

CHP Department of Allied Sciences Strategic Plan 2017-2022

Financial, Physical, and Human Resources

Goal #1: Secure sufficient resources to maintain high quality teaching, practice, and service.

Strategy	Action Steps	Metric	Responsibility
A. Ensure appropriate resources to maintain and enhance programs.	<ol style="list-style-type: none"> 1. Monitor/make budget reductions as directed by the CHP/University/State 2. Prioritize reductions to minimize impact on department teaching/advising 3. Work with CHP Budget Manager to identify alternate funding, i.e. CHP equipment funds, AS development program funds, utilize local expertise for professional development 4. As enrollment growth warrants, ensure sufficient funds to support staff/faculty 5. Add (2) faculty with MLS and RS backgrounds to expand/enhance discipline-specific advising and program course offerings such as lab techniques, phlebotomy, hematology, and address concern of Program Review Committee to balance department workload and staffing, i.e. teaching medical terminology, internship course offerings, assistance with intro classes 	<ul style="list-style-type: none"> • % change in budget • Alternate funding identified and utilized • Critical hire proposals submitted; faculty hired 	<ul style="list-style-type: none"> • Dean/Sr. Asso Dean • Budget Manager • Director
B. Seek increases in funding sources including individual and corporate donations to support the College and department programs.	<ol style="list-style-type: none"> 1. Establish departmental fund-raising priorities to include equipment and operating, scholarships and space 2. Increase number and amount of scholarships 3. Increase annual and major gifts to the department/program fund 4. Participate in a College corporate fund-raising strategy 	<ul style="list-style-type: none"> • Complete plans for next College-University campaign • # of AS scholarships • 1-3% growth in gifts 	<ul style="list-style-type: none"> • Senior Dir. of Development • Director
C. Ensure sufficient financial resources to recruit and retain high quality faculty and staff.	<ol style="list-style-type: none"> 1. Ensure sufficient resources to support contracted faculty salaries and professional development 2. Identify and ensure resources to recruit and add (2) faculty to department with MLS and RS backgrounds 	<ul style="list-style-type: none"> • Faculty/staff growth and retention rate 	<ul style="list-style-type: none"> • Dean/Sr Asso Dean • Senior Dir. of Development • Director

Goal #2: Ensure adequate space.

Strategy	Action Steps	Metric	Responsibility
A. (Given the new building addition), space plan would include but not be limited to	<ol style="list-style-type: none"> 1. Ensure sufficient space to support the needs of AS 2. Utilize AGlenn Hill Center classrooms as a temporary facilities plan 	<ol style="list-style-type: none"> 1. Space needs met 2. # courses taught in A Glenn Hill Center 	<ul style="list-style-type: none"> • Director • Dean/Sr Asso Dean

Goal #3: Enhance efficiency, effectiveness, and productivity of our human resources.

Strategy	Action Steps	Metric	Responsibility
A. Ensure faculty/staff workloads are aligned to their position description.	<ol style="list-style-type: none"> 1. Assess and monitor faculty/staff workloads related to their assigned areas of responsibility 2. Contribute to an update of the College Workload Guidelines 3. Align faculty position descriptions with revised College Workload Guidelines 4. Align staff responsibilities with their position descriptions 5. Annually review staffing needs of the department 	<p>1-3. 100% faculty workloads are aligned with College Workload Guidelines by 2017-2018 academic year</p> <p>1,3-5. 100% faculty and staff have current position descriptions reflective of their assigned responsibilities and workload</p>	<ul style="list-style-type: none"> • Dean/Sr. Assoc. Dean • Director • Staff
B. Ensure faculty qualifications.	<ol style="list-style-type: none"> 1. Ensure compliance with new HLC standards for faculty qualifications using credentials and/or tested experience consistent with NDSU/College policy and specialized accreditation standards for AS disciplines 	<ol style="list-style-type: none"> 1. 100% faculty meet qualifications per required documentation on file 	<ul style="list-style-type: none"> • Director
C. Support faculty and staff development.	<ol style="list-style-type: none"> 1. Ensure AS faculty/staff participate in professional development to include: Advising, Assessment, Development, Diversity and Inclusivity, Leadership, Mentoring, Outreach, Professionalism, Self-Awareness, Scholarship/Research, Technology, Teaching/Learning 2. Ensure AS department is represented on standing College and department committees that support above areas 	<ol style="list-style-type: none"> 1. One development seminar/activity attended each semester, College retreat annually, one staff development opportunity annually 2. AS membership on standing cmtes 	<ul style="list-style-type: none"> • Assoc. Dean for SA & FD • Faculty Dev Committee • Director/staff

Student Success and Learning

Goal #1: Effectively and efficiently deliver high quality/affordable education which can be completed by students in a timely fashion utilizing curricula considered to be at the forefront of the respective discipline.

Strategy	Action Steps	Metric	Responsibility
A. Ensure curricula meet accreditation standards for its program	<ol style="list-style-type: none"> 1. Regularly review curricula for effectiveness 2. Incorporate discipline-specific undergraduate learning outcomes (applied communication, critical thinking, professionalism) into department assessment cycle 3. Continue annual submission of assessment of student learning reports to the UAC; disseminate feedback at the department level 4. Annually update accreditation status of affiliated hospital programs 	<ol style="list-style-type: none"> 1. A. Annual national certification exam pass rates B. Annual graduate employment C. Annual attrition from professional programs 2. Three year cycle assessment plan includes outcomes and results for all department/CHP courses 3. A. Annual assessment report results reflect effectiveness of learning in courses/programs and evidence of change/s to improve B. 100% compliance with UAC requirements C. Dept minutes include assessment feedback 4. 100% of affiliated programs are compliant with programmatic accreditation standards 	<ul style="list-style-type: none"> • Dept Director • Faculty/Staff • Senior Asso Dean (for CHP courses)
B. Ensure curricula meet future needs of the professions	<ol style="list-style-type: none"> 1. Regularly review curricula for effectiveness 2. Incorporate discipline-specific undergraduate learning outcomes (applied communication, critical thinking, professionalism) into assessment cycle 3. Change curricular design, delivery, and sequencing based on assessment of student learning & success 4. In collaboration with College administration, develop long-term plan for teaching CHP courses, i.e. medical terminology 5. In collaboration with hospital affiliates, develop/ administer survey to (periodically) measure employer satisfaction 	<ol style="list-style-type: none"> 1. A. Annual national certification exam pass rates B. Annual graduate employment C. Annual internship placement rate 2 & 3. Three year cycle assessment plan outcomes, results and action plans 4. Long-term plan for dept-taught CHP courses 5. Periodic employer satisfaction survey results 	<ul style="list-style-type: none"> • Dept Director • Faculty/Staff • Senior Asso Dean (for CHP courses)
C. Utilize teaching and learning methods that actively engage learners, fosters inter-professional interactions, promotes student responsibility for learning, and facilitates achievement of program learning outcomes.	<ol style="list-style-type: none"> 1. Faculty ensure continuous quality improvement in teaching 2. Promote, enhance, and expand innovative teaching approaches within the College/department including use of contemporary teaching technology, simulations, and interprofessional education (IPE) 3. Survey hospital affiliates to determine extent of IPE and simulation occurring on-site at hospitals 4. Work with clinical affiliates and preceptors to define and create a model for IPE and team-based care at the clinical sites to offer as experiential training opportunities for our students 	<ol style="list-style-type: none"> 1 & 2. 100% of faculty achieve SROI scores on Q #2 > University average – 1 SD% 3. Number of affiliated hospitals that practice interprofessional team based care/offer IPE opportunities 4. 100% student participation in at least one interprofessional experiential opportunity 5. # of students completing a cultural immersion experience 6. # of students completing research experiences or evidence-based practice projects, i.e. College Honor's program, service learning course 	<ul style="list-style-type: none"> • Dept Director • Sr. Assoc. Dean • Assoc. Dean for SA & FD • Faculty/Staff

	<ol style="list-style-type: none"> 5. Expand study abroad and other cultural immersion experiences for students, i.e. clinical experiences to serve underrepresented groups 6. Increase opportunities for students to engage in research or evidence based practice projects. 7. Work with instructional designer to incorporate more active learning activities into courses 8. Create/operationalize advising assessment plan 9. Survey hospital affiliates to see what research opportunities exist for allied sciences undergraduate professional students 10. Ensure participation in professional development to improve teaching effectiveness and student learning 	<ol style="list-style-type: none"> 7. Number and types of active learning activities incorporated into courses 8. Advising assessment plan created and implemented 9. Number & types of affiliated hospitals offering research opportunities 10. Professional development reported in annual responsibility reviews to include peer review of teaching 	
<p>D. Increase the number of students who are able to successfully complete degree requirements in a reasonable amount of time.</p>	<ol style="list-style-type: none"> 1. Determine 4 & 6 graduation rates; set goals by program using data and sources that align with NDSU/College Strategic directives* 2. Enact strategies to improve retention rates using data and sources that align with NDSU/College strategic directives* 3. Ensure appropriate advisor staffing levels, i.e. increase in pre-RS with sonography subplans; consider co-funded position 4. Utilize SSC to foster effective advising 5. Implement early advising interventions for at risk students, i.e. midterm grade alert, academic deficiencies, term and first year GPA 6. Determine/deliver consistent advising message/s for RS sub-plan advising 7. Identify barriers to student's progression and admission into professional programs, e.g. # of repeated/withdrawn classes, credit load (less than fulltime), related experience, job shadow, # of credits in major/degree 8. Explore/ implement strategies to improve rate of matriculation without compromising quality of graduates 9. Create Bachelor of Health Sciences (BHS) tracks: <ol style="list-style-type: none"> a. Students denied admission to AS professional programs b. Two-year clinicians to earn a four-year degree including clinical experiences in leadership, professionalism, research, communication, compassion 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> A. Annual graduation rates B. Change in first time, full time and transfer student graduation rates 2. <ol style="list-style-type: none"> A. Annual retention rates B. Annual % of pre-professional students on schedule to apply to professional programs C. Annual % of qualified pre-professional students successfully admitted into an AS internship 3. Number of advisees for % advising appointment 4. 100% staff/advisors trained and using SSC 5. Number and type of advising interventions 6. Webpages, fact sheets, handbook messages 7. <ol style="list-style-type: none"> A. Annual time to degree completion B. Annually reassess admissions processes based on profile of the 'successful' student C. Individualized plans of action that identify barriers for students not admitted into the professional program 8. Strategies implemented + matriculation rates 9. BHS tracks created 10. <ol style="list-style-type: none"> A. Success markers identified B. % of students with missed success markers C. Procedures in place to address barriers and missed success markers 11. Points of contact identified and implemented 12. Professional development to improve advising and quality metrics identified 	<ul style="list-style-type: none"> • Director • Staff • Sr Asso Dean

	<p>c. Establish criteria for pre-BHS vs pre-MLS-RC-RS, e.g. min. ACT, math & English readiness, GPA upon transfer from another College (≥ 2.0), oral and written communication challenges</p> <p>10. Identify program success markers and track successes that inform programmatic changes</p> <p>11. Assess and improve advising points of contact for first time and transfer students</p> <p>12. Support professional development in topics related to quality advising and developing metrics</p>		
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* Per NDSU Strategic Plan, goal is to improve four year grad rate at NDSU from 30.2% to 35.7% by 2023, and six year grad rate to 60%. 1st to 2nd year retention goal is to improve from a base rate of 78% to 81.6%; 2nd to 3rd year from 68.6% to 69.7% retention

Goal #2: Recruit and retain a high quality student body.

Strategy	Action Steps	Metric	Responsibility
A. Expand recruitment activities locally, regionally, nationally, and internationally.	<ol style="list-style-type: none"> In collaboration with CHP Director of O & CE and affiliated hospital partners, develop an allied sciences recruitment plan; include hospital program recruitment efforts, i.e. offer job shadows, outreach to high school students Ensure positive perceptions, accessibility of programs, admission/curricular requirements are known, updated and conveyed through networking with high school counselors, transfer advisors, and contacts with two and four year institutions Increase use of technology, e.g. videos, PPT presentations, YouTube, and social media to reach students and parents Improve department website, i.e. add a virtual tour, "day in a life", or "proud to be an MLS" video, add contact us link (with dept reply within 24 hours of receipt) 	<ol style="list-style-type: none"> Recruitment plan created A. Increase # of applications to programs, especially first time, fulltime students in MLS and RC B. Contact list created and contacts logged Number of deliverables Website revised 	<ul style="list-style-type: none"> Dir. of O & CE Communication Specialist Dept Director

B. Attract and retain high quality applicants and students.	<ol style="list-style-type: none"> 1. Contribute to College plan to enhance opportunities for success for all students, including disadvantaged and disabled, and those struggling with language/communication using additional or existing services. Include updating program's technical standards and address reasonable accommodations asap 2. Increase the number and size of AS scholarships 3. Provide high quality pre-and professional advising and career planning for students 4. Participate in honor's project-based course offering, i.e. CHP 184 Compassion in Patient Care 5. Create a BHS track for clinicians with a two-year degree to get a four-year degree that includes valuable related clinical internships and projects in leadership, professionalism, communication, compassion 6. Develop programming for transfer students (may partner with ARC), i.e. 'transfer orientation' advising, social get-together during first week on campus, SAS Club welcome to new transfer students on campus, link on website for transfer students 7. Revise RS 200 and Univ 189 for allied sciences to incorporate RS subplans and ensure information accessible for students to make informed career decisions 	<ol style="list-style-type: none"> 1. A. Plan created by 2018 B. Technical standards are up-to-date 2. % increase in # and \$ amount of scholarships 3. Annual survey/dept advising assessment survey results 4. # of honors courses taught by faculty in college 5. See Goal 1 for BHS 6. Transfer programming schedule established 7. Revised syllabus, topics, assignments 	<ul style="list-style-type: none"> • Dean & Assoc. Deans • Senior Dir. of Development • Dept Director
C. Increase diversity of student body.	<ol style="list-style-type: none"> 1. Support CHP efforts to ensure gender diversity in all degree programs, strengthen American Indian programming (NAPP), increase # students from rural communities & underrepresented students in the CHP including American Indians, Veterans, New Americans, and international students and success of students from diverse backgrounds 	<ol style="list-style-type: none"> 1. Contribute to inclusivity strategic plan with established metrics and recommendations by 2018 	<ul style="list-style-type: none"> • Assoc. Dean for SA & FD • Dept membership on CHP inclusivity cmte
D. Increase professional student enrollments.	<ol style="list-style-type: none"> 1. Gain final university approval to add sonography sub-plans to the Radiologic Sciences major 2. Work with affiliated hospital partners to increase number of professional students enrolled, i.e. Sanford expansion, addition of clinical sites for St Cloud and Sanford Bismarck 	<ol style="list-style-type: none"> 1. Final approval of RS subplans 2. Complete program enrollment goals by 2022 	<ul style="list-style-type: none"> • Director • Sanford/NDSU Consortium Cmte • Program faculty

Research/Scholarship (NA; no research appointments in department)

Goal #1: Contribute to research and scholarship production within the College

Strategy	Action Steps	Metric	Responsibility
A. Support faculty to help them be successful in research/scholarship	<ol style="list-style-type: none"> 1. Maintain scholarship in advising and assessment 2. Participate in professional development to enhance abilities and skills to become productive researchers/scholars 3. Nominate faculty, staff, students for national awards and cmte memberships 4. Where applicable, participate in collaborative/interdisciplinary research team within the College and across campus, e.g. collaboration among advisors in advising/assessment scholarship 	<ol style="list-style-type: none"> 1. # & type of scholarship activities 2. # & type of professional development completed 3. # of national awards applied 4. # participating on research teams 	<ul style="list-style-type: none"> • Dean • Budget Manager • Director

Outreach and Engagement

Goal #1: Health professions training and service activities of the department support the needs of North Dakota.

Strategy	Action Steps	Metric	Responsibility
A. Seek input from North Dakota constituents regarding their needs related to the teaching and service missions of the College and department.	<ol style="list-style-type: none"> 1. Identify key allied sciences stakeholders 2. Contribute to a College survey to be sent to state stakeholders to ascertain how we can best meet health professions needs 3. Create allied sciences outreach goals 4. If applicable, represent allied sciences on regional and statewide task forces addressing healthcare workforce needs 	<ol style="list-style-type: none"> 1. Stakeholders identified 2. Survey established 3. Outreach goals created 4. # and types of service on task forces 	<ul style="list-style-type: none"> • Admin Council • Director
B. Improve communications with external constituents including prospective students, employers, alumni, business community, lay public, corporate partners, state elected officials, media, and other key stakeholders to increase awareness, help guide, and gain support for the College and allied sciences programs.	<ol style="list-style-type: none"> 1. Conduct a baseline assessment of current communication activities 2. Develop a department Communication Plan that supports the College and department's strategic plan and priorities, and increases allied sciences visibility and awareness 3. Establish communication goals and priorities for the AS department for use by the College Communication Specialist to include improving efforts to keep AS alumni and hospital affiliates informed and engaged 4. Improve communication among faculty, staff, students, and administration related to College and departments affairs 5. Increase interaction with North Dakota's underserved communities, e.g. traveling health fair in communities where CHP has community ties or students in clinical rotations 6. Share info about department outreach and service activities with Communication's specialist to increase visibility to a larger audience 	<ol style="list-style-type: none"> 1. Baseline assessment completed 2. Communication plan created 3. Department communication goals and priorities established 4. Internal College/department communication format created 5. # of underserved community interactions 6. # of outreach and service activities communicated to larger audience 	<ul style="list-style-type: none"> • Comm Specialist • Director
C. Establish a marketing plan to promote the department's academic programs within the state, region, nation, and globally.	<ol style="list-style-type: none"> 1. Develop a marketing plan and strategies for allied sciences programs 2. Develop interactive, hands on activities for use in recruitment events 3. Contribute to summary tools for faculty/staff/students to share info about the CHP/department and its impact on students 	<ol style="list-style-type: none"> 1. Marketing plan completed 2. # students applying to AS programs 3. # of non-resident applicants 	<ul style="list-style-type: none"> • Admin. Council • Dept director • Comm Specialist
D. Enhance innovative programming that will benefit North Dakota.	<ol style="list-style-type: none"> 1. Develop strategies for placement of students and graduates in ND, e.g. connect to Career Center job board to promote rural job openings, find host families to provide housing in rural communities or hotel sponsored rooms for students on rotation 2. Identify rural partners and resources to maximize placement in rural ND 3. Explore the feasibility of adding rural ND hospitals for allied sciences professional student rotations 4. Investigate (f-2-f or online) educational/professional development opportunities for engaging a larger audience 	<ol style="list-style-type: none"> 1. % of grads employed in ND 2. # of students completing rural rotations 3. # relationships with rural partners 4. # of educational opportunities provided for rural ND 	<ul style="list-style-type: none"> • Admin. Council • Dept director

Professionalism

Goal #1: All students, faculty, and staff of the College demonstrate professionalism, ethical behavior, and cultural competence.

Strategy	Action Steps	Metric	Responsibility
A. Implement a proactive approach to professionalism, ethics, and commitment to inclusivity for students, faculty, and staff.	<ol style="list-style-type: none"> 1. Develop a co-curricular* plan to enhance student professionalism, ethical behavior, and inclusivity 2. Develop and implement a means to assess student professionalism, ethical behavior, and commitment to inclusivity 3. Ensure faculty and staff participation in professional development per goal 3, C. #1 4. Provide opportunities to gain an understanding of diverse populations 5. Assess professionalism in student assessment of learning report 6. Add professionalism learning objectives to all department courses for pre-professional students 	<ol style="list-style-type: none"> 1. Co-curricular plan created 2. Student professionalism, ethical behavior, and commitment to inclusivity assessment plan created and implemented 3. Professional development activities participated in by faculty/staff 4. # courses stressing inclusivity, professionalism, ethics/discipline 5-6. Curriculum map for inclusivity, professionalism, and ethics completed 	<ul style="list-style-type: none"> • Admin. Council • Director
B. Promote, enhance, and expand interprofessional education (IPE) initiatives across the College.	<ol style="list-style-type: none"> 1. Integrate IPE opportunities into academic programs, e.g. CHP 400 special elective for all AS 2. In collaboration with the College, develop an IPE co-curricular* plan, e.g. Grand Rounds topics 3. Determine clinical sites that model interprofessional team-based care, i.e. hospitals with simulation centers 4. Create a compassion module for MLS-RC-RS 200 5. Promote CHP 400 Interprofessional Health Care Practice enrollment 6. Ensure learning outcomes specify IPE activities and learning that will occur 	<ol style="list-style-type: none"> 1. Curriculum map for IPE completed 2. Co-curricular plan created; # of students participating 3. Clinical practice site roster created 4. Compassion module created 5. # of students completing course/s 6. IPE included in assessment cycle 	<ul style="list-style-type: none"> • Admin. Council • IPE Cmte • Dept director

*Activities, programs, and experiences that connect to or mirror the academic curriculum which complement, augment, and/or advance learning that occurs within the formal didactic and experiential curriculum.