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| **Program:** | Master of Health SciencesMaster of Health Sciences (MHSMHS) | **Department:** | Health Sciences | **Date:** | TBD |

**Strengths:** The MHS program …

* has excellent student feedback regarding the quality of instruction, course focus on “cutting edge” issues in healthcare, faculty accessibility and flexibility;
* is seen by students as enhancing their career paths by increasing employment opportunities, career advancement and preparation of further graduate study;
* students see the cross-disciplinary nature of the courses as a strength exposing them to a cross section of practice and research areas;
* faculty are clearly dedicated to student learning and achievement and are accommodating to student scheduling;
* director and faculty have developed creative albeit not ideal solutions to workload concerns;
* concentration enrollment in the MHS program have been capped to allow gradual growth while maintaining quality students.

| **Recommendations** |
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| 1. Emphasis should be placed on MHS faculty teaching MHS courses, instead of MHS faculty teaching undergraduate HSCC courses and utilizing adjuncts for the MHS courses. (p. 1)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. Consider how development of a college-wide health science core could continue to strain resources in the MHS program. (p. 1; related to #1)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. Determine long-term plan of the program. This includes a strategic plan and sustainability of a graduate program built on fixed term faculty rather than tenure/tenure-track faculty. (p. 2)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. Continue to implement the Advisory Committee. (p. 2; related to #3)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. Reexamine five MHS program outcomes presented in the self-study and ensure the program is actively assessing all outcomes. (p. 2; related to #3)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. Reexamine and evaluate effort spent on student research projects considering limited resources within the MHS. (pp. 2-3)
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| 1. Enhance engagement of adjunct faculty members in MHS program activities (i.e. faculty meetings, curriculum development, program assessment). (p. 3)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. Consider the following changes to MHS curriculum content: (a) Health Management Concentration: 1) Leadership Strategies, 2) Epidemiology, and 3) Healthcare Quality courses should be required by all students in this concentration, rather than listed as an option from the listed concentration classes; (b) Health Education Concentration: 1) Theoretical Foundations of Public Health (MHS 530), 2) Program Planning and Evaluation (MHS 538), and 3) Principles of Epidemiology (ENVH 570) be required for all students in the health education concentration; (c) Consider Epidemiology course a part of the Core Courses for the MHS degree; and (d) consider a combined Epidemiology/Biostatistics course. (p. 4)
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| 1. Improve documentation of students’ career after completion of the program. Many faculty indicated informal tracking of alumni, but to date, no formal process is in place. (pp. 4-5)
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| 1. Address lack of diversity among faculty and students by developing a diversity recruitment and retention plan for faculty and students in collaboration with the School of Health Sciences, the College of Health and Human Sciences and the University. Additionally, ensure that coursework addressing diversity and difference is included in course content, with either a specific course on diversity or by embedding material on diversity and difference into current courses across the curriculum. (p. 5)
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| 1. Promote the Certified Health Education Specialist (CHES) exam to students in the health education concentration. (p. 5)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. Clarify admissions criteria and metrics. (pp. 5-6)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. Fully implement Quality Matters audits for all online courses. (pp. 6-7)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. Evaluate the possibility of developing an interprofessional gerontology education effort across the units of the College of Health and Human Sciences. (p. 7)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. Implement standardized course syllabi across degree program. Additionally, link program objectives and professional competencies with course objectives. (p. 4)
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| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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