Review Process

The College of Health and Human Services prepared a Self Study following the program review guidelines. An External Review Committee comprised of two administrators from other institutions visited the campus, reviewed the Self Study and interviewed unit personnel, students and University administrators. The External Report and the Self Study were reviewed by the Program Review Committee. This document reflects the Program Review Committee (PRC) findings and recommendations.

Self Study

Overview

The College of Health and Human Services consists of 13 academic programs, eight of which are nationally accredited. Specifically, these include three departments (Communication Disorders, Medical Technology, and Social Work), three interdisciplinary programs (Criminal Justice, Environmental Health, and Gerontology), three consortial programs (Nursing, Physical Therapy, and Public Health) and four programs for which the College has degree authority but whose faculty are located in other areas (Applied Health Science, Art Therapy, Dietetics and Rehabilitation Counseling). The College has also begun planning a joint Master’s degree in Social Work with the University of Toledo.

Each program strengthens the overall College mission to contribute to the improvement of health and human services in the nation and prepare individuals for professions and scholarly roles in these service fields by encouraging and rewarding excellence in teaching, research and service.

Facilities

The Student Health Services Building is currently being renovated to accommodate academic programs in the building and provide for a customized Speech and Hearing Clinic. In addition, a small annex will accommodate a research space for faculty. While the new renovation and annex will certainly help meet the needs of the College, it is suggested that the new facilities only meet minimal needs. As a result, the College has submitted a capital improvement request for a major addition to the building.
Faculty/Staff/Students

Currently, the College has 20 full time faculty positions with seven additional vacant positions. In addition to the faculty position held by the Dean, seven of the faculty have appointments in the Department of Communication Disorders, with three vacant lines also in the department. The Department of Social Work currently has two faculty with two vacant lines while the Department of Medical Technology has three faculty. In addition, there is one faculty member in the interdisciplinary Criminal Justice Program with two additional vacant positions. The other interdisciplinary programs of Gerontology and Environmental Health each have three faculty. Of these College faculty, four are full professors, nine are associate professors and seven are assistant professors. Fourteen of the full-time faculty hold tenure. Nine of the 20 faculty are female; all are white.

In addition to full-time faculty, the College has 16 part-time faculty, including seven faculty from other colleges who hold joint appointments in Health and Human Services and four faculty with affiliate appointments. There are also 198 adjunct faculty who direct off-campus practicum assignments, and approximately 20 graduate assistants, primarily to support instruction, research and clinical therapy in the Department of Communication Disorders.

The College has nine classified staff and 11 administrative staff, providing secretarial support and individuals to serve as program directors/coordinators, advisors and clinical instructors. Of the classified staff, three are in the Department of Communication Disorders. Specifically, there is an Administrative Secretary, a Secretary and a Clerical Specialist, one of whom is assigned to the Speech and Hearing Clinic. Two additional classified staff are assigned to the Office of Program Advisement while the remaining three secretaries are spread across the other academic programs. The 11 administrative staff hold a variety of positions. In addition to an Administrative Assistant to the Dean and Associate Director of Program Advisement, Communication Disorders has a Clinical Director, Instructor and Audiologist while Medical Technology has two instructors. The Nursing consortial program has a Program Director and Advisor. Gerontology supports a Coordinator as well as a Director/Enrollment Coordinator for the AIDS Education program.

The College is first and foremost an undergraduate college, with less than 3% of its students in graduate programs. Student credit hours have been increasing in the College in the last five years, most notably in the areas of Communication Disorders, Criminal Justice and Gerontology. Undergraduate enrollment of majors and student credit hours in 1997-98 in the various departments and interdisciplinary programs are shown below:
In addition, there are 352 students enrolled in the Nursing consortial program generating 4296 student credit hours and 263 students in the Physical Therapy program generating 1831 student credit hours. The majority of students are “traditional” with ages between 18-24 and about two-thirds are females. The number of minority students is small; approximately 5% are Black, Hispanic or Asian. The vast majority of students are from Ohio, with ACT scores higher than the BGSU average.

### Scholarly Productivity

Historically, the expectations for research by faculty in this College were minimal. A reorganization and revision of the mission in 1985 established standards comparable to other units at the University that are primarily undergraduate units. Since that time, recruitment of faculty has considered the candidate’s potential of developing research programs and generating external funds.

The faculty in the College have recently been productive in the scholarly area in the form of publications and presentations, and have also been somewhat successful at submissions of grant proposals and attaining external funding. For instance, the faculty submitted 10 proposals for external funding in 1996-97, receiving $110,432 while projecting a 100% increase in proposal submission and funds awarded in 1997-98. With respect to scholarly research publication, the number of publications by the College faculty over the past 5 years is summarized below:

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### Assessment of Student Learning
The College assessment activities are not consistent across programs. While many of the programs are nationally accredited and some have national exams and/or internship requirements, there doesn’t appear to be an organized assessment effort. Alumni and employee surveys are conducted in Communication Disorders, Environmental Health, Social Work, Gerontology and Nursing.

**Unit’s Future Plans**

The College identified six unit goals that were responded to by the External Review Team. These were:

1. To implement internal reorganization, creating administrative units in Human Services and to investigate the feasibility of linking units in the Health area. This goal is driven by the desire to consolidate administrative responsibility and facilitate coordination of units.
2. To provide leadership in the implementation of the Health Science Residential Community and other student-focused initiatives, which will further enhance the ability of the College and University to attract high-quality students to its programs in Health.
3. To continue to explore new and expanded academic programming consistent with the mission of the College, including many of the graduate programs already implemented or being planned.
4. To continue to explore capital planning that provides adequate facilities for its programs; the remodeled facility currently in construction is not sufficient to accommodate all departments in the College.
5. To explore new and expanded opportunities to enhance interdisciplinary interaction among students and faculty of existing programs including basic sciences, social sciences and the humanities. This may take the form of interdisciplinary centers or institutes.
6. To increase its efforts to expand the racial diversity of faculty, staff and students.

**Results of Previous Reviews**

This is the first program review of the entire College. Thus, previous review information is unavailable.
External Review Findings

Overview

Overall, the External Review Team perceived the unit’s self study to be complete and concise. Discussion among various constituencies during the site visit revealed to the team the adoption of the University’s core values by the faculty, staff, administration and, most notably, by the student body in the College of Health and Human Services. Students in the College expressed great pride in both their institution and their major.

Strengths

The team suggested that the major strength of the College is its excellent and well respected programs, which are accredited by the appropriate agencies in the respective disciplines and also well-respected within the BGSU community. They found the interdisciplinary and collaborative efforts to be distinctive and apparently functioning well.

The External Review Team was impressed with the productivity of the College, particularly given its limited faculty, staff and space. They noted the ability of graduates to easily find employment. The College has also been successful in recruiting some new faculty whose credentials and experience bring additional potential. While noting that the large number of students relative to the faculty may have hampered the research productivity of the faculty, the team deemed the faculty’s teaching and creative efforts appropriate given their size and responsibilities. In particular, the External Review Team suggested that the hiring of new faculty and improved program concentration in the Department of Communication Disorders has led, and should continue to lead, to an increase in scholarly research and external funds. The team pointed out the importance of collaborative activities and interdisciplinary learning experiences to the future of health care delivery and commended the administration on the expansion of the building to accommodate this growing area.

Weaknesses

Of some concern to the External Review Team was the ability of a limited faculty to adequately serve the needs of a great many students. Also noted were the salaries of faculty in the College which appear to be low relative to national standards.

The team also expressed some concern over the consortial programs. While the programs have clearly helped bring excellent students to BGSU, the lack of control over faculty and curriculum offered in the Nursing and Physical Therapy programs at the Medical College of Ohio may limit access by future students who are enrolled in the preprofessional portion of the program at BGSU.

Recommendations

As a result of their concern over the lack of control of the consortial programs, the External Review Team recommended that the College pay close attention to these
programs, particularly the Physical Therapy program, which is scheduled to become a Master’s degree program. It was also recommended that the College, given adequate resources, take advantage of national trends and adopt a strategy of managed growth by either expanding existing programs, developing new programs in the allied health field and/or moving programs from other areas in the University into the College.

The team suggested that the University review programs in Art Therapy, Dietetics/Nutrition, Exercise Science, Health Care Administration, Rehabilitation Counseling and others as possible additions and sources of potential growth in the College. In addition, it was recommended that the appropriateness of the Criminal Justice program in the College of Health and Human Services be examined. While noting that the College’s interdisciplinary programs are clearly a strength, the External Review Team cautions that such programs take constant attention.

With respect to the College goal of the expansion of existing and new programs, the team notes that this would not be possible without additional resources. They also suggested that the College consider growth options such as:

- Capitalize on the interdisciplinary institutional relationships that already exist by considering Master of Public Health tracks in Gerontology and/or Nutrition. This would serve to strengthen the University’s role in the Master’s degree program since the two tracks would naturally fall to BGSU.
- Consider offering a Master of Science in Social Work, the accepted professional level of education for this field.
- Consider the Graduate Certificate in Gerontology as an important companion to the Master of Public Health and Master of Science in Social Work.
- Explore linkages with the Department of Otolaryngology at the Medical College of Ohio as a means of strengthening the graduate programs in the Department of Communication Disorders.
- Capitalize on the relationship with Firelands College and other two-year institutions to expand enrollment in the Bachelor of Science in Health Sciences degree.
- Finally, the team recommended that the College investigate further expansion of the building to accommodate any additional growth and applauded the College’s goal of increasing racial diversity among faculty, staff and students.
Program Review Committee Determinations

The PRC has reviewed the self study conducted by the College of Health and Human Services, the report provided by the External Review Team and the comments provided by the faculty in the College. The following are its determinations:

Strengths

The PRC believes that the College has done a good job of responding to the need for a variety of health and human services professionals. It offers a variety of well respected programs, many of which are accredited by the appropriate accrediting bodies. While the student body is somewhat limited with respect to the geographic origin and ethnicity of students, it attracts high-quality students and provides the quality educational experience necessary to be successful in placement of these students.

In addition, the College has been extremely proactive in taking advantage of new program opportunities, such as the Master’s in Public Health, the graduate certificate program in Gerontology, the new B.S. in Allied Health, as well as the plan to offer a joint Master’s degree in Social Work with the University of Toledo. Similarly, the College has been extremely successful in negotiating and operating its consortial programs with the University of Toledo and the Medical College of Ohio. The Dean of the College is to be commended for establishing and sustaining these effective cooperative arrangements, as well as for fostering a positive work environment within the College.

Concerns

While the College is commended for its success in all of these areas, there is also concern regarding the operation of the multitude of programs and degrees in a College that is extremely limited with respect to faculty and facility resources. Adding to this concern is the College's seeming inability to attract and retain qualified health and human service professionals, thereby being unable to achieve a critical mass in one or more of its departments and programs. This does not, however, seem to deter the unit’s expansion into additional programs and other opportunities.

While it is important to take advantage of growth opportunities, there should be a greater recognition of the limits of the College at this time, and the importance of defining its role in the BGSU community of scholars. It appears to the committee that the College was created for purposes that may no longer be current and has been driven by various accreditation standards rather than a particular intellectual focus. Thus, the emphasis of the College as a whole appears to be almost exclusively on the preparation of students as practitioners in the various disciplines at the exclusion of the development of scholars who engage in research and intellectual pursuits to advance their respective disciplines. While the education and training of students is clearly important, and the College faculty appear to be doing a good job in this regard, the self study lacks a statement as to what is the overall intellectual core of the College faculty. What is it, with respect to scholarship, that each unit is about? What binds this collection of departments and disciplines into a distinctive academic unit? Furthermore, what then is the contribution of the unit to the overall mission of Bowling Green State
University? The PRC believes it is imperative that the College faculty, first and foremost, address these critical issues.

In addition, the PRC questions the appropriateness of a college of 20-27 faculty as well as the existence of departments and programs with three or fewer faculty. While the College seems to be organized into three departments and three interdisciplinary programs, the operational difference between the departments and the programs is not clear. A College of approximately 20-27 faculty, with essentially six departments and a number of additional programs and degrees, cannot in any way take advantage of the economies of scale necessary to achieve excellence in any one area. The College seemingly has not addressed the following issues and made the necessary tough decisions. Specifically, what are its core strengths? What areas does it, therefore, propose putting its resources into to achieve excellence? How can it effectively organize to best accomplish its mission?

The PRC is also concerned about the relative balance of faculty and staff given that the College is comprised of only 20-27 faculty yet has 9 classified and 11 administrative staff positions. This is in addition to a large number of faculty already having reduced teaching loads for administrative responsibilities. Further, given that the College of Health and Human Services is predominately an undergraduate and Master’s degree-granting college, and despite the fact that there is considerable variation among departments/programs, the teaching load of faculty seems somewhat low.

Another concern is the relatively low productivity in the area of scholarship and external grant proposal submissions. The PRC commends the College on its efforts to increase both academic research/publication and grant writing, but it appears as if these efforts are not consistent across all faculty and programs. Despite this, and based on the documentation in the Self Study, there does not appear to be a policy of differential teaching load based on scholarship potential and productivity.

The PRC is also concerned about the apparent inability of the College to attract and retain qualified faculty. To the extent that this seeming inability is related to faculty salaries, the Committee believes there may be components to the apparent salary inequities that are unique in the College of Health and Human Services, and these need to be addressed by the administration.

The PRC also questions the appropriateness of having degree programs in the College in which the faculty reside in other units across campus. For instance, it would seem appropriate to house the Art Therapy degree in the College in which the faculty reside. Similarly, the PRC questions the wisdom of having health related programs scattered in different colleges across campus and believes the administration should conduct a systematic evaluation of the placement of such programs across campus.

Finally, the PRC also has concerns about the graduate programs in Communication Disorders. The Master’s program appears to have high demand and an excellent reputation. Despite this, it appears as if virtually every student admitted into the program is fully funded. Given the program reputation and student demand, it appears to the PRC that at least some of these funds could be used to support graduate
students in less attractive areas without decreasing demand or quality of the Communication Disorders Master’s Program.

With respect to the Ph.D. program, the PRC believes the number of Communication Disorders faculty and their level of scholarship is not sufficient to justify continued support of the Ph.D. program. Although there is some indication that enrollment nationally is expected to increase, the exceptionally low enrollment in the program, coupled with the lack of a critical mass of productive faculty, suggests the program should be terminated. However, the PRC also recognizes that the Ph.D. program in Communication Disorders may be at some disadvantage in the program review process since it is being reviewed as part of the entire College.

Recommendations

This section of the review provides recommendations and time lines meant to help the College of Health and Human Services grow to the national prominence that the PRC feels it is capable of reaching.

1. The Committee believes the College of Health and Human Services has not articulated an intellectual focus as a distinctive academic unit. Therefore, first and foremost, the Committee recommends that the College define its academic purpose by developing a statement of scholarly mission for the College and its units that is consistent with the overall mission of BGSU, to be completed by Fall term of 1998. Given the importance of this to the other recommendations of the Committee, it is essential to be given number one priority.

2. Assuming the College develops a mission statement positioning them uniquely within the University community, it is recommended that:

   a. The College develop a strategic plan for controlled growth in order to achieve a critical mass. Along with this should be an evaluation of each of their programs and, given their scholastic mission, an assessment of the appropriateness of each program being housed in the College of Health and Human Service. As part of this plan, the College needs to specifically address where it wants to be in the next 3-5 years. What are its existing strengths? Where are its growth opportunities? What units will be predominately service units? This plan should be completed no later than Spring, 1999.

   b. It is recommended that the Provost form a task force to investigate the health-related programs across campus, specifically addressing the pros and cons of bringing all health-related programs together in the College of Health and Human Services. The potential for collaboration and the development of joint programs should also be investigated. The task force recommendation should be forwarded to the Provost by the end of Fall term, 1999. Implementation of task force recommendations should occur by Spring of 2001.
3. The Committee recommends the College faculty re-examine its organizational structure and recommend changes to the Provost with the objective of:

- restructuring to achieve a critical mass of faculty in two, or perhaps three, departments;
- minimizing the administrative requirements of the faculty such that there be less than a 10% reduction in courses for administrative assignments;
- enhancing the intellectual collaboration and scholarly pursuits of the faculty;
- minimizing the number of classified and administrative staff necessary to effectively operate the College while maintaining the quality of its programs.

Recommendations should be made to the Dean and Provost no later than Fall term, 1999. Any changes should be implemented during the 2000-2001 academic year.

4. It is recommended that all future hires have the desire and ability to make a strong intellectual contribution to the College and are prepared to seek external funding aggressively. It is further recommended that efforts be increased to fill the currently unfilled positions and that efforts be made to increase the diversity of faculty. The College cannot effectively operate, fulfill its mission, and contribute to the overall mission of BGSU without qualified and accomplished faculty.

5. It is recommended that the Communication Disorders faculty investigate the mix of funded vs. unfunded students in the Master’s program. A proposal should be submitted to the Dean and the Dean of the Graduate College on the appropriate mix of funded and unfunded students by the end of the 1998-1999 academic year.

6. It is recommended that the Graduate Dean, in conjunction with the Dean of the College of Health and Human Services and the faculty in Communications Disorders, evaluate the Ph.D. program in Communication Disorders and either close the program or commit the resources necessary to create an excellent, nationally recognized program. A decision should be reached by the completion of Fall term, 1999.

7. The PRC recommends that an analysis of faculty salaries be undertaken, including a consideration of the impact of salaries on the College’s ability to attract and retain quality faculty. Given that there appears to be considerable variation across different disciplines and at different ranks, it is recommended that an analysis of individual faculty salaries relative to individual performance, market conditions and individual career stage be undertaken and that requests for appropriate market adjustments be made to the Dean. Given the potential importance of this on faculty retention, recommendations for adjustment should be made by Fall term, 1999.

8. It is recommended that the faculty in the School of Art and the College of Health and Human Services review the Art Therapy program and make a recommendation to the Deans who, in turn, make a recommendation to the Provost on the viability of continuing the program and, if it is retained, the
appropriate college to house the program as well as the enrollment parameters. Appropriate recommendations should be made by the completion of Spring, 1999.

9. It is recommended that a committee be formed to examine the Dietetics program in the College of Health and Human Services and the College of Education. Committee members should not come from either College, but rather the Deans of the two Colleges should recommend faculty outside of their respective units to serve on the committee. The committee must consult extensively with the Dietetics faculty and with other affected individuals in both Colleges, and insure that the concerns of all parties are given thorough consideration. The charge of the committee is to decide the role of the Dietetics program in the University and the appropriate placement of such a program, whether it be in the College of Health and Human Services or the College of Education. A recommendation should be made to the Provost by the completion of Spring of 1999.

10. Overall, the PRC finds that the implementation of assessment plans has been uneven across programs within the College of Health and Human Services. While some programs have made a good start regarding assessment, no program has completed the assessment cycle. Therefore, it is recommended that each program implement at least one new assessment activity by the end of Spring term, 1999. It is further recommended that this assessment plan be subsequently evaluated and additional assessment activities be undertaken on a yearly basis throughout the review period. Reports should be made yearly to the Dean and to the Vice Provost for Academic Affairs regarding assessment activities.

11. Assuming the College and University decide to retain the majority of existing programs in the College, it is recommended that faculty in some of the programs develop a plan for interaction and collaboration with cognate disciplines. For instance, the development of formal research teams between faculty in Criminal Justice and faculty in Criminology and other Sociology areas could be developed to foster the academic and funding success of all. Plans for collaboration should be presented to the Dean by Spring of 2001. Success of such collaboration should be reported to the Dean each year beginning in 2003.

12. The External Review Team recommended that the College actively pursue tracks in Gerontology and Nutrition to strengthen the position of BGSU in the Master’s in Public Health program. While the PRC believes this is premature until accreditation is approved, it is recommended that this be explored after accreditation is approved and before the next program review, sometime between 2000 and 2002. Recommendations should be made to the Dean.

13. The units in the College should prepare a report to the Dean on their scholarly productivity, success in acquiring external funding and plans for securing external funding in the future beginning Spring term, 2001, and continuing each year thereafter.
14. The Communication Disorders faculty should prepare a report to the Dean and Graduate Dean on the impact of any changes in mix of funded and unfunded master’s students on quality and quantity of student enrollment.

15. It is recommended that the College meet with the Vice Provost for Academic Affairs during the 2002-03 Academic year and discuss plans for future Program Reviews. Specifically, assuming the College has reorganized into distinctive units, each with a critical mass of faculty/students, the PRC may ask that the College units be reviewed independently, as opposed to a College-wide review.

16. By 2002, College units should evaluate their success in acquiring new, productive faculty. Those areas that seem to have difficulty recruiting and retaining faculty should submit a plan to the Dean for improving their success in future years.

17. The PRC recommends that in the 2003-04 academic year the College begin plans for Program Review the following year. Therefore, the focus of activities this year should be on an internal collection and evaluation of data appropriate for the self study and an identification of issues important during the next seven years.

18. Second Program Review is to be undertaken during the 2004-2005 academic year.

The College of Health and Human Services should report annually to the Provost and Vice President for Academic Affairs on the implementation of these recommendations.