College of Allied Health Profession
Strategic Plan
2013 - 2018
Mission
The mission of the Montana State University Billings College of Allied Health Professions is to prepare allied health professionals for their chosen field, and to meet the needs of society through education, discovery and service.

Vision
To create an environment that allows students to transform into quality health care professionals.

Values
We value collaborative partnerships among students, faculty, researchers, community members, and industry leaders for the purpose of health improvement.

We value a seamless curricular articulation among health related fields.

We hold high regard for adding knowledge to the disciplines represented in the college and seek to engender rigor in the dissemination of new knowledge as part of the educational trust.

We place high value in sharing expertise through community service, both locally and nationally.

Situation Analysis

Description
Allied health professionals are experts in a multitude of therapeutic, diagnostic and preventive health interventions. These professionals comprise a significant percentage of the healthcare workforce and include more than 85 distinct occupations. The Association for Schools of Allied Health Professions defines allied health as,

Title 42 of the US Code states that allied health professionals are any health professional (other than a registered nurse or physician assistant) who have received a certificate, an associates, a bachelor’s, a master’s , a doctorate or postbaccalaureate training, in a science related to health care. These professions share in the responsibility for the delivery of health care services or related services, including identification, evaluation, and prevention of disease and disorders, dietary and nutrition services, health promotion services, rehabilitation service or health system management.

In 2011 the Institute of Medicine convened a workshop to consider how the allied health workforce can contribute to improving health care access, quality and effectiveness. The workshop proceedings acknowledged that there was no single definition for allied health, nor was there a list of allied health occupations.

Overview
Allied health professionals serve as a vital component in overall healthcare. When professional shortages are noted, particularly in the assisting fields, there is a ripple effect throughout the system. For instance, when medical technicians are in short supply, the medical technologists must do tasks that would normally be delegated thereby taking time away from higher level tasks that only technologists are trained to perform. Our goal, in the allied health professions, is to make certain that every professional is working “at the top of his license”. This means, that we need to be focus on the healthcare workforce needs and meeting those needs so we do not create a ripple effect.
**Competition for our Students**
Currently 28 colleges and universities compete for students in the market traditionally served by MSUB. Many of these competing institutions offer online programs so students may take classes while still living and working in Montana. Advertising for some of these programs is aggressive. No fewer than five universities hold on-site information sessions in Billings for recruiting purposes, many place ads in the news media and some do direct mail/phone marketing. Several universities compete with CAHP programs, specifically, Walla Walla offers a Social Work degree that is similar to our REHA program and the University of Mary (Bismarck, ND) offers the occupational therapy program in Billings as well as other online programs in health care management that competes with our Health Care Administration program. Institutions like Walden University and the University of Phoenix offer competing health related programs. Other regional universities like Minot State and Dickinson State Universities have programs in pre-health fields, and direct their graduates to NDSU for professional degree programs.

**Trends in Health Professions and Health Care**
Billings, Montana is a major healthcare provider in the region. Billings Clinic and St. Vincent’s Healthcare are considered the tertiary providers for this region. The catchment area for these two tertiary providers makes Billings a significant medical corridor and major employer of medical personnel. Riverstone Health in Billings also provides significant healthcare services and employs numerous medical and support personnel.

While some health care workers can be trained at the two year or less level at the City College and by programs at other institutions in the MUS, there are needs for professionals beyond the technician level. Other MUS universities do provide education of some of these personnel (such as pharmacy, physical therapy, speech pathology, and laboratory technologists), but there are still a number of specialties in allied health that are not served by the state’s universities.

Analysis at the Yellowstone County level shows that in 2013 there were 6,814 jobs for occupations related to the allied health professions. This is expected to increase by an additional 858 jobs by 2020. The three largest of these occupations are nursing assistants (2 year or less degree/certificate), personal care aides (certificate), and medical records and health information technicians (2 year or 4 year degrees). Of these, personal care aides and nursing assistants along with home health aides (certificate) are expected to have the highest growth.

Additionally, there are subspecialties in radiation sciences, laboratory sciences, and therapeutic sciences that will be in demand as the tertiary nature of the care centers blossom in the community.

The need for a well-educated and trained workforce is projected to increase significantly in upcoming years. Healthcare reform is expected to increase the number of primary care practitioners needed throughout the country. The Montana population is one of the fastest growing aging populations in the country. Along with the aging population come greater healthcare needs. Additionally, the workforce is aging: nearly 23 percent of physicians in the state are over the age of 60 and likely to retire within five years, while nearly 37 percent of dentists in Montana are at or near retirement.

Analysis of Montana’s allied health professions occupations shows there were approximately 33,559 jobs in 2013 with an estimated increase of 4,208 jobs to be added by 2020. The largest and fastest growing allied health professions occupations in Montana are personal care aides (certificate), nursing assistant (2 year or less degree/certificate), and home health aides (certificate). Respiratory therapy technicians and medical clinical laboratory technicians are the only occupations showing a decline.
With the growing number of ancillary, stand-alone facilities such as same-day surgery, ob-gyn centers, cancer treatment center, and mental health centers, the demand for an educated workforce will extend beyond the walls of the traditional hospital setting. Supporting services like third party payer administrators, insurers, nursing and residential care facilities, and medical administrative and support services will require educated people to staff those businesses.

Furthermore, there is growth of hospital building at close-in areas like Red Lodge and Columbus, as well as the VA facility in Billings. They clearly will bring expanded requirements for experts in care delivery. Long term care facilities are also on the rise and Billings has become a retirement center for many people in the region. This is also reflected in the general aging of the Montana population. Gerontology and serving the needs of the elderly has become a huge growth area.
Framework for Strategic Planning

Where are we now?
The College of Allied Health Professions began the strategic planning through the analysis of the mission, vision and values statements. These statements had been developed when the College was created in 2004.

The analysis also included a careful review of the number of students in each of our programs (Figure 1 is by College; Figures 3, 4 and 5 are by Department)/Program), the number of graduates (Figure 2), and the external demand for those graduates (Montana Healthcare Workforce report completed by AHEC, Occupational Analysis of Allied Health Professions completed by University Professional and Continuing Education Association, and the Occupational Outlook).
Figure 1 - Headcount by Program
Where are we going?
When the faculty and staff began their review of the mission, vision and values, we asked ourselves, “How do we do it better?” We defined the “it” as teaching (education), research (discovery) and service (service). These elements were then articulated into the revised mission for the College. The faculty and staff reaffirmed the existing vision and values statement.

An analysis of the competitive situation, which included an inventory of all allied health schools and programs in North Dakota, South Dakota, Wyoming, northern Colorado, Idaho, Utah, and Montana, was completed. An occupational analysis of the allied health professions for the region and the state was also completed. These analyses created a view of the landscape for allied health profession education.

How will we get there?
As we reviewed the landscape for allied health professions, and held the mission statement as our reason for being, and used our vision statement to guide us, we were able to move forward to ask, how are we going to get there?

Each program within the College of Allied Health Professions has laid out strategic goals. To create the CAHP Strategic Plan, the goals for each of the programs have been overlaid with Montana State University Billings’ Strategic Plan. CAHP Departments have developed action items to align with the goals. The action
items are reviewed frequently within Department meetings and a report on progress is provided to the Dean.

College of Allied Health Professions
Inter-Departmental Goals

CORE THEME ONE - Cultivating Teaching Excellence
A. Opportunity to Achieve: Develop a culture that maintains and supports rigorous academic achievement as well as creative and inquisitive scholarly endeavors.
   1. Investigate and implement a formal review process for part time instructors.
   2. Maintain collaborative teaching opportunities across departments.

CORE THEME TWO – Provide an environment for Learning
D. Opportunity to Achieve: Expand graduate
   1. Implement a master’s level occupation therapy program

CORE THEME FOUR – Enhancing the Community
A. Opportunity to Achieve: Engage the community through a wide range of activities and events
   1. Establish a team of faculty who work together to provide resources/expertise to the greater community (e.g. program evaluation, education/training, research).
   2. Coordinate efforts to establish advisory boards for all Departments.

Essentials for Success
1. Develop a comprehensive marketing program for all programs
2. Engage in succession planning for leadership throughout the College
3. Increase graduation numbers in Human Performance (BS), Health Administration (undergraduate) and Psych Rehab (BS)
The primary mission of the Department of Health and Human Performance (HHP) is to teach, advise, and mentor students to prepare them for professional roles in public health, personal fitness, education, business and sports. We also prepare many students for graduate degrees, such as physical therapy.

HHP makes a unique contribution to the College of Allied Health Professions and the University as the only department devoted specifically to promotion of health and fitness and the study of human movement and performance. Demand for the health and fitness professionals is increasing due to the current obesity pandemic, strained medical services and growth in youth and adult sports.

Review of the student numbers, student credit hours, HHP faculty teaching and advising loads support the strategic plans for the Department. When compared to other departments in the Colleges of Allied Health Professions, growth in HHP student numbers also distinguishes the Department's success in attracting and retaining new students.

Figure 3 - Health and Human Performance Programs (Headcount)
Goals
CORE THEME ONE - Cultivating Teaching Excellence

A. Opportunity to Achieve: Facilitate additional professional development opportunities and resources for faculty and staff
   Champion: Designated by areas within HHP
   1. Increase the number of faculty and pursue growth in the number of majors (Outdoor Adventure Leadership)
      a. Major and Minor in OAL – consider hiring future faculty who have education and OAL backgrounds
      b. Retirements (within one year) -- need to hire or determine how classes will be covered
      c. Expand course offerings in OAL
   2. Recruit individuals from SD2 early retirement to integrate with OAL faculty (Outdoor Adventure Leadership)
   3. Explore how we align with states in region (Teaching Certificate)
      a. Investigate teachers’ certification requirements
   4. Develop corporate and community relationships to increase list of qualified instructors (Health and Wellness)
   5. Identify qualified instructors (Health and Wellness)
   6. Investigate and pursue honorariums for preceptors (MS-Athletic Training)
      a. Pay for NATA membership
      b. Determine worthy recognition
   7. Increase focus on student recruitment (MS-Athletic Training)
      a. Develop professional advertisements
      b. Investigate what other colleges are doing

B. Opportunity to Achieve: Develop a culture that maintains and supports rigorous academic achievement as well as creative and inquisitive scholarly endeavors.
   Champion: Designated by areas within HHP
   1. Establish a formalized review system for PT instructors (Department)
   2. Review syllabi to ensure all courses are meeting curriculum requirements (Department)
   3. Explore and develop honors courses (Department)
   4. Investigate feasibility of a Recreational Therapy degree (Department)
   5. Succession planning (Department)
   6. Incorporate “Orientation to Research” in KIN 105 early in course sessions (Human Performance)
   7. Encourage Tenure track (tenured or non-tenured) to lead 3-4 “topics” in which lower division students serve as Student Research Assistants (Human Performance)
   8. Integrate research into course syllabi (Human Performance)
   9. Increase collaboration within Health Wellness/Health Enhancement (Teaching)
   10. Increase diversity of points of view (Teaching)
       a. Instructors
       b. Assess and improve quality of part-time faculty
**CORE THEME TWO- Provide an Environment for Learning**

**A. Opportunity to Achieve: Enhance programs that have room to grow and potential to expand.**

*Champion: Designated by areas within HHP*

1. Develop a template for syllabi which includes student learning objectives *(Department)*
2. Formalize a process for selecting graduate student *(Department)*
3. Increase equipment and technology in the labs *(Department)*
4. Increase grant funding *(Department)*
   1. equipment
   2. research
5. Increase storage and outdoor equipment *(Outdoor Adventure Leadership)*
   a. Develop corporate partnerships to support equipment acquisition
6. Develop a minor in OAL *(Outdoor Adventure Leadership)*
7. Continue to expand E-Learning and technology *(MS-Athletic Training)*
8. Continue to pursue improvements in building/facilities/equipment *(MS-Athletic Training)*
9. Investigate a doctoral level for the program *(MS-Athletic Training)*
10. Investigate a possible Masters in Special Education *(Teaching)*
11. Maintain number of student in major *(Teaching)*
12. Branch out into other aspects of health enhancement *(Teaching)*
13. Require a Double Major – to possibly improve employment prospects *(Teaching)*
14. Review new Plan of Study *(Health and Wellness)*
15. Number of majors *(Health and Wellness)*
   a. Check status to see what enrollment should it be?

**B. Opportunity to achieve: Embrace the new mission of two-year education in Montana and provide students from the City College service region with access to comprehensive, full-service, two-year attributes of a comprehensive community college mission.**

*Champion: Designated by areas within HHP*

1. Investigate the possibility of recruiting nurses- use an Accelerated BSN (3+2) plan *(Human Performance)*
2. Expand professional opportunities *(Human Performance)*
   a. “3+2” accelerated BSN
3. Explores AAS - “Fitness Certification” *(Human Performance)*
   a. Health – Wellness certification

**C. Opportunity to Achieve: Opportunity to Achieve: Continue to strengthen the university initiative to expand outreach and recruitment of international students.**

*Champion: Designated by areas within HHP*

1. Pursue International Student Exchange opportunities *(Health and Wellness and Human Performance)*

**CORE THEME FOUR – Enhancing the Community**

**A. Opportunity to Achieve: Engage the community through a wide range of activities and events**

1. Investigate establishing an Advisor y board *(Department)*
   a. Identify and recruit potential board members
b. Corporate, community professionals

2. Investigate service learning opportunities (Department)
3. Investigate “Clinical Internship “ opportunities (St. Johns...) (Human Performance)
4. Invite extended care CEO’s to help program planning (Human Performance)
5. Increase AMP cooperation (Human Performance)
6. Continue to develop the joint program with University of Montana (MS-Athletic Training)
7. Continue and pursue additional relationships with Rocky Mountain College (MS-Athletic Training)
Department of Rehabilitation & Human Services

The Department of Rehabilitation and Human Services shares MSU Billings commitment to making programs available to a range of traditional and nontraditional students’ needs through education that is relevant for the ever changing workforce. Over the years graduates from both the undergraduate and graduate programs have found employment in state and private rehabilitation offices, mental health centers, supported employment programs, Department of Veterans Affairs, community-based vocational programs, hospitals, chemical dependency programs, schools, centers of independent living, insurance companies, manufacturing firms, and other commercial and nonprofit organizations. Further, the employment outlook for the human services, rehabilitation, and counseling areas is positive.

The Department currently offers an AA and BS degree in Rehabilitation and Related Services, a BS in Human Services, and a MS in Rehabilitation and Mental Health Counseling. Of these offerings, the Human Services undergraduate degree and the graduate degree program in Rehabilitation and Mental Health Counseling have remained especially strong over the years in terms of student enrollment and retention. Recently, through work with the State of Montana, undergraduate courses have been aligned to meet the requirements for a licensure in additional counseling (LAC). The LAC coursework is embedded in the bachelor’s degree.

The MS in Rehabilitation and Mental Health Counseling program was established at MSU Billings (then Eastern Montana College) in 1969 and has been accredited by the Commission on Rehabilitation Counselor Education since 1978.

Figure 4 - Rehabilitation and Human Services (Headcount)

Goals

CORE THEME ONE – Cultivating Teaching Excellence

A. Opportunity to Achieve: Enhance excellence in tradition, online and blended teaching

Champion – Tom Dell

1. Goal: Facilitate on-campus events that identify and outline practical steps in the process of Universal Design for Learning (UDL) as applied to traditional and online teaching with diverse groups
2. **Indicator of success:**
   - CAHP/RHS faculty in-service outlining steps in UDL to make online classes more accessible for students with/without disabilities (Spring 2013)
   - Facilitate a “lunch and learn” for faculty throughout the university to meet the same goal (Fall 2014)

3. **Resources Needed**: Classroom and AV equipment

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**CORE THEME TWO -- Provide an Environment for Learning**

A. **Opportunity to Achieve**: Grow the Bachelor of Science in Psychiatric Rehabilitation program to prepare more student for Licensed Addiction Counselor (LAC)
   
   *Champion – Dean Duin*

   1. **Goal**: Recruit and hire a full-time instructor starting AY 2015. Develop a targeted marketing plan for implementation AY2015
   2. **Indicator of Success**: Increase program enrollment by 7% annually through AY 2020.
   3. **Resources**: Funding for instructor position, office space, support staff services

B. **Opportunity to Achieve**: Expand the Master of Science in Rehabilitation and Mental Health Counseling program opportunities
   
   *Champion – Amber McDermott*

   1. **Goal**: Pursue dual CORE/CACREP (CRC/CMHC) accreditation to allow for portability of licensure and broader work opportunities for program graduates. Conversion application and abbreviated self-study due no later than February 28, 2014; full review and self-study due by December 1, 2015.
   2. **Indicator of success**: Conversion/Dual CRC/CMHC program accreditation
   3. **Resources**:
      - conversion application fee- $1500
      - application manual - $50
      - application fee- $2500
      - site visit fee- $2500
      - annual maintenance fee- $2374
      - mailing labels-$35
      - student graduation certificates $35
      - faculty release time-$2812/semester.

C. **Opportunity to Achieve**: Position the Masters of Science in Rehabilitation and Mental Health Counseling program for future enrollment growth opportunities with dual CORE/CACREP accreditation.
   
   *Champion -- Dean Duin/Terry Blackwell*

   1. **Goal**: Recruit and hire a full-time, tenure track faculty starting AY 2015
   2. **Indicator of success**: Compliance with CARE/CACREP accreditation standards for program faculty requirements.
   3. **Resources**: Funding for instructor position, office space, support staff services

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**CORE THEME THREE – Promoting and Engaging in Civic Responsibility**

A. **Opportunity to Achieve**: Strengthen MSUB Counseling Clinic as a locally recognized resource for the community.
Champion – Terry Blackwell
1. **Goal**: Highlight Clinic visibility through monthly, outside marketing activities among agencies/programs within the community that are sources for referral.
2. **Indicator of success**: Five on-site contacts/presentation per semester (AY Fall/Spring)
3. **Resources**: Clinic brochures, marketing packets – approximately $300

**CORE THEME THREE – Enhancing the Community**

A. **Enhance partnerships with community internship providers**  
   Champion – Patty Nichols
4. **Action strategy**: Strengthen alliance with programs internships sites and supervisors with hosted annual appreciation night (spring semester starting 2015) that includes an internship fair and dinner
5. **Indicator of success**: Attendance of approximately 50 people from various programs/agencies that sponsor out interns.
6. **Resources**:
   - Dinner - $1,500 est;
   - Mailings/RSPVs - $150 est.
Health Administration Program

The Health Administration program’s mission is to educate and prepare individuals to be health care leaders who can meet the challenges of health care in the region, advance the quality of care delivered to all, and meet anticipated workforce needs in a variety of positions in health administration. The regional student base is largely comprised of first generation college enrollees, students whose secondary education has not prepared them for study at research institutions, non-traditional distance-bound students working full-time, and transfers from two-year institutions and Native American tribal colleges. Within this context, the Health Administration program primarily serves mid-level professionals and clinicians currently working in regional healthcare organizations. Students seeking to enter healthcare or transition into healthcare care are the growing market segment for the Program. To meet the needs of these working and place-bound students, all courses for the Bachelor of Science in Health Administration (BSHA) and the majority of courses in the Master’s in Health Administration (MHA) are available online.

In addition to the BSHA and the MHA the health administration is a concentration within the Bachelor of Applied Sciences (BAS), utilizing the 2+2 model.

Figure 5 - Health Administration (Headcount)

Goals

CORE THEME ONE- Cultivating Teaching Excellence

A. Opportunity to Achieve: Enhance excellence in traditional, online, and blended pedagogies
   Champion: Deb Peters
   1. Goal: Obtain CAHME accreditation of MHA program
   2. Indicator of success: CAHME Accreditation
   3. Resources:
      - New faculty member in place before AY 2015-16 (required for accreditation)
• Financial resources to cover CAHME accreditation process expenses (see Budget for Accreditation attached)

4. Timeline: Obtain CAHME Accreditation in 2017

B. Opportunity to Achieve: Develop a culture that maintains and support rigorous academic achievement as well as creative and inquisitive scholarly endeavors

Champion -- Paul Cook

1. Goal: Develop Institute for Health Policy and Research (Interdisciplinary)

2. Indicator of success:
   • Board of regents Level II change approved
   • IHPR established with funding

3. Resources:
   • Support from collaborative partners, particularly HealthShare Montana and NWEHR Collaborative
   • Grant funding and philanthropic support – assistance from the grants office in identifying, writing, and submitting grants would be most appreciated
   • Time and assistance from an Administrative Associate and possibly a GA

4. Timeline:
   • Board of Regent Level II change approved AY 2014-15 (First Semester)
   • IHPR established with funding by end of AY 2014-2015
   • External support for long term sustainability (Three year growth cycle into 2018)

CORE THEME TWO- Provide an Environment for Learning

A. Opportunity to Achieve: Enhance programs that have room to grow and potential to expand.

Champion: Deb Peters (Assisted by Dean Diane Duin and Provost Mark Pagano)

1. Goal: Change the status of Health Administration from a Program to a Department through a Level II Board of Regents change

2. Indicator of Success: Obtain Department Status

3. Resources: Time and assistance from an Administrative Associate and possibly a GA


B. Opportunity to achieve: Enhance student learning through cutting edge teaching and learning techniques that utilized technology experiential learning, inter-disciplinary approaches, and a will assessed and analyzed general education philosophy.

Champion – Paul Cook

1. Goal: Develop Center for Inter-professional Education (Interdisciplinary)

2. Indicator of success: An on-campus Center for Inter-professional Education and Practice established and on-campus curriculum developed

3. Resources: Internal and external funding; collaboration with other universities which are establishing inter-professional programs; philanthropy

4. Timeline: On campus seminar series to begin in the fall of 2014; Center established by the end of 2015

C. Opportunity to Achieve: In conjunction with the University Campus, provide affordable, open access, transfer education opportunities through associate’s degree programs

Champion: Deb Peters

1. Goal: Develop more opportunities for graduates of health-related AAS programs to complete their BAS degrees with a thematic concentration in Health Administration
2. **Indicator of Success:**
   - Addition of one articulation agreement with a health related AAS degree per academic year for the next three years
   - Enrollment of student in the new degree completion programs

3. **Resources:**
   - In collaboration with AAS programs: shared program planning, advising, instruction, and marketing resources
   - Additional part-time faculty in specialty areas (e.g. Dental Hygiene)

4. **Timeline:** Started in 2011-12; one additional articulation agreement per academic year

**SECONDARY GOALS**

**CORE THEME ONE – Cultivating Teaching Excellence**

**A. Opportunity to Achieve: Enhance excellence in traditional, online, and blended pedagogies**

*Champion: Paul Cook*

1. **Goal:** Develop on-campus components for the MHA program: Addition of Professional Seminars

2. **Indicator of success:**
   - Strong enrollment in the MHA program
   - Satisfactory or better student evaluation scores for Professional Seminars

3. **Resources:**
   - Funding (Amount TBD)
   - Classroom and/or other meeting spaces
   - Guest lecturers, panel members, and mentors

4. **Timeline:** Begin Fall Semester 2014

**B. Opportunity to Achieve: Facilitate additional professional development opportunities and resources for faculty and staff**

*Champion: Deb Peters*

1. **Goal:** Increase professional development opportunities for online faculty including support for full-time faculty to attend eLearning conferences, incentives for full and part-time faculty to participate in MSUB online training, and resource in online best practices for all HADM faculty members

2. **Indicator of success:**
   - Positive peer evaluation of online teaching
   - Satisfactory or better student evaluation scores (demonstrating improvement)

3. **Resources:** funding for faculty to attend eLearning conferences, incentives for faculty to complete online training (from the eLearning Office)

4. **Timeline:** Fall 2014

**CORE THEME TWO – Provide an Environment for Learning**

**A. Opportunity to Achieve: Develop and implement strategies that deliver effective services, programs and activities to support accessibility, recruitment and retention efforts of all diverse student populations by meeting their apparent and more subtle needs.**

*Champion: Deb Peters*

1. **Goal:** Develop effective advising processes for MHA, BSHA, and BAS-HA Programs as retention tool

2. **Indicators of success:** Improved retention from the time students self-identify as MHA, BSHA, or BAS-HA students to the time of graduation
3. **Resources:**
   - Additional Health Administration faculty to serve as faculty advisors
   - Possible CAHP advisor
   - Consulting/assistance from eLearning for development of online advising tools

4. **Timeline:**
   - Development of eLearning advising tools for implementation by Fall 2014
   - Addition of faculty advisors -- one in AY 2014, additional faculty advisors as new faculty are added to the Health Administration Program

Note: In an ideal world, the Health Administration Program would also obtain AUPHA certification of the BSHA program as soon as possible, or at least meet all requirements for certification. If resources were available and certification were the goal, the Health Administration Program would require two more terminally degreed faculty members dedicated to the undergraduate program.