CHS Program Review

SUMMARY REPORT

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Table of Contents

I.   CHS Program Review Process

Introduction

The College of Health Sciences was charged with conducting a full academic and administrative program review to advance the educational mission of the college. This process was completed in phases which included formation of the program review committee, self-study process, external review, and creation of action plans based on internal and external feedback. This process was faculty driven with collaborative involvement of the administration.

Core Components of CHS Program Review and Overarching Goals

The overarching goals of the program review process included conducting an evidence-based detailed analyses about the program quality, viability, and sustainability. Additionally, the results from these detailed analyses are integrated with planning, budgeting, and institutional quality assurance systems.

II.   CHS Recommendations for Academic Program

Refinement of Process for Collecting and Distributing Learning Outcomes Performance Data

Collection of Learning Outcomes Data

CHS primarily relied on manual collection and documentation of student learning outcomes achievement. Limited faculty utilized the examination software ExamSoft to collect data in an automated fashion. Because of the manual and inconsistent manner of data reporting, thoughtful analyses were often delayed and incomplete. Management of information to disaggregate and make meaningful decisions was cumbersome and extremely time consuming. To address this challenge for the regular assessment of performance with expected student learning outcomes, the college is transitioning to collection of all outcomes information in the Learning Management System, CANVAS.

All learning outcomes have been programmed into the LMS including course learning outcomes, general education learning outcomes, program learning outcomes, and institutional learning outcomes.   They are mapped to courses as they are created each term. Faculty have been trained on how to attribute outcomes to assignments and assess student performance through the rubric function. After piloting this mechanism over the Summer 2020 term, it is now mandatory across all courses in the college. As performances with expected outcomes are assessed, data are automatically logged within the LMS. These data can be extracted at any point. These data identify the student, the outcome, the course, the term, and the assignment title. These data are then linked to data extracted from the student information system that allows for disaggregation and a deeper understanding of student performance with the academic programs and its goals.

Data reports and dashboards are programmed into Microsoft's PowerBI application for more transparent communication of student performance information with stakeholders including college and university administration.

Communication of Learning Outcomes Data

In addition to the automation of data reporting through the CANVAS, faculty are also encouraged to enable the learning mastery grade book feature in their course pages. This feature creates a color-coded table of all learning outcomes mapped to courses and allows the instructor to visualize performance as assignments are graded with outcomes-based rubrics. This allows faculty to modify their courses just-in-time and strengthen instructions as needed. Additionally, it provides opportunity for more thoughtful action plans and suggestions for revisions to their courses in future semesters. This function provides faculty more readily usable data to influence their teaching.

It is expected that utilization of these data collection and communication features of student academic performance will significantly improve the preparation time for the annual college assessment report. Historically, the timeline benchmarks for that annual report have not been met and this is largely due to the immense amount of time required for manual data collection and organization. In theory, if the reports are authored and disseminated according to timeline benchmarks, faculty will be more satisfied with communication of assessment data.

Curriculum Changes

Primer Courses

To date, CHS has developed primer courses for general and organic chemistry based on student performance and feedback. To further develop the primer system, CHS is investigating performance of students who have taken these primer courses and their performance in the actual lecture series. Additional primer courses to develop include general biology, statistics, calculus, and physics.

Formalized Discussion and Recitation Sections

In addition to primer courses, the college is looking to develop formalized discussion and recitation sections to accompany core science and math classes. These sections are designed to offer students supplemental instruction while maintaining adherence with the credit hour policy.

Increase Frequency of Course Offerings

As the school grows there will be a need to offer courses multiple semesters so that if students do not pass a course they will not have to wait an entire academic year to retake that course. Additionally, by increasing the frequency of offerings of core pre-requisite courses, CHS may attract more transfer students.

Student Feedback

Increase Response Rates

Student response rates for college surveys has typically been low and as enrollment has grown the response rate has lessened. Some of the suggestions for increasing response rates include transitioning from Survey Monkey based surveys to a software that directly integrates with CANVAS, like EvaluationKit. This software can be managed to prevent students from accessing their grade books until required surveys are completed. CHS's Office of Curriculum and Assessment has demoed this software and suggested as an item line the next fiscal budget for purchase.

Additionally, it has been suggested to deliver surveys earlier in the semester to assess students' perceptions of courses and instructors. Some faculty felt that having these surveys at the end of the semester contributed to fatigue caused by completion of signature assignments and final exams.

Furthermore, the Office of Curriculum and Assessment is looking to create a regular stream of communication of data with the student body. It is believed that increased communication of data with students will identify to them that their opinions are necessary and important contributions to the program.

Communication with Alumni

Typically, CHS reaches out to former students through surveys, but communications are limited due to insufficient administrative time to maintain the alumni network. The Office of Curriculum and Assessment is planning for an Assessment Coordinator position that will be part of the planning and budgeting for academic year 2022-2023.

Collection of Co-Curricular Outcomes Data

With the mandate to report student learning outcomes data through canvas, the Office of Curriculum and Assessment will investigate the utility of the LMS for collecting information on Co-Curricular Learning Outcomes performance. In theory, all students could be registered to a Co-Curricular course page with the learning outcomes pre-programmed. Faculty sponsors of events could then assign an ungraded quiz for students to provide photos documentation of attendance and complete a self reflection. Faculty sponsors could assess performance using the pre-populated outcomes.

Additional Concentrations and Degree Offerings

CHS plans to add more concentrations to the Bachelor of Science in Health Sciences degree. In 2019, the college has added a biotechnology concentration and began offering courses in Fall of 2020.

Additionally, CHS is designing additional degree programs that align with the mission of the college to advance the science and art of healthcare education. The college has proposed within the University a Master of Science in Physician Assistant Studies. Further degree offering plans include a Bachelor of Science in Biotechnology Studies with concentrations in Cell and Molecular Biology, Genetics, and Pharmaceutical Sciences. In addition, CHS is developing plans of a Bachelor of Arts in Psychology with concentrations in community health and organizational behavior.

It is believed that these additional offerings will provide options for transfer students as well as alternatives for current CHS students. Each of the proposed undergraduate degrees has options to follow pipelines into the CNU's professional schools.

Additional Entry Level Assessments

The math and English placement exams has allowed CHS to provide detailed academic advising and the development of additional courses including MATH125 Pre-Calculus and the English Lab companion courses. These additional course offerings were developed based on analyses of student performance with the placement exams decoded by topic. Faculty believe that utilizing more pre-assessment tools, particularly for biology and chemistry disciplines, when students enter CHS that it will better guide curriculum development and improve student retention and performance in core courses. In addition to more detailed academic advising and course planning, the pre-assessments could help students identify areas for self-study prior to matriculation. The curriculum and assessment committees will work together to build a pre-assessment system that can be expanded for correlational studies that help the college identify key indicators of success for CHS students.

Honor's Thesis Track

Faculty at CHS have developed plans to offer an Honor's Thesis Track for students enrolled in the traditional Bachelor's pathway as well as 4+4 BS to MD pathway. Students would petition into the Honor's Thesis Track and have a dedicated faculty sponsor to advise them in their scholarly work. Faculty envision this as opportunities for students that have made commitments at CHS to stay for four years within the college to continue research or service learning. The Honor's Thesis Track will benefit students with sustained research or service learning experiences and strengthen their applications to professional health programs.

In-House Standardized Test Preparation Courses

The majority of students enrolled at CHS have intentions of eventually attending medical school. One of the biggest challenges for pre-med students is mastering the content and strategies required for the succeeding with the medical school admissions test (MCAT). CHS has been partnering with test preparation companies (Kaplan, NextStep, UWorld) in addition to developing a peer tutoring system. While this has been successful, many faculty identified they would like to contribute to efforts to help CHS students succeed with this examination. This has led to the creation of an archive of instructional videos covering content from the MCAT, a Canvas course page to organize interested pre-med students and faculty, and the development of pre/post assessments to track efficacy. This project was launched in Fall of 2020.

In addition, as CNU grows and the dental school is accredited and able to accept students, CHS will develop pathways. Students will be required to take the dental school admissions test (DAT). Many of the content materials prepared for the MCAT prep course can be cross utilized for DAT preparation.

A third option within this category, is developing standardized test prep for high school students in the surrounding areas. However, as the landscape continues to change due to COVID-19 pandemic, standardized tests for high school students may not be required and therefore the need for these resources may not be as pressing as in previous years.

Communication with External Health Professions Programs

As CHS students graduate and are accepted to health professions programs external to CNU, the college needs to develop stronger communication lines with these programs. The college can learn valuable information about the preparation of students and opportunities to develop the curriculum and activities to make CHS students more competitive in non-pathway application pools. This could also lead to the development of additional pathways for CHS students into professional and graduate programs outside of CNU.

III. CHS Recommendations for Student Affairs

Data Collection and Communication about CNU Resources Usage

Currently, there is no systematic reporting of IT, library, or facilities usage to the individual programs at CNU. This creates a dearth of data and impairs the ability to properly plan for future academic years. CHS is requesting that CNU develop a reporting mechanism for these resources.

Support for Student Organizations

The Director of Student Life coordinates organization funding and assists students in event planning. Faculty and staff proposed that student organizations could hold fund-raising events once a semester to help support additional actives to promote student life. These events would be organized by the student government and the Director of Student Life.

Scholarship Opportunities

Upon review of the data, it was noted that scholarship funding opportunities for both internal and external scholarships were very limited. In addition, there was poor communication of the opportunities available. CHS recognizes this deficit and has responded in multiple ways.

First, CHS administration has worked with CNU administration to develop an internal, merit based scholarship system that functions as tuition reductions. These scholarships include awards of $7,500, $5,000, or $3,000 annual tuition reductions as long as student meet specifically outlined criteria and maintain GPA benchmarks each semester.

Second, to address the need for communication of internal and external scholarship opportunities, one of the newly hired academic advisors will author regular blog posts on the student run blog, *The Sideline*. These posts will be themed about workshop announcements, application timelines for professional schools, helpful tips for curriculum planning, common questions during advising, outlining new academic policies, scholarship opportunities, etc.

Alumni Association

In 2019, the College of Health Sciences had its first graduating class with sixteen students. This came after four years of academic operations with an initial entering class of just three students. As the number of CHS alumni continues to grow, CHS needs to capitalize on lessons learned from these former students. Currently, there is no dedicated alumni association or CHS staff member to manage regular communication with CHS alumni. The Office of Curriculum and Assessment administers an annual alumni and former student survey, but without fostering of the relationships response rates have been low. Multiple ideas from faculty and staff include creating a part-time position for Coordinator of Alumni Services as well as the generation of an alumni run organization to support CHS graduates.

College Resources

Media and Communications Studio

The Media and Communication Studio serves to help students develop information literacy, written communication, and critical thinking skills. Students are able to schedule appointments through an online advising portal to receive help with assignments, personal statements, applications, and interview preparation. In addition to a part-time dedicated staff member, faculty volunteer time to help students.

IV.   CHS Recommendations for Faculty and Staff Affairs

Evaluation and Feedback System

Currently, faculty evaluations are conducted annually in the spring. This process includes self-evaluation, peer evaluation, student evaluations of teaching, and supervisor evaluation of performance.

CNU has begun utilizing the personnel management system, Paycom, to archive self evaluations and supervisor recommendations. Although this transition has been helpful for documenting performance, there is a need to optimize extraction of data from this system. Additionally, there is not an archival mechanism for peer evaluations with Paycom, nor student evaluations of teaching.

Student evaluations of instructors are completed using SurveyMonkey and are manually generated course by course and instructor by instructor. This results in the generation of at least 90 surveys each term and the coordination and analyses of the data are limited because of the time required merely to generate the surveys. Furthermore, response rates to these surveys has historically been low. The Office of Curriculum and Assessment has requested an item line in the annual budget for EvaluationKit, a survey software that directly integrates with Canvas. This software can populate course and instructor surveys across canvas courses and settings can be programmed to require students to complete. Dashboards for data can be created for varied levels of access to the data including individual faculty, department chairs, and deans. Results are automatically tabulated and can be updated and reported real time.

Through the program review process, faculty identified wanting a more frequent feedback mechanism with Department Chairs. With more frequent communication with Department Chairs as well as investments in technology, faculty will have the data needed to self reflect and continue their development.

Documentation and Archiving of Faculty Accomplishments

Faculty are required to report their accomplishments annually through the review process. These data are entered into the personnel management system. To date, there is no mechanism to extract these data from the system for analyses beyond the annual review. The Office of Curriculum and Assessment will work with IT to program extraction of the faculty accomplishments from Paycom.

Documentation of Faculty Development

Currently, CHS has a standing committee for faculty development which offers workshops and planning sessions. However, there is no dedicated administrator within the college to support specific lines of faculty development. Faculty noted the needs for the development of the Office of Faculty Affairs led by an administrator. Faculty learning communities would be facilitated through this office. Additionally, this director would coordinate with CNU faculty development and the Center for Teaching and Learning to streamline communications, encourage, and track faculty participation of events.

In efforts to support faculty development at CHS, The Office of Academic Affairs developed a Canvas course for faculty development. Here, there is a curated list of topics and resources that faculty can access to further their professional development. Faculty may be able to archive their activities by completing ungraded quizzes to identify the events, time spent, faculty perceptions and sponsor. This information could then be extracted from the course and analyzed at the administrative level to identify common activities and needs.

Scholarly Activity Development and Funding

To promote scholarly activity faculty have identified that they would like a dedicated personnel to support research development, grant identification and preparation. Additionally, faculty requested increases to the seed grant funding mechanism already existing at CHS.

Mentorship for Junior Faculty

Both and faculty and external reviewers noted the predominance of junior faculty in the ranks at CHS. Additionally, it was identified that there was not a defined faculty mentoring program. Creation of the Office of Faculty Affairs and hiring of an administrator is proposed as a solution. Faculty reported that this position would help guide them on best practices in teaching, scholarship, and service as well as mentor for managing varied responsibilities inherent within their positions.

Administrative Support for Faculty

Faculty and external reviewers noted that there was no dedicated administrator for faculty affairs. This is an essential position in the development of a new college with primarily junior faculty. This position is necessary to support career development by providing leadership and educational initiatives that include orientations, courses, workshops, seminars, and one-on-one coaching. Particularly, this position will support faculty by training the department chairs in the creation of teaching portfolios and promotion dossiers. This leader in the college will work with department chairs and faculty to implement targeted and focused development plans. In addition to these essential function, this position will create mechanisms to recognize teaching, scholarly activity, and service accomplishments. This administrator will help to identify faculty for specific training and leadership opportunities within the college. The person in this position will also management faculty concerns and grievances.

Educational Technology Resources

With more faculty offering online and hybrid courses and those attempting to flip classrooms to make more engaged class time, the college needs to expand the educational technology offerings. The college has initiated development of a multimedia instructional technology center which houses such tools as screen capture, LearningGlass technology, audio/visual equipment, and video editing software. Faculty identified that the center needs to be operated by professional staff that can support faculty in the use of the technology. Currently, the resources are under utilized because have to learn the softwares independently and with the support of technical manuals.

V. CHS Recommendations for Marketing, Recruitment, Enrollment, and Admissions

Marketing

Advertising and Web Design

CHS has missed enrollment targets every year since the inception of the college. After four years of operation the college is primarily known for the pathways into the professional programs, but brand awareness even in local communities is poor. So, unless prospective students are specifically searching for pathways to health professions programs, it is likely that the college will not be found. After analyzing application trends and feedback from prospective students faculty and staff proposed generation of public awareness campaigns targeted through digital media. The review process has also highlighted the need for a Director of Admissions and Enrollment. The person in this position would lead the recruitment and admissions team to develop marketing campaigns in-house, analyze previous performance failures, improve training, and generate more applications.

Feedback collected in this review process supports a website re-design to enhance visual appeal and utility of the college website. The admissions team requests working with marketing personnel to effectively design the site to attract and maintain the attention of prospective students. It is proposed to hire a marketing director to support marketing initiatives at the college of health sciences. This position would support help drive application generation by completing the redesign and maintenance of the college's website in addition to developing digital and print marketing campaigns. This position could also support recruitment efforts by working with the admissions team to geo-target advertising.

Customer Relationship Management Platform

Currently, the college does not have a customer relationship management platform. All communications are sent via individual email or mail merge. Because of this, there is no centralized database of interactions with prospective students, current students, or alumni. All data on communications are logged manually, which is difficult to maintain and even more difficult to coordinate. The planned Director of Admissions would be responsible for working with the IT department to select and build out an appropriate system. Ideally, within the system there would be varied levels of access dependent upon roles and required interactions with students.

Recruitment, Enrollment, and Admissions

Articulation Agreements

Transfer students from California community colleges are a relatively untapped market for CHS. To boost enrollment of degree seeking students, it is necessary to develop detailed articulation agreements with specific community college districts. Currently, the state community college network recognizes articulations of coursework with CSU's and UC's. By modeling those freely available course articulations, CHS could boost enrollment of transfer students to support growth of the college. Generation of the articulation agreements will be a collaborative effort from the academic and admissions teams in order to make the contacts, evaluate curricula, and maintain the relationships. The Director of Admissions will work closely with the Office of Academic Affairs to support this process.

Pipelines with High Schools

The college of Health Sciences serves a niche population of high school students that are focus on pursuing careers in the health sciences. In reviewing previous application cycle data, top application producing high schools can be identified. This would provide easy targets to develop dedicated pipeline programs from high schools to CHS. Furthermore, health sciences focused high school academic programs also serve as potential feeder populations to the college of health sciences. The Director of Admissions will be charged with developing pipeline programs with high schools.

Application and Onboard Tracking

In order to increase the efficiency of processing applications, the admissions team reviews the application and identifies areas to streamline data collection. To date, the CHS application has been administered through formstacks with repetitive downloads to update information and track applications. The application system did not have a direct connection to the student information system (SIS) and IT had not developed a mechanism for mass import of application information into the SIS. IT and the admissions team are working collaboratively to download application information and upload into the SIS.

Another noted issue was difficulty in evaluating efficiency of the admissions team in processing student onboarding. After discussion with the Office of Curriculum and Assessment, there was an organizational restructuring that will carry data through multiple documents seamlessly, allowing for the generation of charts and graphs that identify key points in the onboarding process. Once the dashboard is complete, it can be updated as needed to reflect changes in data, thus allowing for regular review of the effectiveness of the admission team.

Scholarship Funding

Among students who declined admissions offers, financial aid and scholarships were frequently cited as reasons they chose not to attend CHS. Therefore, one goal of the college is to increase financial aid support through scholarships and grants. CHS has developed a merit -based scholarship system to award incoming students with tuition As of November 2020 in the 2020-2021 application cycle, CHS has offered almost two million dollars in scholarships to prospective students.

In addition to the university sponsored merit scholarships, it was proposed that the college could coordinate with the Northern California Education Foundation to boost fundraising efforts. This would result in CHS sponsored events that are designed to specifically raise money for student scholarships and grants.