UNC CHARLOTTE

2010-2015 Strategic Plan

College of Health and Human Services

I. EXECUTIVE SUMMARY	
1-2 pages	

A. Mission and goals:	**Mission:** The College of Health and Human Services offers professionally recognized and accessible undergraduate and graduate programs that are nationally and globally relevant, and responsive to changing health care and human service needs in the region and state. The College achieves excellence through informed and effective teaching in its degree programs, community partnerships, and professional activities and research to create knowledge, advance science, and inform practice in the health and human services professions. **Primary Goal:** The CHHS aspires to excellence in educational programs, scholarship and research, and professional and community service in the health and human services.
B. Summary of process used to develop unit goals:	During Fall 2009, administrators in the CHHS shared feedback on the Academic Affairs (AA) draft goals via the Dean to the Provost. On 10/9/09 the Administrative Team for the CHHS met for a half-day retreat at the Harris Alumni Center to discuss each unit's vision, challenges, obstacles, and opportunities for 2015; critiqued the 2005-10 strategic plan in terms of things done well and not-so-well; and crafted language to include in draft goals and action items (sub-goal objectives). The draft goals were circulated and edited among the Administrative Team. A revised version was posted on a website on 11/4/09 and all faculty and staff were asked to review the goals and add comments during the month of November 2009. A status report regarding the development of the strategic plan was given by the Dean at the December 2009 College Faculty Organization meeting. Academic units in the College began reviewing draft goals for use in developing unit level goals. The CHHS Advisory Board also was invited to comment on the draft goals. The draft of the rest of the plan was reviewed and edited sequentially by the Administrative Team beginning on 11/30/09, and completed on 1/15/10. A revised version was posted on the website on 1/20/10 and faculty, staff, and College Advisory Board members were invited to comment on it by 2/5/10. Final unit plans were received by 3/31/10. Feedback on the draft plan and well justified components from the units' plans were incorporated into the college plan, with references to those plans. The final CHHS 2010-15 Plan was submitted to the Provost in April of 2010.
C. Summary of major goals in strategic plan:	The five goals represent updated and reformulated versions of the five 2005-10 CHHS goals (academic programs, research, community service, diversity, and effective administrative practices). For 2010-15 the five CHHS goals focus on academic programs, research, community partnerships and collaborations, inclusion and diversity, and infrastructure.
D. Summary of new resources required to achieve new goals:	New state, gift, and grant resources will be required to achieve our strategic goals which involve support for personnel, operating, and renovation.

II. ENVIRONMENTAL SCAN/ UPDATES SINCE LAST FIVE –YEAR STRATEGIC PLAN	
1-2 pages	

A. Assessment of cumulative progress in meeting goals in	This is the third year of the College's 2010-2015 Strategic Plan, and appropriate progress is being made toward meeting stated goals. Specific progress is detailed in unit reports and in Sections III-I and III-J.

current strategic plan:	
B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan:	**Challenges:** 1. Space continues to be a primary challenge, with particular concern related to Belk Gym and faculty in the Department of Kinesiology. The emerging laboratory needs of the growing number of faculty engaged in bench research in the department, and their need for co-located faculty offices and space for laboratory support staff and graduate students is a central issue. The College has been working over the past year to support progress in renovations in Belk, but concurrently, to seek alternative, appropriately appointed and designed space that will facilitate bench, human and animal model research (access to the vivarium and specialized equipment). 2. There continue to be additional demands on administrative support staff to provide assistance with increasing numbers of complex systems (decentralization- SAM, Banner, shadow accounting, research). 3. There are limited or insufficient clinical and experiential student learning placements for many of our degree programs (e.g., Nursing, Social Work, Kinesiology, Public Health Sciences). 4. Externally funded research awards have decreased in the College- it is imperative that faculty increase submissions in order to support their scholarship and attract graduate students, particularly those at the doctoral level. New research support structures are being considered by the CHHS to improve the successful receipt of external grant awards. New strategies must be developed by faculty teams to increase competitiveness for federal funds. 5. The College continues to work to identify inter-institutional collaborations as an approach to strategically position our curriculum, degree offerings and strengthen our research/scholarly profile. 6. We will continue to pursue need-based scholarships and assistantships to be able to offer competitive admission packages, especially to graduate students. 7. The current economic climate continues to challenge our ability to attract significant private donations to support scholarships and faculty endeavors. 8. Other priorities and demands will stretch units' capacities without additional personnel resources, such as online learning/distance education; career mentoring and faculty retention; student retention and graduation rates; and the need to support quality enhancement measures and programs. **Opportunities:** 1. There is an increasing need and demand for a highly qualified health and human services workforce and for research in health and human services. 2. There is great interest in developing inter-institutional degree programs and to offer completion (AS to BS) programs in a number of areas, particularly those that are offered as DE. 3. There are steady opportunities for development activity through corporate and foundation gifts. 4. Research areas in the health and human services have relatively robust funding streams, although many of these have become increasingly competitive with shifting application requirements (e.g., NIH, HRSA). 5. The opportunities for community based research and public engagement partnerships in the Charlotte region are many; the College is strengthening its position, viability and interest in this part of our mission by becoming increasingly visible in the community and developing collaborative signature outreach/public engagement programs that will showcase faculty and students while meeting real community need in the health and human service arena (primarily focused on health disparities).

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	Obstacles:
	1. The demand for entry into many of our programs that prepare our students for jobs in the health and human services sector is outpacing CHHS's capacity. The finite clinical placements that are available to us is a constraining factor; new opportunities must be uncovered in order to grow several of our programs without violating the integrity of accreditation standards. In addition, it is becoming increasingly difficult to attract qualified senior clinicians to our teaching ranks (financial challenges).
	All units need to develop a viable research infrastructure that includes a critical mass of senior research faculty, appropriate laboratories and clinical research sites, flexibility to pursue complex, interdisciplinary grants, and responsive pre- and post-award support, as examples.

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2010-2015

A. College Goal #1: Offer progressive academic programs that are recognized for their excellence, accessibility, and responsiveness to the educational and workforce needs of the region, state and nation.

B. Relationship of goal to next higher reporting unit goal:	Supports Academic Affairs goal #1 (educational programs), #3 (21st century skills and liberal education), #4 (graduate programs), #5 (respond to the educational needs of a diverse community of learners), #6 (high quality advising and services), #7 (partnerships), #9 (actively promote diversity among faculty, students, and staff and in the curriculum), #10 (responsive culture that uses effective review... as the basis for improvement).
C. Action plans to achieve goal:	1. Manage and grow existing programs through enrollment management planning. Improve the alignment of the numbers of students in the pre-majors and majors by adjusting requirements (this started with the pre-nursing students in 2010 – outcomes have been favorable in terms of channeling students; Pre-kinesiology requirements are also in need of adjustment with changes presented this past year in entry requirements). The College is working with Academic Affairs to assess the impact of such adjustments on the redistribution of students into other majors at the University and through other curriculum (increasing demands for certain courses). On an annual basis, review the market demand for our degrees through post-graduation surveys, projected graduations, and adjust enrollments accordingly with input from Enrollment Management (including the Career Center).
	2. Utilizing careful, forward-looking analyses of student and market need and demand, develop new degree programs or new joint degree tracks. This work may represent expanding programs in existing disciplines, or adding programs in new disciplines. Two advanced degree programs are currently moving through the system- the DNP degree in Nursing (collaborative with Western Carolina University) and the PhD in Public Health Sciences. The inter-institutional BS degree in Neurodiagnostics and Sleep Science (NDSS, Department of Kinesiology) was approved in 2012 by GA (with UNC Chapel Hill)with the first official class entering fall 2012. The Professional Science Master's Degree in Health Informatics has been fully approved and the first class enters this fall, 2012. The need, demand, and feasibility of other degrees considered in unit plans in the time frame of this strategic plan await further study.
	3. Continue to develop new interdisciplinary degree programs, certificate programs, cross-listed courses, and program concentrations as need and opportunity arise. Pursue joint appointments and research professorships to support emerging needs and opportunities.
	4. Continue the work of the College's Internationalization Task Force to systematically identify, support, and articulate existing and developing internationalization activities and research, including study abroad opportunities (see OADAA plan). Established a standing or ad hoc faculty committee, based on faculty feedback, for the 2010-11 year, to identify internationalization opportunities of interest to the college, and review those

	opportunities for potential implementation on an annual basis.
	5. Support the general education curriculum and campus needs for service courses provided by this college, including through the utilization of innovative methods (instructional technology; course redesign processes). We will continue to increase the capacity of LBST (liberal studies) 2214; continue to support growing first year student numbers with additional sections for AY 2012-2013.
	6. The Department of Kinesiology will continue to work with the College of Education to be responsive to its needs.
	7. Support the continued accreditation for all eligible programs and other benchmarks of program excellence (e.g. adoption of contemporary educational policies) and national prominence, including first-time pass rates on credentialing exams (e.g., NCLEX, CHES, BOC, etc.) and national rankings of programs. In the last strategic planning cycle, nursing (CCNE) was fully reaccredited; nurse anesthesia (COA) is up in 2013; exercise science and clinical exercise physiology (CAAHEP) and public health (CEPH) in 2014; and social work (CSWE) in 2015. Health Administration successfully underwent re-accreditation (CAHME) this past year. We are working to develop and articulate meaningful competency-based outcomes and evidence-based practice in curriculum planning and evaluation, including our contributions to the Quality Enhancement Plan for regional (SACS) reaccreditation, which will occur this coming year. Accreditation and assessment support needs are evaluated each year and will be considered in the budget planning process this summer. The college evaluation plan is reviewed each year (see OADAA plan) to ensure that all relevant benchmarks and student learning outcomes are assessed, compiled, and reported in the annual report.
	8. On an ongoing basis, enhance advising support for pre-majors and majors in College degree programs and stabilize personnel resources for the Learning Community (see OADAA plan) as strategies to increase student retention in the major and progress to graduation.
	9. Working with CHHS Academic Technology, Information Technology Services (including the Center for Teaching and Learning (CTL)), and Distance Education, explore opportunities to increase the number of online courses and the potential development of online degree programs to meet higher education needs of non-traditional students in the State and to expand accessibility of existing programs.
D. Effectiveness measures/methods to assess outcomes/goal attainment:	1. Program enrollments align with enrollment management plans. 2. Number of new disciplinary programs developed and approved. 3. Number of new interdisciplinary programs developed; competitive admissions and graduate success statistics (# of applications; # of students who accept admission and enroll; % of students in good standing; graduation rates). 4. Number of students participating in study abroad and/or other international activities/experiences and their course evaluations; # of international activities among the faculty. 5. Number of seats offered in LBST and service courses; student course evaluations. 6. Continuing accreditations; first-time taker pass rates on licensing exams; number of programs on national lists of 'top programs'; improvements in rankings. 7. Number of pre-majors advised; success of Learning Community; results of advising surveys. 8. Number of new online courses and degree programs; number of courses that utilize instructional technology (e.g., Moodle); student course evaluations.
E. Assessment schedule to assess goal:	Annual
F. Person/group responsible:	1. Administrators associated with each program. 2. Administrators and faculty.

G. Performance outcomes for goal:	1. Program enrollments align with enrollment management plans 2. Number of new disciplinary programs 3. Number of new interdisciplinary programs 4. Number of education abroad courses and levels of participation 5. Number of LBST 2214 seats offered/year 6. Continued accreditation among professional programs 7. Number of freshmen and new transfer students who are advised; % of satisfaction of advising; retention and academic achievement of the LC students 8. Number of new online courses and/or programs
H. Resources Required:	See unit plans