

# WellStar College of Health and Human Services

## Kennesaw State University

### R2 Roadmap to Success: 2019 – 2025

**INTRODUCTION:** Please provide a vision of your college's role within the "R2 KSU." (1-2 paragraphs maximum.)

Kennesaw State University will establish itself as a top tier R2 university by preparing students for meaningful, productive lives through providing high-quality, worthwhile education with an attainable path to graduating within four years; by offering premier graduate opportunities that lead to enhanced careers and wider community impacts; and by building upon its strong research foundation to produce premium research with real world applications. The WellStar College of Health and Human Services likewise envisions itself as a top-tier R2-level college within an aggressive timeframe to the extent that can be supported by newly allocated resources. To that end, we will promote new and existing undergraduate education, graduate education, and research initiatives to achieve our goals.

As described further below, WCHHS will specifically target numerous areas to 1) enhance undergraduate student retention, progression, and graduation (RPG) rates, 2) enhance undergraduate student experiential learning opportunities, 3) increase enrollment and value in graduate programs, 4) organize partnerships within the community to increase internship/field placement sites for graduate students, 5) Add a new M.S. in Prosthetics and Orthotics Program by transitioning the current Georgia Tech MSPO to KSU, and 6) promote increased research support and productivity by numerous means.

**BODY:** Envisioning your college within the "R2 KSU," please do the following, identifying a baseline of 2-, 4-, and 6-year marks:

#### I. Undergraduate:

- a. In table form, provide baseline and specific RPG goals for your college and each of its academic programs at the 2-, 4-, and 6-year marks.

**Note:** All WCHHS undergraduate major programs are gated programs. The RPG data generated by KSU uses *declared majors* for baseline data (as opposed to those students who are *eventually accepted* into the major). Thus, the below retention and graduation numbers are artificially low compared to the number of students who actually enter WCHHS majors. Regardless, we will work to enhance these numbers.

WellStar College of HHS – B.S in Nursing	Current 2 year	Current 4 year	Current 6 year	Projected 2 year	Projected 4 year	Projected 6 year
1. Retention rate in major	57%	33%	5%	60%	40%	10%
2. Graduation rate in major	NA	15%	34%	NA	20%	40%

WellStar College of HHS – B.S. in Exercise Science	Current 2 year	Current 4 year	Current 6 year	Projected 2 year	Projected 4 year	Projected 6 year
1. Retention rate in major	62%	34%	8%	70%	40%	10%
2. Graduation rate in major	NA	19%	51%	NA	25%	60%

WellStar College of HHS – B.S. in Sport Management	Current 2 year	Current 4 year	Current 6 year	Projected 2 year	Projected 4 year	Projected 6 year
1. Retention rate in major	55%	29%	0%	60%	35%	0%
2. Graduation rate in major	NA	26%	55%	NA	35%	65%

WellStar College of HHS – B.S. in Health and Physical Education	Current 2 year	Current 4 year	Current 6 year	Projected 2 year	Projected 4 year	Projected 6 year
1. Retention rate in major	62%	57%	0%	68%	65%	0%
2. Graduation rate in major	NA	10%	71%	NA	15%	80%

WellStar College of HHS – B.S. in Public Health Education ( <i>new program – 2.5 years old</i> )	Current 2 year	Current 4 year	Current 6 year	Projected 2 year	Projected 4 year	Projected 6 year
1. Retention rate in major	100%*	No data Yet	No data Yet	70%*	50%	10%
2. Graduation rate in major	NA	No data Yet	No data Yet	NA	30%	70%

\*100% current 2-year retention is for the first-ever program cohort of 2 students; thus, the projected 2-year retention of 70% is based upon a more sustainable estimate.

WellStar College of HHS – B.S. in Human Services	Current 2 year	Current 4 year	Current 6 year	Projected 2 year	Projected 4 year	Projected 6 year
1. Retention rate in major	67%	40%	0%	72%	48%	0%
2. Graduation rate in major	NA	20%	57%	NA	25%	65%

- b. Provide specific goals related to activities and initiatives enhancing the undergraduate experience in your college. Include QEP initiatives, as well as other college-specific activities. Provide the information at the 2-, 4-, and 6-year marks. If the initiatives or activities are prospective, please indicate when you would offer them.

1. WCHHS Quality Enhancement Plan (QEP) Initiatives:

**QEP - Introduction**

The WellStar College of Health and Human Services houses five undergraduate majors (Exercise Science, Health and Physical Education, Human Services, Nursing, Public Health Education, and Sport Management). Each of these programs is gated and requires students to achieve certain milestones prior to acceptance. One hundred percent of students accepted into our majors participate in internships, clinical rotations, capstone experiences, and/or service learning. In fact, our commitment to community engagement, public service, and interdisciplinary research is a major part of our vision and mission statements. In 2015, WCHHS students completed 340,000 hours in internships and community engagement with an estimated worth of \$7,500,000. Because all of our undergraduate majors participate in at least one of these activities, our efforts in the immediate future will focus on improving the quality of students' experiences and research participation. As a result we hope to:

- Improve student progression rates and
- Improve 6-year graduation rates

**QEP - Internships**

Goals

- As stated previously, 100% of students accepted into our majors participate in internships, clinical rotations, capstone experiences, and/or service learning. Thus, we are unable to increase relative participation in this area.

### Challenges

- Although we are currently maximizing relative participation, the total number of students involved in internships and related experiences can be increased as overall enrollments increase. For example, Public Health Education (PHE) is a relatively new major and is one of the fastest growing programs at KSU. Thus, we fully expect enrollments to continue on an upward trend. We are also working actively to increase enrollments in Human Services.

### Strategies

- Continue to promote the Public Health Education program and the gateway to graduate programs available upon graduation from PHE (e.g., collaborative agreement with Emory University [Master of Public Health]).
- Remove barriers to acceptance into the Human Services program (e.g., unnecessary prerequisites and hidden prerequisites).
- To address increasing student demand, new faculty lines in the affected departments (Health Promotion and Physical Education and Social Work and Human Services) are currently being filled. One has been allotted to each department.
- Success will be measured by the number of students participating.
- In order to ensure quality, we will continue to survey students regarding their experiences and work with industry partners to help confirm that outreach goals for students and future employers are met.

## **QEP - Undergraduate Research**

### Goals

There is an emerging trend of undergraduate research participation in the WellStar College. Select faculty engage with students in a variety of laboratory/research settings with measurable outcomes. Specifically, our students disseminate data frequently via regional conferences, national conferences, and refereed publications. Despite these early successes, we aim to improve by achieving the following goals:

- Grow student engagement in research from 1% in fall 2018 to 10% in spring 2024
- Improve the quality of student research experience
- Increase enrollments in Directed Study (XXX 4400) and Special Topics (XXX 4490)

### Challenges

To increase participation, we must educate students regarding the importance of participating in research and the benefits of such participation.

### Strategies

In order to promote research at the undergraduate level, the leadership team of WCHHS has identified two new initiatives with multiple parts. They are listed below:

- Create a WellStar College Undergraduate Research Day
  - This event will not only provide an opportunity for students to present their work, but will include a keynote address by a prominent researcher with a strong record of

accomplishment of including undergraduate students in research. Awards will be provided to students in different categories (e.g. poster presentations and podium presentations). Feedback provided to students in the WellStar College Undergraduate Research Day will be used to improve their work prior to inclusion in the KSU Undergraduate Research Day.

- In addition, the WellStar School of Nursing is embarking on a joint Sigma Theta Tau International Honor Society Research Day scheduled for March 22nd at the WellStar Development Center.
  - A keynote address will be given by a nurse researcher with national prominence. This endeavor is the result of a collaboration with WellStar Health System Nursing Leaders and Administrators to form a joint Sigma Theta Tau chapter because the honor society is open to nursing departments in health care organizations as well as academic nursing.

These initiatives can be successfully completed with appropriate resource allocation.

- The proposed research days and keynote presentations will be funded by departmental and college funds (and possibly external monies from the WellStar Health System).
- Additional funds are available to support student travel to present research (WCHHS Student Support Fund).
- Faculty accomplishments in undergraduate research will be emphasized in annual evaluations, as well as promotion and tenure portfolios.

Success will be evaluated by measuring the following:

- Number of students participating in research
- Number of students presenting research at conferences
- Number of students publishing in refereed periodicals
- Number of students enrolled in Directed Study (XXX 4400) and Special Topics (XXX 4490)

#### **QEP - Communication**

- Details concerning the Engagement Plan will be communicated in a gradual process. Department Chairs and other leaders (including the Director of Academic Advising) in the WellStar College will be informed in Chair's Council meetings and Administrative Council meetings. These leaders will be charged with informing their constituents. Individual events related to the plan will be advertised throughout the year using electronic means (e.g., social media) and at formal meetings like the monthly Scholarship Circle Lecture Series.

#### **QEP - Conclusion**

The WellStar College has a strong record of student participation in internships, clinical rotations, capstone experiences, and/or service learning. However, we are confident that we can further increase participation and improve the quality of student experiences with a concerted effort. Including students and faculty in various aspects of the planning process should increase engagement and ownership and ensure success. This increased engagement should also result in retention and improvements in six year graduation rates.

#### **2. Other WCHHS Undergraduate Education Initiatives:**

Kennesaw State University has identified three specific themes related to undergraduate education:

1. Create strategies that focus on moving students through their degree progression as efficiently as possible and into expected professions or graduate programs.

2. Create interdisciplinary, innovative, and experiential educational opportunities capturing student interests, and
  3. Promote interest and support for achievement in critical and/or high-demand fields.
- Each of the three themes as related to the future of the WellStar College is addressed in the following sections.

**Theme 1: Progression and Graduation into Expected Professions or Graduate Programs**

**Goal 1: Develop a graduation coach model in the WellStar College of Health and Human Services in order to facilitate intrusive coaching and advisement for majors ultimately resulting in improvements in retention, progression, and graduation.**

Objective: To incrementally add a graduation coach annually with the end goal of having one coach per department by 2024.

Strategy: Graduation coaches are cross-trained in the area of enrollment services (i.e., admissions, registrar, financial aid) and student success (i.e., advising, testing, and counseling). The purpose of graduation coaches is to provide intrusive advising and support to students using a case management approach in order to facilitate timely progression to graduation. Graduation coaches are characterized as a “one-stop shop” for student retention services. This support system goes beyond advising in that they also troubleshoot other social and financial problems that can impede a student’s progression to graduation. They work with students one-on-one and in groups to provide solutions and strategies that lead to the empowerment of students.

Theme 1, Goal 1 Metrics:

- Quality and efficiency of advising and coaching to ensure student success (measured by number and types of appointments and time to resolution)
- Graduation Rate by major
- Progression Rate by major
- Retention Rate by major

**Goal 2: Increase student engagement in the area of advising in order to retain and progress majors toward timely graduation.**

Objective 1: To increase the number of advising contacts for the following subpopulations with the goal of having students make a minimum of one contact per semester

- prospective majors
- majors
- majors who are flagged during early alert

Strategy 1: Programs (i.e., Majors) to send students who are experiencing academic issues – flag to advising - for advising to put a hold on the account to encourage the student to come in for advising

Strategy 2: There are various activities that when coupled together form an overarching strategy that meet both objective 1 and 2, including:

- Running targeted advising campaigns e.g., course sequences (CHEM I/CHEM II), students nearing admission requirements, 60/90 credit hours, etc.

- Conducting advising 'on the fly' in locations where majors frequent e.g., Prillaman Hall Atrium, The Commons, The Student Center, and the Convocation Center
- Visiting class sessions and department orientations to introduce the purpose of the WellStar Advising Center
- Utilize early alert data to provide outreaches and advising assistance

Theme 1, Goal 2 Metrics:

- Number of advising sessions tracked by major per semester
- Quality and efficiency of advising to ensure student success (i.e., conduct and analyze exit surveys for satisfaction data)
- Average number of advising engagements per student
- Graduation Rate by major
- Progression Rate by major
- Retention Rate by major

**Goal 3: Identify courses within each major with high repeat rates and/or DFW rates in order to provide additional support to enrolled students and identify barriers to success.**

Objective 1: To identify high repeat and DFW courses in order to develop an improvement plan aimed at identifying barriers to student learning by Spring 2020/Summer 2020

Strategy: Contact Institutional Research in order to develop a list of high repeat courses and DFW courses by end of Fall 2019.

Objective 2: To implement aforementioned improvement plan by Fall 2020

Strategy: Develop an improvement plan for each course aimed at identifying barriers to student learning. Potential barriers include content prerequisites, student to instructor ratio, time conflicts, course load, placement in the curriculum, and vertical and horizontal course content into the curriculum.

Theme 1, Goal 3 Metric:

- Time to graduation (Efficiency of curriculum to facilitate timely graduation)

**Goal 4: Create stronger articulation agreements and processes between two-year feeder/partner schools and WellStar College majors to facilitate a smoother transfer for majors between institutions (thereby increasing the number of transfer students and the success of these students).**

Objective: To identify the top five (5) two-year institutions that serve as feeder programs for each major by Fall 2019 to develop a smoother/seamless transfer of students into Kennesaw State University.

Strategy:

- Initiate an outreach initiative that builds on the Transfer Advocate Gateway Program (funded by the Department of Education First in the World Grant) to enhance articulation agreements between KSU and each partner school aimed at strengthening the alignment between curriculums to allow a more efficient transfer of credits to KSU.

- Support the current Transfer Advocate Gateway model or hire a college-wide Enrollment Services Specialist whose focus is to recruit and advise students while they are matriculating on the campus of the two-year partner school. The Enrollment Services Specialist assists students with their program study (while they are still students on the two-year campus) to ensure the correct courses are being taken and assist students with the transfer process.

Theme 1, Goal 4 Metrics:

- Number of students transferring into WellStar College majors
- Percentage of students able to schedule courses within the semester requested
- Efficiency of curriculum to facilitate timely graduation
- Graduation rates of transfer students

**Goal 5: Strengthen the pipeline of undergraduate students into graduate programs of study**

Objective 1: To strengthen existing and identify new opportunities for accelerated bachelor's to master's programs at KSU.

Strategy 1: Have WellStar College's undergraduate majors (where applicable) identify graduate programs where they are most likely to apply for graduate degrees in order to create new marketing material to promote opportunities.

Strategy 2: Have WellStar College's undergraduate majors (where applicable and the need and viability can be shown) consider the development of new graduate programs.

Objective 2: Identify and publicize graduate schools in Georgia and in the southeast that students apply to by major.

Strategy: Identify top three (3) areas of graduate work following completion of the undergraduate degree for each major.

- Share opportunities for graduate level education to students.
- Incorporate skills needed for graduate level education within the current curriculum by exploring mechanisms for increasing opportunities for research for undergraduates.
- Host a college-wide graduate school informational program and fair for undergraduates.

Theme 1, Goal 5 Metrics:

- Number of students who attend informational programs
- Number of students who apply to graduate school
- Acceptance rate to graduate school
- Number of new internal partnerships that are created between KSU graduate and undergraduate programs

**Goal 6: Utilize the academic focus areas and academic maps in order to assist students with timely progression through the curriculum.**

Objective 1: To use academic focus areas and academic maps to advise students on how to progress through the curriculum

Strategy 1: Provide focus area and academic maps on both the WellStar College homepage and under each department (linked to student resources) for access.

Strategy 2: Print copies of focus area and academic maps for use in the departments and in the Advising Center.

Strategy 3: Provide copies of area and academic maps to students who attend orientation sessions at both the college and departmental level.

Objective 2: To provide the Advising center with curriculum and program changes (on a quarterly basis) as appropriate/when they occur

Strategy: Program Coordinators to meet with the Advising Center personnel to provide program updates and answer questions.

Theme 1, Goal 6 Metrics:

- Percentage of students graduating who do not exceed required credit hours
- Percentage of students able to schedule courses within semester required

**Goal 7: Acquire and maintain accreditation of undergraduate academic programs from appropriate external accrediting bodies to meet professional standards, support quality learning outcomes and RPG, enhance program reputation and visibility, and enhance graduate marketability.**

Objective 1: Maintain current academic program accreditations, as program professional accreditation is a stated priority for KSU

Strategy: Maintain current program accreditations with periodic learning outcome assessments, metrics reporting, and reaffirmation procedures (self-studies, site visits, etc.) when required.

Objective 2: Acquire accreditation for any non-accredited academic programs, as program professional accreditation is a stated priority for KSU

Strategy: Prepare and apply for new accreditations of non-accredited programs by aligning learning outcomes with accrediting body standards, assessing and filling academic and faculty expertise needs, collecting/analyzing pertinent data, creating a self-study report, and hosting a successful site visit.

Theme 1, Goal 7 Metrics:

- Percentage of undergraduate academic programs accredited by external professional accrediting bodies

**Theme 2: Interdisciplinary, Innovative, and Experiential Educational Opportunities to Capture Student Interest**

**Goal 1: Create an interdisciplinary course within the college focused on improving a student's professionalism and employability skill set/soft skills i.e., interprofessional practice, writing, communication and technology, and human-centered design thinking.**

Objective: To develop an interdisciplinary course that can be used as a major elective or free elective within a student's program of study by Spring 2020.

Strategy 1: The course design can be a 3-hour credit class or a series of 3 – 1 credit course options in each area. Graduation Coaches can be utilized to teach in this area in order to reduce the associated workload burden.

Strategy 2: The 3-hour credit course on interprofessional practice combined with human centered design curriculum is a free elective for all majors and publicized to other majors across colleges.

Theme 2, Goal 1 Metrics:

- Quality of structures supporting interdisciplinary collaboration
- Percent of budget focused on programs of strategic emphasis
- Student feedback on ability to apply course contents to other courses in the major.

**Goal 2: Create a college wide course focused on the area of grant writing**

Objective: Create a college wide course focused on the area of grant writing (i.e., proposal writing).

Strategy: Create a cross-listed, cross-leveled course for all majors on grant writing (i.e., proposal writing). Note: If not possible, then create a cross-listed undergraduate level course and a cross-listed graduate level course.

Theme 2, Goal 2 Metrics:

- Quality of structures supporting interdisciplinary collaboration
- Number of students registered for the course
- Course evaluations to gauge student satisfaction with course content and experience (use the data to make improvements)

**Goal 3: Leverage KSU's current Quality Enhancement Plan (QEP) strategies in order to align current experiential opportunities within each major to further capture student interest.**

Objective 1: Create interdisciplinary study abroad experiences within the college.

Strategy: Take current study abroad opportunities offered within the majors and align them at the college level in order to provide more opportunities for interdisciplinary study abroad experiences across programs. To help facilitate this process, create a cross-listed Study Abroad Course number that can be used by all the majors.

Objective 2: Increase the number of undergraduates attending conferences to present research

Strategy 1: Create college-wide co-curricular experiences and workshops aimed at getting undergraduates interested in research, skills on maintaining their research and information on how to fund their research.

Strategy 2: Utilize Dean's level funding to send students to conferences to share their research nationally.

Strategy 3: Utilize graduate students to mentor undergraduates during the research process.

Theme 2, Goal 3 Metrics:

- Quality of structures supporting interdisciplinary collaboration
- Number of students registered for the course
- Course evaluations to gauge student satisfaction with course content and experience (use the data to make improvements)

**Goal 4: Enhance student community engagement.**

Objective: Further enhance our current student community service efforts by creating noteworthy and measurable social and health impacts in three to four health and human service areas.

Strategy: In order to deepen our commitment to the local community, we have designed a new initiative with the aim of engaging more students. There are eight student clubs, associations and Honor Societies within WellStar College. Through these conduits, students often work on community projects. However, an increased focus can allow for greater impact. To that end, there are many awareness days, weeks, and months that are mechanisms for creating community support (e.g., heart, cancer, eating disorders, sickle cell, mental health and illness, suicide, diabetes, AIDS etc.). These areas are health-related and could serve as uniting points for students. Working together on select issues, student groups can create synergistic impact in these spheres. In response, we have created a plan to survey students in order to facilitate ownership as our community service focus is sharpened. Ultimately, we will identify a short list of priority areas based on student input that will direct future efforts in the college regarding community engagement. The following steps will be completed to achieve our goal:

- Survey faculty liaisons and student organizations in the college.
- Identify five awareness months/weeks/days based on survey results.
- The WellStar College leadership team will identify top three to four common concerns and work with student groups and faculty liaisons to design strategies for planning and implementation in Fall 2019 and Spring/Summer 2020.

These initiatives can be successfully completed with appropriate resource allocation.

- Events associated with the priority areas will be funded by college funds and those raised by student organizations.
- Faculty accomplishments in service will be emphasized in annual evaluations, as well as promotion and tenure portfolios.

Theme 2, Goal 4 Metrics:

- Number of students participating in priority areas
- Number of faculty participating in priority areas

**Theme 3: Promotion of Interest and Support for Achievement in Critical and/or High-Demand Fields**

**Goal 1: Create a pathway for high school, incoming freshmen and transfer students to high demand fields by featuring ways a KSU education can help one obtain a job.**

Objective: Provide information at the high school level and with top transfer feeder programs about the disciplines in the college and link information to high demand fields.

Strategy:

- Identify top feeder programs (high school and transfer institutions) by major.
- Using top feeder programs and a partnership with the admissions office, conduct targeted informational sessions.
- Create new marketing material aimed at high school students featuring our programs but link to high demand fields.

Theme 3, Goal 1 Metrics:

- Development of new marketing/recruitment materials
- Number of events sponsored and attended by the representatives within the college

**Goal 2: Create an in-house report for high demand fields**

Objective: Utilize the publication to feature high demand jobs and show how KSU prepares students to meet the demands of featured industries.

Strategy 1: Identify key demand jobs associated with WellStar College majors and link to how WellStar majors are preparing its students for the job market and publish information in an annual publication/document.

Strategy 2: Provide the publication to potential internship sites, funding partners, students, etc.

Theme 3, Goal 2 Metrics:

- Development of the annual publication/document

**Goal 3: Strengthen our College network to industry**

Objective: Develop a College Advisory Board (and strengthen Departmental Advisory Boards as applicable) by featuring more industries and connections to various fields; i.e., identify key leaders who are in high positions of leadership within each industry and willing to contribute to the educational goals of the college (and/or department)

Strategy 1: Create a recruitment plan/strategy for new prospective advisory board members.

Strategy 2: Create an Advisory Board Manual for use by prospective members.

Area 3, Goal 3 Metrics:

- Development of Advisory Board(s)
- Board Evaluation by members (to gauge satisfaction)

## c. Provide a table of resources needed/redirected to achieve these initiatives.

WellStar College of HHS Initiative	Need	Redirected	New
<p>Enhance undergraduate student retention, progression, and graduation (RPG) rates. Areas targeted include advising, feeder program articulation agreements, identification of DFW issues, accentuation of pipelines to graduate/professional work, use of academic maps, and professional accreditations, etc.</p>	<p><u>Personnel:</u></p> <ol style="list-style-type: none"> <li>1. Director of Student Success and Assessment (staff; for RPG metrics and professional/SACS accreditation oversight)</li> <li>2. Graduation Coach (staff)</li> <li>3. Four (4) faculty FTEs (one per academic unit) to compensate for release time needed for enhanced RPG-specific activities of major advisors and other faculty.</li> <li>4. One (1) tenure-track faculty line in environmental health to enable the Department of Health Promotion and Physical Education to cover a currently unmet programmatic need and apply to the Council on Education for Public Health for accreditation for the B.S. in Public Health Education.</li> <li>5. Faculty FTEs as needed in the future to support student:faculty ratios mandated by external accrediting bodies.</li> </ol> <p><u>Space:</u> One office each for the 7+ faculty/staff lines listed above. Possible also wet laboratory space to support the environmental health faculty line.</p> <p><u>Funding:</u> Increased operational budget to support new accreditation needs (data collection/analysis, self-studies, site visits, accreditation fees, etc.) – ~\$5000/year/program seeking new accreditation.</p>	<p>None.</p> <p>The high current success, growth rate, and external demand in WCHHS undergraduate programs are projected to continue indefinitely. As such, there are no areas targeted for discontinuation and we anticipate no resources available for redirection.</p>	<p>See “Need” Column</p>
<p>Enhance undergraduate student experiential learning. Areas targeted include interprofessional/interdisciplinary education, community engagement, research engagement (research involvement, research-related courses, travel to conferences), etc.</p>	<p><u>Personnel:</u></p> <ol style="list-style-type: none"> <li>1. Four (4) faculty FTEs (one per academic unit) to compensate for release time needed for enhanced experiential learning, engagement, and research activities (and related coursework).</li> </ol> <p><u>Space:</u> One office each for the 4 faculty lines listed above.</p> <p><u>Funding:</u> Increased operational budget will be necessary to support expanded experiential education needs. Although this is difficult to project, one imminent challenge is the threat of students being charged fees by healthcare agencies for their necessary clinical internship/practicum placements. In Nursing alone, a \$500/year fee for 500 students equates to \$250,000/year. College support is necessary to keep from passing these costs down to students.</p>	<p>The high current success, growth rate, and external demand in WCHHS undergraduate programs are projected to continue indefinitely. No areas are targeted for discontinuation and we thus anticipate no resources available for redirection.</p>	<p>See “Need” Column</p>

## II. Graduate Education:

- a. Identify programs strategically tied to achieving the college’s R2 vision. For each program, provide its value proposition (economic, enrollment, social, etc.). Provide enrollment in Fall 2018, Fall 2020, Fall 2022, and envisioned “steady state” for new and prospective programs.

WellStar College of Health and Human Services	Value proposition
M.S. in Applied Exercise and Health Science (MSAEHS)	<p>The value proposition for the MSAEHS, MSW, and three MSN programs are grouped together because they are all integral components of interdisciplinary healthcare education with very high demand/growth projections.</p> <p>Coupled with the increase in aging Americans, the epidemics of obesity, diabetes, heart disease, and other morbidities in the U.S. contribute to a healthcare crisis unmatched in U.S. history. Moreover, this epidemic is most prevalent in Southeastern U.S., including Georgia. Current U.S. healthcare sector employment trends align with the Center for Health Workforce Studies projection of a 21.8% increase between 2014-2024 (compared to 4.8% for non-healthcare jobs). Additionally, an increasing proportion of healthcare jobs are being created in the home health care sector or for other health care practitioners working outside of clinical settings. Thus, opportunities for all graduating WCHHS majors are increasing rapidly in clinical and non-clinical settings.</p> <p>The current successes, growth rates, and external demands in WCHHS graduate programs are already high, and are projected to continue for many years. All WCHHS programs are either actively growing or limited by the student:faculty ratios mandated by professional accrediting bodies. However, all programs have the capability to grow and fill a societal need with the support of more resources.</p>
Master of Social Work (MSW)	
Master of Science in Nursing (MSN) in Primary Care Nurse Practitioner	
Master of Science in Nursing (MSN) in Leadership in Nursing	
Master of Science in Nursing (MSN) in Nursing Education	
M.S. in Prosthetics and Orthotics (Proposed)	<p>WCHHS proposes to partner with the Georgia Tech to transition their existing MSPO program to KSU. This program has been highly successful for the past 16 years, but is no longer deemed an appropriate fit in the R1 culture of Georgia Tech. Alternatively, it is a perfect fit for the applied nature of a top tier R2 university. This highly ranked program is one of only 13 programs in the country. It is already a highly successful program – it boasts a 100% employment rate for graduates and is administered by faculty who are funded by NIH, NSF, and the DOD. One of the reasons for its significance is that Georgia has one of the largest veteran populations in the U.S. (<a href="https://www.va.gov/vetdata/veteran_population.asp">https://www.va.gov/vetdata/veteran_population.asp</a>) and also one of the highest diabetes rates (<a href="https://gis.cdc.gov/grasp/diabetes/DiabetesAtlas.html">https://gis.cdc.gov/grasp/diabetes/DiabetesAtlas.html</a>), a condition which frequently results in lower extremity amputation. A successful transition would increase graduate enrollments (with differential tuition) via the creation of a ‘halo’ program at KSU while boosting scholarly productivity through strategic faculty hires.</p>

WellStar College of Health and Human Services	Enroll. (F18)	Enroll. (F20)	Enroll. (F22)	Notes
M.S. in Applied Exercise and Health Science	51	56	60	Enrollment is limited by graduate teaching/research assistant funding, ability of graduate faculty to mentor multiple research projects and availability of internship/ practicum sites. Steady-state enrollment could increase if more faculty lines are added.
Master of Social Work (MSW)	99	100	100	Enrollment is limited by a 12:1 student:grad faculty ratio accreditation standard, ability of graduate faculty to mentor multiple research projects, and availability of internship/practicum sites. Steady-state enrollment could increase if more faculty lines are added.
Master of Science in Nursing (MSN) in Primary Care Nurse Practitioner	55	60	65	Enrollment is limited by the student:grad faculty ratio accreditation standard, ability of graduate faculty to mentor multiple research projects, and availability of internship/practicum sites. Steady-state enrollment could increase if more faculty lines are added.
Master of Science in Nursing (MSN) in Leadership in Nursing	24	30	35	In Fall 2018, enrollment is up from an average of 12 students between 2014-17. This is due to changes in the program to align better with other programs in the U.S, and includes removing the GRE requirement and reducing the clinical experience pre-requirement. The enrollment trajectory is anticipated to continue upward for several years due to the societal nurse shortage and need for investment in nurses and nurse managers. Enrollment will eventually be limited by student:faculty ratio accreditation standards and availability of internship/practicum sites.
Master of Science in Nursing (MSN) in Nursing Education	9	30	35	This is a newly re-opened online program in Fall 2018, and we project greatly increased enrollment due to future addition of cohorts and its online nature.
M.S. in Prosthetics and Orthotics (Proposed)	NA	14	28	Proposed program – see table above for description. First cohort of 14 proposed to start in Fall 2020, with a steady-state plateau of 2 cohorts of 14/year starting in 2021.

- b. List existing graduate programs either not meeting or in danger of not meeting USG expectations of viability (less than 5 graduates per year at doctoral or specialist level and 8 at a master's degree level). Please identify the number of applications to those programs in the last year, acceptance/graduation rates, average class sizes (excl. thesis & dissertation), percentages of f/t and p/t faculty teaching in the program, program administration structure & annual resources, as well as enrollment/graduation rates of comparator programs. Provide a justification and recommendation for each program, including the extent it is needed to achieve the college's R2 vision.

The M.S.N. in Leadership in Nursing is the only WCHHS Graduate Program not meeting or in danger of not meeting USG expectations of viability, and is currently listed as being in danger for being low producing. However, this has already been addressed by the School of Nursing. The M.S.N. in Leadership in Nursing awarded an average of 5 degrees per year between 2014-2018. Changes have been implemented in the Program to align better with other programs in the U.S, and include removing the GRE requirement and reducing the clinical experience pre-requirement. Enrollment has doubled from an average of 12 students between 2014-17 to 24 students In Fall 2018. Thus, Program graduates are also anticipated to at least double due to the upward trajectory. The societal shortage of nurses and need for investment in nurses and nurse managers should also enhance the upward trajectory of enrollment. Due to the School's proactive changes and market demand for nurse managers, the M.S.N. in Leadership in Nursing will certainly see continued growth and thus be removed from the "in danger of not meeting USG expectations" list within 2 years.

- c. Other WCHHS Graduate Education Initiatives

The Wellstar College Graduate programs are *somewhat* known within the state and region. WCHHS has an eclectic collection of graduate programs; however, there is an overarching premise among programs that includes the physical and psychological well-being of individuals on a spectrum from prevention to treatment. Additionally, all programs have similar focus areas that promote the identity, growth, and quality of graduate education. We aim to grow these programs while maintaining rigor. In the process, our programs will be firmly established as top tier regional graduate programs, and eventually as national programs. In addition, we strive to offer efficient programs that allow students to graduate faster by offering classes more frequently and year round (which would increase summer enrollment and offerings while creating opportunities for more faculty to regularly teach at the graduate level). We will also explore providing more online courses (and possibly entire degree programs online). The WellStar College has identified themes to support graduate education in areas of strategic emphasis and has the dedicated faculty and staff to provide this support. Each of the five themes as related to the future of the WellStar College is addressed.

**Theme 1: Increase graduate enrollment through improvements in visibility via advertisement and recruitment**

***Goal 1: Increase graduate enrollment by 10%***

Strategy 1: Create a comprehensive and targeted marketing plan for all programs. The WCHHS needs to leverage the well-documented and increasing demand for health-care professionals with graduate degrees in the college's recruitment efforts. This will require the establishment of annual marketing budgets for all graduate programs and identification of viable regional recruitment opportunities.

Theme 1, Goal 1 Metric:

- Graduate enrollment data

**Theme 2: Increase number of graduates in Nursing programs by increasing the number of faculty, focusing on retention, and exploring Accelerated Bachelors/Masters Programs**

**Goal 1: Increase Masters Nursing Program enrollments by 25% within 5 years**

Strategy: Student demand is already demonstrated by increased number of applications for existing programs. In order to serve this demand, we must increase the number of nursing faculty with APRN, PhD and APRN, DNP to accommodate student growth.

Theme 2, Goal 1 Metrics:

- Graduate enrollments in Nursing
- Number of nursing faculty with APRN, PhD and APRN, DNP credentials

**Goal 2: Provide realistic pathways to obtaining both a BS and MS fluidly such that 10% of a WCHHS graduating class has participated in ABMs.**

Strategy: Develop ABM degrees with optimal graduation times (i.e. 3.5/1.5, 4/1, etc.). There are currently no ABM plans within WCHHS. All plans must be developed and approved by UPCC and GPCC.

Theme 2, Goal 2 Metric:

- Number of students enrolled in and graduating from ABMs.

**Theme 3: Increase value of graduate programs by increasing number of qualified graduate faculty and graduate program expansions**

**Goal 1: Increase the number of participating graduate faculty in the WCHHS by 5%.**

Strategy: The WCHHS needs to prioritize graduate education programs and curricula to attract high caliber graduate faculty. Specifically trained and experienced faculty members need to be designated for graduate education programs within the college programs. This will in turn will enhance the quality and reputation thereby producing well-prepared and highly marketable graduates. This process will also support university research and creative activity goals. Additionally, strong R2 institutions have various clinical tracks within each discipline's graduate programs.

Theme 3, Goal 1 Metric:

- Number of graduate faculty

**Goal 2: Increase the number of new tracks within existing programs**

Strategy: Explore the creation of new tracks within existing programs (for example: adding a strength and conditioning track to AEHS, medical social work in the MSW program, increase specialty types and DNP; for example: RN – MSN Track, RN – DNP Programs, expand MSN/DNP to include Psychiatric Mental Health Nurse Practitioner Track. Explore providing Post-Masters Certificates in all Specialties within Graduate Programs.

Theme 3, Goal 2 Metrics:

- Number of tracks within existing programs
- Number of Post-Masters Certificates

**Theme 4: Organize partnerships within the community to support students**

***Goal 1: Increase internship/field placement sites by 10% annually.***

Strategy: The WCHHS will partner with the Department of Career Planning and Development to increase the number of internship sites. Establishing internship and field placement sites that have staff qualified to supervise graduate students for graduate level credit is crucial. Additionally, the Director and Coordinators of programs will network with new and diverse agencies that can assist appropriate students with precepted experiences. Internship/field placement sites will be reviewed annually for appropriateness and student learning outcomes.

Theme 4, Goal 1 Metric:

- Number of internship and practicum sites

**Theme 5: Transition existing Master of Science in Prosthetics and Orthotics from Georgia Tech to KSU**

***Goal 1: Add a Master of Science in Prosthetics and Orthotics to the graduate offerings of the WellStar College.***

Strategy: The WCHHS will partner with the Georgia Tech to transition the existing MSPO program to KSU. This program has been highly successful for the past 16 years, but is no longer deemed an appropriate fit in the R1 basic science culture of Georgia Tech. Alternatively, it is a perfect fit for the applied nature of a top tier R2 university. This highly ranked program is one of only 13 programs in the country. It boasts a 100% employment rate for graduates and is administered by faculty who are funded by NIH, NSF, and the DOD. A successful transition would increase graduate enrollments (with differential tuition) via the creation of a 'halo' program at KSU while boosting scholarly productivity through strategic faculty hires.

Theme 5, Goal 1 Metrics:

- Transition of the MSPO
- Enrollment of an initial KSU cohort in fall 2020

**Theme 6: Explore more dual Masters degrees (e.g., MSW/MPA; MSN/MHI) etc.**

***Goal 1: Add one more dual degree in the college by 2022.***

Strategy: Chairs and directors explore industry needs and demands for one year and after consulting with different constituencies, work with faculty and academic partners to institute a dual degree that has value in the job market.

Theme 6, Goal 1 Metric:

- Number of dual degrees in the college in 2022

d. Provide a table of resources needed/redirected to achieve initiatives identified in (a), (b), and (c).

WellStar College of HHS Initiative	Need	Redirected	New
Increase enrollment and value in graduate programs (increasing number and types of graduate programs, increase tracks within graduate programs, increasing enrollment in MSN and other programs, etc.).	<p><u>Personnel:</u> Twelve (12) graduate faculty FTEs (3 per academic unit) to expand existing programs and create new programs. This includes FTEs to support student:faculty ratios mandated by external accrediting bodies. As graduate faculty, their appointments will also require significant research in line with R2 research expectations; thus, the number of faculty required to enhance graduate education is proportionately greater (per student) than on the undergraduate level.</p> <p><u>Space:</u> One office each for the 12 faculty/staff lines listed above. Additionally, laboratory space will be required for new faculty research agendas.</p> <p><u>Funding:</u> Increased operational budget to support new accreditation needs (data collection/analysis, self-studies, site visit costs, annual accreditation fees, etc.) – ~\$5000/year per program seeking new accreditation. Also, start-up funding may now be required for certain graduate faculty as hired (see research section below)</p>	None. The high current success, growth rate, and external demand in WCHHS undergraduate programs are projected to continue indefinitely. As such, there are no areas targeted for discontinuation; we anticipate no resources available for redirection.	See “Need” Column
Organize partnerships within the community to support students and increase internship/field placement sites	<p><u>Personnel:</u> None.</p> <p><u>Space:</u> None.</p> <p><u>Funding:</u> Increased operational budget will be necessary to support expanded internship/field placement needs. Although this is difficult to project, one imminent challenge is the threat of students being charged fees by healthcare agencies for their necessary clinical internship/practicum placements. A \$500/year fee for approximately 250 current students equates to \$125,000/year. College support is necessary to keep from passing these costs down to students.</p>	None. The high current success, growth rate, and external demand in WCHHS undergraduate programs are projected to continue indefinitely. As such, there are no areas targeted for discontinuation; we anticipate no resources available for redirection.	See “Need” Column
Add an M.S. in Prosthetics and Orthotics (MSPO) Program by transitioning current MSPO at GA Tech to KSU	<p><u>Personnel:</u> 1. Four (4) faculty FTEs (1 tenure-track Director, 2 other tenure-track FTEs, 1 lecturer). 2. One (1) staff technician</p> <p><u>Space:</u> Existing, with renovations.</p> <p><u>Funding:</u> \$150,000 to renovate existing Prillman Hall space.</p>	With renovation funds, (see left) existing space in Prillman Hall will be used for MSPO faculty/staff offices and laboratory space.	See “Need” Column

**III. Research:**

- a. List and describe current and prospective research themes strategically tied to achieving the college's R2 vision.
  - i. Provide the number of faculty and staff currently available to work in these areas, as well as current funding and publication/scholarly activity levels.
  - ii. Detail the faculty, staff, space, start-up costs, and other resources needed.
  - iii. List any current or prospective graduate programs that are or will be linked to the proposed theme(s).
- b. Provide external funding targets and publication/scholarly activity goals for new and prospective research areas.

To date, the WCHHS has not defined targeted focus areas for research, and it cannot be a top-down vision or implementation. Completing Sections IIIa and IIIb accurately and realistically is only feasible with extensive College-wide faculty discussions and buy-in. Those discussions are the first step in our Roadmap. Research topics are currently driven by individual expertise, laboratory facilities, and external collaborations, often without awareness of potential collaborations both within the college and across the university. Defining and disseminating focus areas will improve visibility, foster collaboration, and allow colleges and departments to strategically direct resources. Research Focus Areas should not be artificially imposed upon the faculty; instead, they should grow from existing efforts and expertise and leverage potentially missed commonalities. In addition, many researchers are inexperienced grant-writers. The learning curve and overwhelming nature of writing their first significant external proposal causes them to remain active in publication but inactive in securing external funding. Those who do write for and receive funding struggle with university infrastructure, both pre- and post-award. Elimination of barriers will facilitate consistent external funding for research. Inexperienced grant writers should have the tools available to guide them through the process of preparation, submission, and revision. The college should work with the university research office to facilitate support for pre- and post-award management of grants. With all of this information in mind, the college has outlined a multifaceted plan to prioritize investment in research toward areas with the most potential return with the intent of improving scholarly productivity.

**Theme 1: Establish Research Focus Areas****Goal 1: Define a small (1-5) number of college-wide Research Focus Areas and strategies for investment.**

Strategy: Focus Areas will be identified in a twofold process:

- 1) Study existing research output to identify themes. A review of faculty publication titles and keywords will be conducted using text analytics. Commonly used words and phrases will suggest areas in which the faculty is already active in research.
- 2) Survey faculty members to identify the broad keywords they would use to define their research interest, and their suggestions for potential focus groups.

The results of these steps will be compared to potential focus areas in other colleges. In addition, we can compare ourselves to other universities in our region to look for both standout areas and potential collaborations. Once Focus Areas are established, the college will sponsor a lecture series with established leaders in each area to encourage collaboration.

Theme 1, Goal 1 Metric:

- Number of Focus Areas

## **Theme 2: Increase Research Productivity**

**Goal 1: Increase several specific metrics of research productivity:**

- **Current percentage of T/TT faculty members who have written an external grant proposal**
- **Current amount of external funding for research**
- **CY2018 number of peer-reviewed publications per T/TT capita**
- **CY2018 number of citations of authored works per T/TT capita**

Strategy 1: Multiple efforts will be undertaken to encourage and facilitate increases in publications (and subsequently grant proposals) and in research collaborations within the college and across colleges.

- Ask each discipline for a list of reputable peer-reviewed journals. This will orient new researchers toward publications with the most impact and potential for citations.
- Conduct training for faculty to build awareness of predatory journals.
- Maintain and increase awareness of options for statistical support.
- Implement a pre-tenure semester-long leave from teaching and service responsibilities to allow early-career faculty members to build and disseminate preliminary data. This establishes a scholar's reputation and builds a base of preliminary data required for most external grant mechanisms.
- Establish a fund to support thesis research. Require students to submit competitive proposals for small grants to support supplies, participant costs, specialized software, etc.
- Improve visibility of faculty research efforts. Add research descriptions and keywords to faculty and department web pages. Add descriptions of laboratories and resources. Highlight recent research, using the principles of knowledge translation to develop mass-market materials documenting findings and submit articles to general media outlets. Highlight faculty research on in-house digital signage.
- Share annual reports on research topics being pursued within the college.

Strategy 2: Invest in actions and resources to facilitate external funding for research and scholarship. Several initiatives will enhance the ability of researchers who do not currently write external grant proposals to do so.

- Establish a mechanism to support periodic visits with research mentors who have established successful lines of research within a discipline.
- Hire discipline-specific consultants to work with individuals or with small groups (potentially aligned to Focus Areas) to identify funding targets and guide the researcher through the proposal preparation process. This process is not general grant-writing consulting, but is focused on a specific proposal in a specific discipline.
- Connect Focus Area researchers to relevant program directors from funding agencies.
- Create mock study sections through which proposals are internally screened for improvement prior to external submission.

- For existing or new internal research grants, require and facilitate the submission of an external proposal prior to any additional internal support (in disciplines that are externally funded).

Strategy 3: In addition, the college will work to remove barriers to the administration of externally-funded research.

- Hire an in-house college grants specialist to help with pre-submission processes and post-award management. Consider sharing this position with the research office or another college.
- Consider a consultant to help faculty identify and propose contracts and partnership agreements with corporations or other organization, particularly in disciplines not typically supported by federal funding.

Theme 2, Goal 1 Metrics:

- Current percentage of T/TT faculty members who have written an external grant proposal
- Current amount of external funding for research
- CY2018 number of peer-reviewed publications per T/TT capita
- CY2018 number of citations of authored works per T/TT capita

c. Provide a table of resources needed/redirected to achieve these initiatives.

WellStar College of HHS Initiative	Need	Redirected	New
<p>Increase Research Productivity (this goal encompasses all aspects within Section III)</p>	<p><u>Personnel:</u>                      1. Dedicated Associate Dean for Research (duties currently included with other associate dean duties)                      2. Dedicated Pre/Post-Award Specialist (staff)                      3. 15-20 research-intensive tenure-track faculty FTE lines distributed among the four academic units (note that these lines overlap with stated needs in Sections I and II).                      4. 25 graduate research assistantships (GRAs) distributed among the 4-5 WCHHS graduate programs                      5. Faculty FTEs as needed in the future to support student:faculty ratios mandated by external accrediting bodies.</p> <p><u>Space:</u>                      One office each for the 17-22 faculty/staff lines listed above. Additionally, new or renovated laboratory space will be required for new faculty research agendas.</p> <p><u>Funding:</u>                      Significant start-up funding for new faculty; funding for new or renovated research space; funding for College-level seed grants; funding for ongoing research support/large equipment costs. Total costs depend mostly upon number of faculty hired that need support, but are likely to total in the millions of dollars over several years.</p>	<p>None.                      There are no areas or faculty research agendas targeted for discontinuation. Thus, we anticipate no resources available for redirection.</p>	<p>See “Need” Column</p>

**CONCLUSION:** Provide 2-3 paragraphs detailing the current and proposed support infrastructure needed to achieve the college's R2 vision. Include current college resources that could/should be reallocated towards achieving the college's R2 vision.

The WellStar College of Health and Human Services envisions itself as a top-tier R2-level college within an aggressive timeframe to the extent that can be supported by newly allocated resources. To that end, we will promote new and existing undergraduate education, graduate education, and research initiatives to achieve our goals.

Specifically, we will target numerous areas to 1) enhance undergraduate student retention, progression, and graduation (RPG) rates, 2) enhance undergraduate student experiential learning opportunities, 3) increase enrollment and value in graduate programs, 4) organize partnerships within the community to increase internship/field placement sites for graduate students, 5) Add a new M.S. in Prosthetics and Orthotics Program by transitioning the current Georgia Tech MSPO to KSU, and 6) promote increased research support and productivity by numerous means.

We require resources to achieve our initiative goals. Although some limited space resources can be reallocated within the College for this, WCHHS currently boasts high current and future projected academic program success, growth rate, and external demand. All programs fit well within our R2 vision. Thus, no areas are targeted for discontinuation and we anticipate few resources available for redirection within the College. Our proposed long-range goals will primarily require support from the University. To meet our robust long-range goal of becoming a top-tier R2-level college, we project the following needs in our Roadmap: a) approximately 25-30 faculty lines, b) at least 4 staff positions, c) office space to support these faculty/staff, d) an operating budget increase of \$500,000-\$700,000/year contingent upon the external factors described in the tables above, and e) periodic one-time funding support for faculty start-up funds, large equipment costs, and the creation/renovation of laboratory space to support faculty and WCHHS research focus area agendas.