

FY2011 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Allied Health Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Allied Health Department provides students with the opportunity for careers in Medical Diagnostic Imaging to include radiologic technology, bone densitometry, cardiovascular-interventional technology, computed tomography, diagnostic medical sonography magnetic resonance imaging and mammography. The department offers two degree options: an Associate of Science in Radiologic Technology (RT) and a Baccalaureate of Science in Medical Diagnostic Imaging (MDI) or a Baccalaureate of Science in Medical Diagnostic Imaging with an emphasis in Diagnostic Medical Sonography(DMS). Approximately 30 new students are accepted into the RT program each year with an additional 45-50 students being accepted into the MDI program. The didactic education is provided with seven highly qualified faculty with individual expertise in specific modalities. In addition, over 18 adjunct faculty/clinical instructors assist with the clinical education at the respective clinical affiliates throughout the state of Kansas, Nebraska, and Colorado. Graduates of the various programs are highly sought out, evident with the 100% graduate job placement of those seeking employment. In addition, several graduates each year pursue advanced health programs beyond the FHSU baccalaureate degree to include radiation therapy, nuclear medicine, physician assistant, medicine, and others.

A. Departmental Mission and Vision Statements

The programs offered within the Department of Allied Health are based on the foundation of Fort Hays State University, a liberal arts college, established to meet the needs of the students and communities of western Kansas. One particular community need that is becoming more evident is the lack of imaging professionals in rural areas. To help meet this increasing demand, the department strives to recruit and educate students of outstanding ability to perform this vital role in the health care team.

Through individual instruction, the programs provide excellent instruction, at both the campus and the clinical setting. In the programs, students learn the academic theory on campus and then apply their knowledge in the affiliate clinical education centers with patients under the supervision of qualified hospital staff and physicians. During both aspects of the students' training, special emphasis is given to the need for empathy and compassion for the patients.

The programs are continually evaluated to improve the educational opportunities provided to students and the quality of graduates providing health care in Kansas. By fulfilling its mission, the department improves the quality of health care throughout the state of Kansas.

B. Departmental Goals, Objectives, and Strategic Priorities

The Department of Allied Health continues to experience growth. Expanded course offerings and the on-line BS in MDI degree and certificate programs have demonstrated a positive growth pattern within the department performance indicators. Evaluating the 4 year averages to this past year's KPIs, it is evident the department has continued steady growth from 2003. The number of new freshmen increased slightly, 10%, and transfers increased significantly by 26% this past year. With regard to the 4-year averages, the number of new freshmen is slightly higher, by 6. Most significantly to report is an increase in the number of transfer students for the BS degree. Compared to a 4-year average of 6, this year's performance indicator demonstrates an increase to 19, approximately tri-fold. The number of all undergraduate Allied Health majors increased just over 11%. Most notably, the largest increase was in the MDI major with an increase of 44%. When looking at the 4-year average, the number of MDI majors average about 36 and this year's indicators demonstrated an increase to 75, approximately a 36% increase. The overall SCH production increased approximately 2% from last year. It increased 7.5%, when compared to the 4- year average. Most interesting is the increase in virtual only students within the MDI major. This continues to grow, increasing more than double this past year. Also, it is noted that the BS in MDI major with emphasis in ultrasound increased by 14% and the RT major remained steady. The department faculty has continued to increase efforts in ensuring a progressive approach to implementing current technological advancements. To this end, the department goals, objectives and strategic priorities focus on these components for FY2012 while maintaining the high quality programs that are offered.

The major focus of the department remains to successfully grow a quality distance education curriculum for the BS in MDI and the certificate programs. The target audience continues to be graduates of other radiology programs and practicing technologists who want to pursue further educational goals. A major goal of the department this year is to further expand recruitment efforts. The department will continue to work with the new FHSU tag line/ marketing effort and the Denver center to increase our potential recruits from the state of Colorado.

Another department goal will be to focus efforts to potentially increase the number of high quality clinical affiliates for the programs. The stability of clinical facilities is uncertain with increased financial constraints and reorganization. This may potentially impact the clinical component of the program and the students assigned to these facilities. It is critical to develop more partnerships/affiliations with additional medical facilities to continue growth of the various programs. The department will need to become innovative in securing these facilities and support through additional OOE funds to support the additional growth.

The Strategic Priorities are included on the Brand Essence Statement of the Allied Health Department contained within Appendix E. In addition, the Affinity diagrams for the department programs are found within Appendix A.

C. Department Productivity and Distinctive Accomplishments

The productivity of the Department of Allied Health excels in various instructional, service and scholarly activities. The following is a summation of the productivity and distinctive accomplishments in each area:

Instructional/Advising Activity:

- In FY 2011, the SCH production increased from 3297 to 3351, approximately 2%. The SCH average over the past 4 years is approximately 3117. The number of first majors increased 12.5% overall this past year, with an overall 11% increase when compared to the four year average. The SCH per FTE is 478.
- The department faculty recruitment efforts continue to remain steady in terms of participation in activities. The faculty expended their efforts within recruitment activities through campus activities, attendance at SRPs, and participation in career days with various high schools and junior colleges. The department continues to host an open house during the first week of school for prospective students to visit. The department contacted over 1,200 prospective students throughout Kansas, Nebraska, Missouri, Oklahoma, Arizona, and Colorado for the RT, MDI, on-line MDI, modality certificate, and MDI with emphasis in ultrasound programs.
- The utilization of the tablets and DyKnow software continues to expand within several additional courses within the department. More importantly, faculty became more knowledgeable in the implementation of the various tools. Faculty are more aware through various workshops, departmental discussions, and interactions with other DyKnow faculty users of how and when to implement the various applications. Several faculty have provided CTELT workshops relative to the use of DyKnow within the classroom and virtual setting.
- FHSU students participated in various activities of the annual Kansas Society of Radiologic Technologists state meeting held in Wichita, KS in April. The students participated in the Ray Bowl Competition (quiz bowl), in which students compete against other students from radiology programs across Kansas. The FHSU Ray Bowl team consisting of Adam Augustine, Lacey Fischer, and Zach Long placed first in the final competition. FHSU Radiology students have placed 1st, 9 of the past 11 years and placed 2nd in the other years. Students also had the opportunity to enter the scientific exhibit, and radiographic film competitions. FHSU students swept the scientific exhibit competition with Jennifer O'Connor, Carly Reed, and Ethan Ziegler taking 1st, 2nd, and 3rd places. Tiane Scheer placed 2nd in the student double contrast RAO stomach competition. Linley Anderson also placed 3rd in the AP open-mouth C1-C2 competition. The FHSU Allied Health Department was very well represented by outstanding student achievements.

Service/Scholarship Activities:

- Ms. Denise Orth published with Lippincott, Williams, & Wilkins in development and revision of *Essentials of Radiologic Science* textbook.
- Ms. Teal Sander published within the *Association of Educators in Imaging and Radiologic Science* journal, The Use of Technology in Clinical Outcomes Assessment.
- Ms. Christa Weigel published the final work, "Understanding Digital Radiography" within the Oakstone Publishing inservices and an article published within the *Association of Educators in Imaging and Radiologic Science journal*, Integration of Tablet Computer and DyKnow into a Radiologic Science Curriculum..
- Dr. Mike Madden continues to work on the third edition of the *Introduction to Sectional Anatomy and Introduction to Sectional Anatomy Workbook and Board Review Guide*.
- Ms. Teal Sander serves as the Secretary for the Kansas Society of Radiologic Technology organization.
- Ms. Jennifer Wagner presented, Resume and Cover Letter Preparation, at the Kansas Society of Radiologic Technology Student Symposium.
- Ms. Brenda Hoopingarner presented, Are You on the Same Wavelength?, at the Kansas Society of Radiologic Technology Student Symposium.
- Ms. Christa Weigel serves as a committee Member of Associate of Educator in Imaging and Radiologic Sciences' (AEIRS) Bylaws Committee and was appointed as an item writer for the American Registry of Radiologic Technologists national examination.
- Ms. Denise Orth serves as Chair of the Practice Standards Council for the American Society of Radiologic Technologists (ASRT), Chair Practice Standards Council Limited X-ray Machine Operators subcommittee, Chair Practice Standards Council Radiography subcommittee
- Dr. Mike Madden continues to serve as a member of the editorial review board of the *Radiologic Technology Journal of the American Society of Radiologic Technologists* and *Association of Educators in Radiologic Sciences Journal*.
- Ms. Brenda Hoopingarner serves on the Board of Directors for the Society of Diagnostic Medical Sonography organizations as the Director-At-Large and serves on the Membership & Awards Committee for the Society of Diagnostic Medical Sonography.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	44	41	35	45	47
Radiologic Technology (AS,305-5207)	44	40	32	40	37
Medical Diagnostic Imaging (BS,305-1225)	0	1	3	5	10
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	25	17	9	32	39
Radiologic Technology (AS,305-5207)	20	14	6	18	20
Medical Diagnostic Imaging (BS,305-1225)	5	3	3	14	19
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	219	213	192	224	252
Radiologic Technology (AS,305-5207)	191	183	157	172	177
Medical Diagnostic Imaging (BS,305-1225)	28	30	35	52	75
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	67.61%	63.67%	62.87%	65.14%	63.94%
Radiologic Technology (AS,305-5207)	68.98%	67.20%	64.04%	68.67%	64.24%
Medical Diagnostic Imaging (BS,305-1225)	56.52%	38.46%	54.16%	44.00%	62.79%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	3044	2925	3204	3297	3351
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	5	5	5	5	5
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	1	1	2	2	2
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]					
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	82	59	72	61	67
Radiologic Technology (AS,305-5207)	32	28	30	30	25
Medical Diagnostic Imaging (BS,305-1225)	50	31	42	31	42

Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.

With the on-going goal of building the programs, many faculty increased efforts into recruitment activities throughout the year. In addition, the addition of the contact form on the department and virtual college website, on-line/certificate program brochures, and additional mailings has increased the amount of contact with prospective students.

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	8	6	2	1	6
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2011 (FACULTY PUBLISHING/TOTAL FACULTY)]	50%	66%	14%	14%	57%
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	10	9	12	9	6
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	83%	83%	71%	57%	57%
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	4	0	6	9	5
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	50%	0%	43%	71%	43%
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	0/0%	0/0%	1/14%	0/0%	0/0%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	1/16%	1/16%	1/14%	1/14%	1/14%
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.					
Maintained scholarly presentations, as FHSU faculty are often sought out to present at the Annual Kansas Society of Radiologic Technology meeting, forums, and student conference. Although there were several faculty that did have scholarly projects published in both referred and non-refereed venues.					
[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1					(pass rates not reported by ARDMS currently)
Pass rate for ARRT Radiologic Technology Examination	100%	100%	100%	100%	
Direct Outcome 2					

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Ratio of FHSU pass rate (%) for ARDMS examinations for Diagnostic Medical Sonography Program/ national pass rate (%) of each ARDMS exam: -Abdomen -OB/GYN -Ultrasound Physics -Vascular Physics (eliminated at end of 2008) -Vascular Tech	100/65.0% 100/81.0% 83/62.0% 100/59.0% 100/62.0%	100/61% 100/74% 100/56% 100/62% 100/61%	100/64% 100/78% 100/76% N/A 88%/61%	100/66% 100/78% 100/74% N/A 88%/62%	(pass rates not reported by ARDMS currently)
Indirect Indicator 1 RT Clinical preparedness Survey question “how adequately did the program prepare you in the following area: Patient Care”	V Well-11 Well-11 Adequate-1 Needs improve-0	V-Well-17 Well-11 Adequate-1 Needs improve-0	V-Well-9 Well-12 Adequate-2 Needs improve-1	V-Well-5 Well-17 Adequate-1 Needs improve-0	N/A
Indirect Indicator 2 RT Clinical preparedness survey question “how adequately did the program prepare you in the following area: Exposures & technical aspects”	V well-5 Well-11 Adequate-6 Needs Improve-1	V well-19 Well-8 Adequate-2 Needs Improve-0	V well-14 Well-8 Adequate-2 Needs Improve-0	V well-13 Well-8 Adequate-2 Needs Improve-0	N/A
Dept senior students’ Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.15 54.86	53.87 48.95	54.65 55.93	55.9 54.96	56.4 54.74
Dept senior students’ Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61 50.89	45.85 44.04	45.34 48.72	46.1 57.14	43.9 44.41
Dept senior students’ Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.19 55.11	44.73 51.66	45.34 65.95	41.0 57.25	38.5 49.21
Dept senior students’ Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	33.44 42.77	34.09 38.44	34.72 32.96	34.0 36.97	32.9 37.44
Dept senior students’ Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.06 65.28	57.30 63.19	59.57 47.50	60.3 73.21	60.8 73.55
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	16 19%	8 12%	14 22%	19 36%	21 38.2%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1-Contact with prospective students through department brochure information	437	565	1664	1545	1635

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
requested, mailed & E-mailed					
Outcome/Indicator 2 - Faculty attendance/support at Scholarship Recognition Programs/percent of faculty participating	5/6 = 83.3%	6/6 = 100%	6/7 = 85.7%	6/7 = 85.7%	7/7 = 100%
	(5 of the 6 faculty attended all SRP programs with awardees attending with the exception of Denver)	(All 6 faculty attended all SRP programs with awardees attending)	(6 of the 7 faculty attended all SRP programs with awardees attending)	(6 of the 7 faculty attended SRP programs with awardees attending; one SRP not represented by AH)	(7 of the 7 faculty attended SRP programs with awardees attending; one SRP not represented by AH)
Outcome/Indicator 3 - Student involvement in life long learning/professional development activities at state or national level. Measure the number of students in the RT/MDI programs/% of attendance of student members at the professional meetings/ continuing education.	Total of 72 students in the RT/MDI campus programs/ 77.7% of attending	Total of 73 students in the RT/MDI campus programs/ 93% of attending	Total of 71 students in the RT/MDI campus programs/ 55% of attending	Total of 67 students in the RT/MDI campus programs/ 48% of attending	Total of 69 students in the RT/MDI campus programs/ 73% of attending
<p>Briefly note 2-3 improvements over the last year prompted from the above indicators. Program brochure information was developed into a pdf file that is now sent electronically to new or prospective students. The department web now contains a contact form for any students interested in any programs to include the on-line programs through the virtual college. An on-line BS and/or certificates program brochure was developed to mail to various stakeholders to increase potential students.</p>					

C. Department Quality Initiatives and Results

FY2011 Quality Initiatives	Results
INITIATIVE NUMBER ONE: Develop & implement strategies for increased communication with all Allied Health Department alumni.	In progress
INITIATIVE NUMBER TWO: Continuation of the Academic Audit: Diagnostic Medical Sonography The program faculty will be focusing on all steps involved in the academic audit. The main focus will be upon development of an assessment plan and revision of the affinity diagram for the degree	In progress as faculty have begun preparation for programmatic accreditation. A newly drafted assessment plan and affinity diagram is near completion with some minor revisions. In addition, newly developed outcome assessments and results are included within the appendix D that is contained within the assessment plan.

program.	
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FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
<p>INITIATIVE NUMBER ONE: Continue the development & implementation of strategies for increased communication with all Allied Health Department alumni.</p>	<p>The Allied Health Department will need to continue to develop and implement strategies for building a stronger association with all of the department alumni. Through this initiative, the goal is to build a strong relationship with alumni. This will then help to develop more departmental resources including guest speakers, consulting within curriculum development, possible mentoring, additional internship/preceptorship possibilities, and monetary support for scholarships, program expansion, imaging equipment and supplies. Graduate surveys will be evaluated prior to, during, and following this initiative. The department will work with the Alumni Association Office and Endowment. All department faculty, program directors, and the chair will be responsible for this initiative.</p>
<p>INITIATIVE NUMBER TWO: Pursue programmatic accreditation with the Joint Review Committee for Diagnostic Medical Sonography (JRC DMS).</p> <p>The DMS program faculty will be focusing on developing an action plan and timeline for programmatic accreditation submission for the Diagnostic Medical Sonography Program through the JRC DMS.</p>	<p>DMS faculty will obtain necessary documents from the JRC DMS and develop plan of action and timeline for submission of the self-study in pursuit of accreditation of the DMS program. All DMS faculty, in conjunction with the director, will complete necessary forms/documents for potential submission this year.</p>

D. Institutional Quality Results

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	Faculty within the department have participated as a faculty mentor for the Access to Academic Opportunity Grant recipients and also as a First Year Residential Experience Program Faculty Associate. The overall success/results of these two programs would be outside of the department. However, the faculty participants strongly encourage the programs to continue to help acclimate and retain any students. In addition, the clinical coordinator for the southwest clinical affiliate sites for the radiology program has increased contact/meetings regarding the pathway for prospective students.
Increase the quantity and quality of K-12 teachers educated	N/A
Improve undergraduate students' foundational skills	<p>ACTIVITIES:</p> <p>*Implementation of critical thinking designed scenarios within the radiographic positioning and ultrasound laboratory sessions. Activities were designed to have students analyze the situation, develop a course or plan of action, and implement the appropriate procedures necessary relative to technical skills, patient care skills, and image evaluation.</p> <p>*Continued implementation of journal writing experiences in both didactic</p>

	<p>and clinical courses</p> <ul style="list-style-type: none"> *Encouragement of student manuscript submission during final clinical experiences for state organization competition among all radiography program students throughout the state *Implementation of Blackboard and DyKnow software within appropriate courses in the programs *Continued Implementation of computerized testing throughout the curriculum for the programs *Continued Web search activities assigned within the curriculum <p>RESULTS:</p> <ul style="list-style-type: none"> *From course ratings, students comments reinforced the application of the designed scenarios to help them prior to clinical placement; In addition, from the evaluations completed by students for clinical preparedness, an overwhelming majority of students rate their level as very well and well and comments stress the laboratory assignments and setting enforced the concepts learned within the classroom *Demonstrate improvement in student’s writing abilities by comparing the student’s writing in each semester’s journal assignments – faculty have developed journal assignments to evaluate and provide feedback to the students in sequential semesters with regard to writing abilities; grading rubrics have been implemented within some of the courses to show any changes between semesters *Improve the student’s computer skills for computerized testing in the programs in preparation for all national registry examinations upon graduation; increase the student’s comfort level with taking computerized exams – Faculty have implemented simulated computerized testing in the capstone courses for the RT and sonography program curriculum; In addition, within the sonography curriculum, the simulated computerized testing is implemented in the second year courses *Increase student’s abilities to locate professional society web pages, on-line case reviews, professional journal articles, pathologic related items, and associated health conditions - Numerous faculty have incorporated web-based assignments aimed at increasing students’ abilities to locate and utilize the above
Enhance physical wellness of students, faculty, and staff	Multiple faculty and program students have participated in the wellness initiative, specifically, the personal assessments, boot camp, and other courses offered throughout both semesters.
Internationalize the campus and curriculum	N/A

III. FY2011 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

The Department of Allied Health faculty members contribute/provide input to the strategic planning process through an informal process each year. The first SWOT analysis was conducted in 1996, 2004, 2007, and most recently in 2010. The strategic planning process was only conducted through informal feedback sessions each year. The feedback provided through this SWOT analysis process will be circulated to all faculty for further feedback. The department has utilized the feedback in development of goals, strategic plans and opportunities for the future. The department will implement this formal process every 3 years. The following is the analysis conducted Spring 2010.

Current Strengths	Current Needs
<ul style="list-style-type: none"> - BS degree - BS degree online - Ultrasound BS degree - Faculty with variety of content specialties - Ample equipment to have worthwhile labs - High pass rates on certification exams - CR/film/screen equipment - Excellent laboratory facilities; showcases our department very well to prospective students and families - 4 ultrasound machines - Good reputation for programs - Variety of clinical sites - High retention rates - Computer use in classroom - Rigorous grading scale - Dedicated faculty - State of the art equipment - Excellent clinical sites - Certificate program that have blended into BS programs - Low Tuition - Small Class Sizes - Course Rigor - Knowledgeable Faculty (varied modalities) - Associate Degree Available for Certificate Based Students - Offer Completely Online BS Degree - Responsive Faculty and Staff 	<ul style="list-style-type: none"> - Update a couple Ultrasound machines - Variation among faculty and course rigor - Increased numbers in BS online program - Recruitment - More Scholarly publications - More meetings regarding RT program - More clinical sites to grow programs - Although much of the equipment is new there are areas where we need to replace older equipment that no longer works such as the portable. It would be nice to be able to replace x-ray lab 3 with a new unit (hopefully before I retire!) - Not being able to attend conferences to remain current on the newest methods and practices - Lack of clinical sites to expand our RT class size. We have lost sites and have not been able to gain any new sites outside of Abilene. This is a wonderful small hospital and it works because it is so close to Salina and allows the student the opportunity for additional training in a large hospital - No real connection with alumni beyond tiger call - More Advertising for Online BS - More Outreach for Online BS - More Clinical Sites for RT Program - More Summer Courses

<ul style="list-style-type: none"> - Modality diversification of faculty - Proactive faculty trying to create hands-on learning and application based learning in classrooms - DyKnow application to the classroom improving the learning environment of the classroom - Continued large student applicant pool for programs - CR system and FS systems are able to accommodate both types of clinical learning and allow for ARRT content specs to be met. - Film digitizer and mini-PACS system will improve faculty teaching of cases on campus and off campus - Great teaching facilities (equipment) which is attractive to students choosing a program - Good job placement rates of graduates - Successful high ARRT pass rate - Established Sonography curriculum and several years of successful graduates - Program reputation - Established on-line MDI B.S. courses - Faculty dedicated to educating young professionals 	<ul style="list-style-type: none"> - 8-Week Block Course Offerings - Possible Ultrasound Courses for Online BS - Portable unit needs replaced - Program curriculum should be carefully examined and revamped to be in accordance with ARRT, ASRT, JCERT - Additional clinical site expansion to accommodate the number of qualified program applicants - Student preparedness for the program(s). Attrition rates, is something that should be closely monitored. - Marketing of the on-line B.S. program - We need funding for additional ultrasound equipment to replace older equipment that may become non-repairable, especially if we want to hold current Ultrasound program enrollment numbers. - Education for the faculty on how to teach better to the generation we are now seeing in our classrooms to help us be most effective.
<p>Future Opportunities</p>	<p>Future Threats</p>
<ul style="list-style-type: none"> - Grow online BS degree - Offer Medical Terminology instead of Biology - Work with other departments in college to possibly offer a certificate/AS degree in Health Professions, etc. - Undergraduate scholarship - Recruit students from other RT programs into our BS online program even before completion of RT - We do a good job of recruitment where we can but it would help to have other opportunities to recruit students. Camp Med is a great concept that could possibly be successful in our area. Possibly collaborate with Nursing and Communication Disorders. 	<ul style="list-style-type: none"> - Other programs in Kansas - New Ultrasound program - Geography and other programs utilizing hospitals as clinical sites - State budget - Universities who offer a Bachelor in Health Sciences - Lack of substantial funding for equipment improvements. It would be nice to obtain grant money, if possible, to purchase equipment and not rely mostly on university funding - Washburn BS Degree - Health Administration/Management BS Degrees - Poor Course Rigor - Any Online BS Degree in Health

<ul style="list-style-type: none"> - Expand our clinical sites with small hospitals which are close to an existing clinical site to provide students with additional training. - Have RT students in North Platte NE if possible - Reach Military for Online BS - Reach Certificate Based Technologists for Possible Associate/BS Degree - Consider Clinical Sites in Colorado and Missouri - Veterinarian ultrasound collaboration with Agriculture - Addition of cardiac ultrasound - Meet needs of hospital based radiographers to earn AS degree/ BS degree - Expand into Colorado for RT and BS degree programs - Majority of faculty support and/or participate in on-line offerings of MDI courses to offer completion of MDI degrees - Certificate programs aid in increase SCH and in turn could turn into a B.S. degree completion. - Growing the online B.S. MDI program numbers - Really feel like we have met the needs of breast imaging, especially in the digital area, and believe there is still numbers to tap into here. 	<p>Services</p> <ul style="list-style-type: none"> - Continued support to current clinical affiliates to maintain sites - Maintaining quality with new growth - Loss of clinical sites impacting program(s) enrollment. - Other potential programs offering degrees on-line or new programs that may affect our enrollment. - Loss of current clinical sites due to competing programs. - Market trends and job placement rates - Lack of funding that may impact employee travel, training/education, equipment replacement and/or equipment service contracts - Not networking enough with clinical sites and surrounding hospitals to understand their needs and how we could better meet them.
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B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
<p><i>Expansion of radiographic laboratory equipment to include R/F</i></p> <p>To keep current with technologic advances for student outcomes, it would be a strategic plan to update/replace the older radiographic equipment and replace with a computed/digital radiographic</p>	<p>To purchase a new radiographic and fluoroscopic unit. The oldest of the existing radiographic equipment would need to be removed. It is anticipated this would be included with the potential quotes for the</p>	<p>The program faculty would submit an action plan through strategic planning process for the purchase of a new computed/digital radiographic and fluoroscopic unit in the FY 2012. The oldest of the existing equipment</p>

<p>and fluoroscopic unit.</p>	<p>new equipment to have the old equipment removed at the time of the newly installed unit.</p>	<p>would be replaced with the new unit.</p> <ul style="list-style-type: none"> ○ Addition of the new radiographic and fluoroscopic unit in FY 2012 <p>Provide state-of-the-art facility increasing the quality of graduates from the FHSU Radiography Program</p>
<p><i>Development of cardiac sonography concentration</i></p> <p>As the Department establishes the general and vascular components of the ultrasound curriculum, a long term goal is to support the addition of a cardiac concentration. The cardiac component would be either a separate or additional track to the current curriculum. This initiative meets the need for formal education within cardiac ultrasound in western Kansas and surrounding regions.</p>	<p>The department would need to hire a Cardiac Ultrasound Program Director, 1 FTE. This individual would develop the curriculum and oversee the program. In addition, it would be necessary to provide current ultrasound faculty with training opportunities and necessary support for continuing education and skills within cardiac sonography. For training purposes, a dedicated cardiac unit and an additional cardiac transducer for a current machine would need to be purchased. This would provide two fully functioning ultrasound units for laboratory sessions for training of cardiac students.</p>	<p>The program faculty would submit an action plan through strategic planning process for 1 FTE and dedicated cardiac ultrasound computed equipment and transducer.</p> <ul style="list-style-type: none"> ○ Addition of cardiac concentration to the program beginning with class of 2013 ○ Provide highly qualified cardiac sonographers increasing the quality of health care in Kansas

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

See Appendix A

B. Department Staffing Plan

See Appendix B

C. Bibliography of Departmental Scholarly Activity

See Appendix C

D. Department Program Assessment Results

See Appendix D

E. Other Departmental Information

General Parameters

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

Annual Timeline for Department Annual Report

March 1	Draft template distributed to Deans.
April 15	Final template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 th day counts) distributed to Chairs and Deans in the departmental template.
June 1	Student system information (graduates, NSSE) delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College Annual Report due to Assistant Provost for Quality Management and Provost.