

2007-08

ANNUAL REPORT TO THE PROVOST

**COLLEGE OF HEALTH
AND HUMAN SERVICES**



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Introduction

The College of Health and Human Services completed an excellent year that was marked by achievements across teaching and learning, research and sponsored programs, service and development. As in the past, faculty in the college utilized new approaches to engage students in the classroom, the clinic, community placements and related venues. Support staff demonstrated, once again, why the college is noted for its service orientation and sense of community. Students in the college were exemplary ambassadors for their professions demonstrating commitment, scholarship and service through participation in a wide range of campus, community, national and international events.

The college exceeded its FTE target of 2650 for the academic year. It should be noted that in 2007-08, the College, while developing the fourth highest FTE among the eight academic schools and colleges, hosted the highest number of majors (4052) and graduated more students (784) than any other college or school. The College is regarded as providing very high quality educational programs that lead to professional employment. Further, the college demonstrates a very high rate of efficiency in utilizing state-side resources to achieve these high levels of academic industry. Faculty and staff in the college are to be commended for their continuing dedication and service to students as we all move forward to confront the health and human service issues that exist in the Central California Region.

Several faculty and staff in the college were recognized for their accomplishments and service during the year. It is through their service and dedication that students are prepared to assume leadership roles in health and human services agencies and organizations across the Central Valley and beyond.

The Central California Center for Health and Human Services was recognized in several areas through the Central Valley Health Policy Institute, the Central California Regional Obesity Prevention Program, the Central California Center for Excellence in Nursing and the Central California Social Welfare Evaluation, Research and Training Center. A number of well received publications were produced that address critical health issues in the Central Valley. Directors and staff provided leadership and were participants in dozens of meetings and events during the 2007-08 academic year.

I. STRATEGIC PLANNING:

At the college level, comments from focus groups of faculty and staff have been reviewed and a new strategic plan is being developed. It will be presented for review at the college's fall assembly in August, 2008.

1. Enhancing Academic Excellence and Scholarship

Faculty members in the College engaged in a number of activities that demonstrated academic excellence as well as recognized scholarly activities. The College provided \$30,000 in funding to the Research Subcommittee that was used, in part, to fund 14 faculty research projects. These projects were shared in the spring 2008 Research Showcase held at the Smittcamp Alumni House on April 23, 2008. The Research Subcommittee also hosted brown bag sessions on various topics. The College IT Subcommittee used funds provided by the Dean to provide over 30 external hard drives to faculty for use as information system back up devices. The IT Subcommittee also hosted brown bag sessions on technology topics for faculty.

Individual faculty were recognized at the department level and across the region for their accomplishments and service. At the university level, nursing faculty member Cricket Barakzai received the Provost's Award for Technology in Education. Nationally, Helda Pinzon-Perez traveled to the Dominican Republic on a Fullbright Scholars Award.

The Department of Kinesiology, in response to new state legislation (SB 2042), engaged in planning to begin offering a four year blended option program in teacher preparation and certification. Faculty in the Athletic Training option developed a self-study in anticipation of the upcoming reaccreditation visit by the Commission on Accreditation of Athletic Training Education (CAATE). Faculty in the department also completed a number of course revisions, new course approvals and program reviews.

In Nursing, the combination of state funded initiatives and the continued Accelerated MSN and BSN Augmentation, enabled two increased admission cohorts in the fall 2007 (79 students) and Spring 2008 (71 students). This represents a significant increase in the recent admission target of 55 students per semester.

In Physical Therapy, Dr. Peggy Trueblood received a \$150,000 grant for three years beginning July 2007 from the California Wellness Foundation for a project to expand the direct services currently provided through the Gait, Balance, and Mobility Research, Education and Training Center. Co-investigators included Toni Tyner (Physical Therapy), Dorothy Fraser (Nursing), and Helen Miltiades (Health Science). The funded project will serve underserved and ethnic minority older adults in Fresno-Madera counties at risk for falls. Undergraduate and graduate students from Nursing, Physical Therapy, Gerontology and Kinesiology departments have participated in the project.

In Recreation Administration and Leisure Studies, all faculty have actively pursued opportunities to enhance scholarship. For example, Dr. Nancy Nisbett applied for a Research and Scholarly Activities Award to continue collaborative community research at the Juvenile Justice Campus. Dr.

Crossley completed an instructor's guide for his textbook in commercial recreation. Dr. Jody Hironaka-Juteau submitted a grant application as part of the Provost's Research Activity Award.

2. *Promoting the Success of All Students*

Academic programs across the college continued to steward and award a variety of student scholarships to support both undergraduate and graduate students. The College continued to support high quality GE advising and related services through the College Student Services Center. Through the Center, pre-nursing students received academic major advising, assistance with academic petitions, admissions assistance for nursing and physical therapy, and advising regarding community college transfer credits. Faculty in the college also made use of Service Learning Grants and workshops and programs offered by CETL and other campus offices.

The Department of Nursing reported that the NCLEX pass rate has increased to 94 percent for BSN students and 87 percent for ELM students. The department continues to monitor assessment measures to determine if further changes in curriculum would assist students in doing well on this important licensure examination.

The Departments of Health Science and Social Work Education hosted reaccreditation visits this past academic year. In both cases, the visitation team noted areas of excellence. Final decisions on reaccreditation will be determined during the fall 2008 semester.

The Departments of Communicative Disorders and Deaf Studies (Deaf Education), Kinesiology and Physical Therapy (IHRS) hosted program review teams during the year. As above, the respective review teams noted areas of excellence along with areas requiring additional review.

In the graduate Physical Therapy program Professor Toni Tyner incorporated a review of physical therapy licensing exam questions in the PhTh 259 Integrated Clinical Management course to help the students better prepare for licensure upon graduation. The department also completed a research project to examine what outcome measures best predict how well our students do on the national licensing examination after graduation. Results indicate the best predictors are first year professional GPA and results of the department's comprehensive examination. This is useful information that Physical Therapy faculty will apply next year and begin a mentorship program for students that are having difficulty at the end of the first year of the graduate program to ensure success.

In Recreation Administration and Leisure Studies, student representatives from the majors club (Recreation Association) had the opportunity to attend each faculty meeting and discuss issues and concerns.

3. *Advancing Graduate Education*

The college provided \$660,000 in funds to support graduate students. The college also provided support in the form of assigned time for graduate coordinators.

The MPH program hosted an on-site accreditation process during the spring semester and implemented a new option in Health Policy and Management. Health Science had the largest number of students in university who received Provost Scholars Awards and the largest number of students receiving the Graduate Student Research Merit Award.

In Kinesiology, the department has continued to follow and implement the recruiting plan developed in the 2006-07 academic year (a project supported by a \$10,000 initiative from the Dean's Office). A major factor in the success of this plan has been the consistent effort of the Graduate Program Director (related to the 6 units of release time), and the involvement of the majority of the graduate faculty as they play their specific roles outlined in the recruiting plan.

In December 2007, the Nursing Department's Entry Level Master's (ELM) cohort completed the pre-licensure portion of the three-year program. Fifty of the original 60 students completed the pre-licensure portion and have continued in the CNS/Nurse Educator track. They are on schedule to graduate with a Masters degree in May 2009 and it is hoped that these students will serve as a source of faculty for nursing education programs throughout the Central Valley. The department continued planning for an eventual application as a host of a Doctorate of Nursing Practice.

4. *Using Technology to Advance All Aspects of University Life*

The Office of the Dean funded 6 WTU's to Dr. Bryan Berrett as technology coordinator for the college. Within his assignment, Bryan engaged in several activities to assist faculty with incorporating higher levels of technology into their courses. Bryan also updated and distributed a college-wide survey of faculty regarding their use of technology along with requesting information on future technology needs. This investment has brought valuable services to faculty.

Health Science has continued its commitment to online courses and now offers the highest number of online courses of any department on campus.

In Kinesiology, use of Blackboard by faculty in GE and major courses is very high. All graduate students making presentations in class are required to use Power Point. The department has developed an on-line KAC course called Body Shop, which is currently being taught as a topics course. The course was developed with the cooperation and input of the staff of the Student Recreation Center (SRC), and is intended to teach students to optimize the benefits of use of the SRC, and also teach them how to optimize benefits of a commercial gym membership once they graduate. Instruction in principles, techniques and benefits of exercise and healthy lifestyles, and how to use the exercise equipment is done on BlackBoard (with lots of pictures and video). The activity component is done independently (with some initial help by personal trainers) in the SRC, and attendance in the activity component is tracked by the card-swipe system in the SRC.

The Nursing Department has instituted a totally on-line process for admission to the baccalaureate and graduate programs, clinical preceptorships, and Emergency Contact forms. These efforts have been very successful and similar processes were adopted by CSU East Bay.

In Physical Therapy, the department updated the biomechanics equipment in the laboratory for teaching and research. This included the purchase of new software for the eight channel surface electromyography system; purchase of a new motion analysis system (Optotrak), upgrading the Gait-rite system for gait analysis, and adding electromyography to the Neurocom Equitest System. All of these items provide state-of-the-art equipment for teaching and research in physical therapy.

5. *Engaging with the Region*

Each of the academic programs in the college are deeply embedded in the fabric of the region. Faculty in the college serve on boards, councils and commissions across a broad spectrum of public, private and nonprofit agencies and organizations.

In Communicative Disorders and Deaf Studies (CDDS), the department continued its collaboration with the Clovis Unified School District to offer phonology and language disorders group therapy sessions for preschool-aged children. Both of these are offered within the CDDS Speech and Hearing Clinic. The children receive these clinical services during each fall and spring semester. Not only do these sessions offer services not available elsewhere in Clovis, they also give our students the opportunities to gain clinical experience in working with these children.

In Kinesiology, three faculty members (Mike Coles, Mark Baldis, Tim Anderson) and one graduate student conducted a Worksite Physical Activity Assessment of six San Joaquin Valley Public Health Departments as part of the Central California Regional Obesity Prevention Program.

In collaboration with the Central California Center for Excellence in Nursing (CCCEN) the Department of Nursing has continued to engage in active partnerships throughout the Central Valley. The Academic Partnership and local Nursing Leadership Council hold their monthly meetings at the Center. Additionally, the CCCEN has been working on several grants and program development opportunities to increase access to the MSN through distance facilitated methods. These programs may serve to increase critically needed faculty for nursing programs throughout the Central Valley as well as enhance delivery of primary care to underserved, at-risk populations.

During 2007-08 in addition to strengthening the relationship with San Joaquin Valley Rehabilitation Hospital, faculty in Physical Therapy continued to work with Sierra Pacific Orthopedic Center (SPOC) with the implementation of the new Sports Medicine Institute. Dr. Gary Lentell has been the primary faculty member involved. He has also been a strong advocate for growing the relationship with Folsom Physical Therapy. This year the therapists at Folsom Physical Therapy provided two courses for our students as part of the elective series. In addition, Drs. Gary Lentell and Peggy Trueblood reviewed a proposal from Folsom Physical Therapy to partner with the university which would help them meet the criteria for receiving accreditation through the American Physical Therapy Association for their orthopedic manual therapy residency program.

The Department of Social Work Education has been especially successful in engaging with the region. This was accomplished through its Annual Conference, the Harry Specht Child Welfare Symposium, and the annual Conference on Indian Child Welfare (ICWA). The Department is especially pleased with the child welfare symposium that focused on immigration and the upcoming ICWA event that is bringing together several tribes as well as state and community based entities. Social Work's engagement with and in the region is a function of the discipline's requirement that all students complete (at the undergraduate level) 400 hours of internship and graduates are to complete 900 hours each year. During the academic year 310 students were in internships and completed 97,033 hours of service to the community.

Regional engagement is most impressively demonstrated by the activities of the various centers, institutes and programs affiliated with the college. These include:

- Central California Center for Health and Human Services
- Central California Public Health Partnership
- Central California Regional Obesity Prevention Program
- Central California Sports Medicine Institute
- Central California Social Welfare Evaluation, Research and Training Center
- Central Valley Health Policy Institute
- Central Valley Center for Excellence in Nursing
- Central Valley Children's Institute
- Central Valley Institute for Healthy Aging
- Health Careers Opportunity Program

The following includes a very brief summary of the activities of our programs, institutes and centers. For a complete report of the good work of these programs, please see their full documents in Appendix F.

The Central Valley Health Policy Institute (CVHPI)

The CVHPI continued to fulfill the goals established by The California Endowment (TCE). At the end of the fourth year of funding from TCE, CVHPI has received over \$1.3 million dollars in grant awards. Active programs include Interdisciplinary Health Policy Internships, Health Policy Student Research Trainees, the Health Policy Leadership Program, numerous presentations and policy briefings, five publications and numerous community collaborations and consultations.

Central California Center for Excellence in Nursing (CCCEN)

The CCCEN was very active during the past academic year. Substantial progress was made in advancing the Nursing Legacy Project. This initiative includes bringing together oral histories, printed documents, photographs, historical artifacts and documents that illustrate the history and development of nursing in Central California. Another facet of this project is to create a database of nursing alumni and friends with the eventual goal of establishing a community of nursing professionals who will support and contribute to the sustainability of the CCCEN. Volunteer Pam Loewen is heading up this initiative. Dr. Cricket Barakzai has compiled an exemplary record of grant writing as the center generated over \$1,000,000 in extramural funding.

Central California Children's Institute (CCCI)

The most important accomplishment related to the CCCI was the recruitment of the new director. Working in collaboration with four other university deans, Dean Benjamin Cuellar brought together the resources necessary to provide an appropriate base of support to move the CCCI forward. After an extensive national search, Dr. Cassandra Joubert has agreed to lead the center beginning in August, 2008. Dr. Joubert brings impressive credentials to the role of director. Goals for the next academic year center around hiring new staff and setting a new course for the CCCI.

Central California Institute for Healthy Aging (CCIHA)

Dr. Helen Miltiades has a one-half time assignment for administrative leadership and research activities for the CCIHA. In that role, Dr. Miltiades completed two publications, two major reports and represented the institute by presenting at several events.

Central California Public Health Partnership (Partnership)

The Partnership was developed to provide a unified voice among Public Health Directors from eight counties in Central California (Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus and Tulare). The Partnership, in conjunction with the College of Health and Human Services received funding in the amount of \$2.6 million for a three-year Obesity Prevention Program which addresses obesity and associated health conditions such as diabetes in the San Joaquin Valley region. The project is funded by The California Endowment and is referred to as the Central California Regional Obesity Prevention Project (CCROPP).

Central California Regional Obesity Prevention Project (CCROPP)

The CCROPP has been actively engaged in program implementation during this academic year. Dozens of community-based meetings have occurred along with regular regional planning meetings including the recent Convergence meetings with The California Endowment to establish goals for the next round of funding to 2010. Working around the basic goals of empowering residents to work with local entities to establish safe places to play and better access to healthy foods, the program has been recognized statewide as a leader and model for others.

Central California Sports Medicine Institute

Faculty from kinesiology and physical therapy have been active in developing the Institute's goals and agenda. The Community Advisory Council was established during the fall 2007 semester. Three publications resulting from collaboration between faculty in kinesiology and physical therapy have been accepted for publication. With these publications and developing partnerships with professionals in the region and the establishment of September 6, 2008 as the date for the first Sports Medicine Symposium, the institute is off to a good start.

Central California Social Welfare Evaluation, Research and Training Center (SWERT)

The SWERT Center serves as a university resource for human service organizations, providers, and stakeholders in the identification and study of social welfare issues and policies impacting the

Central California region. SWERT served as the lead agency for the Human Services component of the Health and Human Services Work Group and provided services as contracted for \$195,000. These projects included the Methamphetamine Recovery Project, the Foster Care Prevention and Relative Placement Project and report development. Other programs included under SWERT include the Central California Regional Child Welfare Training Academy, the Specialized Foster Parent Training Project, the Claims Integrity Unit and the Central California Area Social Service Consortium.

Health Careers Opportunity Program (HCOP)

HCOP is jointly sponsored by the Colleges of Health and Human Services and Science and Mathematics. The staff in HCOP offered several programs to assist students interested in careers in medicine, science and engineering. Academic Excellence Workshops, Peer and Professional Mentoring, Internships, Trips, study groups and summer programs were held during the academic year.

6. *Developing a Diverse and Global Perspective*

With the support and good work of Dr. Helda Pinzon-Perez, Dean Cuellar traveled to the Universidad Iberoamericana (UNIBE) in the Dominican Republic to discuss the establishment of an official agreement between the college and UNIBE for mutually beneficial activities.

Faculty in Deaf Studies hosted the Celebration of Diversity, an annual event designed to bring together deaf and hard of hearing students from neighboring school districts together with CSU, Fresno students in the Deaf Studies program. The event attracted more than 160 students from Fresno, Kings, Madera and Merced counties. Parents, teachers, and school support personnel also attended. Deaf Studies students contributed more than 140 volunteer hours to make the event successful. The 2008 program included displays of student work from the schools and 15 outdoor activity stations designed and run by Deaf Studies students and staff from the Deaf and Hard of Hearing Service Center. Feedback from classroom teachers and parents was uniformly positive.

The college was represented at the United Nations by Dr. Wade Gilbert who continues to serve as the United States representative to the United Nations Millennium Goals Through Sport Project.

In summer and fall 2007, two nursing faculty from Thailand participated in an Educational Leadership program developed by Dr. Russler and sponsored by the Division of Continuing & Global Education. This initial collaboration has led to the development of a 4-week Nurse Practitioner Educator course offered in June 2008 for 13 nursing faculty from Thailand. This is an innovative program that again is supported by the Division of Continuing & Global Education and may lead to further educational offerings.

The Department of Physical Therapy has made several contributions in the area of diverse and global perspectives for our campus this year. A formal collaboration between California State University, Fresno and Niigata University of Health and Welfare was established during a trip to Japan by Dr. Peggy Trueblood, Dr. Marilyn Miller and Dean Benjamin Cuellar in May 2007. This was a result of Dr. Miller's previous work in facilitating visits by professors and students from Niigata University to Fresno State. Dr. Miller has been an asset in fostering internationalism in physical therapy education.

During the visit to Niigata City, Dr. Peggy Trueblood also spoke at the Japan Physical Therapy Conference about her work in implementing fall prevention programs for older adults risk for falls. Drs. Miller and Trueblood were invited to speak at the Niigata University Health and Welfare Research Symposium resulting in publication of their work in the University's Journal. The department then hosted the fourth tour by faculty and students from Niigata University for Health and Welfare in February 2008. Professors Kubo and Oshiki brought a group of students to visit with students and faculty in the Department of Physical therapy.

The Department of Social Work Education is perhaps one of the most diverse units on campus in both student body and faculty. As such, the department strives to build an environment that is inclusive. Faculty members are including more specific content on global issues in the curriculum. Dr. Kris Clarke has created an international chat room as part of one of the classes she teaches. This chat room can become a model for others to share ideas with others outside of their own communities. It is especially useful for those students with limited resources who may not be able to travel within the United States of America or overseas.

7. *Generating Private and External Support*

Faculty

Dr. Paul Ogden has made progress in his fundraising project for the Silent Garden Endowed Chair. He has worked closely with a variety of potential donors. The administrators in the Advancement Office of Dr. Peter Smits are optimistic and pleased with the progress Dr. Ogden has made in the last year.

Four faculty members of CDDS were recently awarded a \$242,290 three year grant from the Oberkotter Foundation to develop the department's cochlear implant services to children. This includes money for offering summer courses, audiological services for pediatric cochlear implants, and development of specialty clinics for children with hearing loss

Although the original Nursing STAT funding partnership with four area hospitals is completed, development efforts have continued to be successful in maintaining an additional year of financial support from each agency (total \$240,000). The continuing partnerships have focused on responding to specific needs in each agency including leadership, career mobility, advanced practice education, and doctoral preparation.

The Central California Center for Excellence in Nursing (CCCEN), an ancillary unit of California State University, Fresno was established in May 2007. The overall goal of the Center is to enhance nursing education and practice at the Bachelors, Masters and Doctoral levels. The Center's Director, Dr. Barakzai, and the Research Analyst, Dr. Victoria Malko have had a dramatic impact on the department through successful grant activities, key data analysis, and documentation of the impact of the nursing faculty shortage.

The Department of Physical Therapy solicited sponsorships for the first Annual Evidence Based DPT Symposium for assistance in providing DPT students scholarships. The solicitation developed over \$5000 in support for the symposium.

Social Work Education receives stipends for students through the Title IVE Training (\$2,495,300) and Mental Health Stipend (\$269,688.) programs. The department also secured several grants for research and evaluation through the SWERT Center.

Centers and Institutes

Centers and Institutes within the college were very successful in generating almost \$8,000,000 in grants and contracts during the academic year. Highlights include almost \$1,000,000 in third year funding for the Central California Regional Obesity Prevention Project, \$1,800,000 for the Child Welfare Training Academy and \$2,500,000 for the Social Services Stipend Program.

Advancement

As of June 13, 2008, the College of Health and Human Services has booked \$937,624.66 in individual & corporate gifts. This amount does not reflect the recent \$100,000 commitment (pledged \$10,000 per year for 10 years) or the \$60,000 that is now due on the Kaiser Permanente pledge. Most activity has been centered on the Silent Garden Endowed Chair project (\$248,438 raised in 2007-08) and the naming of the Central Valley Health Policy Institute where over \$600,000 was received or pledged. Significant progress has been made in refining and expanding the list of prospects who could provide future support for the college.

The Associate Dean identified and encouraged 18 faculty members to participate in the Faculty Development Interest Group. This informal group met twice per semester to discuss and consider various issues on the topic of fund development. This was well received by those in attendance and has helped to engage them in considering the many opportunities for involvement in securing external funding sources that could benefit their programs.

8. *Developing our Human Resources*

The college values the commitment and dedication of all faculty and staff. To support their work and well-being, the college has sponsored several training, human development and fitness programs. Each tenure track faculty member receives \$1,000 for the academic year in support of their professional development. Department chairs receive \$2500 in support of professional development and related expenses. Full time lecturers receive \$500 and each staff member receives \$300 per year. Overall, the college invested \$132,000 during the 2007-08 academic year in faculty and staff development.

Staff in the college have benefited from a number of activities designed to continually enhance a sense of community and shared purpose. All departmental ASC's meet every month and, as a part of these meetings, have a group discussion on assigned chapters of a book provided by the dean's office. This year, the group read through and discussed the book, *Failing Forward* by John C. Maxwell. As a final step in this year's reading, staff will discuss their final impressions of the book at their annual staff retreat in Shell Beach, California June 18 to 19. These retreats have produced notable and even life-changing results and are viewed as an essential element of community building within the college.

New faculty members meet with mentors, attend special events, and receive college-based training in preparing Probationary Plans and RTP files. They are also encouraged to join college committees and be active in the life of the college. Events with similar goals include the fall and spring assemblies, the fall college picnic, holiday reception and other receptions. During the year, the dean and associate dean hold lunches where every faculty and staff member is invited to attend and meet new people from the college.

The college provides funds to the research and IT subcommittees for distribution via proposals to faculty. The college Research Subcommittee sponsored several 'Brown Bag' events for faculty as did the College IT Subcommittee. The dean's office, in cooperation with the Director of Development, sponsored a series of five informal events for faculty interested in fund raising.

Faculty members with research funding employ students to assist them in grant and contract work. The various centers and institutes make extensive use of graduate students in research, data processing and related work.

Dean Cuellar continues to support a management and operations approach based in equity and fairness. Issues brought to the dean's office are carefully considered with appropriate consultation with campus offices including Academic Personnel, Human Resources, Student Affairs, Employee Assistance Program, Campus Police and Health and Psychological Services. In all cases, strict compliance with federal, state and campus policies is a primary goal.

II. MAJOR CHANGES:

Most of the major changes for the 2007-08 academic year came in the area of personnel. Dr. Kathleen Curtis, Interim Associate Dean, accepted the position of dean of the College of Health Sciences at the University of Texas, El Paso. Dr. Andrew Hoff, the former Interim Dean of the College of Engineering, returned to his former position as Associate Dean. Ms. Debbie Wray accepted a position as Analyst/Specialist for the Central Valley Health Policy Institute, leaving her position as an AAS with the Office of the Dean. Ms. Diane Robinson left the College of Engineering where she was the assistant to the dean and assumed Ms. Wray's position with the college. Dr. Jody Hironaka-Juteau began her appointment as coordinator of the Recreation Administration and Leisure Studies Program.

The College continued planning for the new Nursing Theater Classroom project on the second floor of the McLane Hall J-Wing Building. With funding from the Chancellor's Office, this project will provide a state-of-the-art teaching theater capable of also hosting distance learning courses with other locations across the region. Coupled with the project are upgrades to other space on the second floor that will result in a new laboratory for Environmental Health, a new graduate study room and a dedicated server/technology space. If funding allows, the project will also support a first step renovation of McLane 160/170, the former animal lab used by the Department of Psychology.

III. MAJOR PROBLEMS AND OR ISSUES:

The most critical issue facing academic programs within the college is the challenge in recruitment, hiring, and retention of new tenure track faculty. Most searches have very few applicants and the college must compete with offers from other campuses. This problem is most critical in Speech/Language Pathology, Nursing and Physical Therapy but also affects all other programs. A review of salary offers and resources to support new faculty will be reviewed to determine how we can be more effective.

There are several space issues in Kinesiology. With the release of the South Gym as a public use site or practice venue for Athletics, Athletics has taken a hands-off position on the reservations, setups and teardowns, and supervision of public events in that space. These functions have been imposed upon Kinesiology. Since Kinesiology has no employees dedicated to facilities, workloads have increased and Kinesiology faculty and staff are doing things which are not really part of their job description. Reservations (and associated collection of fees, scheduling events, checking for insurance, etc) are done by already overworked office staff, and all events have to be approved by the Department Chair. These events take place after hours or on weekends, when no Kinesiology employees are present to supervise. The department has learned by experience that no supervision equals no compliance with university rules and policies, and there have been big problems. While the use of graduate students to supervise has solved a few problems, the Department Chair now works these events to insure compliance with campus policies. Department Chairs should be advancing academic and research agendas, not covering floors with tarps and preventing theft, vandalism and aesthetic and functional damage to facilities.

Kinesiology continues to lose use of space and facilities to Athletics. Over the recent past, the Department of Kinesiology has grown considerably but the space and facilities available to Kinesiology have been markedly reduced, because Athletics has been allowed to grow into and gain exclusive control over space and facilities that used to be shared by Kinesiology, Athletics, Campus Recreation and Intramurals. It remains to be seen whether the project to build a new pool facility on the West side of campus will include an instructional/public use pool.

Facilities maintenance and quality of custodial service in North and South Gyms are very poor. The floors and mats are rarely cleaned and dirt and dust accumulate to the point that students sometimes decline to participate in certain activities which require close contact with mats. Gymnastics classes have occasionally taken a day of class to clean the facility. Locker rooms and rest rooms do not meet minimum expectations for cleanliness. Repeated calls and e-mails to custodial services have not resolved this ongoing problem.

During summer 2007, administrative reorganization and relocation of Campus Intramurals and Recreation resulted in a decision that Campus Intramurals and Recreation would no longer conduct the swim program, and it was terminated. Many phone calls and e-mails were sent to various offices on campus expressing dismay over the termination of this program. Kinesiology was contacted and leaned upon to adopt the program. After some fact-finding and development of a proposed budget, Kinesiology met with representatives from Auxiliary Corporation, Student Affairs, and Associated Students. In this meeting Kinesiology was adamantly encouraged to start the program immediately, and told that the details would be worked out later. Now that the

program has been started, Kinesiology is having no luck finding anyone who wants to talk about details, and running the program is a money-losing proposition, which requires considerable time and effort from the faculty member who acts as aquatics director. This program is at high risk for a second termination.

In nursing, the BSN augmentation in fall 07 and spring 08 was a significant one-time increase that was very well received by the students and community. The pre-requisite GPA for those groups was 3.45 and is expected to return to the prior level of around 3.65 in the fall 2008 semester. With support from Song-Brown funds, the BSN entry class will be 60 students in fall 2008 and spring 2009. The students have continued to reflect the diversity of the Central Valley. The demand for new nurses continues and the capacity of the department to enroll new students is rather static.

Although Physical Therapy was successful in implementing the joint-DPT with the University of California, San Francisco the majority of students have not chosen to stay for the additional year for the DPT once they complete the MPT. Until the Commission for Accreditation for Physical Therapy Education (CAPTE) mandates the DPT as the entry-level degree for licensure our students are not required to complete the DPT. The department has addressed the high costs of the joint degree program by applying for Graduate Student Scholarships, working with financial aid so students can receive low interest student loans since they are not eligible for financial aid; working with CAPTE to approve a three year entry-level DPT, and supporting the 'Scott Bill' to add DPT with the DNP for independent doctoral programs at CSU.

In Recreation Administration and Leisure Studies, a continuing concern is the lack of clear, consistent, and fair student and peer evaluation systems that are designed to promote effective teaching and simultaneously fit in clearly with faculty professional development plans. The current system is largely summative and perceived as punitive or ineffective in promoting specific and lasting change. The extended time it takes to process student evaluations creates a delay in providing faculty with feedback. This is essential for the probationary faculty.

The chair and faculty in Social Work Education (SWE) inquired about impacted status but were advised not to pursue it. Recommendations were made that SWE institute the use of prerequisites to the program. To this end the program implemented the following for undergraduates: 1) completion of all lower division GE; 2). a grade point average of 2.33; and 3) the completion of Social Work 20 or its equivalent (from a community college) prior to enrolling in the Social Work major. Discussions with the campus PeopleSoft staff have not been helpful. A set of target dates were set and passed by without the needed changes being made to implement our prerequisite process. SWE is now faced with how to manage the changes. Currently two twelve month faculty, the Chair and the Director of Field must review each applicant and confirm that they meet the standards for enrollment. Further, the tasks of meeting with students who have been denied enrollment, and addressing issues and concerns of late registrants will continue until campus PeopleSoft staff can complete the changes to implement this system.

IV. ASSESSMENT:

Communicative Disorders & Deaf Studies Department

What programmatic or course assessment activities did you complete this past year?

Student evaluations from clinic experiences and student teaching were reviewed. Results were tallied to assess student performance and the results were shared with faculty at a meeting on 11/29/07. The evaluation rates students on a five-point scale (five being the highest) across a broad range of assessment, treatment, communication and writing skills. All ratings were well above 4.5.

Graduate student exit interviews were completed. The student input was reviewed and shared with the faculty on 11/29/07.

Employer surveys were completed. A total of 19 employer responses were received. The average employers' rating was 3.98 (range 3.3 - 4.0) on a 4-point scale. Employers indicated that alumni were well prepared in all areas surveyed. This is indicated by all areas being rated as "good" or "excellent."

Alumni surveys were completed. A total of 33 responses were received. The average alumni rating was 3.4 (range 2.2 – 4.0) on a 4-point scale. All areas except one received an average rating of "Good" to "Excellent." This indicates that alumni felt they were well prepared in these areas. The only area that received a rating below "Good" was *Skill in management of behavior*, which received an average rating of 2.9 ("Fair" to "Good"). Relative to other areas in the survey, alumni felt least prepared in this area.

What actions have you taken as a result of what you have learned from that assessment data?

A detailed report of these results was shared with the faculty on 11/29/07. Based on these results and previous feedback received, the following actions were taken:

The subject of how to incorporate school classroom curriculum into our therapy sessions was added to the curriculum. It was previously covered, very briefly in CDDS 209, but it is now a significant topic in CDDS 215, as well as being addressed in the student teaching experience.

The cochlear implant class was added to the curriculum.

The speech science lab is now an integral part of the student's graduate experience.

The department is considering whether to require a new course for undergraduate speech pathology students on behavior analysis. They will decide in the fall.

Health Science Department

What programmatic or course assessment activities did you complete this past year?

The major assessment activity in the Department of Health Science was the accreditation visit for the MPH program. The self study report was completed in December and sent to the Council on Education in Public Health (CEPH). The site visit team came to campus April 2008. The department received a very preliminary evaluation when they left, and the formal document is expected in June 2008. They will then craft a response, and begin work on areas needing improvement.

The department completed their annual graduation exit survey for all graduating seniors and Internship Exit interviews for all students completing an internship or fieldwork assignment. Preceptors also completed reports and interviews.

What actions have you taken as a result of what you have learned from that assessment data?

Information from exit surveys led the department to make some changes to forms, and the visitation schedule.

The accrediting agency, CEPH, now requires that all MPH programs be at least 42 semester units. To meet this requirement, the department added a one unit course to the MPH curriculum to give students advocacy training.

All faculty in the Community Health option have been given updated manuals from the National Commission for Health Education Credentialing. They will study these during the next few months, and next academic year, a review of the Community Health curriculum will take place.

Kinesiology Department

What programmatic or course assessment activities did you complete this past year?

The Athletic Training program underwent a very successful accreditation review by the Commission on Accreditation of Athletic Training Education. The level of success was facilitated by release time provided to the Athletic Training faculty through program enhancement funds provided from the Dean's Office.

The department responded to the reports related to CCTC accreditation conducted in the 2006-07 academic year, and all but one recommendation of the review process has been resolved. Final resolution is expected before the fall 2008 semester begins.

The Department of Kinesiology annually conducts student and peer evaluations of teaching in accordance with university policy on assessment of teaching effectiveness. The department committee structure is such that all faculty who teach within a given undergraduate option serve on an Option Group Committee specific to that option, and qualitative assessment of the curriculum, student learning, use of instructional technology, and use of resources are high priorities for these committees. The Graduate Committee serves a similar assessment function. The Athletic Training option collects data on success rates of students who take national accreditation exams.

Peer and student evaluations are used by the Department Chair to make teaching assignments based upon faculty success, which in turn improve student learning.

What actions have you taken as a result of what you have learned from that assessment data?

As a result of qualitative assessments within option committees, several positive steps have been taken. The first is the development of a new undergraduate core course (KINES 25, Conditioning and Resistance Training Techniques), which is designed to provide a stronger foundation in exercise principles, techniques, and practical applications. The second is the addition of KINES 32 (Lifetime Fitness and Wellness) to the core. This addition is designed to strengthen foundations in health promotion and disease prevention through active and healthy lifestyles, and effective strategies for evoking such change. Both of these actions were based upon the realization (through qualitative assessment) that most of the recent curricular improvements and updates made by the department were related to upper-division science content, and that the lower-division foundational content had not kept pace, and that students would benefit from greater preparation in basic principles. An additional outcome of this qualitative assessment has been the emergence of a central theme for the undergraduate curriculum, that our students will become “experts in all aspects of exercise”.

Nursing Department

What programmatic or course assessment activities did you complete this past year?

The success rate on the NCLEX, the national licensing exam for registered nurses, improved from 75% (2005-06) to 84% in the 2006-07 testing period.

The BSN graduates in fall 2007 had a pass rate of 94%. The 2007-08 testing cycle will end on June 30, 2008 and the total pass rate will be reevaluated at that time.

In fall 2006, the department undertook a systematic review of key factors including student academic language acquisition, clinical performance, and work experience. Implementation of this assessment program in 2007-08 required a great deal of coordination to plan computer lab access and test administration. The evaluation of student performance, providing remediation, and curriculum revision have been implemented in order to accurately assess the impact on NCLEX pass rates.

What actions have you taken as a result of what you have learned from that assessment data?

In order to enhance satisfactory passing rates and strengthen the undergraduate program, the department initiated systematic student assessment with ATI, correlation of course performance and NCLEX pass rates with ATI performance, a remediation course for at risk students, and grant supported scholarships for an individualized NCLEX preparation course.

Through the Baccalaureate Curriculum Committee, Dr. Miller conducted content mapping of key lecture content and clinical experiences. The committee established four critical competencies, Critical Thinking, Communication, Clinical Judgment, and Collaboration and has created a template for current course objectives. The admission criteria have been strengthened and will now include a minimum score on the TEAS and a 3.0 cumulative GPA. The committee will be submitting curriculum recommendations in fall 2008.

Physical Therapy Department

What programmatic or course assessment activities did you complete this past year?

The Department of Physical Therapy underwent an external review for the Interdisciplinary Health and Rehabilitation Services. They have not received the final summary report from the committee to date.

The Department has a S.O.A.P. in place and does annual assessments for their graduate PT program. This year the following data was reported:

Admissions data summary (This year they had 121 applicants, 81 of which were eligible, 65 were interviewed (35 interviewed for the 3 year program and 30 for the 2 year program). Faculty admitted 6/35 to the 3 year program with 12 on the wait list (3/6 that accepted admissions were from the wait list). Faculty admitted 16/30 to the 2 year program that will join the 5 admitted last year for a class size of 21 (3 students were on the wait list, however all of the original students accepted admission). The average pre-requisite and last 60 unit GPA for both classes was 3.69; avg GRE (summed verbal/quantitative) was 1137.2 and 4.4/6 (writing GRE score).

Graduate student program data collection included:

- Grades (all classes)
- Student faculty and course evaluations (all classes)
- Comprehensive exam results (Class 2008)
- Data from the Clinical Performance Instrument for all full-time internships (all classes)
- Licensing exam scores for past graduating class (Class 2007 first time pass rate was 84.4% (27/32) passed first time which is slightly below the state and national average (89.4% and 88.9% respectively). Overall pass rate is 100% for the class.

- Clinic Share Day (Spring 2008 second year MPT graduate students give feedback to faculty and students regarding winter clinic experience)
- Class 2008 and 2009 feedback solicited by the Department Chair regarding curriculum, program, DPT, and evaluation of the Department Chair

What actions have you taken as a result of what you have learned from that assessment data?

Based on years of outcome data, the department analyzed the data to identify the best predictors for academic, professional and clinical success in the MPT program. The results from this project indicated the pre-admission factors of GRE score, pre-requisite GPA and admission score (including interview) were the best predictors for success in the MPT graduate program. This information confirms how the department selects students during the admissions process. In addition, the results indicated the departmental comprehensive examination score and GRE best predicted how well students performed on the licensing exams. Therefore, they plan to continue the comprehensive examination at the end of the MPT 2nd year. For those students that have poor performance they will be provided additional resources and remediation to prepare for the licensing examination in addition to demonstrating mastery of subject content before allowed to go to their internships.

Based on the feedback from students regarding the DPT, the department has developed a DPT Orientation to prepare the students before they leave for their summer internships and then return in the fall for the DPT. They will leave in the spring semester knowing their research focus, expectations for their case report, and expectations for their evidence based question required during the DPT.

This year, based on last years data, the department incorporated more 'licensing exam type questions' in the PhTh 259 Integrated Clinical Management course taught by Toni Tyner. She did several 'practice' exams with the students and used the case exam developed by Dr. Peggy Trueblood and Natasha Montes as part of a technology grant last year as part of their preparation for the comprehensive exam.

Recreation Administration & Leisure Studies Program

What programmatic or course assessment activities did you complete this past year?

An Activity Course survey was completed in a cross section of RLS courses. The survey assessed students' interest in possible future course offerings. Findings were analyzed for implementation next year.

Student course evaluations and faculty peer evaluations were evaluated in accordance with university regulations for the different levels of faculty (tenured, tenure track, part-time, etc).

What actions have you taken as a result of what you have learned from that assessment data?

As a result of last year's student evaluations and this year's faculty peer evaluations, some instructors were counseled to make changes in their teaching methods, styles, or practices in order to be more effective.

Social Work Education Department

What programmatic or course assessment activities did you complete this past year?

Data from 2001-07 was inventoried and reorganized to conform with the format provided by the department's accreditation body, the Council on Social Work Education in preparation for their self-study report (November, 2007) and site visit (March, 2008). Assessment data from AY 2006-07 was analyzed prior to insertion in the accreditation report. The initial documentation received from the Council on Social Work Education indicates that the outcome data collected and the analysis were sufficient to meet accreditation standards.

What actions have you taken as a result of what you have learned from that assessment data?

A new measure for assessing outcomes in the BA program designed by Dr. John Franz was implemented in fall 2007. This measure is consistent with programmatic goals and the content of social work practice courses (SWRK 160, 161, 180, and 182).

A new process for evaluating student performance in field internships, designed by Andrea Carlin and Jane Yamaguchi was implemented for first year MSW students. The measurement tool for assessing student field activities is consistent with course content and assignments (SWRK 220 and SWRK 221). A similar method for conducting field evaluations for 2nd year MSW students is being planned and will be implemented in fall 2008.

Discussions have started for revising the BA field evaluation tool and integrating learning assignments in the BA practice courses with field.

Modifications in the MSW program were implemented in fall 2007 to address concerns raised by outcome data and included the need to strengthen instruction in foundation practice skills such as engagement and interviewing. DSWE added a second foundation practice course to its curriculum.

Outcome data also indicated a need to strengthen the research curriculum in both BA and MSW programs. Consequently, research content in both undergraduate and graduate programs was redesigned. In the MSW program, a second research course was added to the first year of the program. This course emphasizes qualitative research and helps to prepare students to document the needs of diverse ethnic groups in the Central Valley. In the

undergraduate program, the two research courses previously offered to BA students (research design and data analysis/presentation) were redesigned. Students now must enroll in both SWRK 170 (Quantitative Methods) and SWRK 171 (Qualitative Methods).

V. ACTION PLANS:

Communicative Disorders & Deaf Studies Department

No Report

Health Science Department

The department completed and submitted a Self Study for their Campus Program Review in fall 2005. The Campus Program Review Site visit was held in spring 2006, the meetings with the Undergraduate Program Review Committee and the Graduate Program Review Committee were held in spring 2007. An action plan was developed and the department met with the Administration in fall 2007. The department received their signed and approved Action Plan from the Provost in April 2008. Since the Action Plans were only approved a month before submitting this report, the department has not had an opportunity to act on the plans. The Undergraduate Action Plan calls mainly for work on their SOAP, which will be undertaken beginning next year.

Kinesiology Department

The department has developed a draft of an action plan as a consequence of the recent Program Review. The action plan focuses primarily upon the development of a functional SOAP (the review team concluded that the SOAP which was developed several years ago, but never implemented, was no longer relevant). A SOAP Committee has been formed, surveys have been developed, and a schedule and strategy for implementation, analysis and evaluation have been developed. A meeting in which the Action Plan will be discussed was scheduled for May 2008.

Nursing Department

The Department of Nursing's Action plan included:

1: Program Improvement Based on Assessment

Actions this year on program assessment have included:

- Identification of curricular strands, patterns, and gaps.

- Identify patterns of students at-risk for failure.

- Algorithm for ATI Assessments

- Curriculum Revision reflecting core competencies: Clinical Competency;

- Communication, Collaboration; Critical Thinking.

2: Student Recruitment, Admission, Progression, Retention, and Advising

Actions this year on program recruitment, progression, retention, and advising include

- Review of Admission Criteria to reflect standards throughout the CSU, enhance student success, and facilitate program innovations.

- Implementation of pre-admission TEAS test

- Increase cumulative GPA standard to 3.00

3: Involvement in Research and Scholarly Activities

Actions this year in research and scholarly activities include:

- Facilitation of access to doctoral education: Information and advising
- Information sessions DPELFS
- Partnership with University of Nebraska (UNMC)
- Partnerships with local healthcare agencies and NLC for \$5000 scholarship
- Collaboration with CCCEN
- Identify funding opportunities for research by faculty, students, and community agencies.
- Meeting with Dr. Mathilda B. Ruwe to provide research support

Physical Therapy Department

No Report

Recreation Administration & Leisure Studies Program

No Report

Social Work Education Department

The department completed a review of second year MSW syllabi and made modifications in some courses. SWRK 203 (Social Welfare Policy II) was moved into the first year of the MSW program and project/thesis instruction has been restructured. One faculty person will be assigned responsibility for 10 students completing project/thesis in SWRK 292 in fall semester and SWRK 298/299. Each of the six instructors assigned to these courses will work with the same cohort of students in fall and spring semesters. The revised MSW curriculum for second year students will be implemented in fall 2008.

Two new outcome measures have been implemented for the BA program (student assessment of learning) and MSW program (1st year MSW field evaluation instrument).

VI. GOALS FOR THE COLLEGE / SCHOOL / DEPARTMENTS:

Report on previous years goals.

The 2006-07 Annual Report did not include a listing of overall college goals for the 2007-08 academic year. Each of the academic programs as well as the various centers and institutes had a very productive year. Summaries of individual units goals and outcomes can be viewed in the individual reports included in Appendix E. A listing of selected goals for the departments and centers was included in the previous annual report and are shown below.

1. The creation of a new center for cochlear implant rehabilitation

The Department of Communicative Disorders and Deaf Studies received notification of a three-year grant award of \$242,250 to establish a clinic for patients with cochlear implants.

2. Preparing for CDDS's national ASHA certification visit.

CDDS hosted a very successful ASHA certification visit during the spring 2008 semester. Final determination on accreditation status will be received during the fall 2008 semester.

3. Completion of new tenure track faculty searches in four departments

Two new tenure track faculty were hired in Physical Therapy, one in Nursing and one in Kinesiology. The search in Health Science was unsuccessful.

4. Complete a name change from Health Science to Public Health

The Department of Health Science did not move ahead with this initiative.

5. Completing the approval process for a blended program in physical education

The Department of Kinesiology was successful in securing approval for the blended program and is ready to implement the new program in fall 2008.

6. Completing the proposal for a new graduate option in sports administration

The Department of Kinesiology completed the proposal and will initiate the program in fall 2008.

7. Continued development of the Sports Medicine Institute

The Sports Medicine Institute was active during the 2007-08 academic year through activities at Robinson Elementary School and the initiation of preliminary planning for the first Sports Medicine Symposium Scheduled for September 6, 2008.

8. Continue to foster collaboration with other departments on campus

Academic programs within the college were active in working with other areas on campus. Examples include work in Physical Therapy and Kinesiology with faculty in the College of Science and Mathematics, Health Science with faculty interested in Air Quality and various program interactions with college centers and institutes.

9. Development of a theater style lecture hall in McLane Hall

The College advanced plans to develop the Nursing Theater Classroom on the second floor of McLane Hall, H-Wing. The project will create a new 95 seat classroom, remodel a technology support room, renovate a former Earth and Environmental Sciences lab into a lab for Environmental Health and complete preliminary renovation of McLane 160/170. Construction could begin in January 2009.

10. Continued development of the Central California Center for Excellence in Nursing

Volunteer staff with the CCCEN continue to develop a comprehensive list of all graduates from the Department of Nursing since the early 1960's. The dean committed college resources to the future development of the center with the appointment of Dr. Cricket Barakzai as its full-time director. Dr. Barakzai has been very successful in attracting outside funding to enhance student scholarships, student access to the nursing program and to advance nursing education in general.

11. Seek Funding for and further development of the Central California Social Work Evaluation Research and Training Center (SWERT).

Staff with SWERT continue to develop training and evaluation contracts with various counties and agencies in the Central California region.

12. Successfully complete the self-study for the Department of Social Work

Faculty in Social Work Education completed the self-study and hosted a very successful reaccreditation visit during the spring 2008 semester.

New College Goals for 2008-09

1. Continue and enhance efforts to recruit, hire and retain highly qualified and diverse faculty and staff across the college.
2. Establish and evaluate a professional development program designed to enhance the work of chairs/managers and staff. This will include a more effective process for conducting probationary staff reviews.
3. Continue to build a base of alumni and friends who will financially support the programs and activities of the college.
4. Introduce and monitor a team building program for all staff in and affiliated with the dean's office.
5. Work in partnership with all programs in the college to enhance the maintenance and appearance of facilities and work areas in collaboration with Plant Operations.
6. Continue to support enhancement of technology-based instruction and appropriate levels of technology in classrooms, laboratories and related sites.
7. Complete and implement a new strategic plan for the college.
8. Complete and implement a new version of the College Articles of Governance.
9. Continue to support and enhance international experiences for students and faculty.
10. Collaborate with Facilities Planning to complete the Nursing Theater Classroom Project with extensions to include improvements to facilities in the McLane Hall H-Wing Building and MCL 160/170.
11. Continue to increase efficiency in resource use across all programs of the college.
12. Implement a campaign for the 2008-09 academic year that focuses on customer service, collegiality and enhanced sense of community across the college.
13. Initiate a process whereby the working relationships between all college academic programs/ancillary units and their respective advisory groups is reviewed, enhanced and evaluated during the coming academic year.