

Florida A&M University
**SCHOOL OF ALLIED HEALTH
SCIENCES**



Strategic Plan
2017 – 2022

Cynthia Hughes Harris, PhD, Dean

Message from the Dean

The School of Allied Health Sciences is positioned to be recognized as “On the Move” because Florida A&M University is “Rising!” We would not be able to move were it not for the strength and the vision that emanates from the support of Florida A&M University. Our ability to “move” is the direct result of “FAMU Rising!” Our past accomplishments are not ones on which we will rest instead, what we have successfully accomplished in the past are the stepping stones that will allow us to “Rise” as we move forward. The University is the catalyst for our moves and for our ongoing movement. We are able to build on our strengths and address the challenges that lay ahead while we strategically address the goals that are outlined and described in this Plan.

The Goals and related Strategies and Metrics of the 2017-2022 School of Allied Health Sciences Strategic Plan are consistent with the University Plan in every respect. Strategic Priority 1 reinforces the fact that an Exceptional Student Experience is not something to be taken for granted. Allied Health students must be prepared to meet the demands of the health professions they have chosen to enter. Their knowledge and skills must be evident in the classroom, clinical arenas and through performance on licensure/certification examinations. Strategic Priority 2, Excellent and Renowned Faculty in the School of Allied Health Sciences, will provide the basis for insuring that our students are prepared, well beyond minimal expectations. It is our expectation that over the next several years we must identify approaches to insure that we maintain and recruit strong and competent faculty and that we assess needs related to the possibility of clinical faculty. Additionally, I am personally committed to doing whatever we can to enhance professional development opportunities for allied health faculty so that they too, are rising to success in teaching, research and service arenas.

High Outreach Research, Strategic Priority 3, is an essential focus of the School of Allied Health Sciences just as it is for the entire university. Although structured and funded research initiatives are not yet hallmarks of allied health activity, over the next several years, we are committed to increasing our involvement in research through internal and external collaborations and partnerships. Strategic Priority 4, Transformative Alumni, Community and Business Engagement, is triggering allied health involvement in multiple clinical and management arenas that are both within and outside of our current environment. Through this priority, we will focus on making connections with entities that reflect goals and values that are consistent with who we are and what we do. Similarly, the School of Allied Health Sciences will address Strategic Priority 5, a First-Class Business Infrastructure as our opportunity to increase funding to meet critical needs based on documentation and requirements for successful next steps. As I reflect on Strategic Priority 6, I envision the School of Allied Health Sciences emerging as a leader in the arena of Customer Service. This is already one of our strengths and it is our intention to build and develop relationships with our students, as well as our internal and external communities, to even higher levels of success.

The School of Allied Health Sciences will work tirelessly to address and achieve our Strategic Priorities, over the next 5 years. That is our challenge – one that we intend to face immediately and directly. Additionally, there are a few short-term goals that should not take as long but which require considerable attention. The short-more immediate goals are as follows:

1. Identify strategies that will improve graduates performance on licensure exams.
2. Seek consistent and adequate funding for faculty and student development.
3. Seek resources to ensure academic success through funding for more smart classrooms, teaching equipment and supplies, as well as upgraded hardware and software in laboratories.
4. Explore the establishment of non-tenure track faculty lines and staff positions to incorporate contemporary practice issues to meet accreditation standards.

Florida A&M University

Mission Statement

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

Vision Statement

Florida Agricultural and Mechanical University will be recognized as a premier land-grant, doctoral-research university that produces globally competitive graduates.

Core Values

*Scholarship • Excellence • Openness • Fiscal Responsibility •
Accountability • Collaboration • Diversity • Service • Fairness • Courage •
Integrity • Respect • Collegiality • Freedom • Ethics • Shared Governance*

SCHOOL OF ALLIED HEALTH SCIENCES

Mission Statement

The mission of the School of Allied Health Sciences is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological, and student-centered environment for the purpose of educating individuals to become competent allied health professionals who are capable of:

- Complex critical thinking
- Comprehensive communication skills
- Interdisciplinary collaboration
- Analysis and involvement in research processes
- Improving the health status of under-represented and underserved populations
- Lifelong learning

This mission will be accomplished through the contributions of dedicated faculty and staff that are capable of meeting student needs through inspired and creative teaching, exemplary scholarship and meaningful public, community, and professional service at local, state, national, and global levels. As a result, students will be prepared to meet existing and emerging health care needs that will benefit the citizens of Florida, the nation, and the world.

Vision Statement

The School of Allied Health Sciences, as an exemplary health professions entity within the Florida A&M University, views itself as a provider of the highest quality academic experiences at graduate and undergraduate levels, through excellence in student advising, teaching, research and service, in

existing and emerging health care arenas, for the benefit of the citizens of Florida, the nation and the world.

Core Values

The School of Allied Health Sciences considers the following to be core values for students and faculty: Scholarship, Ethics, Excellence, Openness, Collaboration, Diversity, Service Fairness, Integrity, Respect, Collegiality, Freedom, Fiscal Responsibility, Accountability, Courage, and Honesty.

SCHOOL OF ALLIED HEALTH SCIENCES

Strategic Overview

External Scan

One of the major threats to the overall operations of the academic programs with the School of Allied Health Sciences is the availability of strong and varied clinical sites to meet the practice needs of our students. We are fortunate to have a new Simulation Laboratory for students to engage in “hands-on” learning prior to entering clinical and management environments. In addition to simulated learning, accrediting agencies require students to have extended time in real environments to demonstrate their ability to apply classroom knowledge to real experiences. Currently, there are an insufficient number of clinical sites to accommodate allied health students both locally and through the state. Unfortunately, an increasing number of our existing clinical sites are requiring fees as a condition of them accepting students for clinical rotations internships, or fieldwork experiences. There will be significant budgetary implications if this trend continues and expands. The faculty of the SOAHS is exploring the possibility of a FAMU Allied Health Clinic, in or around the FAMU community that allows faculty to practice, students to learn from faculty, while also meeting the health needs of members of the community. This is a long-term goal but initial feedback indicates that it is one that we should continue to explore.

Graduate student success is also impacted by the high number of credits our students are required to take given the lack of financial support. Students accumulate significant amounts of debt as they matriculate through our allied health programs. As a result, their concern about finances is a potential distraction from their ability to perform at optimal levels. We are fortunate to have established a developing partnership with the Office of University Advancement. Through the Office of Advancement, we are increasing and in some situations establishing stronger ties with the many alumni who have graduated from our School over the past 35 years. It is anticipated that through our alums, we will benefit from additional scholarship funding as well as opportunities for outreach and support in other critical health and community arenas.

Internal Scan

The School of Allied Health Sciences is organized into six divisions, through which degree programs are offered. The Division of Occupational Therapy offers the Master of Science in Occupational Therapy degree, the Division of Physical Therapy offers the Doctor of Physical Therapy degree and the Division of Health Care Management offers degrees at both the master’s and baccalaureate levels. The remaining three divisions, Cardiopulmonary Science, Health Informatics and Information Management, and the newest Division, Health Science offer degrees at the baccalaureate level.

The SOAHS currently has a staff of 28 faculty (including the Dean and Associate Dean), five Advisors, and seven support staff members. The morale within the SOAHS can be described as good although there are occasional periods of low and high frustrations from individual faculty members as well as within the faculty sub-groups.

Also the SOAHS currently enrolls over 1100 students in its undergraduate and graduate programs. Overall, FAMU ranks as one of the top producers of African-American allied health professionals in the State of Florida and in the nation. The SOAHS, on average, graduates approximately 200 undergraduate students and 40 graduate students per year.

All of the programs in the School of Allied Health Sciences are fully accredited by their respective accrediting agency. The master's program in Health Administration is in the process of seeking initial accreditation with a final site visit tentatively scheduled for 2020. It must also be noted that the Master of Science in Occupational Therapy (MSOT) has been placed on probation due to licensure exam pass rate. The program has a two-year time period to increase the overall pass rate for three years to 80%. The occupational therapy program, along with all program that require a licensing or certification examination are actively engaged in implementing strategies to improve or enhance their respective pass rates.

Resources to support faculty development, technology needs, additional faculty lines, and other strategic initiatives are being discussed with University administration.

Strategic Priority 1 - Exceptional Student Experience

Goal 1.1: Ensure students are adequately prepared for credentialing examinations.

Strategy 1.1.1: Reassess current admissions criteria

Strategy 1.1.2: Employ more structured recruitment initiative

Strategy 1.1.3: Support faculty attendance at item writing workshops

Strategy 1.1.4: Decrease student-faculty ratio

Strategy 1.1.5: Facilitate students understanding and access to available resources for success on certification/licensure exams

Goal 1.2: Investigate and implement best practices used at top performing programs.

Strategy 1.2.1: Decrease student to faculty ratio

Strategy 1.2.2: Enforce academic progression policies

Strategy 1.2.3: Increase partnerships with clinical affiliates

Strategy 1.2.4: Increase utilization of graduate assistants with teaching and research

Strategy 1.2.5: Enhance the use of discipline relevant and current best text books

Goal 1.3: Identify leading indicators of success on program certification/licensure exams.

Strategy 1.3.1: Review and assess the currency of division comprehensive exams

Strategy 1.3.2: Implement strategies to increase students' self-confidence

Strategy 1.3.3: Incorporate intrinsic motivation strategies and positive reinforcements.

Strategy 1.3.4: Investigate current examination software provided by vendors and testing agencies

Strategy 1.3.5: Continuously revise (programmatic) annual comprehensive examinations to assure they are current and resemble national certifications/licensure examinations

Strategy 1.3.6: Employ statistical analysis to identify each program's strongest predictors of success on the certification/licensure exams

Strategy 1.3.7: Emphasize and reinforce the importance and value of credentials and taking certification/licensure examination immediately upon graduation

Strategy 1.3.8: Establish procedures which require students to consent to the release of exam results to their respective programs

Goal 1.4: Strengthen curriculum offerings of each program.

Strategy 1.4.1: Engage in continuous gap analysis, curriculum mapping, and remapping

Strategy 1.4.2: Enhance didactic, laboratory, and clinical courses to reflect critical analysis and application activities

Strategy 1.4.3: Identify core classes for academic progression

Strategy 1.4.4: Design curricula to foster success for all students and graduates.

Metrics

Metric 1: Achieve pass rate of 85% or above

Metric 2: Each program director will communicate with at least five top performing institutions with similar programs as well as aspirational peers to ascertain strategies for success.

Metric 3: Conduct a comparative analysis of students who have passed or not passed the certification/licensure exam

Metric 4: Each program will perform an annual curriculum analysis.

Strategic Priority 2 - Excellent and Renowned Faculty

Goal 2.1: Recruit and retain competent faculty.

Strategy 2.1.1: Conduct salary analysis and adjust salaries as appropriate.

Strategy 2.1.2: Develop and strengthen networking relationships at statewide, national, and international professional conferences.

Strategy 2.1.3: Establish a mentoring program between senior and junior instructional and research faculty.

Goal 2.2: Establish the clinical faculty position.

Strategy 2.2.1: Investigate best practices for use of clinical faculty at peer institutions

Strategy 2.2.2: Develop criteria for the clinical faculty position

Goal 2.3: Enhance Faculty Professional Development

Strategy 2.3.1: Provide adequate resources for faculty attendance at one professional meeting each year.

Strategy 2.3.2: Develop activities to increase collaboration between faculty members in the various programs in the SOAHS.

Strategy 2.3.3: Increase the number of faculty who seek state and/or national office or committee assignment.

Strategic Priority 3 - High Impact Outreach, Research, and Extension Services

Goal 3.1: Expand and enhance faculty and student involvement in scholarly research activities.

activities.

Strategy 3.1.1: Foster inter- and intradisciplinary collaborations

Goal 3.2: Increase research productivity, external funding and commercialization efforts.

Strategy 3.2.1: Establish intra-professional seminar series utilizing case studies, simulations, and active learning techniques.

Strategy 3.2.2: Develop and solidify collaborations to facilitate funding efforts

Goal 3.3: Elevate national recognition of SOAHS graduate programs

Strategy 3.1: Formalize documentation and communication of the accomplishments of SOAHS graduate programs as well as SOAHS graduate involvement in outstanding outreach activities and extension services

Metrics

Metric 1: 60% of SOAHS faculty will participate in inter-disciplinary collaborations in support of scholarly research activities

Metric 2: 40% of SOAHS faculty research activities will include students

Metric 3: SOAHS will develop and offer an intra-professional seminar series within 12 months of implementation of its strategic plan

Metric 4: 40% of SOAHS faculty will publish in referred journals as defined by their respective disciplines and provider community

Metric 5: 40% of SOAHS faculty will pursue collaborative external funding opportunities

Metric 6: SOAHS will offer at least two annual events highlighting graduate programs

Metric 7: SOAHS will utilize digital media to feature graduate programs

Metric 8: SOAHS will gather data to confirm the impact of involvement in outstanding outreach activities and extension services

Strategic Priority 4 - Transformative Alumni, Community and Business Engagement

Goal 4.1: Expand SOAHS-driven fundraising infrastructure

Strategy 4.1.1: Align SOAHS Fundraising Committee goals with university fundraising activities

Goal 4.2: Enhance public-private partnerships to support teaching, research, and service

Strategy 4.2.1: Expand and develop organizational partnerships

Goal 4.3: Develop and sustain strong networks of supporters and partners, including the

establishment of an integrated multidisciplinary clinic to enhance student learning

and faculty practice

Strategy 4.3.1: Establish a long-term initiative to strengthen networks of supporters and partners

Goal 4.4: Implement effective communication and marketing initiatives to increase visibility

and promote the SOAHS brand

Strategy 4.4.1: Formalize a method for documenting, communicating and marketing SOAHS initiatives to promote the SOAHS brand

Goal 4.5: Leverage the distinctive capabilities of SOAHS programs to strengthen the

SOAHS brand and economic viability

Strategy 4.5.1: Strengthen and promote SOAHS programs

Metrics:

Metric 1: Establish a fundraising goal and plan within 12 months of implementation of the strategic plan

Metric 2: Secure partnerships with at least one new entity within 12 months of implementation of the strategic plan

Metric 3: Document the establishment of a long-term initiative to strengthen networks of supporters and partners within 12 months of implementation of the strategic plan

Metric 4: Utilize an electronic platform for marketing SOAHS initiatives and promoting signature programs within 12 months of implementation of the strategic plan

Strategic Priority 5 - First-Class Business Infrastructure

Goal 5.1: Recruit, develop, and retain diverse and excellent staff.

Strategy 5.1.1: Provide consistent and adequate funding for faculty and staff to support clinical placements and instructional technology.

Strategy 5.1.2: Provide training to support best business practices for faculty and staff development

Strategy 5.1.3: Increase multidisciplinary team approaches for faculty and staff.

Goal 5.2: Seek adequate funding to more effectively support school and division strategic priorities more effectively.

Strategy 5.2.1: Document specific funding needs of School.

Strategy 5.2.2: Confirm that budget needs are consistent with strategic priorities and performance metrics.

Goal 5.3: Acquire and maintain up-to-date technology to enhance student learning and establish a data-driven culture.

Strategy 5.3.1: Ensure academic success through funding for more smart classrooms, teaching equipment and supplies, as well as upgraded hardware and software in classrooms and laboratories.

Strategy 5.3.2: Secure appropriate technology and databases to enhance student learning to establish and maintain a data-driven culture.

Key Performance Metrics

Metric 1: Require staff member annual attendance at two professional development training sessions related to position responsibilities.

Metric 2: Acquire funding for instructional technology staff in computer and simulation laboratories.

Metric 3: Submit comprehensive budget needs and justifications consistent with the strategic plan and performance metrics

Metric 4: Annually assess and report instructional technology needs of the School

Strategic Priority 6 - Outstanding Customer Experiences

Goal 6.1: Develop and maintain a School-wide culture of service excellence.

Strategy 6.1.1: Enhance customer service to students.

Strategy 6.1.2: Enhance customer service to internal communities of interest.

Strategy 6.1.3: Enhance customer service to external communities of interest.

Goal 6.2: Sustain superior service levels with ongoing monitoring, accountability, and recognition of excellent customer service.

Strategy 6.2.1: Monitor student complaints, grievances and resolutions.

Strategy 6.2.2: Review results of the Exit Survey administered at graduation and implement changes as appropriate.

Key Performance Metrics

Metric 1: 80% of students will report satisfaction with customer service in the School based on Exit Survey findings

Metric 2: 80% of internal and external communities of interest will report satisfaction with outreach activities of the School and divisions.

SWOT ANALYSIS

STRENGTHS

- Quality and commitment of Program faculty and staff
- Supportive and dedicated administrative leadership
- Accreditation of all programs
- Incorporation of creative teaching methods
- State-of-the-Art Simulation Laboratory
- Exceptional support from clinical community
- High employment rate of graduates
- Positive satisfaction rates from employers of graduates
- Ability to engage in intrusive advising of students
- Strong student enrollment

WEAKNESSES

- Support for implementation of focused recruitment strategies
- Limited resources: salaries; equipment; faculty development
- Student to faculty ratio is too high
- Faculty complement is less that of other SUS's
- Difficulty recruiting faculty with terminal degrees
- Over reliance on adjunct faculty

OPPORTUNITIES

- New degree programs and certificate offerings
- Additional online programs and courses
- Partnership with the Office of Advancement
 - Alumni engagement
- Development of a Faculty Practice/Community-Based Clinic
- Increase collaborations to facilitate research
- Increased number of transfer students through bridge programs and articulation agreements

THREATS

- National shortage of experienced faculty with terminal research degrees
- Diminishing number of varied and quality clinical sites
- Inconsistent performance on licensure exams
- High student debt; limited access to funds to cover the high number of required credits