

OFFICE OF UNDERGRADUATE STUDIES – UNIVERSITY OF UTAH
UNDERGRADUATE COUNCIL REPORT TO THE ACADEMIC VICE PRESIDENT
AND THE UNIVERSITY SENATE

November 18, 2010

The Undergraduate Council has completed its study of the Behavioral Science and Health Program.

The External Review Committee was:

Dr. Lori Carter-Edwards, Director
Health Promotion and Disease Prevention in the Division of Community Health in
the Department of Community and Family Medicine
Duke University

Dr. Janet Porter, Executive Vice President and Chief Operating Officer
Dana-Farber Cancer Institute

The Internal Review Committee was:

Dr. Leslie Francis, Professor
Department of Philosophy
College of Law
University of Utah

Dr. Lucy Savitz, Associate Professor
Clinical Epidemiology
University of Utah

Dr. Charlene Weir, Research Associate Professor
Department of Biomedical Informatics
School of Medicine
University of Utah

1. PROGRAM OVERVIEW

Program Mission and Organization. The Behavioral Science and Health (BS&H) program, located within the College of Social and Behavioral Science, offers an interdisciplinary major combining a variety of perspectives on health and the functioning of the health care system. It takes as its starting point the multidimensional character of human health. The website states that the program is “designed to provide students with the broad, interdisciplinary foundation for

understanding health and to sensitively and effectively address health care issues in multidimensional contexts.” Students gain familiarity with the fields related to health, providing them an opportunity to achieve a favorable position from which to make appropriate career choices.

The BS&H major is interdepartmental in structure, and courses are drawn almost exclusively from the following departments: Anthropology; Biology; Economics; Family and Consumer Studies; Family and Preventative Medicine; Gerontology; Geography; Health Education; Management; Marketing; Nutrition; Philosophy; Political Science; Psychology; and Sociology. Current and prospective students are able to learn about the curriculum and course offerings through the program website.

Students are provided an opportunity to complete an optional internship to gain practical experience in their area of choice. However, internships have declined over the past 15 years, with only 1-5 students signing up each semester; this may be due to the fact that most internships are unpaid. In the students’ senior year, a capstone course, introduced to the program in 2004, is offered to help them integrate what they learned from different disciplines; provide them fluency in health issues and competence for applying for jobs or graduate school; and interact with speakers from the larger community of Utah to provide them with career direction.

The multidisciplinary nature of the BS&H program is an asset for the students, as evidenced by their enthusiasm and high level of satisfaction with the program’s flexibility in meeting their diverse needs and backgrounds. Students are also appreciative of the program’s ability to cover current issues in the courses, as well as the opportunity to gain analytic and writing skills. Another advantage of the program’s structure is that it allows students to explore possible career directions through various disciplines.

The program is geared toward students who are already employed either half or full-time. Of the 160-200 students enrolled in the program each year, approximately 80% of the graduates obtain jobs after graduation, and 40% go on to graduate studies. The vast majority of students obtain jobs in Utah in health-related organizations. Jobs obtained range from administration to coordination and management to technology.

2. GOVERNANCE AND PLANNING

Governance. The program is led by two co-directors, appointed to accommodate the multidisciplinary nature of the program and manage and update the curriculum including the capstone course. The current co-directors are Dr. Polly Wiessner from the Anthropology Department and Dr. Norman Waitzman from the Economics Department.

The program has an Advisory Board that meets annually and is composed of representatives from departments from which program classes are identified. Members of the board are selected by the co-directors. Some Board members teach courses taken by BS&H students, but others do not. A major role of the Board is to recommend speakers for the capstone course. Several members of the Board believe that more frequent meetings (at least one/semester) would be helpful. Another suggestion was to create a way to link faculty across campus with similar interests in the overall area of health policy so that shared research and teaching interests can be identified and explored.

At the time of the review, the Program had not established a student SAC. Although the reported explanation was lack of student interest, the students interviewed expressed enthusiasm for this opportunity to participate in Program governance. The Program co-directors are entirely willing to support students in this enterprise and had not realized the advantages of a SAC for the Program, for example, that SACs may seek support from ASUU for student activities.

Program Planning. Since the structure of the BS&H program is interdepartmental in nature, cooperation across disciplines is critical to plan and evaluate course offerings for BS&H students. To keep abreast of developments in behavioral sciences and health, the curriculum must be adapted each year, and participating departments must provide information on new courses and whether they plan to offer or cancel existing courses. Although the faculty's departments benefit from the course credits received by teaching BS&H students, the program is completely reliant on the availability of faculty courses developed for their primary disciplines. Cooperation across disciplines has been positive, as indicated in the self-study, discussions with faculty, and reported evidence of course credits students received from participating disciplines. At the annual meeting, the BS&H Advisory Board considers new courses for enrichment, evaluates program progress, and recommends speakers for the capstone course. The evaluations are both formal (e.g., a post-capstone course survey) and informal (e.g., discussions between faculty).

Since the capstone course is the core of the program and synthesizes material learned across the classes, the program plans to add evaluative measures in 2010 to aid in curriculum planning.

Marketing strategies are aimed at supporting the directional strategies of the Program, and it is recommended that a more formal marketing plan be developed. Few individuals know of the program outside of the program itself. Although there is no clear goal to grow the number of students, recent enrollment is down so marketing may be more important in the future. Word-of-mouth endures as the ultimate and most low cost marketing strategy. Supporting the creation of a community of satisfied students is one strategy that could advance this effort; suggestions include creation of a half day orientation for new and continuing

students at the beginning of each academic year. The Program should also explore the potential for partnering with Admissions in their marketing, particularly targeting students eligible for the Western Undergraduate Exchange. Making the Webpage more dynamic offers another marketing opportunity.

Currently, no strategic plan has been developed to provide a framework for future Program planning and to guide governance. The program co-directors should be asked to develop such a plan in concert with their Advisory Board and the College of Social and Behavioral Science. The strategic plan should include a clear succession plan for directors, advisory board members, and instructors; should identify proximal and distal goals with measurable outcomes; and should clearly link the program to the overall mission of the University. Resources to support this strategic planning process may be needed, for example, funding for an outside consultant.

3. FACULTY

Approximately 50 faculty members in various departments within the University of Utah offer 45 courses in the BS&H program. The faculty represented on the advisory board seems very enthusiastic and supportive of the BS&H program. The program itself has no faculty of its own, so scholarship and service are evaluated by the co-directors from faculty CVs. Diversity of the BS&H program faculty is low as it is for the University of Utah as a whole.

Two associate instructors who are PhD level graduate students assist with the organization and teaching of capstone classes and are critical to the program operation. Invited guest lectures in the capstone classes are provided by leaders in health care, public health and health policy. Associate instructors lead the discussion sessions which are periodically attended by the co-directors of the BS&H program. Students rate the teaching effectiveness of the associate instructors as much higher than that for the University as a whole.

4. STUDENTS

The departmental review sheet indicates that most students are white, female (76%) and enrolled full time. Nearly half of the students are transfers, primarily from the city college system. The average GPA of students, whether current or transfer, is 3.0. Transfers within the system are students seeking a more diverse academic experience that better meets their career plans. The number of BS&H majors has decreased since 2004-2005, with a slight increase in 2008-2009. Advisory Board members as well as students believe this is due to economic changes, where students and their families are forced to make the choice between employment and school. Another possible explanation may be related to the increasing number of interdisciplinary majors offered at the University in recent years. Few individuals outside of the program itself know of the BS&H Program. It

is recommended that a more formal marketing plan be developed aimed at supporting the directional strategies of the program.

During recruitment visits at the Major Expo and Salt Lake Community College, the BS&H advisor and an associate instructor have an opportunity for in-depth discussions about the BS&H Program. These events provide an opportunity to make contacts with minority students whose numbers are still very small in the program. University of Utah students must be in “good standing” when admitted to the BS&H program. The program helps support working students by offering some students tuition waivers and scholarships.

Given the multidisciplinary nature of the program, as well as the varying career goals of each student, student advising is reportedly intense, provided by the program advisor and the associate instructors. This gives students a great opportunity to have advising tailored to their specific needs. The Program advisor continues from one year to the next providing continuity in the advising process, and the associate instructors also provide detailed guidance for students.

Community building is somewhat of a problem in this program, given its individualized nature. The students interviewed noted that they did not become aware of each other until after several semesters. An early fall welcome/orientation that includes students across all cohorts could be offered in order to build community, allow for student networking, and emphasize key points/changes in the program. The orientation could include a keynote talk focusing on a major skill such as interviewing, negotiation, team work, time management, etc. Such an orientation could also emphasize University resources such as 1) the Institute for Healthcare Improvement Open School that offers monthly lectures by national experts in a Web-based learning format (the Utah Chapter is sponsored by the CCTS Community Engagement Core; 2) Students could be encouraged to submit posters and/or attend the annual Utah Health Services Research meeting.

4. CURRICULUM

The quality of the curriculum appears to be largely adequate, covering mandated content and a wide variety of classes from other programs. Required core courses in social epidemiology and health economics serve as an important backbone for the program and are reported by students as excellent in themselves and helping to establish an identity with the major. Students did not see a diminished quality of courses offered online versus in-person. Students wanted structured sessions based on specific types of jobs they are interested in.

The BS&H Program accesses a breadth of classes for the major leading to a degree, and the broad curriculum is appropriate given the purpose of the BS&H Program. The coursework appropriately covers the same areas required by the Council on

Education in Public Health (CEPH). The BS&H requirements include coursework on research and ethical foundations; biological, cultural and global perspectives on health; politics, policy, resources, and administration; an elective; and the capstone course. The interdisciplinary nature of the Program is regarded as a great strength by both faculty and students. However, it would be helpful to engage in strategic planning to assess the program content based on core competencies in order to identify gaps and opportunities for program enhancement. One area that could be strengthened is analytic methods—an important competency area for employment and continued graduate studies.

The BS&H Program and the partnering departments benefit each other in that use of existing courses leverages resources allowing the BS&H Program to exist without additional resources. The goal of the faculty is to provide the best of classes from other disciplines, and they routinely search for new, innovative and creative classes in other related departments. Although the Program has clearly been successful in many of the courses identified, the process of selecting and evaluating these courses is done in a rather informal manner and is not as clear as it might be. It is recommended that the Program develop a more formal and systematic process for identifying new courses based on an assessment of competency based learning. Faculty members on the BS&H Advisory Board serve a vital link representing Program interests in their home departments. This role should be emphasized and communication of anticipated changes that impact Program curricular offerings should be periodically solicited at regular Advisory Board meetings.

An ongoing problem for the Program is that they cannot control courses offered by departments and are dependent for their offerings on decisions made outside of the Program. The impending retirement of a faculty member in Biology, for example, may prove problematic for the Program. Addressing this problem will require attention from the College of Social and Behavior Science and the University. Students express some difficulty in registering for courses, and faculty representatives should work with their home departments to extend the same registration priority to BS&H students as students in their own departments.

The flexible nature of the courses allows students to make choices. However, students indicated in discussions that in order to accommodate their work schedules they often have to make decisions about classes based on course availability rather than what course they really wanted to take. Since the majority of students work, it is recommended that Program leadership seek to identify a mix of courses that are offered in-person, via the Web, and through some hybrid of these modalities in order to accommodate working students. Perhaps the Program could consider how departments like Sociology, Political Science, or Psychology have emphasized e-learning in their course offerings. These steps might also be helpful to maintain student enrollment and perhaps even increase the number of majors.

Internships are also offered to enrich the students' experience. Such hands-on learning experiences are important to build resumes and demonstrate application of learned curricula. However, even though several identified internship opportunities exist, they are not well-advertised and few students use these opportunities. While Program orientation includes a brief overview of the internship, students seemed largely unaware of the opportunity. Further, students are "... required to make their own internship contacts" (BS&H 2009-2010 Program description, p. 2). Financial reasons may prevent some students from doing the special project which includes an optional internship. A staff person has been designated to oversee these student activities, but faculty involvement may be necessary if they are to be enhanced. The Program could also reach out to the community to identify internship opportunities (e.g., via Advisory Board and CCTS Community Engagement connections), promote internships internally with students, institute a formal internship evaluation process and cultivate sustained relationships with community placements. It may be an advantage to pursue this given the interest expressed by students, co-directors and faculty in boosting aspects of critical thinking in coursework.

The students generally like the capstone course experience; however they believe the course could be of even greater benefit if weekly coursework could be streamlined and structured to foster more critical thinking than just summarization skills. Interestingly, Advisory Board faculty are also interested in providing students with more critical thinking in their courses through exercises and training and by strengthening the role of research methods in coursework. Furthermore, they want to equip the students with the tools necessary for both graduate school and problem solving in their jobs. Advisory board faculty are also interested in more community connections with BS&H coursework such as providing more applied examples and instructional material, as well as building relationships for finding work after graduation.

An early fall welcome/orientation that includes students across all cohorts could be offered in order to build community, allow for student networking, and emphasize key point/changes in the program. A keynote talk focusing on a major skill such as interviewing, negotiation, team work, or time management might be an important draw for students. Such an orientation could also emphasize University resources such as: (1) the Institute for Healthcare Improvement Open School that offers monthly lectures by national experts in a Web-based learning format (the Utah chapter is sponsored by the CCTS Community Engagement Core); (2) Students could be encouraged to submit posters and/or attend the annual Utah Health Services Research meeting.

Another suggestion concerning communication of program structure is the Web page. At present the program seems to have inadequate resources to keep an up-to-date Web page that is interactive and informative for students.

5. PROGRAM EFFECTIVENESS—OUTCOMES ASSESSMENT

Currently, Program effectiveness is assessed through annual statistics on enrollment, graduation rates, retention, and gender and ethnicity. The quality of the Program can be gauged by several factors, including the success of graduates, satisfaction ratings by students, and judgment of academic peers. In each of these respects, the BS&H Program clearly warrants a favorable judgment.

Since the capstone course is the core of the Program and synthesizes material learned across the classes, the Program plans to add evaluative measures in 2010 to aid in curriculum planning. The feedback will be used to assess student response to the Program in general and to assess competencies in specific areas covered in the course (i.e. familiarity with health and healthcare related fields, knowledge of factors impacting health, integration of material, written and oral skills). Feedback from this assessment will be used to make changes to the curriculum, to develop the one-credit introductory course, and to inform changes to the website. It will be useful to combine this information with instruction evaluations in order to modify and improve course content, as well as course and Program navigation procedures such as mentoring for job placement, tracking students after graduation, etc.

Student success. Overall, the success rate of BS&H graduates is comparable to other majors at the University regarding entrance to graduate schools, other specialty programs and reasonably well-paying jobs. Evaluation of the GPA indicates that students in the BS&H Program are on par with most majors in the College. The GPA of students who take and complete the capstone course is above average.

Because a high number of enrolled students have double majors, it appears that this Program occupies a specific interdisciplinary niche in addition to what may be offered by the traditional format of majors such as Economics, Political Science or Psychology. 60% of pre-Nursing, pre-Pharmacy, and pre-Social Work majors declare BS&H as one of their double majors, indicating that it is viewed as a useful and important major by students who plan to matriculate in professional health services degree programs.

Student satisfaction. The only student rating information available for courses that are specifically part of the BS&H program concerns the capstone class. The TAs for that class have received very positive ratings, but the students seem to have little exposure to the Program co-directors who are listed as faculty for the capstone class and who are described in the self-study as “supervis[ing] and participat[ing] in the Capstone.” Because of the interdepartmental structure of the Program, faculty and graduate students from other departments teach most classes that make up the Program. Several of these core courses also receive high ratings from students. Some of the core courses are typically taught by regular faculty members associated with the Program (e.g. Sociology 3673: Social Epidemiology; and the medical anthropology courses), while others are regularly taught by a mix of regular faculty members and graduate students (e.g. Economics 5190: Economics of Health). As a result, it is possible that students in the major will seek letters of recommendation

from graduate student instructors. Although the students did not perceive this as a problem, it is a potential Program weakness that might affect students in the future. It is notable that associate instructors are critical to the Program's success and very highly regarded by students. Declining numbers of students declaring the major are of concern because if numbers fall too much further it may be difficult to maintain funding for the associate instructors as this funding is based on SCH generated by the capstone course.

As part of the internal review, six senior students were interviewed about their experience with the BS&H Program. All were highly enthusiastic about the education they had received. They were unreservedly positive about the quality of the faculty, the quality of the courses, and the quality of other students they had met in the major. All were engaged and well informed. They planned to seek or were in the process of seeking employment or preparing to apply for graduate school. In line with the interests relayed by the advisory board faculty, the students particularly liked the classes that involved applied analytical syntheses. Judging from these students, the Program is attracting first-rate majors and providing them a high quality education.

Graduation: Upon graduation about 60% of BS&H students get jobs, and 40% go on to graduate studies. Of the 78 students who received bachelor's degrees from 2007-2009, nearly all were hired in a health related field; their average salary was the third highest among all College of Social and Behavioral Science majors. All who went to graduate school pursued a degree in a health-related field, which is a testament to the benefits of the Program.

6. FACILITIES AND RESOURCES

The facilities and resources for the BS&H program are sufficient for the current student body volume, the current structure of coursework, and current coursework load. However, as presently configured, the Program has limited resources and some attention to continued support will be necessary to maintain their current success. Competing programs within the Anthropology Department and outside may eventually cause the Program to dwindle. Minimal support requirements should be included in the strategic planning process.

The core operating budget provided by the College of Social and Behavioral Sciences includes the part-time salaries for the co-directors, associate instructors, and the Program advisor, plus supplies. Salaries for additional instructors and BS&H activities are generated from student credit hours (productivity funds) in the capstone course and internships. Currently there are no operating budget issues. However, if the Program creates another course, provides more in-depth student mentoring, grows in capacity, and/or works to increase minority representation, additional resources will be needed whether or not the student body volume increases.

Spaces for teaching and library access are adequate. However, the BS&H Program self-review reported that computer equipment, web revision and support, and computer services (maintenance, upgrades, etc.) require more financial support.

7. COMMENDATIONS

A. Broad Behavioral Science and Public Health Exposure

The BS&H program serves an important interdisciplinary need, especially for students with interests in health services. The program provides students broad exposure to behavioral science and public health. The interdisciplinary structure of the program means that students have access to courses in research methods and quantitative skills, epidemiology, biology, behavioral science, philosophy, economics, anthropology, administration and public policy. This broad undergraduate curriculum is especially beneficial for those who eventually select more narrowly focused professional degrees such as medicine, dentistry or health administration.

With health care representing 17% of the GNP, it is expected that there will be increased demand for undergraduate degrees that provide a broader foundation for graduation, education or early careers in health.

B. Course Flexibility

The design of the BS&H Program allows students to select from over 45 courses in about nine categories (such as choosing one course out of five offered in biological and environmental health). Students reported that they liked the opportunity to self-design their curriculum and to explore topics of interest in health care, public health, and health policy. The flexibility of the BS&H Program is a distinctive feature that should be marketed to prospective students.

C. Capstone Course

The co-directors of the BS&H Program developed a required capstone course about six years ago with the objectives to have students:

- Connect to practitioners in the field.
- Discuss contemporary public health issues
- Integrate various disciplines prior to degree completion

The capstone course has served as a final integrating experience similar to the function of senior seminar courses.

Due to the virtual, interdisciplinary nature of the BS&H program, it was a milestone to develop the capstone. The capstone course has been offered in a similar format for the past six years. Student evaluations have been conducted. Since one of the associate instructors is completing her doctoral work and assumed to be departing the BS&H program, now is a good time for the co-directors to rethink the format, the

assignments and the evaluation methods of the capstone in order to assure that the original objectives are being met.

D. The Program has a strong, diverse and enthusiastic group of majors

E. The Program draws upon highly qualified faculty for advice and instruction

8. RECCOMMENDATIONS

The BS&H major appeals to students with a wide range of interests in health policy and health care and appears to serve these students well. Although we recommend strengthening the Program in some respects, this should not be understood as an overall criticism of its success. Rather, we would urge the College of Social and Behavioral Science and the University to work with the Program in strategic planning efforts to assure continued support at an appropriate level.

Advisory Board Co-Chairs Norm Waitzman and Polly Wiessner have submitted a response to the recommendations and these are listed with each recommendation. They write, "We are grateful for the time and effort that the reviewers put into making constructive criticisms. In response we propose to make the following changes. Many of the suggestions actually originated with us and incorporate plans that are already in the works. These will be designated below with "in progress". Years are designated to indicate when other plans will be instituted."

A. Enhance the Advising Function

The flexibility and virtual nature of the BS&H program means that students have academic advising needs that are greater than students would have in a more structured department-based degree. The current advisor does a commendable job of meeting the academic needs of the students. In addition the career advising function is perceived by faculty and staff to be ably carried out by the University Career Center. However, students did not report having used the University Career Center at all. Despite the fact that all the students interviewed were graduating and had career questions, none of them had taken the initiative to call the Career Center, and they were unaware of any of the services provided. There is a disconnect between the Program leadership's perception of career advising effectiveness and the students' perception. This gap can be bridged through a BS&H orientation course, through information on the Website, through email, or though a seminar held at the beginning of the senior year to talk about career advising.

Response:

- Meet with pre-med advisors, the University's college advisor and advisors at SLCC to refresh their knowledge of the program and its strengths (in progress).

B. Engage the Advisory Council in discussions about outcomes and/or a competency framework

Professional education at both the graduate and undergraduate level has gone through a transformation in recent years through the appreciation that faculty should be focused on both what students need to know and what they need to be able to do. Professional educational associations such as the American Association of Medical Colleges (AAMC), the Council on Linkages in Public Health, and the Society for Education in Public Health have all adopted competency models largely based on Bloom's taxonomy which creates a framework for identifying the essential competencies of graduates moving the students from novice toward mastery. These frameworks recognize that the individual develops mastery of skills through practice and constant feedback and coaching and are based on models of lifelong learning beginning with formal undergraduate education and continuing through professional education.

The University of Utah recognizes this evolution and is asking programs, over the next few years, to identify the outcomes expected of their students. The Advisory Council should engage faculty in discussions of what they expect students to know and do and then audit courses to see if the curricula develop those competencies. The faculty need to reflect on whether their teaching methods provide an opportunity for those competencies to develop. The major teaching method is traditional lecturing; and students develop competencies by doing, not by hearing. Thus, for example, students need to practice conducting a community needs assessment and talking about what it means rather than just hearing a lecture.

Response:

- Outcomes and desired competencies and how to reach these will be discussed with the board (2010-11).
- Revisit the capstone discussion sections to make sure we are accomplishing goals for desired outcomes and competencies (in progress).
- Devise additional ways to test for achievement of competencies in the capstone (in progress).
- Continue to train TA replacement for Shelly Braun who received her PhD and will leave the program (in progress).
- Institute an evaluation survey at the end of the capstone (in progress).

C. Develop community engagement opportunities.

The BS&H program offers limited opportunities for students to engage in community health organizations or activities. Employed students elect not to do the optional since they have limited time to participate in unpaid internships even when the commitment is as little as 3 hours/week. Faculty can address this in several ways that are not mutually exclusive:

- Create a required introductory course that provides an overview of the BS&H curriculum and connects students to the community.
- Create a required "Community Outreach" course.

- Develop a means through the website to communicate with BS&H students about community engagement opportunities.

The introductory course could be used to accomplish three objectives: 1) provide an overview of the academic program; 2) introduce the concept of community engagement and introduce students to careers and resources to investigate; and 3) evaluate various careers in behavioral science and health.

The capstone course provides an opportunity for students to hear from leaders in the field, but again, these are lectures and the required abstracts do not challenge students to apply what they have learned from their courses. Rather, they are responsible for summarizing the speakers' key points. Students reported that they would find more value in writing weekly papers that ask them to critically address a key question raised by the speaker (e.g., Do you agree that accountable care organizations could reduce health care expenses?), synthesizing rather than summarizing information from their other courses. Furthermore, the Capstone requires students to write two papers that connect the content from two selected speakers. Since all of the students seem to have work experience, one of the assignments in the Capstone course could be to challenge the students to think about how their own work unit could connect to relevant community organizations. This would allow them to apply principles of community engagement to an organization they know well and could possibly lead to taking meaningful action at their current jobs.

Response:

- Draw on board connections to develop relations with the community (in progress).
- Introduce a BS&H social event at the beginning of each fall semester (2010-11).
- We have tried to institute a SAC every year but with no volunteers or enthusiasts. We will push a SAC again this year (2010-11).

D. Engage in Strategic Planning, develop program evaluation methods and have more frequent Advisory Council Meetings

The BS&H program Advisory Council meets only once a year. Other than routine course evaluations, there are no regular means of evaluating the effectiveness of the program by such measures as student completion rates, job placement rates, student satisfaction with curriculum or student experience. At least twice a year, the Advisory Council should be reflecting on program effectiveness and revising the curriculum in accordance with their findings. This is especially important given the University's mandate for program faculty to identify outcomes. While one of the co-directors has already fulfilled this mandate by writing outcomes, it was not the University's intent for a single faculty member to write the outcomes. This would be similar to having one member writing the mission of the program without collaboration and discourse from the rest of the faculty. Therefore, it is

recommended that the BS&H Advisory Council meet to develop and “own” the outcomes of the BS&H Program. This process will challenge them to reflect on the courses being offered, teaching methods, evaluation methods and overall program design.

Response:

- One or more new board members will be added to the board (2010-11).
- A student representative will be added to the board (2010-11).
- The board will meet twice a year (2010-11).

E. Improve the Website

The current program Website is strictly information about the BS&H program curriculum. It provides no information about University resources, career paths, other students, etc. The site could describe various careers and testimonials from graduates about the value of a broad educational experience. The site could link prospective students to key professional sites such as AAMC (American Academy of Medical Colleges), AADC (American Association of Dental Consultants), SOPHE (Society for Public Health Education), or AUPHA (Association of University Programs in Health Administration). The Website could be used to connect BS&H students to each other. Even if there were just a list of BS&H students with a link to their email addresses, it would provide a vehicle for social networking. Many programs today have “facebook”s that allow students to design their own pages and provide as much or as little information as they want their colleagues to know.

Currently, the Website does not serve as a vehicle for attracting potential students, nor does it serve as a resource for current students except on the University of Utah curriculum. The BS&H program does attend job fairs to attract students, and so prospective students could be directed to the Website to learn more about the program. In short, with minimal investment the Website could both market the program and serve as a career resource for students.

Response:

- Create a more dynamic Website. Over the past years we have tried to make our Website interactive without a positive response from the students. Clearly we need a professional to assist with creating appealing options. This is the one area in which we will need additional funds (2010-11).

F. Improve internship and research experiences for students.

Response:

- Add a new required one-credit orientation course to:
 - Develop a cohort of BS&H students as they enter the program
 - Orient and integrate students
 - Give an overview of the program and desired outcomes

- Help students navigate the curriculum (2010-11)
- Develop community engagement connections
- Encourage internships
- Make students aware of University resources
(in progress—to be presented to the Curriculum Committee in 2010-11)
- We will strengthen the program in analytical methods. During the discussion with the external reviewers the Board and program directors, Rebecca Utz suggested that she would like to develop a course in analytical methods for BS&H after her tenure review. This would be optimal. If this does not work out in 2010, we will look for other options (2011-12).

FACULTY AND STAFF

BEHAVIORAL SCIENCE & HEALTH

FACULTY	TENURE	CONTRACT	ADJUNCT
Number of faculty with Doctoral degrees			
Number of faculty with Master's degrees			
Number of faculty with Bachelor's degrees			
Other Faculty			
TOTAL			
STAFF	FULL-TIME	PART-TIME	
Administrative			
Secretarial/Clerical			
Laboratory Aides/Instructors			
Advisors			
Teaching/Graduate Assistants			
Other Staff			
TOTAL			

STUDENTS

NOTE: Faculty FTE from the instructor of record for the course.

ACAD YR	Student Annual FTE		Faculty							Student FTE to Faculty FTE	
			Regular				Inst	Ajunct	Res	Lect	
	Ugrad	Grad	Prof	Assc	Asst	Inst	Ajunct	Res	Lect	Ugrad	Grad
2009-2010	6.5	-	1	-	-	-	-	-	-	6.5	-
2008-2009	7.7	-	1	-	-	-	-	-	-	7.7	-
2007-2008	8.1	-	1	-	-	-	-	-	-	8.1	-
2006-2007	9.9	-	1	-	-	-	-	-	-	9.9	-
2005-2006	9.5	-	1	-	-	-	-	-	-	9.5	-

ACAD YR	Majors		Degrees Conferred				
			Ugrad	Grad	Bach	Master	PhD
2009-2010	134	-	66	-	-	-	-
2008-2009	178	-	79	-	-	-	-
2007-2008	168	-	87	-	-	-	-
2006-2007	182	-	86	-	-	-	-
2005-2006	205	-	111	-	-	-	-

FINANCIAL ANALYSIS

BEHAVIORAL SCIENCE & HEALTH

Expense	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Instructional Costs					
Support Costs	34,921	36,383	53,927	59,022	52,191
Other Expenses	6,810	17,493	10,179	2,931	3,736
Total Expense	41,731	53,876	64,106	61,953	55,927
Revenue					
Legislative Appropriation	55,651	62,180	62,888	63,719	71,932
Grants					
Reallocation	-	-	-	-	-
Tuition to Programs					
Fees	-	-	-	-	-
Total Revenue	55,651	62,180	62,888	63,719	71,932
Difference					
Revenue-Expense	13,920	8,304	(1,217)	1,766	16,005

Health, Society and Policy 2010-11

Faculty

Faculty Headcount

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	Total							
With Masters Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	Total							
With Bachelor Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	Total							
Total Headcount Faculty	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	Total							

Students

Student Credit Hours and FTE

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SCH	Lower Division				27.0	24.0	47.0	41.0
	Upper Division				255.0	223.0	264.0	230.0
	Basic Graduate							
	Advanced Graduate							
FTE	Lower Division				0.9	0.8	1.6	1.4
	Upper Division				8.5	7.4	8.8	7.7
	Basic Graduate							
	Advanced Graduate							
FTE/FTE	LD FTE per Total Faculty FTE					3	6	8
	UD FTE per Total Faculty FTE					25	33	46
	BG FTE per Total Faculty FTE							
	AG FTE per Total Faculty FTE							

Enrolled Majors

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Pre-Majors					8	2	10
Undergraduate Majors					142	167	164
Enrolled in Masters Program							
Enrolled in Doctoral Program							
Enrolled in First-Professional Program							

Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Certificate							
Graduate Certificate							
Bachelors					60	81	57
Masters							
Doctorate							
First-Professional							

Financial Analysis

Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Direct Instructional Expenditures							41,411
Cost Per Student FTE				0	0	0	4,584

FTE from Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Full-Time					0	0	0
Part-Time					0	0	0
Teaching Assistants							

Funding

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Grants							
State Appropriated Funds							41,599
Teaching Grants							
Special Legislative Appropriation							
Differential Tuition							