

## **DEPARTMENT OF ALLIED SCIENCES**

### **VISION**

[As of November 29, 2007]

The Department of Allied Sciences sets the standard for excellence in providing advanced educational and comprehensive clinical experiences in allied health sciences to benefit the health and wellness of society.

Indicators that we are achieving this vision:

- Students and graduates are sought after (by affiliates and employers) as caring, competent and ethical healthcare professionals.
- Graduates have a 100% pass rate on certification exams.
- Graduates have a 100% job placement rate.
- Faculty and alumni are recognized for high levels of achievement, involvement in professional organizations, and contributions to their disciplines.
- Curriculum and program development is responsive to changing healthcare practices (e.g. online education, current, comprehensive, interdisciplinary, and graduate programs).

### **MISSION**

[As of November 29, 2007]

The mission of the Department of Allied Sciences is to prepare its students with knowledge, skills and attributes necessary to become competent, compassionate and contributing professionals in allied health sciences which are currently clinical lab science, radiologic sciences and respiratory care.

We will accomplish this by:

- Offering a broad-based curriculum and student support to prepare students for placement in competitive internships.
- Maintaining and developing strong partnerships with accredited hospital-based allied science programs.
- Securing adequate resources (financial, physical and human) to support effective teaching, student advisement, clinical practice/affiliated programs.
- Fostering a culture that values competency, ethics and professionalism, and responsible patient care, and encourages life-long learning.
- Continuously identifying other disciplines where there are emerging needs in health sciences.

**CRITICAL ISSUES:**

Current Situation:

*In January 2006, one eleven-month full-time faculty lecturer, Polly Olson, was transferred from NDSU's Department of Biological Sciences to the College of Pharmacy (renamed to College of Pharmacy, Nursing, and Allied Sciences in summer 2006) to create a new Department of Allied Sciences within the college. One adjunct faculty position was also transferred to teach a two credit hematology lecture/lab course on campus each spring. A full-time support staff/administrative secretary was added in July 2006. Two separate offices have been provided for the director and administrative secretary in Sudro Hall. Allied sciences' pre-professional lecture courses are currently being taught in Sudro or Stevens Hall (Biological Sciences). Lab space is utilized in Van Es Hall (Microbiology).*

*As lone full-time department faculty member, Polly's duties have grown in the past two years to include the department's director responsibilities, teaching three allied sciences courses with enrollments of 30-40+ students each, teaching freshmen "Skills for Academic Success" for allied sciences' majors (two sections, 70 students Fall 2008), advising allied sciences majors (number of advisees has grown from 213 in Fall 2005 to 343 Fall 2008), maintaining affiliations with 17 hospital-based programs that provide internships for professional level allied sciences students (an increase in five affiliates since Fall 2005) and serving as departmental representative on ten department and college standing committees.*

Critical Issue 1: How do we strategically position the Department of Allied Sciences to address the critical aspects of sustaining and building this standalone department that is fully integrated into the College? *The program is not sustainable within the short- and long-term based on current faculty and staff levels. What information and structure will assist college to pursue Scenario 2? Ask Administrative Council.*

SD1. Create a new model that is the standard for advisement relative to health sciences.

To accomplish this Strategic Direction, the Department has identified three potential scenarios, some of which are out of its sphere of control but should be considered in this plan.

Assumptions under all 3 scenarios:

- Some level of accountability and oversight for advising will remain with the Department.
- Students will have designated advisors.

Benefits from any of the 3 scenarios --Building capacity for advisement would enable the Department of Allied Sciences to:

- Reduce the amount of time spent by some Dept positions on advising
- Grow existing programs
- Develop a graduate program(s)
- Respond to educational requirements in specific disciplines
- Increase the number of affiliates to strengthen and grow the program (e.g. more choices, more opportunities, new directions for growth)
- Dedicate more time of faculty for teaching and scholarship

Outcomes (ROI to the University, College and Department) resulting from all 3 scenarios include:

- Growth of existing programs (e.g. number of students and offerings)
- Improved retention of students in the University, College and/or Department
- Increased efficiencies in students' time and successful degree completion as a result of individualized advising
- Improved alumni satisfaction with their academic experience (e.g. degree completed in 4 years)

Scenario 1: The University invests resources to create a centralized advising group [Least preferable, because we would have less influence over the content and quality of advisement of students]

NOTE: The Department of Allied Sciences did not develop objectives for this scenario because it is not within their control. However, Dr. Halbur is a member of the ad hoc task force that is exploring a centralized advising model at the University level.

Scenario 2: The College invests resources to create a centralized advising center to support all Departments in the College (Preferred Scenario – needs more oversight. What approach will assist the college in determining whether the college should pursue Scenario 2?)

Obj 1.1 By Fall 2009, initiate a College-wide assessment process to identify common needs relative to recruitment, admission and advisement to determine the viability of this scenario. Accountable: Administrative Council

Strategies:

- Look at points of contact and sequence
- Request that the Administrative Council lead and facilitate this assessment

Additional benefits under this scenario include:

- Developing distance education to meet workforce needs
- Creating more interdisciplinary courses or opportunities for students

Additional outcomes (ROI to the University, College and Department) resulting from this scenario include:

- Students would be more aware of potential career options in healthcare.

Scenario 3: The Department requests resources to create and fill additional positions to address the Dept's advising needs (e.g. hiring academic advisors, staff positions, teaching/advising/lecture position/s)

NOTE: See Objectives under SD2.

Additional benefits under this scenario include:

- Developing distance education to meet workforce needs
- Creating more interdisciplinary courses or opportunities for students

Additional outcomes (ROI to the University, College and Department) resulting from this scenario include:

- Students would be more aware of potential career options in healthcare.
- Students would be more consistently well prepared to be accepted into affiliated programs.

SD2. Ensure adequate personnel to maintain the quality and fulfill the teaching, advising and service responsibilities of the Department based on its anticipated enrollment of 300 students by fall of 2009. [Highest priority in the next three years; since strategic plan was initiated, Fall 2008 enrollment has exceeded projections at 343 allied sciences' majors]

Environmental scan:

- ID what demands 300 students place on us in terms of teaching, advisement and articulation to an affiliated position to ensure appropriate resources that are aligned with the needs of the students (Completed spring 2008; reviewed by Dean and Asso. Dean Nursing and Allied Sciences)

Professional level students participating in internships – 15% returns to the college

Undergraduate –2 credits per student for RC and RS

CLS students – 4 to 6 credits per student

Net revenues generated per student by Allied Sciences (not just what comes back to the division, but total revenues to the University)

Pre-Professional students

- Intro to the respiratory care, clinical lab and radiologic sciences courses (these are required)
- Arranging job shadows
- General information meetings for prospective students and parents
- University 189 (Polly has delivered this to ~ 40 freshmen each fall; Fall 2008-freshmen allied sciences majors increased to 70+; Polly teaching two sections)
- Orientation and registration (heavier in summer but some work before each semester)
- General info meetings for applicants to the internship program to review affiliates, features, application process, selection criteria, tuition, registration)
- Arranging practice interviews with the career center
- Transcript evaluations as part of applications to each of the 17 affiliates
- Arranging site interviews with site program directors
- Post-interview selection process follow up (mtg with students who are not offered internships)
- Advising appointments with students (20 minutes each)

Professional students

- Maintain the partnership with our affiliates
- Advising (at lesser level)
- Visits to clinical affiliates
- Student meetings

Future needs:

- Student group for Allied Sciences (70% are transfer students who need to be integrated into the school)

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- Arranging connections to other opportunities(?)
- Additional interdisciplinary education—need to develop professional level courses for NDSU students at a distance
- Reconfiguration of clinical laboratory science to professional doctorate; develop and pilot clinical doctorate program on campus

Operational integration into the College:

- Participation on standing committees of the College
- Involvement in new programs (e.g. College Ambassador's program) that require funds

*Current responsibilities of the department may warrant a full-time director, 12 months of the year. In order to advance the department, college, and university's mission, other expectations are being added, such as participating in interdisciplinary education and diversity initiatives, exploring/developing graduate programs (i.e. clinical doctorate in CLS and/or master's in college teaching/clinical education), serving student needs as enrollment increases, i.e. offering additional sections of classes and establishing a department advisory board.*

Obj 2.1 By June 30, 2009 review and evaluate the position description for the Director of the Department of Allied Sciences to reflect the shift in responsibilities and accountabilities resulting from the strategic plan and restructuring of the College.

Accountable: Associate Dean of Nursing and Allied Sciences

Consideration:

Make this a 12-month position (FTE) and change in rank to Assistant Professor to become effective for the 2008-2009 (?) academic year

Strategies and Actions:

- Prepare proposal and justification for increase in contract length.
- Prepare proposal and justification for change in rank to Assistant Professor.

Obj 2.2 By spring 2009, propose and report to the Dean a position that will support the faculty and staff teaching and advising responsibilities of the Department. Accountable: Director of department and Associate Dean of Nursing and Allied Sciences

Actions:

- Prepare proposal and justification for new position.
- Tie this into Scenarios 2 and 3, as appropriate.

Strategies:

- Consider a lectureship appointment
- This will meet the Dept's most immediate needs and could be done while scenarios 1 and 2 are being explored.

Obj 2.3 By Spring 2010, create an advisory committee for the department to advise on such areas as curriculum, fundraising, new programs, recruitment, etc. Accountable: Director of Department, Associate Dean of Nursing and Allied Sciences, Director of Advancement

Strategies:

- Identify and define the role and scope of an advisory committee
- Consider use of subgroups separate from a large advisory committee.

SD3. Ensure appropriate space to address addition of faculty.

*Current situation: Two separate offices in the Pharmacy Practice suite, Sudro Hall, are being occupied by the allied sciences' department director and program assistant/administrative secretary. Lecture/lab space for departmental course offerings is being utilized in Sudro Hall, Stevens Hall and/or Van Es. There is currently no space to add faculty to meet the future needs of the department.*

Obj 3.1 By spring 2009, propose office space for additional personnel. Accountable: Director of Department, and Associate Dean of Nursing and Allied Sciences

Strategies and Actions:

- Participate in college space utilization study and building design.

SD4. Ensure the operating budget is aligned with and sufficient to support program demands and growth expectations.

*Current situation: When the Department of Allied Sciences was established, the director received approval from the Provost for an operating budget of \$10,000. Increased travel to clinical affiliates, support of college initiatives, increased enrollment, and costs associated with the department's growing programs warrant additional requests for operating funds.*

Obj 4.1 By Spring 2009 create a 3 year plan for requested budget allocations (2009-2012)

Obj 4.2 By Spring 2012, identify money allocated in the operating budget for annual clinical visits to each program affiliate to ensure continuous quality improvement. Accountable:

Strategies and Actions:

- Meet with program representatives and student interns to review student progress, admissions process, curriculum, etc.
- As the number of our clinical affiliates and distance from Fargo increases, additional funds will be needed.
- Explore the feasibility of adding a program fee in support of funding these professional activities.

Obj 4.3 By Spring 2012, there will be money allocated in the operating budget to ensure Allied Sciences' representation and support of college initiatives, i.e. College's ambassador program and recruitment efforts. Accountable:

Strategies and Actions:

- Increase visibility of programs.
- Enhance communication and cooperation among departments and student services.
- Support of College ambassador and recruitment activities and other College initiatives, i.e. interdisciplinary education

Obj 4.4 By Spring 2012, there will be money allocated in the operating budget to ensure support of professional development for faculty and staff. Accountable:

Obj 4.5 By Spring 2012, there will be money allocated in the operating budget to ensure support for increased faculty teaching, advising, and service responsibilities.  
Accountable:

Obj 4.6 By Spring 2012, with the assistance from the Director of Advancement, there will be money allocated to assist the department in friend-raising and fundraising activities.  
Accountable:

Strategies and Actions:

- Utilize the newly formed advisory committee with representatives to the College's Executive Council.
- Create a departmental newsletter for Allied Sciences alumni and friends.
- Develop a plan to foster relationships with Allied Sciences alumni (e.g. reunions, homecoming activities)
- Develop a plan for a scholarship campaign.

SD5. Promote faculty and staff development to encourage retention and support success of the individuals, the Department and students.

Strategies:

- Look at opportunities to partner with the other Departments.

Obj 5.1 By Spring 2010, establish incentives to promote professional development.  
Accountable: Director of Department and Associate Dean of Nursing and Allied Sciences

Strategies:

- Create incentives wish list by March 2009

Obj 5.2 By Spring 2010, faculty and staff will implement individual development plans for achievement of personal and professional development. Accountable: Associate Dean

Obj 5.3 By Fall 2010, implement formal mentoring and orientation programs for faculty and staff. Accountable: Associate Dean and Administrative Assistant

Strategies:

- Look at opportunities to partner with the other Departments.

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| CRITICAL ISSUE 2: How do we ensure we have the optimal number and diversity of qualified students to maintain and grow the pre-professional, professional and graduate level programs? |
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SD1. Enroll and retain qualified pre-professional allied science majors based on affiliate availability for placement.

Current situation and justification:

*NDSU has an exclusive consortium arrangement with MeritCare to educate Respiratory Care majors. Each of our Clinical Laboratory Science and Radiologic Sciences' clinical affiliates partners with other colleges and universities. Currently with 16 of our affiliates*

*no seats are reserved specifically for NDSU Allied Sciences students. Our students have to compete with all other students. It's imperative that we prepare our students well to compete for these positions while also maintaining strong partnerships with these affiliates.*

Obj 1.1 By Spring 2011 contact (2) area community/technical colleges to discuss articulation agreements. Accountable:

Obj 1.2 By Spring 2009 increase visibility of programs. Accountable: Director of Recruitment

Strategies and Actions:

- Develop recruitment materials
- Identify travel funds to support the Director of Recruitment

Obj 1.3 By Spring 2010 increase scholarship opportunities to afford students the ability to pursue degree. Accountable: Director of Advancement, Director of Department, Associate Dean of Nursing and Allied Sciences

Strategies and Actions:

- Fundraising: Create departmental newsletter
- Fundraising: Aim to double amounts available for departmental scholarships

SD2. Create an environment that encourages enrollment of, and supports a diverse group of students.

Obj 2.1 By Spring 2008, track the admission of underrepresented student groups in pre-professional and professional allied sciences' programs. Accountable: Department Program Asst.

Obj 2.2 By Spring 2010 participate in diversity training for departmental faculty, staff and students including anti-racism and discrimination. Accountable: Director of Department and Associate Dean of Nursing and Allied Sciences

Strategies and Actions:

- Identify campus resources available to assist underrepresented groups to succeed in being accepted to professional internship programs, i.e. fact sheets.
- Identify community resources for people of underrepresented groups and make available in appropriate locations for current students/employees and those being recruited.
- Develop advising instrument that includes direction to appropriate resources
- Assist to establish college Ambassadors program representative of diversity in allied sciences.
- Work with Diversity Officer to identify training needs of dept. faculty/staff/students as part of college's efforts to enhance diversity.
- Attend diversity related educational sessions (1/semester).
- Participate in design and implementation of diversity curriculum/learning module for use in courses, such as Univ 189, RC/CLS/RS 111, RC/CLS/RS 496.
- Utilize College and University training resources

Obj 2.2 By Spring 2009, ensure that marketing materials are inclusive and communicate NDSU's commitment to recruiting/retaining underrepresented student groups.  
Accountable: Departmental personnel, Director of Recruitment

Strategies and Actions:

- Update file photos representative of diversity in allied sciences.
- Work with NDSU Publication's Services to develop RC program flyer/mailer.
- Work with college web designer/IT to develop new dept. web pages.

SD3. Given appropriate increase in resources, increase number and maintain 100% retention of professional level students. [assumes increase in resources]

Obj 3.1 By Spring 2009 contact two JRCERT accredited hospital-based schools of radiologic technology as possible new affiliates for Radiologic Sciences' interns.  
Accountable: New faculty

Obj 3.2 By Spring 2011 increase the number of Respiratory Care interns from 12 to 15 (see accreditation report) without compromising the quality of education. Accountable: Director, Department of Allied Sciences and RC Consortium Committee

Obj 3.3 By Spring 2009, shift letters of intent to formal agreements with (2) hospital-based programs. Accountable: Director

Strategies and Actions:

- Explore potential to get reserved seats for NDSU students.

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| Critical Issue 3: How do we maintain, develop, and deliver curriculum necessary to prepare undergrad Allied Sciences students for entry into their profession and develop graduate programs for future advancement? |
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SD 1. Given addition of dept. personnel, explore feasibility of developing a graduate program.

Obj 1.1 By Spring 2010 conduct a focus group to review and revise current curriculum models for clinical doctorates and/or clinical teaching in allied sciences. Accountable: Director

Strategies and Actions:

- Look at recommendations from ASCLS and NAACLS on curriculum for education at different levels of practice within the clinical lab. [published in fall 2008].
- Identify graduate program opportunities that exist within the College or NDSU

Obj 1.2 By Spring 2010 complete a needs assessment of regional employers, program alumni, and current students to determine interest and support for development of graduate programs. Accountable: Director

Obj 1.3 By Spring 2010 submit work of the committees to Administrative Council for decision about proceeding with graduate program implementation including faculty positions and expertise and curriculum model.

Accountable: Director, Associate Dean of Academic Affairs, Associate Dean of Nursing and Allied Sciences

SD2. Develop curriculum to allow for integration of Allied Sciences majors into the College.

Obj 2.1 By Spring 2009 develop a plan to support more interdisciplinary educational opportunities for pre- and professional level students. Accountable: Associate Dean of Academic Affairs, Director

Strategies and Actions:

- Departmental representation on a college interdisciplinary education committee.
- Consider interdisciplinary classes and clinical experiences.

Obj 2.2 By Spring 2010 develop interdisciplinary courses for pre and professional level students. Accountable: College Interdisciplinary Education Committee, Associate Dean of Academic Affairs.

Strategies:

- Professional Issues course to assist students in staying connected to NDSU
- Introduction to Health Careers' course for College pre-professional students
- College-wide ethics and professional behaviors curriculum (or learning module).
- Determine if courses developed will be elective or required
- Consider offering new courses through distance education.

Obj 2.3 By Fall 2011, implement interdisciplinary courses for pre- and professional level students. Accountable: College Interdisciplinary Education Committee