

**2012-2013 Annual Report
School of Health and Human Sciences**

Talking Points:

HHS programs highly ranked

A number of programs in the School of HHS are highly ranked, including:

- MA in Communication Sciences and Disorders
- Ph.D. in Kinesiology
- MS in Gerontology

In addition, the doctoral program in Human Development and Family Studies and MS in Genetic Counseling are the only such programs in North Carolina. The MA in Communication Sciences and Disorders graduates the largest number of speech language pathology clinicians who remain in NC to serve its workforce needs.

This item is related to the UNCG Strategic Plan:

 **U-SG01.04: UNCG as First Choice**

 **U-SA01.0: Access to Education and Student Success**

 **U-SG01.05: Highly Qualified Students**

 **U-SA01.0: Access to Education and Student Success**

 **U-SG01.08: Graduate Enrollment**

 **U-SA01.0: Access to Education and Student Success**

Community engagement in HHS


Consistent with our explicit values (<http://www.uncg.edu/hhs/mission-vision-values.html>), HHS remains a leader in community engagement. Among the many specific initiatives in the departments and programs of HHS are the following:

- **Congregational Social Work Education Initiative** that has been externally funded for 6 years (Cone Health) and is expanding into Rockingham County through a grant from Kate B. Reynolds Foundation and Annie Penn Hospital.
- **Student Hours working in the community exceeded 75,000 during 2012-13** across the departments and programs of the School
- **Nutrition received an Excellence in Community Service Award** for the second consecutive year


This item is related to the UNCG Strategic Plan:

 U-V02: Collaboration

 U-V04: Responsibility

 U-SA04.0: Economic, Cultural, and Community Engagement

 U-SG04.03 : Engaged Scholarship

 U-SA04.0: Economic, Cultural, and Community Engagement

Interdisciplinary Courses in HHS

Fostering interdisciplinary teaching and courses is a key element of the HHS Strategic Plan (http://www.uncg.edu/hhs/HHS_SP.pdf).

Three such courses were offered during the 2012-13 academic year:

- Professional Grant writing for Health and Human Service Organizations in the Community (Fall 12-18 enrolled; Spring 13: 6 enrolled)
- Professional Development Seminar (Spring 13, 10 enrolled)
- Multiple Regression (Spring 13, 11 enrolled)

These courses attracted students from Kinesiology, Communication Sciences and Disorders, Human Development and Family Studies, Nutrition & Public Health Education

This item is related to the UNCG Strategic Plan:

 **U-V02: Collaboration**

 **U-SG03.01: Graduate Student Opportunities**

 **U-SA03.0: Education and Leadership Development**

 **U-SG03.05: 21st Century Skills**

 **U-SA03.0: Education and Leadership Development**

Diversity and Inclusion

Diversity and Inclusion are key values of the School of HHS. A range of activities and assessments occurred during 2012-13:

Programming: Developed programming to seed dialogue on diversity and inclusion and to support institutional practices that promote inclusive excellence in HHS

- A conversation on diversity and inclusion – C.P. Gause
- A conversation on diversity and inclusion – on 20th Century Civil Rights Movements
- Becoming comfortable with uncomfortable conversation - DiversiTEAS

A presence for the HHS Office of Diversity and Inclusiveness was established – there was an increased awareness of the school's commitment to inclusive excellence

Assessment: Conducted baseline assessment of HHS faculty perspectives on D&I – 80% faculty participation rate

Training: ROOTS 2.0 Institute: 2 day intensive leadership training in diversity, inclusion and social justice for HHS graduate students - only graduate training program of its kind at UNCG – 15 students participated

This item is related to the UNCG Strategic Plan:

 **U-V01: Inclusiveness**

 **U-SG01.04: UNCG as First Choice**

 **U-SA01.0: Access to Education and Student Success**

 **U-SG05.04: Cultural Diversity**

 **U-SA05.0: Internationalization**

Research Productivity

Research productivity is a critical element of the Strategic Plan of the School of HHS. The School continues to lead the way in the support of cutting edge research:

- Total HHS Awards Dollars as of April 30, 2013 was \$6,416,166 compared to \$6,684,575 in the entire 2011-2012 fiscal year.
- HHS is credited with 24.23% of interdisciplinary awards to UNCG.
- 41 proposals submitted requesting \$23,480,290 in funding as of April 30, 2013. 7 (6.98) are interdisciplinary proposals (\$11,396,068)

This item is related to the UNCG Strategic Plan:

 **U-V02: Collaboration**

 **U-V04: Responsibility**

 **U-SG02.01: Health Sciences and Translational Research**

 **U-SA02.0: Health and Wellness across the Life Span**

 **U-SG02.04: Health and Wellness**

 **U-SA02.0: Health and Wellness across the Life Span**


 **U-SG03.01: Graduate Student Opportunities**

 **U-SA03.0: Education and Leadership Development**


 **U-SG03.02 : Graduate Student Research**

 **U-SA03.0: Education and Leadership Development**

 U-SG04.03 : Engaged Scholarship

 U-SA04.0: Economic, Cultural, and Community Engagement

 U-SG04.04 : Basic and Applied Research

 U-SA04.0: Economic, Cultural, and Community Engagement

Administrative Institutional Effectiveness Highlights

Data Driven Curricular Improvement

Departments and programs in HHS use a range of data to inform the need to modify and change:

- In Human Development and Family Studies, because of substantial growth in the number of majors in our various degree options, the department combined our child and adolescent development and family studies undergraduate degree concentrations into a child, adolescent, and family development degree option. This combination has streamlined the curriculum for students in this area and will slightly reduce the number of courses that will have to be taught each semester, as well as made the advising process more user-friendly for both students and faculty advisers.
 - In Nutrition, comparisons of student evaluations to course size were used to adjust faculty assignments to have faculty with greater classroom management skills in higher enrollment sections.
 - Public Health Education used data to best advise students during the teach-out plan for the on campus health studies program. Staff continuously monitored the number of students progressing through the degree, the courses they had taken and still needed for degree completion, and the faculty complement needed to deliver the program. The data also helped us advise students about their options when they were not making the necessary progress to complete the degree on time. We also used the original data to set up plans of study for each student so that they could map their own progress toward the degree and make informed decisions whether to keep pursuing the degree or find an alternative path.
-

Interdisciplinary courses for economy of scale and efficiency

The addition of interdisciplinary courses provided HHS graduate students invaluable experiences interacting and working with each other in three different courses:

- Professional Grant Writing for Health and Human Service Organizations in the Community
(Fall 12-18 enrolled; Spring 13: 6 enrolled)
- Professional Development Seminar (Spring 13, 10 enrolled)
- Multiple Regression (Spring 13, 11 enrolled)

From the perspective of effectiveness, offering these courses provided an economy of scale and efficient use of limited resources, making department-specific versions of each class unnecessary. In the future, adding a teaching and pedagogy course to the graduate offerings as well as possible undergraduate offerings is anticipated.

Student Learning Enhancement Highlights

Assessment process changes

As a result of feedback from the Student Learning Enhancement Committee (SLEC) in 2011-12, assessment processes for many programs across the School were extensively modified. 2012-13 was the first year these new processes were used. While we await the formal feedback from the SLEC committee (due in Fall 2013), many faculty report greater satisfaction with the quality of the assessment of student learning.

Capstone Experiences

Engaged teaching and learning is a key focus of the HHS Strategic Plan (http://www.uncg.edu/hhs/HHS_SP.pdf). Capstone experiences are an important aspect of engaged learning:

- MA students in Community Sciences and Disorders complete a Capstone research project each year and present the findings of their research at our annual Poster Day. This year, faculty used a knowledge-based rubric to assess student understanding of research vocabulary and evidence-based practice during poster day. The results demonstrate the ways in which students are integrating classroom learning, evidence based practice, clinical experience and research. Twenty posters were presented during Poster Day. A number of these posters were also presented at state and national conferences in 2013.
- In Genetic Counseling, three of the primary Student Learning Outcomes (SLO) assessed performance in supervised clinical rotations related to select American Board of Genetic Counseling Practice Based Competencies. One SLO assessed performance of recent graduates on the national ABGC Certification Examination. All SLO goals were exceeded during the 2012-2013 academic year.
- In Gerontology, the Capstone Portfolio provides students the opportunity to synthesize the biopsychosocial and economic perspectives of aging, as well as the critical issues related to financial, policy, and cultural perspectives of an aging society in the student's scholarly coursework products that illustrate their expertise and specialty areas, and their competencies. It also provides the student the opportunity to showcase career options in the field of aging through his/her resume, a career path that

reflects a personal lifelong approach to learning and leadership development, current leadership artifacts and experiences and other pieces that the student deems appropriate that represent his/her professional development.

- In the Kinesiology MSAT program, exit interviews from last year were used to drive decisions regarding the program. Student feedback was used to drive 3 decisions to improve student learning, including gaps in instruction in specific therapeutic intervention techniques, improved emergency room experiences, and mock certification examination practice.
- The Department of Public Health Education used data from the national exam for Certified Health Education Specialists to make adjustments to student learning outcomes, emphases in particular courses, and workshops held to help students prepare for the exam. The data used are provided annually from the national Commission for Health Education Credentialing. The adjustments this year were to make more significant changes to the learning outcomes in a planning and evaluation course, where students had to develop a stronger grasp of the professional language and skills used around program evaluation.