming confident in their empowerment to make effective decisions.
2) Students will demonstrate their understanding by example exam questions, discussion and industry examples to enhance understanding.

- **Environment:** 1) Students will demonstrate their understanding that an effective environmental program must involve both the internal and external environment of the facility. 2) Students will demonstrate an understanding how an effective program is established and monitoring of this program is the responsibility of the administrator. The upkeep of the environment is a constant of the building, equipment, and exterior grounds of the facility. It is inherent in responsibility to provide a safe, comfortable environment not only for residents, but also for staff and families. 3) Students will demonstrate their understanding through example test questions, and first-hand responsibilities through field experiences in their practicum and internship.

The curriculum is aligned with the competencies/learning outcomes required for national licensure in the Long Term Health Care Administration field. It is clear that the curriculum does provide students with an adequate background to pursue licensure and a career in the field.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

At the present time, there appears to be only one faculty member (Group II) dedicated to the Long Term Health Care Administration program. The program coordinator carries a 4/4 semester teaching load and advises 35 undergraduates. In addition, the faculty member is engaged in service to: 1) the ACHCA Student Chapter; 2) search committee member, Child and Family Studies faculty position, 2014; 3) member, SPH Curriculum Committee; and, 4) Licensed Nursing Home Administrator (Ohio). The Self Study noted “this program does not typically engage in research though notifications of opportunities are provided to the students” (p. 74). It would seem advantageous to have at a minimum one Group I faculty responsible for advising, student recruitment, service, and internship supervision.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

As noted in the Curriculum Map (Self-Study, p. 82), the Long Term Care Curriculum learning objectives are aligned with course requirements. However, there is no clear delineation as to which courses introduce, reinforce, and provide mastery of the learning objectives.

f. Are students able to move into discipline-related careers and/or pursue further academic work?

As noted in the university catalog, students should be prepared to sit for federal and state boards (i.e., The National Association of Board Examiners of Long-Term Care Administrators) upon completion of the degree. Profession licensure is required in most
states to operate a nursing facility. Most students are in discipline-related nursing home administration and management positions.

**Occupational Hygiene and Safety**

The focus of the Occupational Hygiene and Safety Program is to teach graduates to anticipate, recognize, evaluate and control workplace factors that affect health, comfort, and productivity. In addition, the program introduces students to policy issues critical to workers health and safety. The Occupational Hygiene and Safety Program integrates the university’s mission of fostering the intellectual, personal, and cultural development of students as it relates to applied science. As noted in the Self-Study, the goal of the program is “to incorporate applied sciences and critical thinking skills into all professional coursework in an effort to produce scientifically literate citizens, to provide students entering various work sectors with the necessary scientific foundation for achievement in the profession, and to produce broadly trained scholars of science with contemporary knowledge” (p. 89).

a. **Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?**

The Occupational Hygiene and Safety program does not offer specific courses to meet the university’s general education requirements. In addition, the program does not offer a separate minor. At this time, the program does not adequately prepare non-majors for future coursework.

b. **Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?**

The program has a small number of majors but has been able to attract those who are very likely to succeed in the program. The number of majors in the program is consistent with other similar undergraduate programs. The faculty feel that they could support an additional 20-25% students. Overall, the program attracts students from the southeast Ohio region, which is predominately an underserved area. However, there are very few females enrolled in the major. The faculty have been resourceful in their strategies to recruit students.

c. **Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?**

The undergraduate curriculum is reflective of the occupational hygiene and safety discipline and provides majors with the competencies required to pursue discipline-related careers or graduate work following graduation. The curriculum is based on the American Board of Engineering and Technology accreditation guidelines. In addition, the Advisory Board (Industrial Hygiene Advisory Committee) has
provided consultation on the mission requirements. As noted by the faculty, students are recruited for paid internships and readily employed at graduation. Overall, the Occupational Hygiene and Safety program curriculum prepares majors with the knowledge and skills to pursue entry-level careers or graduate work following graduation.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

There are adequate resources to support the program and faculty. The faculty noted that equipment needs are readily met within the department. In addition, the faculty actively seek out opportunities to secure external funding for equipment. Lab equipment and space are excellent.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

The Occupational Hygiene and Safety program learning outcomes are loosely structured around the American Board of Engineering and Technology (ABET) accreditation guidelines. There are four specific program learning outcomes of the Occupational Hygiene and Safety program:

1. Students will **demonstrate** professional oral and written communication skills.
2. Students will **perform** methods, techniques and activities at a professional level.
3. Students will **collect** data and **formulate** conclusions, strategies, and solutions to professional standards.
4. Students will **list** and **describe** essential facets of the profession.

As noted in the curriculum map, learning outcomes are introduced and reinforced throughout the curriculum. Higher level coursework provides opportunities for students to demonstrate mastery and integration of learning outcomes. Teaching assessment will utilize the new college practices. Student assessment is conducted using an online teaching survey distributed by the College of Health Sciences and Professions.

f. Are students able to move into discipline-related careers and/or pursue further academic work?

Faculty indicated that students are readily employed at graduation in the field. Other mechanisms have been employed to determine students’ ability to move into discipline-related careers and/or pursue further academic work, including Facebook and Advisory Board alumni.

**Environmental Health Science (minor)**

As noted in the university catalog, the Environmental Health Science Minor is appropriate to science majors (i.e., biological sciences and chemistry), but may also fit well with other
majors (i.e., communications, social sciences, and plant science). The overall purpose of the Environmental Health Science minor is to enhance the practical application of the student’s primary degree.

The Environmental Health Science minor integrates the university’s mission of fostering the intellectual, personal, and cultural development of students as it relates to applied science. The overall goals of the program are to incorporate scientific inquiry and critical thinking skills into all professional coursework and provide students various professions with a foundation in environmental public health that will make them more competitive in the workforce.

a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

The Environmental Health Science minor is appropriate for non majors. The program requires a minimum of 18 credit hours in the core requirements (9 credit hours, EH 2000, OHS 2000, and HLTH 2000) and electives (9 credit hours from a list of environmental health and occupational hygiene and safety courses). The minor is intended to provide students with a foundation in environmental public health that will make them more competitive in the workforce. The department does fulfill its service role. However, the minor does not necessarily prepare non-majors for future coursework or satisfies the needs for general education.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

Recruitment efforts have mainly focused on students enrolled in EH 2000 and OHS 2000. In addition, faculty members from other program areas in the department have been helpful in student recruitment for the minor. The most frequent majors pursuing the minor over the seven year review period have included Health Services Administration, Community Health Services, Long-term Care Administration, Environmental Biology, and Applied Nutrition.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The Environmental Health Science minor enhances the practical application of the student’s primary degree. The minor may make majors more competitive in the workforce. However, there is a lack of data to determine the impact of the minor on discipline-related careers or graduate work following graduation.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

Students in the minor complete 18 additional credit units from existing classes offered in the Environmental Health Science major. The resources and number of and distribution
of faculty are sufficient to support the minor program at this time.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?
As noted in the Self-Study, the minor is targeted to students in any major. As a result, it is not a learning outcomes-based program. Therefore, it is not possible to determine if the pedagogical practices are appropriate. Student assessment based on individual courses.

f. Are students able to move into discipline-related careers and/or pursue further academic work?
It is not possible to determine if students are able to move into discipline-related careers and/or pursue further academic work. Students are able to joint the EH/OHS Facebook group, however this is not a reliable mechanism to track students. Furthermore, alumni are tracked primarily through their home major program.

Graduate Program

Master of Health Administration
The mission of the Master of Health Administration (MHA) program is to prepare innovative, knowledgeable, and skilled leaders who strive to improve the U.S. health care system while advanced their careers. The program’s focus on content essential to leadership in the health care industry and on develop of skills to solve complex problems, identify and communicate with various stakeholders, maximize teamwork, and meet organizational goals. The MHA program is delivered in an online format in collaboration with Pearson Student Services.

a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?
The program attracts a large number of Health Administration professionals currently employed in the field. The program is oriented to adult, mid-career students. As noted in the Self-Study, the student population ranges in experience from two years to 40 years with an average of nine years.

There are currently 430 students currently enrolled in the program, with a goal of increasing the number of students. Students are distributed in 47 states, with a diverse distribution of students’ race/ethnicity. Consistent with discipline trends, females are represented at a higher number of students as compared to males.

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?
The graduate curriculum enables students to improve their employment situation. The program maintains informal contact with alumni, however there is little formal data
available on students following graduation.

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

The program was started in 2009 however data on the mentoring and advising efforts is not available at this time.

d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

Staffing is adequate at the present time. However, there are plans to increase the number of students admitted into the program. At the present time, one Group II faculty oversees the program with responsibilities that include admissions, course development, and coordination of faculty and Pearson course designers. The program is delivered by adjunct faculty who are health care professionals/educators located across the country. Facilitators are supervised by adjuncts and are responsible for no more than 25 students in a section. Pearson Student Services and Help Desk personnel work closely with the Coordinator, faculty, and facilitators to ensure a quality academic experience for students. In addition, Pearson Enrollment Advisors coordinate student recruitment and admissions screening. The Program Coordinator and Department Chair are responsible for final acceptance of students into the MHA program.

e. Does the program offer appropriate financial support to graduate students?

All students are full paying so financial support to graduate students is not offered.

f. Is teaching adequately assessed?

The teaching is adequately assessed. At the present time, student course evaluations are conducted by Pearson Student Services. The program receives feedback from facilitators and faculty to assess student learning. As noted in the Self-Study, Pearson conducts a comprehensive assessment of student learning and faculty/facilitator evaluation.

g. Are students able to move into discipline-related careers?

Relevant data is not currently available to assess students’ ability to move into discipline-related careers.

h. For doctoral programs, questions related to D.III of http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf

The Department of Social and Public Health does not offer doctoral program.

Master of Public Health
The Master of Public Health (MPH) program was reaccredited by the Council for Education in Public Health (CEPH) in 2009 through the Consortium of Eastern Ohio (CEOMPH). Ohio University is a member of the Consortium and has representatives on all program committees (i.e., Governing Council, Program Coordinating Council, Admissions, Curriculum, Faculty Appointment and Development, and Fiscal Issues).

As noted in the Self-Study, “The mission of the Consortium of Eastern Ohio Master of Public Health program is to provide accredited public health education designed for the working professional. It does this through a collaborative learning community, drawing on the collective resources of its six member institutions and partnering community agencies. The program strives to produce respected and competent professionals able to improve public health practice, especially in eastern Ohio.” (2009) At the present time, the CEOMPH is undergoing a strategic planning process and has a revised mission statement that is under committee review: “The mission of the Consortium of Eastern Ohio Master of Public Health program is to prepare current and future professionals through accredited education, research and service to improve the health of diverse communities in eastern Ohio and beyond. The mission is accomplished through collaboration among its partner universities and agencies.” (Rev. 5/6/14)

Consistent with CEPH accreditation requirements, the MPH program has a set of goals that guides the curriculum:

- Provide graduates with a foundation of public health skills and knowledge, including community assessment methods, analytic skills, research strategies, program implementation, evaluation, and policy development within an ethical and culturally sensitive perspective.
- Provide an MPH program that produces competent practitioners through collaboration among academicians, researchers, public health practitioners, and students from each member institution and the eastern Ohio community.
- Provide students with the knowledge and opportunities to apply public health concepts and skills to assess and improve the health status of residents of Ohio through research and service.
- Foster ongoing professional development of faculty and students and public health practitioners for the advancement of practice in the community.
- Assure at least an annual evaluation of overall program activity so that it continues to meet the needs of both students and the eastern Ohio community, and is based on the most current concepts and skills in public health research and practice.

The MPH Program is delivered through blended learning methods, including online and interactive videoconferencing.

a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?
The admissions criteria used by the Admissions Committee are consistent with requirements used by other CEPH accredited programs. These criteria include:

- Bachelor's degree from an accredited college or university
- Minimum undergraduate GPA of 2.75
- Minimum graduate GPA of 3.00 out of a 4.00 scale
- Successful completion of a college level mathematics or statistics course and college level social or natural science course
- Acceptable GRE score (if appropriate)
- Two years of work experience in a relevant field is highly recommended, but not required

Graduation rates for the CEOMPH reflect that the program is attracting students that are likely to succeed in the program. The MPH graduation rates support a pattern of student success in completion of the program, which is within the CEPH accreditation requirements. Unfortunately, data is reflective of the CEOMPH rates and do not provide sufficient data to determine student success for the OU campus.

As of 2013, 16 (61.5%) student applicants were received for the OU campus. However, a total of 6 (37.5%) students enrolled were at the OU campus. However, MPH program rates for students completing the first fall core classes for the OU campus is not provided.

Student diversity data was limited and, therefore, cannot be adequately assessed. As noted in the Self-Study, the program draws from the OU international student community and Cleveland urban areas. In addition, the students represent a diverse age and professional background.

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

The MPH program is accredited as a Generalist Program. The MPH program provides a core curriculum in biostatistics, epidemiology social/behavioral sciences, health services administration, and environmental health sciences. The core, generalist track, practice/culminating courses, electives provide an adequate background to pursue discipline-related careers following graduation. The graduate curriculum is consistent with similar accredited MPH programs and meets the CEPH accreditation criteria.

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

The MPH program provides adequate mentoring and advising to students to prepare them for discipline-related careers. The student works with a faculty and community preceptor on a project meaningful to public health. It is noted that student faculty preceptors for practicum or capstone projects general come from the OU MPH faculty.
d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

As indicated in the Self-Study, the program has 53 total faculty from all of the partner universities. Of these, 39 faculty hold “regular” appointments and 14 hold “adjunct” appointments. The OU campus contributes seven total faculty, including one faculty who teaches a core course on a regular basis (Epidemiology in Public Health) and other faculty who have taught core courses in previous years (Social/Behavioral health Sciences and Environmental Health Sciences in Public Health). In addition, the OU faculty have been active in the area of scholarly activities and funding, which is a requirement of accreditation.

Faculty resources are considered adequate, since the program can draw from faculty from anywhere in the consortium. OU faculty are considered valued contributing partners, precepting more of their own students, performing scholarly activity, and teaching core courses. Overall, the OU resources and the number of and distribution of faculty are sufficient to support the MPH program.

e. Does the program offer appropriate financial support to graduate students?

As noted in the Self-Study, the OU program has made appropriate financial support available to MPH students. OU has been generous in offering graduate assistantships to MPH students. They have been recipients of research awards. OU MPH students have also taken advantage of program offers to go to state conferences free of cost.

f. Is teaching adequately assessed?

The program faculty indicated that teaching is assessed. However, little detail on the process was provided.

g. Are students able to move into discipline-related careers?

As required for CEPH accreditation, the target graduation rate is at least 70% and the target employment rate (including continuing education) is at least 80%. Six year graduation rates support that there is a consistent pattern of students who have been employed or continuing education. Overall, program data supports that students are able to move into discipline-related careers.

h. For doctoral programs, questions related to D.III of http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf

The Department of Social and Public Health does not offer doctoral program.
Graduate Certificate Program

African Community Health Certificate

The mission of the African Community Health certificate is reflective of the university’s mission in relation to research, teaching and service in the field of community health and the delivery of health care to Africa. Furthermore, the certificate program embraces the university’s mission through the personal, intellectual and cultural development of its students given the diversity of the African contexts where community health and delivery of health care takes place. To achieve its mission, the goal of the certificate program is to help students develop their abilities in career building; sharpen skills in community health and in the delivery of health-care services to African regions, and to extend their understanding and ability to address African health issues and challenges.

The African Community Health certificate is administered through the department. The most frequent graduate degree programs pursuing the certificate over the seven year review period have included Public Health, African Studies, Communication and Development Studies, Mass Communication – Media Arts and Studies, and Osteopathic Medicine.

a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

The African Community Health certificate attracts students in two categories: 1) those who have been admitted into an advanced degree program at OU, and 2) those who possess a bachelor’s or advanced degree but are not currently in a degree program at Ohio. The rigorous acceptance criteria ensures that students possess the requisite academic and professional-related experience necessary to succeed in the program. Student diversity data was not provided and, therefore, cannot be assessed.

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

The program is an interdisciplinary collaboration that requires on 18 semester credit hours in the fields of anthropology, communication, geography, and public health. As noted in the Self-Study, students who complete the certificate are employed in different sectors such as: national and international non-profit and for-profit organizations ranging from, community-based organizations, media companies, governmental and non-governmental organizations etc.

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

Adequate mentoring and advising of students has been limited due to faculty constraints. As noted in the Self-Study and faculty comments, the number of faculty available to teach the required courses was impacted by the loss of two faculty members. In addition, two full-time Group 1 faculty are currently dedicated to the
undergraduate Community Health program and graduate MPH program.

d. Are the resources and the number and distribution of faculty sufficient to support the graduate program?

As an interdisciplinary graduate program, faculty are drawn from the participating departments to deliver the curriculum. However, the Department of Social and Public Health provides the administrative responsibility for the graduate certificate program. In general, faculty indicated that there have been adequate resources (i.e., office space, supplies, etc.) to support the graduate certificate program. However, the number and distribution of faculty have limited the ability of the program to deliver its curriculum. During the review period, the program has lost two faculty members that have not been replaced. In addition, two full-time Group I faculty members have teaching assignments in the undergraduate Community Health and graduate MPH programs.

The lack of faculty has been evident in the number of students who have graduated from the certificate program. Data demonstrates a significant drop in the number of graduates over the past six years. The average number of students who graduated from the certificate program was 10.8 students during the 2008/09 to 2012/13 academic years. However, there was a dramatic drop in graduates in the 2013/14 academic year with only four students completing the certificate program. Faculty cited the lack of sufficient faculty to deliver the courses as the reason for this steep decline.

e. Does the program offer appropriate financial support to graduate students?

No information was provided on financial support to graduate certificate students. Therefore, the appropriateness of financial support could not be determined.

f. Is teaching adequate assessed?

The Self-Study provided a detailed discussion of the certificate program’s mission and goals. The certificate does not previously have a learning outcomes-based program. As noted in the Self-Study, “the learning outcomes are geared towards developing a student’s abilities in career building, enhancing knowledge of community health and the delivery of health care and extending understanding on issues and challenges unique to communities in Africa” (p. 179). In addition, teaching assessment procedures were not discussed in the Self-Study or by certificate faculty. Therefore, it is not possible to assess the adequacy of teaching.

g. Are students able to move into discipline-related careers?

As noted above, certificate students who complete the program are employed in different sectors, including national and international non-profit and for-profit organization ranging from community-based organizations, media companies, governmental and non-governmental organizations. However, students are tracked primarily through their home major programs.
Areas of concern

A recent change to university curriculum is the transition to student outcomes assessment. It is recognized that the department programs have designed their learning outcomes measures. The programs have yet to align their curriculum and outcome measurements with the expected student outcomes or competencies. At this time, the majority of programs had limited measurements to effectively assess the preparation of students for professional careers or further graduate education. Outcomes data provided by the Office of Institutional Research has provided limited information. To date, the low response rates limit the programs’ ability to make meaningful curriculum decisions.

In addition, students were aware of the learning outcomes of specific courses, however they were unaware of specific program outcomes. Only Social Work students were knowledgeable of their program learning outcomes due to the highly structured program with stringent accreditation requirements. There appears to be little communication with students about the skills and competencies that they should have as a result of completing their academic programs.

Internships were an area of concern. The students indicated that they felt the internships were valuable to their professional preparation. However, they expressed frustrations with the current practices for internship placements. Several students expressed concerns with the time requirements (400 hours), quality of placements, perceptions of the university’s reputation by placement sites/preceptors, and supervision. In contrast, the program faculty (with the exception of Social Work) indicated that securing an internship was mainly the responsibility of the student. Internships are completed over the summer semester and faculty are not typically under contract to provide the level of supervision needed by students. Furthermore, supervision of internships are handled as an additional service component.

The Long-Term Health Care Administration program currently relies on one Group II faculty member. As noted above, this individual carries a 4/4 semester teaching load and advises 35 undergraduates. In addition, the faculty member is engaged in service to: 1) the ACHCA Student Chapter; 2) search committee member, Child and Family Studies faculty position, 2014; 3) member, SPH Curriculum Committee; and, 4) Licensed Nursing Home Administrator (Ohio). In addition, the program’s focus is primarily on preparing students for administration of licensed skilled nursing home. It should be noted that the current gerontology health care environment is more encompassing, including independent living facilities, home health care, preventative care, etc.

The MPH program is administered in an unusual format through the Consortium. While OU faculty have representation in the Consortium, there is little control over programmatic issues that impact the students’ needs. Faculty expressed dissatisfaction with the current arrangement. In addition, students expressed frustration with the program and the teleconference delivery format (Saturdays). In addition, concerns were
raised about the program’s emphasis on urban public health issues. Both faculty and students would like to focus on rural Appalachian public health issues.

The African Community Health Services Certificate program has experienced constraints that have impacted the program. The loss of two faculty members has limited the program’s ability to consistently offer courses needed for the certificate. This has led to a significant drop in student enrollment and graduation.

At the present time, the Department of Social and Public Health has sufficient resources to fulfill its mission. However, the programs have expressed that there is increased demand for well-prepared social and public health professionals. Faculty indicated that they would like to increase the number of students enrolling in their programs. At the present time, there are several programs that have experienced a loss in faculty that have not been replaced. The potential for growth should be considered with a plan for how to manage the financial resources needed.

Recommendations

The restructuring of the College of Health Sciences and Professions has resulted in the incorporation of new programs under the administration of the Department of Social and Public Health. There needs to be a department strategic plan developed to identify the focus of the restructured department, for investment of resources, and to manage student growth. The restructuring of the department needs to be inclusive of all the stakeholders. A strategic plan would create a new vision for the department that is inclusion of all programs. There has been integration of cross-discipline courses. However, it would be beneficial for the department to have well-defined goals to provide a framework for future programmatic and curriculum development. In addition, a strategic plan would guide the department in future faculty needs.

It is recognized that the move to student learning outcomes has been a recent curriculum change. However, there remains a gap in how these outcomes will be assessed across each program. It was noted that the current data provided by the Office of Institutional Research has yield low response rates. The “new measures” that will be used to assess students and the program should be clearly defined and aligned with learning outcomes.

Group II faculty deliver a significant number of courses that support the department programs’ curriculum. Teaching modalities continue to change with the increased utilization of technology in the classroom. It is critical for faculty to remain current in their field, as well as up-to-date on classroom strategies. Group II faculty indicated that some professional development resources are available, however these funds have been typically allocated on a priority basis. It would be advantageous to have increased resources dedicated to Group II faculty for teaching effectiveness and currency in the field.

Internships need to have increased structure in placements and supervision. The 400 hours of internship was appropriate and attainable under the previous quarter system. However, the transition to a semester system has resulted in difficulty for students to complete their internship in one semester. It is recommended that the programs reevaluate the number of
hours required for the internship and how the hours can be completed. In addition, consideration should be given to provide a more structured experience for the internship requirement to ensure a stronger quality experience for the student and site supervisor. It is suggested that an internship coordinator be appointed with supervision assigned within their assigned teaching load. (It should be noted that the Environmental Health Science and Occupational Hygiene and Safety profession requirements/accreditation considerations may require staffing with certified internship coordinator). In light of increasing enrollments, it may be necessary for some programs to expand the number of sites and to coordinate with regional campus faculty for increased internship opportunities. It might be helpful to have internship coordination assigned to a new or newly appointment faculty member to assist in the development of professional relationships within the community.

As noted above, faculty and students have expressed frustration with the current MPH Program Consortium. The current arrangement for curriculum and course delivery has not met the needs of students. It is recommended that the program explore developing a MPH program of its own. In addition, it is recommended that consideration be given to a program that focuses on the unique issues of the rural underserved Appalachian region.

Environmental Health Science and Industrial Hygiene and Safety programs have a small student enrollments. The programs should be acknowledged for their continued recruitment efforts. However, the intense science coursework required in the programs has limited recruitment efforts. It is recommended that additional faculty be added to the major to assist with curriculum and major recruitment. Possible strategies for student recruitment could include targeting promising high school students, such as the Tech Savvy for Women. In addition, it is suggested that program faculty target a learning community group of potential undecided majors with their EH 2000 class with a Tier 2 course (i.e., GEOG 1400 and PSY 1010).

Currently, a faculty search being conducted for one Group I Health Services Administration faculty position. Given the large number of students, it is critical that one additional Group 1 faculty position be allocated to the program. This chronic staffing problem has had ramifications in other areas, such as pursuing accreditation/certification with the Association of University Programs in Health Administration (AUPHA). Although the program continues to position itself to move forward with AUPHA certification, it has not been able to do so given its staffing situation.

With the restructuring, the Child and Families Studies program is now in the Department of Social and Public Health. The Child and Families Studies program offers undergraduate and graduate certificates in the area of Gerontology. Collaboration between the Long-Term Health Care Administration program and Gerontology certificates would provide an increased breadth of opportunities for students and faculty.

It is recommended that a consultative structure be created that provides students with an increased voice in their academic coursework. It would be helpful for faculty to possibly
have student representation on an advisory board (i.e., inclusive of faculty, alumni, employers, and students). This could add an additional layer of feedback to the programs that is not limited to course evaluations.

**Commendations**

The department faculty speak highly of the leadership that Dr. Douglas Bolon has provided during the restructuring of the department. The breadth of disciplines, complexity, and number of faculty brings tremendous strains on a department. Dr. Bolon should be commended on his leadership that has moved the department forward, both gracefully and collegially. Furthermore, the department faculty were very positive about the availability of resources that Dr. Bolon has made accessible.

The faculty should be commended for the atmosphere of collegiality among the programs. Genuine respect for each other was communicated throughout the interviews. In addition, the students spoke highly of their faculty and recognize the quality of instruction.

**Overall judgment: Is the program viable as a whole?**

The purpose or mission of the Department of Social and Public Health is to create well-prepared graduates, with an emphasis on developing critical thinking skills and abilities. This is consistent with the mission of the university and college. Overall, the department is fulfilling its mission to prepare graduates for the social and public health professions.

The department is diverse and complex with seven undergraduate programs, four graduate programs, and four certificate programs. While the individual programs represent distinct disciplines, there is tremendous inter-relatedness between the disciplines. As evidenced in the program review, the department has a collegial environment that fosters collaboration among the programs. However, the loss of faculty members has strained the department’s ability to deliver curriculum in a number of program. In spite of this, the program as a whole has been able to carry out the broad overall mission (teaching, research, scholarship and creative activity, service).

As a whole, the level of research, scholarship, and creative activity is appropriate for the department. Faculty have adequate resources to support their RSCA activities through internal and external sources. The department’s level of external funding is at an appropriate level.

Overall, faculty are actively involved in service, outside of teaching, that is appropriate for a program of its size. Group I faculty actively participate in service through participation on university level committees. In addition, the faculty are committed to the broader community and are engaged in a wide range of service activities. It is clear that the department fulfills its service mission.

At the present time, the department has sufficient financial, staff, physical facilities, library,
and technology resources, to fulfill its mission. The department is able to create well-prepared graduates with the knowledge and skills needed in the social and public health fields.

Overall, the Department of Social and Public Health is a viable program.

References

2 http://www.ohio.edu/chsp/about/missionvision.cfm
3 http://www.library.ohiou.edu/about/
Executive Summary
Department of Social and Public Health (DSPH)
Program Review

Dr. Vickie D. Krenz & Dr. Gary W. Peterson

External Reviewers

The Department of Social and Public Health is the largest academic program in the College of Health Sciences and Professions. The department houses undergraduate, graduate and certificate programs in Child and Family Studies, Community Health Services, Environmental Health Science, Health Services Administration, Occupational Hygiene and Safety, Long-Term Care Administration, Public Health and Social Work. Overall, the Department of Social and Public Health is a viable program.

The Social Work and CFS undergraduate and graduate programs in the Department of Social and Public Health (DSPH) are strongly viable and provide valuable options for the education of students at Ohio University. These programs are especially fulfilling their missions in the areas of teaching and service. Both of these programs are providing students with educations in fields that lead to important careers after graduation. The faculty in CFS and Social Work are working very hard in the areas of teaching and service as they deal with programs having large enrollments and majors that are growing rapidly. Both of these programs are well positioned for gaining new resources based on the new budgeting system that is designed to reward successful and growing programs. These programs have earned continued support from the college and the university in the future.

The Public Health programs consisting of undergraduate, graduate and certificate programs included Community Health Services, Environmental Health Science, Health Services Administration, Occupational Hygiene and Safety, Long-Term Care Administration, Public Health. As a whole, the level of research, scholarship, and creative activity is appropriate for the department. Faculty have adequate resources to support their RSCA activities through internal and external sources. The department’s level of external funding is at an appropriate level. Faculty are actively involved in service, outside of teaching, that is appropriate for a program of its size. Group I faculty actively participate in service through participation on university level committees. In addition, the faculty are committed to the broader community and are engaged in a wide range of service activities. It is clear that the department fulfills its service mission.

Improvement in research/scholarship and external funding acquisition is needed in the Social Work and CFS programs (especially in CFS) but will likely be challenging or perhaps impossible to improve if faculty continue to face increased workload demands that are becoming unmanageable. The faculty in the Social Work and CFS programs are already working very hard to meet new demands in teaching quality, advising, service, recruitment activities, and mounting administrative tasks that faculty are being delegated.
Specific issues are prevalent in the CFS internship and thesis that require creative solutions but the source of these problems are again based in increasingly stressful workloads that small faculties must face. The review committee also thinks that great potential exists for these programs to collaborate more effectively across the areas of human development, family studies, social work, and the health fields. Collaboration of this kind could result in imaginative interdisciplinary curricula as well as eliminate curriculum duplication across these programmatic areas. Such creative results are more likely to result if the DSPH undertakes a thorough process of strategic planning to bring about greater meaning to the recent restructuring process and encourage collaboration across programs. The certificate and minor programs in Gerontology and Social Service are good mechanisms for providing useful career options for students from a variety of majors. However, some need exists to reexamine the extent to which these programs have impact on the workload of CFS and Social Work faculty.

The loss of faculty in the Community Health Services and Health Services Administration programs has strained the department’s ability to deliver curriculum in a number of programs. In spite of this, the program, as a whole, has been able to carry out the broad overall mission (teaching, research, scholarship and creative activity, service).

The restructuring of the College of Health Sciences and Professions has resulted in the incorporation of new programs under the administration of the Department of Social and Public Health. There needs to be a department strategic plan developed to identify the focus of the restructured department, for investment of resources, and student growth. The resulting strategic planning process for the department needs to be inclusive of all the stakeholders.

It is recognized that the move to student learning outcomes has been a recent curriculum change. However, there remains a gap in how these outcomes will be assessed across each program. It was noted that the current data provided by the Office of Institutional Research has yield low response rates. The “new measures” that will be used to assess students and the program should be more clearly defined and aligned with learning outcomes.

Internships in several of the department programs need to have increased structure in placements and supervision. The 400 hours of internship was appropriate and attainable under the previous quarter system. It is recommended that the programs reevaluate the number of hours required for the internship and how the hours can be completed. In addition, it is suggested that an internship coordinator be appointed with supervision assigned and counted as part of their assigned teaching load.

Faculty and students have expressed frustration with the current MPH Program Consortium. The current arrangement for curriculum and course delivery has not met the needs of students. It is recommended that the program explore developing a MPH program of its own that focuses on the unique issues of the rural underserved Appalachian region.
Questions for reviewers:

Please provide a narrative describing your observations and judgments regarding the overall state and quality of the program. Please, at the minimum, address the following questions in your summary. Provide any information that was not provided above as needed.

1. The program as a whole:
   
   a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service)

   The CFS program has emerged from restructuring and conversion from quarters to semesters with a very creative curriculum consisting of three options: 1. Child, Adult, and Family Services, 2. Child Life, and 3. Family Gerontology. Having 4 Group I faculty in this area appears to be adequate, though if the upward enrollment trajectory continues, CFS will be a program deserving of new faculty positions perhaps through reallocation from a program where enrollment is declining. This would seem to be possible with the new budgeting system that has been implemented by the university. The CFS curriculum is complicated and requires a maximum effort by faculty to cover all the valuable coursework provided.

   As a group, the CFS Group 1 faculty members for the undergraduate and graduate programs appear to be averaging less than one publication per year. The program review documents do not provide clear guidelines about the level of publication that is expected of
faculty members. This level of scholarly activity should be improved if possible by effective management of growing faculty workloads.

There did appear to be several reasons for this lower level of scholarly/research activity that are rooted in changes within the larger university in conjunction with excessive and growing demands on faculty time. These issues include greater demands for faculty to demonstrate high quality teaching, heavy course loads, extensive advising, and service. There is evidence that faculty are being asked to do significantly more in areas other than scholarship/research, especially in the areas of recruitment, data gathering about students and graduates, as well as quasi-administrative tasks involving processing forms that used to be done by staff and administrators who are compensated for these activities (and faculty are not). The inevitable result is less productivity in research/scholarship and external grant acquisition.

This is not unique to Ohio University and is a common trend elsewhere in similar academic settings. However, the academic culture that encouraged research/scholarship in the past is steadily being eroded by new tasks that are eating away at faculty time. There is a significant danger that regional universities like Ohio University will gradually diminish the knowledge creation mission in response to political and public pressures for programs to become more superficially accountable as well as pragmatically and vocationally focused. These pressures are diversifying the roles of faculty members to an extent that there will soon be little time left for scholarly/research activity. Maintenance of a scholarly/research culture will be crucial for recruiting talented CFS faculty in the future.

Discussions with faculty revealed the need for better guidelines from higher administration and the college about expectation levels for scholarship/research based on meaningful discussions with faculty about what is realistic. If faculty work demands continue to increase, discussions might lead to the inevitable conclusion that research/scholarship expectations need to be lowered. Faculty may not be able to attain research scholarly levels of the past if these trends continue. Another need is to educate governing boards, politicians, higher level administrators and the public about the consequences of gradually squeezing out the knowledge creation mission (without overtly recognizing that this is happening) as faculty face rising expectations for performance in other areas. There appears to be a trajectory that may lead universities like Ohio University (and there are many of these) to be virtually
indistinguishable from the role of faculty in community colleges and public education at the secondary level.

b. Is the level of the Department’s RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department’s level of external funding at an appropriate level?

The program review document does not identify any significant shortages in resources for office space, travel, supplies, and technology. An exception to this comment may be that growing enrollment trends could place increased strain on resources in the future.

There is a need to improve the level of external funding, but with the reality based expectations that external funding sources for CFS faculty are diminishing at national and state levels and are difficult to acquire. External funding acquisition might be encouraged through the implementation of differential faculty loads for promising research faculty and judicious use of course releases to encourage grant writing. These arrangements must not diminish the contributions of faculty who choose to teach at disproportionate levels and who perform instruction at a high level.

c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

The CFS faculty involvement in service is excellent and is at a level that does not require increases in the immediate future. The pragmatic and career focused options provided in all 3 CFS curricular concentrations provide logical community connections for faculty involvement in social services, child life and service to aging populations (gerontology). The CFS faculty also demonstrate sufficient connections with the surrounding community.

d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

No substantial resource issues were identified by administrators, faculty or students. The university appears to provide adequate financial resources (e.g., funds for faculty travel), physical facilities, supplies, library resources, faculty development, and
technology to accomplish the programs’ missions.

2. Undergraduate Program:

a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

The CFS faculty involvement in service is at a level that does not require increases in the immediate future. The pragmatic and career focused options provided in all 3 CFS concentrations provide logical community connections for faculty involvement. Service to the university and the larger field of child and family studies (e.g., professional associations and editorial boards) also is evident. The CFS faculty are providing valuable services to the university (department and higher levels), the community, and the profession (e.g., journal editorial boards and professional associations). At this time, the CFS faculty are providing as much service to students from other university programs as they can.

Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The CFS program is attracting majors consistent with the better CFS programs around the country. The number of majors is substantial and appears to be in a current period of rapid growth. The lack of student diversity appears to be a problem but this pattern is probably consistent with limited diversity in the larger university. Perhaps some additional efforts and resources are needed to recruit a more diverse population in terms of gender, ethnicity, race and socioeconomic status. A particular emphasis should be to serve diversity needs in a socioeconomic sense for the surrounding communities-----perhaps with a focus on rural Appalachian youth and families.

b. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The undergraduate curriculum in CFS has recently been revised in imaginative ways, perhaps encouraged in part by
restructuring and conversion from quarters to semesters. The 3 concentrations in the CFS curriculum seem to be carefully structured to meet student career needs after graduation. The focus of these curriculum changes are on 3 career areas that should be in high demand in the future, social services, child life, and aging populations.

c. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

The number of Group I faculty members, when supplemented by other categories of faculty (i.e., Group 2 & 3 faculty) seems barely adequate. Moreover, CFS enrollments appear to be trending upward and are very substantial (190 majors). The class sizes in some CFS courses are excessive, with the result being that a faculty member’s actual work requirements exceed what is necessary to cover their high standard course load (i.e., a 3 & 2 course load each academic year) per semester. There are signs that the workload of faculty members in this program are very demanding and causing considerable stress.

There are other significant problems that create workload problems for faculty. An illustrative issue is the expectation that the CFS Program Coordinator teach the CFS 4910 Internship course but not have this counted as a course for her teaching load. This is a very demanding instructional requirement that should be counted as part of the Coordinator’s teaching load. It may also be one of the most valuable aspects of students’ university experiences, especially as career preparation. This should probably be a regular course consisting of a 3-6 credit hours (reduction from the current amount of hours). The students the committee interviewed expressed great concern about the need for better supervision, assistance to find placements, course credit and opportunities to take internships in the summer (which will require summer pay for faculty instructors). The current Program Coordinator is doing the best she can to supervise internship students—-but this required work is in addition to her normal course load! Internships might benefit from more central assistance at the college level, especially in terms of helping students find placements. However, actual supervision of the students experience should be done by the CFS Program Coordinator (or comparable faculty assignment) who receives credit for this supervisory work as part of her/his instructional course load.

d. Are pedagogical practices appropriate? Is teaching adequately assessed?
Teaching is evaluated with standard teaching evaluations that students complete online. This practice should be continued but not be used in an almost exclusive fashion to assess the quality of teaching. Other means of assessing the quality of teaching should be used such as peer evaluations. More diverse measures of assessing teaching should be used, especially for probationary faculty to provide constructive feedback so their teaching quality receives extensive attention prior to tenure and promotion decisions.

The current trend toward formalizing student outcomes is probably a good strategy, though some of the current learning goals specified seem to general to operationalize and measure. In contrast, the opposite extreme should be avoided where outcomes are so specified that cookie-cutter simplicity in outcomes is presented as a good education, simply because the outcomes are measurable.

e. Are students able to move into to discipline-related careers and/or pursue further academic work?

The 3 concentrations in the CFS program are both imaginative and a strength of the department. These concentrations, 1. Child, Adult, and Family Services, 2. Child Life, and 3. Family Gerontology are focused on viable entry-level careers after graduation and are excellent background for pursuing graduate work in numerous social science, social service and public health fields. An area of particular creativity is the interdisciplinary area of Child Life, which draws upon the areas of family studies, child development and health related fields. More possibilities for integration across these areas should be examined and encouraged in the future.

3. Graduate Program:

a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

The CFS graduate program is attracting students who are appropriate and are likely to succeed in the program. Greater emphasis should be placed on recruiting students who are more diverse in terms gender, race, ethnicity, and socioeconomic status. It is also recognized, however, that great diversity may be difficult to
achieve given the geographic and cultural context of Ohio University. A special focus on recruiting students from rural Appalachian family backgrounds may be a more realistic goal aimed at both diversifying the student population and for serving the surrounding region of Ohio most effectively. The best focus for CFS is to produce students who service the area surrounding the university. These skills should also service students well if they desire to locate elsewhere after graduation. The current CFS programs seem well suited for both of these goals.

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

The CFS graduate curriculum consists of coursework that is consistent with the better graduate programs in the country. Immediate changes are not necessary, though greater integration with public health and social work courses in the department may be a very creative direction to proceed. This will take advantage of collaborative opportunities within the department and structure a more efficient curriculum that can be covered by the small number of CFS faculty who must currently staff CFS courses. The review committee expressed considerable concerns about the ability of such a small faculty to cope with the growing demands of both the graduate and undergraduate programs. This is now a special concern given that the university is now on a budgetary system that could demand continuous growth with even more demands on a small number of faculty.

A major problem appears to exist with the CFS graduate courses that enroll both undergraduate and graduate students. Discussions with CFS graduate students indicated that these shared courses are not viewed by students as providing sufficient depth expected from graduate courses.

The CFS thesis that is required may not be mentored sufficiently or understood well by current graduate students. Discussions with students may lead to the conclusion that the thesis requirement should be questioned as to whether it should remain as a required degree component for all the students in the program. Many CFS masters students do not pursue doctoral studies and do not seek research-focused careers. Most CFS students appear to be seeking social service positions and may not need a thesis experience.

The increased work demands faced by the small number of faculty
members also may have left little time for mentoring student theses in the depth required. This is not a problem that is unique to CFS at Ohio University. Perhaps a thesis experience could remain an option only for students who are preparing for doctoral work and/or research careers? The remaining students might be required to complete a more limited research requirement such as a detailed research design rather than a full-fledged thesis project.

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

The students appear to be receiving adequate advising and mentoring, though perhaps with the exception of the thesis experience and in some. Perhaps the graduate program enrollment should not be expanded until more faculty can be added to improve workload issues in the department.

d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

The number of CFS faculty is barely adequate to support the current number of students in the graduate and undergraduate programs. The problem is that the undergraduate program appears to be growing rapidly and may soon place increased demands on the small number of CFS faculty. Consideration might be given to not expanding the CFS graduate program enrollment until more faculty can be added.

e. Does the program offer appropriate financial support to graduate students?

The program has 2 GAs, a commitment of resources which does not provide sufficient support for a serious graduate program. More GA support is needed to assist the further development of this graduate program. Another possibility might be to split the 2 current GAs and provide half stipends and half tuition waivers to 4 students. This could also be the practice if a modest increase in GAs is provided to the CFS graduate program.

f. Is teaching adequately assessed?

An important issue that requires attention is that current
measurements of teaching effectiveness are quite limited in scope (by no means a unique problem to Ohio University). The only faculty with actual classroom observations are probationary faculty (or those who ask informally); otherwise the sole measure of teaching quality appears to be classroom evaluations (with only a 25% return rate).

f. Are students able to move into discipline-related careers?

The CFS graduate curriculum is consistent with quality programs elsewhere in the country. The options within the curriculum in Child Life and Gerontology should prepare students for a variety of career options. The curriculum which involves a thesis also prepares student for doctoral work if they wish to pursue this path. Perhaps the thesis could become an optional requirement for students who are interested in pursuing doctoral studies at a later time?

h. For doctoral programs, questions related to D.III of http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf

4. Areas of concern.

Some increase in research/scholarly production and external funding is needed. Efforts should be undertaken to create a more manageable scholarly/research culture by making faculty job expectations and performance criteria in teaching and service more manageable.

Faculty are stretched very thin in CFS, with growing enrollments, large class sizes (e.g., 70 students in a capstone course), and unpredictable factors (illness). Management of internships needs to be examined, either by spreading responsibility for supervising internships among more faculty or by considering internship credit as part of faculty member’s regular course load. More careful supervision of student internship placements may be necessary, perhaps by central management at the college level. The actual supervision of the students’ internship experiences, however, should remain in the capable hands of the CFS faculty.

A need exists to evaluate if the required thesis in the CFS graduate program truly fits the future career needs of graduates from the program. Many CFS graduate students are taking positions in social service agencies and few enter doctoral programs or pursue research careers. Mentoring students as thesis advisors and committee members is a very demanding responsibility requiring the devotion of a lot of time and energy by a small number of Group 1 faculty.
This extensive supervision may not be possible with the current workload demands faced by the small number of faculty in CFS.

5. Recommendations.

Respond to the “Areas of concern” above by making progress on these challenges.

Engage in strategic planning with the goal being to search for more collaboration across programmatic boundaries. There are a number of possibilities where curriculum can be shared among CFS, Social Work, and Health Areas within the Department of Social and Public Health. For example, Social Work faculty can teach course that can enhance the employable skills of CFS students and CFS faculty can teach non-practice courses in the social work curricula.

6. Commendations.

The Department of Social and Public Health has a very talented administrator at the helm who is dealing very capably with a very complicated academic unit. He clearly has very widespread faculty support.

The CFS program seems to have prospered following major restructuring and conversion from quarters to semester.

Faculty in CFS are working very hard with demanding and growing workloads that make much attainment in research/scholarship and external funding acquisition very challenging.

The faculty clearly indicated that they are dedicated to their work at Ohio University and have very high morale, despite serious workload issues.

7. Overall judgment: Is the program viable as a whole?

Overall, the CFS undergraduate and graduate programs show significant recent progress and are strongly viable as a whole for reasons specified above. Both programs have great potential for further growth and are of great value for Ohio University students.
Gerontology Certificates
Program Review

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Questions for reviewers:

Please provide a narrative describing your observations and judgments regarding the overall state and quality of the program. Please, at the minimum, address the following questions in your summary. Provide any information that was not provided above as needed.

1. The program as a whole:
   a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service)

   This program does not have it’s own faculty. It is staffed as an interdisciplinary offering that uses the faculty and coursework of other programs

   b. Is the level of the Department’s RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department’s level of external funding at an appropriate level?

   Not applicable. These certificates do not have their own faculty and resources.

   c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?
Not applicable. These certificates do not have their own faculty and resources.

d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

Not applicable.

2. Undergraduate Program:

   a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

      Not applicable

   b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

      Not applicable. Recent enrollment seems adequate, though has recently declined to 40 students from a high point of 76.

   c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

      This interdisciplinary certificate program draws from other programs to provide students (i.e., who have another major) with a supplementary career option involving knowledge and professional skills in gerontology.

   d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

      Resources and faculty come from other programs and budgets.

   e. Are pedagogical practices appropriate? Is teaching adequately assessed?
Faculty and teaching quality are dealt with by other programs.

f. Are students able to move into discipline-related careers and/or pursue further academic work?

As indicated above, this interdisciplinary certificate program draws from other programs to provide students (i.e., who have another major) with a supplementary career option involving knowledge and professional skills in gerontology. Gerontology is excellent preparation for a society that is now aging rapidly.

3. Graduate Program:

a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

Currently there is only 1 student in the program and the maximum enrollment was 2 students during the 2008-2009 academic year.

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

This interdisciplinary certificate program draws from other programs to provide students (i.e., who have another major) with a supplementary career option involving knowledge and professional skills in gerontology.

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

This may vary with the base department that each faculty member comes from. No evidence was available about this.
d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

Faculty for this certificate are based in other programs.

e. Does the program offer appropriate financial support to graduate students?

Any financial support would come from other programs.

f. Is teaching adequately assessed?

Assessment of teaching is accomplished by other programs.

g. Are students able to move into discipline-related careers?

This interdisciplinary certificate program draws from other programs to provide students (i.e., who have another major) with a supplementary career option involving knowledge and professional skills in gerontology.

h. For doctoral programs, questions related to D.III of http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf

4. Areas of concern.

There is insufficient enrollment in this certificate program.

5. Recommendations.

Greater enrollment is needed if this certificate program is continued.

This certificate should be evaluated for viability and its impact on resources drawn from base programs should be examined.
6. Commendations.

7. Overall judgment: Is the program viable as a whole?

This certificate program may need to be reconceptualized so that enrollments increase.
Social Services Minor
Program Review

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Questions for reviewers:

Please provide a narrative describing your observations and judgments regarding the overall state and quality of the program. Please, at the minimum, address the following questions in your summary. Provide any information that was not provided above as needed.

1. The program as a whole:

   a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service)

      This program does not have its own faculty. It is staffed as an interdisciplinary offering that uses the faculty and coursework of other programs.

   b. Is the level of the Department’s RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department’s level of external funding at an appropriate level?

      Not applicable. This minor does not have their own faculty and resources.

   c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?
Not applicable. This minor do not have their own faculty and resources.

d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

Not applicable.

2. Undergraduate Program:

a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

Not applicable

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The enrollment in this minor has declined from 65 to 40 students in one year.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

This minor draws from other programs to provide students (i.e., who have another major) with a supplementary career option involving knowledge and professional skills in social services.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

Not applicable. Faculty and teaching quality are dealt with by other programs.
f. Are students able to move into discipline-related careers and/or pursue further academic work?

This minor draws from other programs to provide students (i.e., who have another major) with a supplementary career option involving knowledge and professional skills in social services.

3. Graduate Program:

a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

None

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

None

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

None

d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

None

e. Does the program offer appropriate financial support to graduate students?

None

f. Is teaching adequately assessed?
None

g. Are students able to move into to discipline-related careers?

None

h. For doctoral programs, questions related to D.III of http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf

4. Areas of concern.

There is a need to re-establish a pattern of increased enrollment in this undergraduate minor.

5. Recommendations.

Determine why there is a pattern of declining enrollment in this undergraduate minor

This minor should be assessed for its impact on the base programs that provide faculty and resources. This should determine the viability of the program. Recent declines in enrollment are a problem that should be evaluated carefully.

6. Commendations.

7. Overall judgment: Is the program viable as a whole?

The undergraduate program may be viable but attention is needed to ascertain why enrollments have declined.
Social Work
Program Review

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Questions for reviewers:

Please provide a narrative describing your observations and judgments regarding the overall state and quality of the program. Please, at the minimum, address the following questions in your summary. Provide any information that was not provided above as needed.

1. The program as a whole:

   a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service)

      The Social Work Program will meet the standards of CSWE, the national accrediting agency, for supporting the undergraduate social work program if it is able to fill the 2 faculty positions that are currently open. Consequently, it is of critical importance that these recruitment efforts be successful. Group III faculty can be used to temporarily meet these needs until full-time faculty can be recruited and hired. Simply meeting CSWE staffing standards is considered adequate staffing for a program but additional faculty will be required if the social work undergraduate and graduate programs continue to grow.

   b. Is the level of the Department’s RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department’s level of external funding at an appropriate level?

      The Social Work faculty demonstrate a reasonable amount publication and acquisition of external funding. The challenge will
be to continue maintaining an academic culture that fosters research and scholarship during a time when faculty are being asked to engage in a more diverse array of work involvements. Maintenance of a scholarly/research culture will be crucial for recruiting talented social work faculty in the future who are members of a profession having many career options in research extensive universities and careers outside of academic institutions.

c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

The Social Work faculty members are effectively engaged in service to the surrounding community, the department, and the larger university. The focus on application and intervention in the field of social work often leads faculty to have extensive contacts with community social service and non-profit agencies.

d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

Discussions with the Social Work faculty indicated that there is an overall sense of satisfaction with current resources (e.g., supply funds, office space, library resources, technology, and travel funds) as long as vacant faculty positions are filled to meet national accreditation standards. One area that requires attention is the possibility of moving the Social Work programs from their current physical facilities to the building occupied by the rest the Department of Social and Public Health. This would allow greater departmental unity and may encourage collaboration across programs, curricular integration and efficiency. This process of physical unification, however, should be pursued with considerable discussion and involvement of faculty in a manner that strives for consensus about the final decision.

2. Undergraduate Program:

a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

As indicated above, the Social Work faculty are effectively engaged in service to the surrounding community, the department, and the larger university. The focus on application and intervention in the field of social work often leads logically to extensive contact with community social service and non-profit agencies in the community. The social work curriculum is so detailed and demanding (by
national accreditation standards) and there is little opportunity to develop courses simply for general education needs. However, several of the current social work courses could be built into general education requirements if needed by the larger university.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

Data provided in the self-study and discussions with Social Work faculty show wide variability in enrollment at the campuses of Ohio University, but overall there is evidence of strong and increasing enrollment numbers. Apparently, this may, in part, be a result of the restructuring process and some important curriculum requirement changes.

There is only limited diversity evident in the student population but this again may reflect the demographics of the region in which Ohio University is located. A target population that is more realistic to recruit for socioeconomic variation would be students from rural Appalachian backgrounds. Social work is a career field that should be able to attract a more diverse group of students than is currently demonstrated.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

Social Work curriculum that is accredited by the Council on Social Work Education (CSWE) guides academic institutions (like Ohio University) to provide a highly structured curriculum that leads specifically to careers in a great variety of social work settings. A large number of graduates do acquire positions in the field of social work after graduation.

An undergraduate degree in social work (i.e., a CSWE accredited program) also is excellent preparation for entry into MSW programs (also CSWE accredited) in which it is possible to enter Advance Placement and complete an MSW in only 1 additional year.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

The undergraduate programs have faculty sufficient to be accredited by CSWE. However, the enrollment numbers in the Social Work programs are demonstrating robust numbers that are rapidly growing. If this pattern continues, the Social Work programs should be able to make a good case for increased faculty positions. This logic
is supported by the university’s new budgetary system in which faculty positions can be reallocated to programs with growing enrollment from programs that demonstrate enrollment declines.

The field of social work is very bureaucratic and has extraordinary high demands for paperwork, accreditation demands, and endless programmatic adjustments. Consequently, another administrative staff appointment may be needed simply to assist with these demands that are likely to increase as the program grows.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

The use of standard student evaluations should be continued as one source of feedback to faculty about their teaching performance. However, excessive and exclusive reliance on student evaluations should be corrected in favor of other means of assessing the quality of teaching such as peer evaluations. More diverse measures of assessing teaching should be used, especially for probationary faculty, to provide constructive feedback so their teaching quality receives significant attention prior to tenure.

Attention to student learning outcomes are more than handled by the detailed, competency based requirements of CSWE regulations. No further work is needed in this area because CSWE national accreditation standards are so thorough and far exceed what is expected in other fields.

f. Are students able to move into to discipline-related careers and/or pursue further academic work?

As indicated above, social work curriculum that is accredited by the Council on Social Work Education (CSWE) guides academic institutions (like Ohio University) to provide a highly structured curriculum that leads specifically to careers in a great variety of social work settings. A large number of graduates from social work programs do acquire positions in the field of social work after graduation.

An undergraduate degree in social work (i.e., a CSWE accredited program) also is excellent preparation for entry into MSW programs (also CSWE accredited) in which it is possible to enter Advance Placement and complete an MSW in only 1 additional year.

3. Graduate Program:
a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

The total of 26 students in the MSW program is strong enrollment for such a small Social Work faculty at Ohio University and requires a lot of intense mentoring and field placement supervision. The Social Work graduate program is attracting students who are appropriate and are likely to succeed in the program. Greater emphasis should be placed on recruiting students who are more diverse in terms gender, race, ethnicity, and socioeconomic status. It is also recognized, however, that much greater diversity may be difficult to achieve given the geographic and cultural context of Ohio University. A special focus on recruiting students from rural Appalachian family backgrounds may be a more realistic goal aimed at both diversifying the student population, recruiting students of variable socioeconomic status, and serving the surrounding region of Ohio.

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

As indicated above, social work curriculum at the graduate level is accredited by the Council on Social Work Education (CSWE). This carefully designed curriculum guides academic institutions (like Ohio University) to provide a highly structured training that leads specifically to careers in a great variety of social work settings. A large number of graduates do acquire positions in the field of social work after graduation. Many students who return for masters level graduate work already have work experience in the field of social work. BSW and MSW training is excellent preparation for more advanced graduate work in social work. Graduates from other social science disciplines and fields (e.g., psychology, sociology, child development, family studies and related fields) also seek entrance into social work graduate programs.

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

The students in the MSW program appear to be receiving adequate advising and mentoring. However, the program should be expanded in a carefully measured way as faculty can be added. The reason for this recommendation is that MSW programs require a lot of field placement supervision which is a demanding and time-consuming faculty responsibility. These demands will place growing demands on a small faculty that already is working very hard.
d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

The MSW program has faculty sufficient to receive national accreditation by CSWE. The enrollment numbers in the Social Work programs are strong and have considerable potential for more rapid growth. More faculty will be needed in the future if the program continues to grow at the current rate.

e. Does the program offer appropriate financial support to graduate students?

The MSW program has a total of 6 GAs that are a critical component for recruiting high quality students into the program. Perhaps a creative way of maximizing the recruitment capacity of the 6 GAs is to divide each of these awards in half and award 12 students with half stipends and half tuition waivers.

f. Is teaching adequately assessed?

An important issue that requires attention is that measurements of teaching effectiveness are quite limited in scope (by no means a unique problem). The only faculty with actual classroom observations are probationary faculty (or those who ask informally); otherwise the sole measure is classroom evaluations (with only a 25% return rate).

g. Are students able to move into discipline-related careers?

The MSW curriculum is accredited by the Council on Social Work Education (CSWE) and guides academic institutions (like Ohio University) to provide a highly structured series of courses that focuses on learning competencies that lead specifically to careers in a great variety of social work settings. A large number of graduates acquire positions in the field of social work after graduation. An MSW degree plus career experience in the social work profession is excellent preparation for doctoral work in social work and related professions.

h. For doctoral programs, questions related to D.III of http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf

4. Areas of concern.

There are no significant issues of concern relating to the graduate social work programs. However, the programs now appears to be growing rapidly and will require more faculty if this trend continues. Adequate faculty resources are required for the program to retain its national certification with CSWE.
5. Recommendations.

   Increased faculty positions if the Social Work programs continues to grow and prosper.

   Consider moving the Social Work faculty to the same building with the rest of the Department of Social and Public Health.

   Social work is a highly structured and bureaucratized field and needs additional administrative support overall.

   There is a need for strategic planning to develop collaboration in coursework across the boundaries of CFS, Social Work, and Public Health Areas.

   Greater emphasis on gathering data to learn about what careers social work graduates pursue after graduation.

6. Commendations.

   The Department of Social and Public Health has very talented administrative leadership. The Department Chair has widespread faculty support.

   The past reorganization process is seen as having many positive consequences for the Social Work program.

   Despite heavy workloads, faculty morale is good and collegial relationships are strong in this program.

   Faculty in Social Work are working very hard with demanding and growing workloads that make very much attainment in research/scholarship and external funding acquisition very challenging.

7. Overall judgment: Is the program viable as a whole?

   The Social Work graduate and undergraduate programs are strongly viable and very valuable for Ohio University to maintain and support. Social work is a field that sets the standard for providing curricula that guides students very effectively into productive careers after graduation. The Social Work Program has earned additional support from the college and university administrations in the future.
March 23, 2015

Dr. David Ingram
Chair, Program Review Committee of UCC
Ohio University

Dear David:

I would like to thank and commend the external and internal reviewers for their review of the Department of Social and Public Health. Their task was a difficult one given the diversity and complexity of program areas within our department. Nevertheless, their review report was thorough and comprehensive, and in my opinion, represents a fair assessment of our department. I greatly appreciate their professionalism. I would also like to personally thank you for your guidance and assistance throughout this process.

My comments below focus primarily on those “big picture” items/issues that were identified as either concerns or recommendations in their report. In many cases, my comments are simply updates on the current status of these issues within our department.

Program Learning Outcomes

All of our program areas have spent the last two years developing updated learning outcomes and curriculum maps for their respective areas. We are now in the data collection phase and hope to see meaningful programmatic corrections/adjustments based upon the data.

The reviewers indicated that students were not aware of their specific program learning outcomes, and this is a valid point. While students can see the learning outcomes associated with each individual course they take via the syllabus, we do not currently have a vehicle to communicate overall program learning outcomes to students. This is something that I will work with the program coordinators on to establish a student feedback mechanism that may work best for each area.

Internships

Most of our program areas have internship requirements. While some program area internships require 400 hours, others require more, and in some cases, less than 400 hours. Some of these on-site hours requirements are driven by licensure or accreditation mandates. Each program area internship has different processes, expectations, and requirements associated with it. In most cases, faculty have professional contacts and maintain lists associated with possible internship sites. They attempt to help students as much as possible with internship placement, although much of the actual effort (send
email, make phone contact, interview, etc.) is the responsibility of the student and these efforts provide students with important experience and skills that will be needed for job placement.

Faculty within each program area assume internship coordination as part of their normal advising duties and teaching load during the 9 month academic year. They are paid over the summer if they assume any internship oversight responsibilities.

In some program areas experiencing enrollment growth, the responsibility for advising/assisting students with internship placement is becoming a significant burden, as noted by the reviewers. I plan on discussing this issue with program coordinators. One possible option might be to hire an internship coordinator to provide oversight for all internships within the department, although this individual would need to be familiar with the intricacies of each program area. Some program area coordinators may be reluctant to relinquish this responsibility.

Strategic Plan

The College of Health Sciences and Professions engaged in a strategic planning process three years ago and the Department of Social and Public Health developed numerous action plans that fell under the overarching framework provided by the college plan. The department also develops annual academic year plans/goals to provide direction within a one year planning time horizon.

It may be worth consideration to ask individual program areas to engage in “mini-strategic planning” over a particular time horizon (3 or 5 years). Such plans could feed upward into an overall department plan, although this approach tends to go against traditional strategic planning methodology, which is generally a top down process.

Master of Public Health (MPH) Program

The reviewers recommended that we explore the development of our own MPH program. We currently offer an MPH degree program through a university consortium arrangement.

It should be noted that we have already considered and investigated this decision/opportunity over the past two years. We hope to make an official announcement that we will be leaving the consortium and establishing our own independent MPH program by the end of this academic year. The program will focus primarily on rural and underserved populations.

Program Growth Resources

We have been fortunate to have the support of Dean Randy Leite in terms of trying to address our needs for faculty resources in some program areas based upon recent enrollment growth. For example, last year we hired a Group I tenure track faculty member in Child and Family Studies who started this past fall semester. We have five (5) Group I faculty searches going on throughout this academic year, and we have received approval from the Provost’s office to hire two (2) individuals out of two of these searches. At this point in time, we have reached verbal agreements from three (3) candidates out of our Social Work program area searches, and hope to soon reach verbal agreements with two (2) candidates out of our Health Services Administration program area search, as well as another candidate from our Public Health program area search.

Certificate Programs

It should be noted that all of our certificate programs have now been transitioned to a new department within the College of Health Sciences and Professions. This new unit is called the Department of Interdisciplinary Health Studies. It is designed to house all certificates and programs that tend to have curriculum requirements that cut across a variety of departments or disciplines. It can focus resources on these programs and maximize student awareness and exposure of these opportunities. Our faculty
still have an opportunity to be involved in these certificate programs if they so desire, and revenue will flow to those departments whose faculty teach a course in one of these interdisciplinary certificates. There is a Chair for the new Department of Interdisciplinary Health Studies (DIHS), but there are no faculty associated with the unit, as they are “borrowed” from their own home base (school or department) to participate in DIHS initiatives.

Group II Teaching Development Resources

All Group II faculty are supported with their needs or requests related to developing or enhancing teaching skills and abilities. The college offers teaching development opportunities each year, and many other opportunities are available through the Teaching and Learning Center at the university. Beyond those avenues, we have a Professional Enhancement Advisory Committee within our department that faculty (both Group I and Group II) can submit requests to regarding possible conference attendance for professional development purposes. This faculty committee makes recommendations to me regarding the acceptance or denial of faculty requests for funding assistance to attend conferences, and virtually all relevant and clearly justified proposals are approved, generally at the full amount of the request.

Summary

Again, our department found this entire review process to be quite helpful, and it has highlighted some areas that we will examine more closely and work toward continuous improvement. I am very fortunate to work in a department that has collaborative and collegial faculty, even though we are all from different disciplines. It is a true team environment, and I believe this is our greatest strength.

Thanks again David. I appreciate the opportunity to comment on the report.

Best regards,

Douglas Bolon, Ph.D.
Chair