1. Briefly explain how your plans relate to your college's mission/vision.

*Click on shaded area to begin.*

CHHD educates professional educators, specialists and clinical practitioners in nationally accredited and evidence based undergraduate and graduate programs. At the forefront of learning-centered teaching and community based practice our professional programs incentivize students to continue life long learning and continuing education. Graduates demonstrate professional, ethical and clinical competencies through cohort education that shorten time to graduation. Interdisciplinary approaches and collaboration are campus wide with the Klotz Student Health Center, Alzheimer’s Association, Psychology, Education, the new PT Center, New Horizons and others. Advisement, accreditations, assessment, WASC, online instruction, ADA web compliance and student centered learning are college priorities. Additional resources will be required to hire new faculty and staff, and provide faculty release time to coordinate these activities. (See attached itemized budget request).

Continued growth is anticipated in Nursing, PT, Audiology, CADV, EOH, Kinesiology, Health Education and FCS. A new nursing program for non nurses begins in summer/fall 2007 and two clinical doctorates are under review. Nine TT faculty, one FT lecturer, 1 FTE staff position, 1 nursing lab coordinator, an additional academic advisor (SSP11), a full time advisor for the CADV interdisciplinary program (SS11), and funds for release time will be needed to coordinate these activities and initiate three new programs. Release time is also requested to coordinate college Research and Accreditations and increase oversight of centers. Additional office and research space are critically needed with remodeling underway to meet immediate short term needs. As health related programs and professional practice plans in PT, Audiology, Speech-Hearing, Nursing, Adaptive Exercise and the Brown Center a new Health Professions building will be required to provide instruction and interdisciplinary services to university and community clients in a fee for service model.

Operating expenses are requested for replacement of aging instructional equipment, desktop refresh, software licensing and computers in Monterey Hall. Funds for advertising, recruitment, annual accreditation and state licensing fees, faculty and internship site travel include site visits to virtual lab facilities to plan future state of the art lab facilities. Remodeling projects are underway in SQ, RH and nursing lab to accommodate FTEF and FTES growth, the new nursing program and portal/internet access for students in the SQ student lounge.

Miscellaneous funds are also requested to hire consultants to assist in the development of innovative modes of delivering online and other instructional modalities. Strategies are under review for repurposing funds in Center of Achievement, Speech Language and PT Centers.
2. ACADEMIC QUALITY

a) Assessment
Explain the progress that the college has made—and will make—in assessment: setting benchmarks, assessing against them, using results, etc.

CHHD has developed a comprehensive college wide assessment program that includes the following accomplishments:

- Student-Learning Objectives (SLOs) were developed by departments and coordinated across the college by appointed assessment liaisons during regularly scheduled college wide committee meetings
- SLOs continue to be refined at department levels and reviewed by the College Committee
- Based upon SLO reviews re-alignment of course content and core courses continues
- Re-designed courses have been approved in the University curricular process
- Annual student exit surveys are ongoing as required by our accrediting agencies
- Comprehensive student exams and evaluations of clinical experiences and internships are ongoing
- Clinical site internship preceptors are interviewed every semester to assess student progress
- Internship supervisors monitor student progress and evaluate selected SLOs for future program modification (Family and Consumer Sciences, Child and Adolescent Development, and Kinesiology.)
- Comprehensive examination results are compared with national licensing board scores and certificate granting agencies required to meet professional standards.

Ongoing and Future Plans:
- Based on SLOs additional program/course modifications will be made and proposed for curricular review
- Student progress toward mastering SLOs will be evaluated and modifications made in the knowledge, skills, and affective domains
- A time line for the development and implementation of assessment measures will be modified
- Data collection, coding and methods for analyses will be developed and implemented to determine correlation between SLOs and student success
- College findings will be documented for further study

Budget Requests
Release time (24 WTUs) for college and department assessment, WASC coordination and student advisement/evaluation of Pilot SOAR Project.
b) The Learning-Centered University
CSUN faculty and staff have developed pedagogies and learning objectives that take into account the different ways and paces by which students learn, as well as the different media and formats that suit different disciplines and levels of instruction. Recently, we have especially encouraged the replacement of seat time—hours as a measure of learning—with indices and supplementary experiences which allow students to proceed faster, if they can. Record the major ways in which the college has implemented—and will implement—several principles of a learning-centered and/or innovative university. Indicate, too, the extent to which funds have been redeployed to these ends.

The college has developed successful Learning-Centered initiatives across departments. CHHD has combined student learning with community-based practice and service across disciplines in the Language Speech and Hearing Center, Brown Center, Magaram Center, and Aquatic Center. Faculty continue to develop and refine distinctive, successful teaching/learning opportunities as follow:

- Faculty have taken leadership roles on Learning-Centered committees, conducting research to measure Learning-Centered effectiveness, received University grants; presented demonstration projects at University wide meetings, retreats and conferences.
- Course modifications are incorporating problem based learning modules, exercises, computer based projects, and video recordings for student reflection and assessment.
- Web-based instruction, and other modalities were integrated into courses in Kinesiology, Health Sciences and other departments.
- Two courses were linked across disciplines and two colleges to increase writing proficiency in professional courses.
- Capstone courses include community-based internships with hands on experience guided by skilled licensed practitioners.
- Faculty and students participate together in national and international programs making presentations and exhibiting their projects (FCS, HSCI, KIN).

Future Plans:
The college is continuing to:
- Reduce seat-time in existing courses by offering more online and hybrid off site courses (Nursing/other).
- Reduce structured class schedules to provide greater flexibility for students (Nursing/other).
- Increase teaching-learning and research opportunities for faculty and students in college centers (PT, Brown Center, Magaram Center, Aquatic Center, Communication Disorders).
- Explore virtual laboratories for required professional clinical courses.
- Offer cohort program advisement and instruction.

Budget Requests:
Release time for advisement, outreach (SOAR) and online coordination/development.
2. ACADEMIC QUALITY (continued)

c) Research and Creative Activity
Colleges and other units should report initiatives that will: (1) incentivize research, (2) require matches, in-kind support, or enhancements to facilities, (3) respond to regional needs, (4) revamp the delivery of the curriculum and/or the involvement of students as research/creative apprentices, and (5) or require reforms in RPT that, for instance, clarify the standards for early promotion and specify how alternative to publication will be appraised, (6) pay special attention to opportunities, through grants and contracts, to enhance the General Fund support of units and the total compensation of faculty.

State-of-the-art labs have been added to incentivize research and seek external funding support for regional health and professional faculty/student in Environmental and Occupational Health (EOH), Physical Therapy (PT), Radiologic Technology Sciences (Rad Tech Sci), and Nursing (Nsg). In-kind support and release time were provided to faculty; numerous university and external grants were funded. Faculty labs in Communication Disorders and Sciences, Physical Therapy and Kinesiology are used to conduct applied research in balance and vestibular analyses, stress testing, applied physiology, adaptive aquatic exercise, and Learning-Centered instruction. Cochlear implants are now implanted in patients with serious hearing deficits; early stage dementia and nutritional-diet analyses are also conducted; orthopedic and anthropometric body evaluations are offered in the PT Practice Center and Klotz Student Health Center. Teratology, mold remediation and noise control are other ongoing areas of study.

Students are involved in research and creative apprentices with faculty in Family and Consumer Sciences, Kinesiology, Environmental and Occupational Health, and Health Sciences. Curriculum modifications continue to provide unique teaching-learning opportunities for undergraduate and graduate students with faculty mentors.

Retention, Tenure and Promotion criteria are under ongoing review by departments regarding requirements for qualitative/quantitative and applied research, technical publications, and clinical practice components.

Future Plans and Resource Needs:
New lab and office space and start up funds to recruit new faculty and retain research faculty are needed. In-kind support at department and college levels will also be required. College centers will be centralized under a college institute that reports to the Dean for oversight and to assist faculty to generate additional grants, contracts and new revenues.

Funds for release time are requested for an assistant to the dean to coordinate research and accreditations. If lottery funds are unavailable, funds for replacement of equipment, lab maintenance and remodeling will also required. Desk top refresh/computers and software licenses for security are requested; travel funds for consultants and virtual site visits to develop innovative instructional modes are also requested.
d) On-Going Programs
What changes do you anticipate? In particular, how will academic change entail more than growth? Will it entail experiential learning, reduce seat time, re-enforce GE, and/or respond to regional needs or accreditation reviews? Will it reflect an entrepreneurial direction to enhance General Fund and total compensation?

Academic change is partly dictated and influenced by accreditation and licensing standards. The college maintains a balance between enrollment growth, capturing unmet student demands within internal lab space limitations and external clinical sites available. Accreditation requirements impose expensive low student-to-faculty ratios and mandate high numbers of clinical/field hours under strict faculty supervision. Reduced seat-time is achieved through experiential learning in labs, clinical sites, and community based service and research projects under faculty direction. Two college-specific GE courses are under development and core courses in research and epidemiology are under review for consolidation. Transferring students from the College of Business, collaborative projects between CHHD and Engineering are being explored. Leisure Studies was renamed "Recreation and Tourism Management" to match societal and workforce demands. CHHD programs are accredited and high standards maintained and monitored with ongoing documentation provided to these agencies.

New initiatives:
1. Accelerated BA/BS to BSN Summer/Fall 2007
2. Joint AuD with University of California Los Angeles (UCLA)
3. Joint DPT with University of California San Francisco (UCSF)

The Center for Advanced Physical Therapy was chartered this year and expected to become self supporting with revenues generated through highly skilled services to internal and external clients in collaboration with the Student Health Center (SHC), the Speech-Hearing Clinic and the Brown Center. Third party insurance and workmen's compensation reimbursements are under discussion between SHC and CHHD to fund this entrepreneurial academic service not available on most CSU campuses. This priority goal for 2006-09 expansion responds to university and regional needs and expected to increase faculty compensation, draw general funds into a faculty-student practice model, and increase student experiential learning based on the Speech/Language Clinic model.

Graduate programs are expected to grow in EOH, FCS, HSCI, and KIN (especially in adaptive aquatics). A graduate degree in CADV will be explored.

Budget Requests
Remodeling facilities, equipment replacement, technology update and faculty recruitment/approvals to hire are requested to maintain ongoing programs and as in items #1-3 above (see budget items).
3. STUDENT ENGAGEMENT

Describe how your unit will contribute to the CSUN effort to engage, retain, stimulate and graduate its students. Specifically, concentrate on plans to improve first to second year retention, reach out to K-12 pupils and teachers, make advising more consistent in practice and policy, and improve the support structures for students in courses with high failure rates. Finally, if pertinent, describe plans to mentor and channel undergraduates into post-baccalaureate study.

Efforts are underway to engage students and raise their awareness of CHHD programs and recruit qualified students through a one-year innovative pilot project. This collaborative Student Outreach and Recruitment (SOAR) project is between CHHD, Office of Student Affairs, and EOP. Measurable outcomes and strategies include outreach success to high school, community college students, teachers and counselors. Additional aims are to recruit, retain and reduce time to graduation for incoming CHHD majors. Students will be tracked and their academic progress monitored by Veda Ward (EOP, SA).

CHHD supports student engagement through early peer tutoring, individual advisement, student organizations/clubs, health related fairs and placing students into cohorts in Nursing, Radiologic Technology Sciences, Physical Therapy, Communication Disorders and other departments. Three new degree programs will also use the successful cohort model. Undergraduates are mentored and channeled into graduate studies by faculty who motivate and engage students by assigning, and working with them on discipline-specific academic and research projects, and by presenting jointly at community meetings and professional conferences. Funds are provided by departments, student organizations and the college. Transfer students are group-advised at local community colleges and/or work sites when appropriate. Internships and clinical practica also increase student engagement by building collegial relationships with faculty and peers.

A study will be conducted to identify courses with high drop out and failure rates in order to identify causes and provide recommendations for interventions.

Budget Requests
Two academic (SSP II) advisors are requested for the Student Advisement Center and CADV, a FT nursing lab coordinator and ½ FTE administrative support each for nursing and Communication Disorders for NCATE requirements. Equity adjustments are also requested for student assistants to cover 2008 state minimum increase.
4. SHARED VALUES

Enumerate and explain your major projects. What philosophy—what thread—ties together these efforts? Indicate how they respond to assessment reports.

Engagement and commitment to excellence are over riding threads in the college. Competency based programs and professional practice education are provided to undergraduate and graduate students in our degree programs. Programs are designed to meet accreditation standards and at the same time meet professional work force needs in the region and beyond. Creative teaching learning approaches achieve our tri-level mission of education, applied research and practice, and community service. We respect divergent perspectives among programs and faculty that serve as catalysts to promote cost-effective and productive change. The college has vested interests in maintaining and building new community alliances, partnerships and successful collaborative, entrepreneurial endeavors for student learning and donor opportunities. Promoting a user friendly environment and promoting vertical and horizontal communications are also shared values.

Major projects:
1. Accelerated BSN program implementation summer/fall 2007 pending BRN approval (Mar 8, 2007)
2. AuD Audiology clinical degree program review fall 2008 pending university approvals
3. DPT Physical therapy clinical degree program review: fall 2008 or spring 2009 pending university approvals
4. Faculty and staff hires, office space and considerations pending degree program approvals.

Other projects:
1. Centralization of selected personnel and administrative functions to reduce duplication and processing time
2. Centralizing oversight of college centers under a CHHD Institute to reduce costs and increase revenues through grants and contracts (Speech and Hearing Center, Aquatic Center, Brown Center and others.)
3. Collaboration continues with the Klotz Student Health Center
4. External agency support will be sought for third party reimbursements in the Physical Therapy Practice Center and the Brown Center in collaboration with Klotz Student Health Center

Budget Request:

Personnel, operating and renovation expenses are requested as reflected in shared values (see itemized budget).