

Nuclear Medicine Technology Program – BS

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My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

Matthew Adeyanju - 8/14/17

Signature and Date

Matthew Adeyanju

Dean

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Theresa A. Raglin 8/14/17

Signature and Date

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Department Chair

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Tim B VanderLaan 8/14/17

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Tim Vander Laan

Program Coordinator

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Program Information:

Program: Bachelor of Science of Nuclear Medicine Technology
 Accrediting Body: Joint Review Committee on Educational Programs in Nuclear
 Medicine Technology Programs
 Next Accreditation cycle is 2020

Evidence of Accreditation in Good Standing:

See Appendix A. Final approval letter of full accreditation (4/8/14)

“Based on the information provided in the program's progress report, the JRCNMT voted on April 4, 2014 to extend accreditation four additional years. The next evaluation of the program for continued accreditation will occur in 2020, with a mid-cycle report due in February 2017.”

Enrollment Trends:

Professional sequence admitted students:

Admitted year	2013	2014	2015	2016	2017
Number of students	34	28	24	16	25

Program response: The program has seen a decline in the number of admitted students the past few years. The main reason for this is the decline in the job market for nuclear medicine technologists. The field had been hit hard by the economic recession and changes in various health care policies. Thankfully, the job market has started to rebound the past couple of years and there has been a significant increase in the number of graduates acquiring full-time positions after graduation. The program anticipates that the number of admitted students will continue to increase the next few years.

Graduation rates:

Graduation year	2013	2014	2015	2016	2017
Graduation rate	76%	78%	80%	88%	71%

Program response: Graduation rates for the program have historically been around 80%. The program is not concerned with these rates. The program is academically challenging and has high standards. In addition, we understand that there will always be students who decide to leave the program due to its unique demands and working conditions.

National Certification Exam Pass Rates:

Graduation year	2012	2013	2014	2015	2016
First-time pass rate	98%	88%	78%	100%	81%

(Accrediting body requires 80% first time pass rate averaged over 5 years)

Program response: Certification exam pass rates have consistently met the JRCNMT requirement of 80% averaged over the previous 5 years. There have been some significant differences from one year to the next, but that is not surprising based on the relatively low number of graduates from the program each year. The program is implementing two new online courses in the 2017-2018 academic year designed to help students better prepare for the certification exams.

Strategic Plan:

Appendix B is the Department of Dental Hygiene and Medical Imaging's action plan for 2015-2017. It outlines the department's initiatives as well as the specific projects that the NMT program is involved in.

The program's plan is to continue to meet or exceed accreditation standards. During our last accreditation review, the program was awarded continued accreditation for 7 years, which is the maximum awarded to any program. The program will also continue to meet its established program outcomes discussed below.

There are no significant changes that the program anticipates making in the near future. The curriculum was significantly updated in 2015 to add didactic content as the field of Nuclear Medicine continues to change and grow. The new curriculum also improves the efficiency of the program allowing some students to complete the program in less time thus reducing student debt. The faculty will continue to monitor these changes, but so far, they seem to have made a positive impact on the students in the program.

Program-level Student Learning Outcomes and Assessment Methods:

Program Outcome	Assessment Method	Criteria
1. The program will comply with all standards of the JRCNMT to maintain specialized accreditation.	Data Analysis - The program will comply with the annual report requirements by the JRCNMT in order to maintain accreditation.	100% compliance

2. Graduates will become credentialed as a Registered and/or Certified Nuclear Medicine Technologist.	Observations (e.g. Clinical or Field) - Adjunct clinical instructor performance evaluation in the clinical setting.	90% of students will be rated at a score of "Agree" or higher on the communication components of the behavioral trait form for clinical performance in NUCM 494.
3. Graduates of the Dental Hygiene Program will adhere to the ethical, legal and professional conduct expected of the dental hygiene profession.	Certification Exam - Nuclear Medicine Technology Certification Board(NMTCB) and/or American Registry of Radiologic Technologists(ARRT)(N).	80% of graduates will pass the NMTCB and/or ARRT exam within 1 year of graduation in compliance with JRCNMT standards.
4. Graduates will demonstrate professionalism and integrity in their interactions with both patients and peers.	Observations (e.g. Clinical or Field) - Adjunct clinical instructor performance evaluation in the clinical setting.	90% of students will be rated at a score of "Agree" or higher on the professionalism and integrity component of the behavior trait forms used in NUCM 494.

Procedures for establishing, implementing and monitoring learning outcomes:

The plan is reviewed annually by the faculty and administrators to ensure relevancy and make any necessary updates or changes. Faculty review the results of the program assessment data reported by the program coordinator at program meetings at least annually to ensure all faculty are aware of how well the program is meeting its goals and also to discuss ideas for improvement. The program coordinator also disseminates information about potential accreditation changes that may affect the program and its learning outcomes. Annual surveys completed by current students, graduates, and advisory board members are also reviewed by program faculty in order to help with possible modifications to the program's curriculum, policies or learning outcomes.

Perceptions of Overall Quality: See attached documents

**JOINT REVIEW COMMITTEE
ON EDUCATIONAL PROGRAMS
IN NUCLEAR MEDICINE TECHNOLOGY**

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April 8, 2014

David Eisler, DMA
President
Ferris State University
1201 S. State St, CSS 301
Big Rapids, MI 49307

Dear Dr. Eisler:

In 2013 the nuclear medicine technology program sponsored by Ferris State University received continued accreditation for three years from the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). Extension of accreditation to the full seven-year term was contingent upon submission of a progress report satisfactorily addressing cited deficiencies in compliance with published accreditation standards.

Based on the information provided in the program's progress report, the JRCNMT voted on April 4, 2014 to extend accreditation four additional years. The next evaluation of the program for continued accreditation will occur in 2020, with a mid-cycle report due in February 2017.

Notification of this decision will be forwarded to the institution's accrediting agency. The information will also be made available to the public on the JRCNMT website.

The JRCNMT extends best wishes for continued success in the operation and on-going improvement of this educational program.

Sincerely,



Jan M. Winn, M.Ed., RT(N), CNMT
Executive Director

cc: **Tim Vander Laan, MPA, CNMT, Program Director**
Vesper Grantham, M.Ed., RT(N), CNMT, Chairman
Hung Q. Dam, MD, Vice Chairman
Leesa Ross, MA, RT(N)(CT), CNMT, PET, Secretary-Treasurer



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DHMI Department Action Plan 2015-2017

College of Health Professions

Department of Program Strategies Supporting College Initiatives

College Initiatives

Unit Strategies

1. **CHP Online Programs are competitive.**
 1. Develop marketing plan for the new Vascular Certificate.
 2. Increase advertising and recruitment efforts for the degree completion programs in Nuclear Medicine and Dental Hygiene.
 3. Monitor online survey data for all students.
 4. Market Study Aboard opportunity for Nuclear Medicine.
2. **CHP global initiatives reflect relevance & collaboration.**
3. **Interprofessional Education (IPE) is an integral component for all CHP students.**
 5. Develop educational opportunities amongst CHP faculty to educate each other about our practice modalities before developing future IPE activities with students.
 6. Look for additional opportunities within CHP for Inter-professional activities i.e. Nursing, Respiratory, HIT/HIM
 7. Increase exposure and educational opportunities with EMR for the imaging students and nursing.
 8. Explore the opportunity to develop an inter-disciplinary CT course for imaging programs
4. **CHP is an engaged partner with local health agencies to promote healthy communities.**
 9. Increase opportunities for participation in the COHP Health Fair
 10. Expand community dental health opportunities with local health department.
5. **CHP programs reflect relevance and value to the health care industry.**
 11. Launch new entry level BS degree in Dental Hygiene.
 12. Explore viability of MSK certificate SONO
 13. Investigate opportunities for additional CT theory and content in Radiography
 14. Investigate opportunities for additional PET CT MR theory and content in Nuclear Medicine.
 15. Maintain accreditation for all DHMI programs
 16. Annual Assessment Data is collected, analyzed and documented in TracDat
 17. Comply with Academic Program Review Cycle.
 18. Conduct a full review of current DHMI programs regarding long term viability and/or expansion opportunities
6. **CHP Faculty & Staff engage in professional development that results in professional growth**
 19. Increase opportunities for attendance at national meetings

to support the goals of the College.

7. CHP strives for Operational Excellence.

8. CHP faculty, staff & students reflect and embrace the diversity desired in the healthcare workforce.

9. CHP has an intentional approach to increase student retention & graduation rates and to reduce student debt.

10. CHP is an active & engaged academic health partner in the Roosevelt Park Project.

20. Work collaboratively to recruit and retain a more diverse population.

21. Investigate bundling of textbooks or compilation of several textbooks/handouts to reduce expenses to students.

22. Investigate reduction in student credit hours and time to degree.

23. Develop program strategies to address the extensive waiting periods for admission to the professional sequence ie competitive admission

24. Develop strategies to improve student retention and graduation rates.

25. Continue to participate in development activities

26. Investigate opportunities for involvement with the imaging programs.

Initiative 1: CHP Online Programs are competitive				
1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Develop marketing plan for the new Vascular Certificate.	Fall 15	M. Weemaes	Ferris Off-campus/ Online	Development stages
2. Increase advertising and recruitment efforts for the degree completion programs in Nuclear Medicine and Dental Hygiene.	Spring 16	K. Beistle T. VanderLaan T. Raglin	Ferris Off-campus/ Online	In-progress
3. Monitor online survey data for all students.	On-going	K. Beistle T. VanderLaan T. Raglin	Program Faculty	Annually

Initiative 2: CHP global initiatives reflect relevance & collaboration.				
1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Market Study Aboard opportunity for Nuclear Medicine	Summer 2016	S. MacEachron	Office of International Education	In-progress

Initiative 3: Interprofessional Education (IPE) is an integral component for all CHP students.				
1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Develop educational opportunities amongst CHP faculty to educate each other about our practice modalities before developing future IPE activities with students.	Fall 2016	Program Coordinators	Other CHP Departments	

Initiative 3: Interprofessional Education (IPE) is an integral component for all CHP students.				
1. Strategy	Target Date	Responsible	Collaboration Needed	Status
a. Action Steps				
2. Look for additional opportunities within CHP for inter-professional activities i.e. Nursing, Respiratory, HIT/HIM.	Fall 2016	Program Coordinators	Other CHP Departments	
3. Increase exposure and educational opportunities with EMR for the imaging students and nursing.	Fall 2016	Program Coordinators	School of Nursing	
4. Explore the opportunity to develop an inter-disciplinary CT course for imaging programs.	Spring 2016	D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	

Initiative 4: CHP is an engaged partner with local health agencies to promote healthy communities.				
1. Strategy	Target Date	Responsible	Collaboration Needed	Status
a. Action Steps				
1. Increase opportunities for participation in the COHP Health Fair.	Spring 2016	D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
2. Expand community dental health opportunities with local health department.	Spring 2016	K. Beistle C. Archer		

Initiative 5: CHP programs reflect relevance and value to the health care industry.

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Launch new entry level BS degree in Dental Hygiene.	Fall 2017	K. Beistle	Program Faculty	Curriculum Template complete
2. Explore viability of MSK certificate SONO	Fall 2017	M. Weemaes	Program Faculty	
3. Investigate opportunities for additional CT theory and content in Radiography	Spring 2016	D. Sleeper	Program Faculty	
4. Investigate opportunities for additional PET CT MR theory and content in Nuclear Medicine	Spring 2016	T.VanderLaan	Program Faculty	
5. Maintain accreditation for all DHMI programs	On-going	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
6. Annual Assessment Data is collected, analyzed and documented in TracDat	On-going	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
7. Comply with Academic Program Review Cycle	On-going	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
8. Conduct a full review of current DHMI programs regarding long term viability and/or expansion opportunities	AY 2015-16	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	

Initiative 6: CHP Faculty & Staff engage in professional development that results in professional growth to support the goals of the College

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Increase opportunities for attendance at national meetings	Fall 2016	T. Raglin	Program Faculty	

Initiative 7: CHP strives for Operational Excellence.

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status

Initiative 8: CHP faculty, staff & students reflect and embrace the diversity desired in the healthcare workforce.

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Work collaboratively to recruit and retain a more diverse population.	AY 2015-16	T. Raglin	Program Faculty	

Initiative 9: CHP has an intentional approach to increase student retention & graduation rates and to reduce student debt.

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Investigate bundling of textbooks or compilation of several textbooks/handouts to reduce expenses to students.	Spring 2016	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
2. Investigate reduction in student credit hours and time to degree.	Spring 2016	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
3. Develop program strategies to address the extensive waiting periods for admission to the professional sequence ie competitive admission.	Spring 2016	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
4. Develop strategies to improve student retention and graduation rates.	Spring 2016	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	

Initiative 10: CHP is an active & engaged academic health partner in the Roosevelt Park Project.

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Continue to participate in development activities.	On-going	T. Raglin K. Beistle		
2. Investigate opportunities for involvement with the imaging programs.	On-going	T. Raglin		

Perceptions of Overall Quality – Tim Vander Laan, Program Coordinator

I rate the Nuclear Medicine Technology program 95% for overall quality based on the following:

Relationship of Program's Mission to Department, College, and University

The Nuclear Medicine Technology program is well aligned with the mission and vision of Ferris State University and the College of Health Professions. The program is a leader in the education of future nuclear medicine technologist utilizing excellent didactic techniques, hands-on laboratory equipment and clinical experiences.

Program Visibility and Distinctiveness

The Nuclear Medicine Technology program is one of only two programs in Michigan and is the only university-based program in the state. Ferris State NMT graduates can be found in most nuclear medicine departments in the state which has given the program an excellent reputation. We also offer a bachelor's degree while most programs around the country are either associate or certificate programs. This is valuable for our graduates since the profession is becoming more complex each year.

Enrollment

Enrollment in the NMT program has been somewhat inconsistent the past few years. This can be attributed to a depressed job market in the field. Luckily, the job market has improved and the long-term outlook is good. Thus, I anticipate an increase in enrollment in the coming years. The program has already seen a significant increase in the number of students starting the program in 2017 compared to 2016.

Characteristics, Quality and Employment of Students

Graduates of the NMT program are very well prepared for the career. This is demonstrated by the national certification exam results as well as data gathered from graduate surveys and advisory board member surveys.

Quality of Curriculum and Assessment

The program regularly updates the curriculum to keep it current with accreditation requirements and industry standards. The last significant curriculum change was implemented in 2015 and has improved the efficiency and quality of the program by shortening the professional sequence by two semesters and updating course content. The faculty will continue to assess and implement changes to the curriculum as needed.

Composition and Quality of the Faculty

The NMT program has three full-time faculty members. Each faculty member maintains professional credentials, has industry experience and participates in professional organizations, educational opportunities and community service.

Composition and Quality of Program Administration

The NMT program has a dedicated program coordinator and clinical coordinator who are provided release time from teaching to oversee curriculum and program effectiveness. The College of Health Profession's administrative structure consists of a dean, associate dean, and department head ensuring adequate oversight and support.

Overall Value of Program to Stakeholders including Ferris State University

The NMT program is a significant value to Ferris and other stakeholders due to the fact that there are very few NMT programs in the state and that the programs offer a B.S. degree while most other programs only offer an associate's or certificate. In addition, the program has proven that it produces excellent graduates who are well prepared for successful careers as nuclear medicine technologists.

Perceptions of Overall Quality – Sheila MacEachron, Faculty

- Relationship of the program’s mission to its department, college, and the university
 - 100
 - Program’s mission aligns with those of the college and university.
- Program visibility and distinctiveness
 - 95
 - The distinctiveness of the program is the fact that it is the only BS degree NMT program in the state of Michigan.
 - An increase in marketing could benefit the program’s visibility.
- Enrollment
 - 90
 - The enrollment reflects the number of students that apply and the number of students that meet eligibility.
 - The program faculty are cognizant of the number of NMT positions available within the United States.
 - A concern is the low number of students at the Grand Rapids campus. If these students were added to the Big Rapids campus, it would seem to be more cost effective.
 - It would have been desirable to maintain the BS completion degree online for working NMTs. Marketing, etc was not performed in a comprehensive manner. This could be an area of growth for the program.
- characteristics, quality, and employability of students
 - 100
 - Based upon the results of licensure/recertification, the graduates of the program are qualified for employment upon graduation.
- quality of the curriculum and assessment
 - 90
 - The most recent BS degree curriculum is an improvement over previous versions. Now that it has had several classes of graduates, it does need to be reevaluated. There are some courses that need calibrated and several that may need to be eliminated or revised. The prerequisite courses also need to be reevaluated, especially BIOL 108. BIOL 205 will be changed to two courses in the future so this will also need to be looked at in regards to timing and number of credit hours within the curriculum.
 - Assessment also needs to be reviewed since the implementation of the revised BS degree. The majority of the assessment tools were created before the courses were offered for the first time.
- composition and quality of faculty
 - 100
 - All NMT faculty members meet the qualifications per the Joint Review Commission. All maintain their credentials within the profession.

- composition and quality of program administration
 - 90
 - Program faculty members act as Program Coordinator and Clinical Coordinator in accordance with Joint Review Committee requirements.
 - It would be beneficial to have more frequent program meetings so that all faculty members are aware of programmatic issues.
- overall value of the program to stakeholders, including Ferris State University
 - 100
 - The NMT program at FSU has value to the NMT community since it is a BS degree that prepares graduates for employment as entry level Nuclear Medicine Technologists. It is only one of a limited number BS degree programs in the United States.

PERCEPTIONS OF OVERALL QUALITY – TRACY GLENTZ, FACULTY

I would rate the Nuclear Medicine Technology (NMT) program 95% for overall quality based on the following categories:

Relationship of Program's Mission to Department, College, and University

The Nuclear Medicine Technology (NMT) program strives to uphold the Ferris State University, the College of Health Professions and the Nuclear Medicine Technology program Mission and Vision Statements while upholding the University Core Values.

Program Visibility and Distinctiveness

The Nuclear Medicine Technology program is unique in the respect that students receive a Bachelor's of Science (B.S.) degree upon completion of the program. Students complete an on-campus portion followed by a nine-month internship in a clinical setting. Visibility for **B.S. Completion degree** could be expanded since it is very unique and has the potential for further growth and enrollment for those seeking to obtain a bachelor's degree.

Enrollment

After a year of low enrollment, student interest and enrollment numbers are improving.

Characteristics, Quality and Employment of Students

Graduates of the Nuclear Medicine Technology program at Ferris State University are very well prepared for the workforce and our students have been able to find jobs locally and across the nation.

Quality of Curriculum and Assessment

Faculty regularly attend educational meetings so we can continue assess and make changes to the curriculum in our courses. We are all members of various professional societies and utilize the materials offered through those organizations to continue to improve our program.

Composition and Quality of the Faculty

The Ferris State University Nuclear Medicine Technology program employs three certified Nuclear Medicine Technologists. Each faculty member has several years of teaching experience and has worked in a variety of areas in the field. All faculty members maintain active certification, are members of professional organizations, and participate in various educational meetings and seminars annually.

Composition and Quality of Program Administration

The program has a full-time program coordinator, a full-time clinical coordinator, and a faculty member. The College of Health Professions administrative structure provides appropriate oversight which includes a Department Head, an Associate Dean, and the Dean of the college.

Overall Value of Program to Stakeholders including Ferris State University

The Ferris State Nuclear Medicine Technology Program produces exceptional Nuclear Medicine Technologists. Employer surveys indicate that our graduates are filling the needs within their community.

Perceptions of Overall Quality – Theresa Raglin, Department Head

I rate the Nuclear Medicine Technology program 92% for overall quality based on the following:

The Bachelor of Science degree in Nuclear Medicine Technology underwent a comprehensive review by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT) in 2013. The outcome was extremely positive and the program continuing accreditation was awarded through 2020.

Relationship of Program’s Mission to Department, College, and University

The Nuclear Medicine Technology program extends the mission and vision of Ferris State University and the College of Health Professions by being a leader in providing opportunities for innovative teaching and learning techniques in a career-oriented, technological, and professional education. The Nuclear Medicine Technology program provides a hands-on approach to preparing the students for a skill-oriented career.

Program Visibility and Distinctiveness

The Nuclear Medicine Technology program is the only university-based program in Michigan. The one other Michigan program affiliates with a hospital in the Detroit area. Ferris students spend 4 semesters on campus in the professional sequence. This sequence includes integrated learning and hands on activities with functioning cameras and equipment in the lab. This curriculum approach is advantageous and sets the Ferris program apart from other programs. Our students are fully ready to complete their in-depth two semester clinical experience in the hospital.

Enrollment

The Nuclear Medicine Technology program saw a decrease in enrollment with the onset of a new accelerated BS curriculum in 2015 wherein students graduate with a BS degree within 3 calendar years or 8 sequential semesters including summers. The NMT program had 40 applicants in 2014 under the previous curriculum followed by 25 in 2015 with the start of the new curriculum that requires two semesters of qualifying courses and a summer start for the professional sequence. Applications for 2017 are at 28 for the program. As the only university program, the NMT program still provides a niche opportunity for students and the university. We are closely monitoring NMT’s enrollment and increasing marketing opportunities.

Characteristics, Quality and Employment of Students

Graduates of the Nuclear Medicine Technology program are very well prepared to enter the profession based on national certification exam results, and graduate or employer surveys. Employment settings are expanding beyond the hospital with the onset of mobile imaging employment opportunities for the graduates.

Quality of Curriculum and Assessment

The curriculum, method of instruction, and assessment based upon the required educational standards of the JRCNMT is strong and meets or exceeds the accreditation standards.

Composition and Quality of the Faculty

The Nuclear Medicine Technology program employs three full-time faculty members. In addition to their teaching experience, they bring a wide variety of professional experience to the program and students. Each have advanced degrees and are appropriately credentialed faculty members.

Composition and Quality of Program Administration

The Nuclear Medicine Technology program has a dedicated program coordinator whose main responsibility is oversight of curriculum including assessment and accreditation. The program also has a dedicated clinical coordinator who maintains relationships with over 20 clinical sites that provide internship or clinical training in a hospital or mobile imaging site. The College of Health Professions administrative structure includes the Dean, Associate Dean, and Department Head who works directly with the faculty and coordinators. This structure has worked well for our college especially because of the large number of programs and multi-disciplinary specialties within our college.

Overall Value of Program to Stakeholders including Ferris State University

The Nuclear Medicine Technology BS degree program continues to provide high quality entry-level technologists for Michigan and the surrounding region. Advisory Board members and stakeholders are highly engaged, supportive, and interested in the success of the Ferris program. Employers recognize the value of this unique or specialized program.



FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSION

August 14, 2017

DEAN'S LETTER OF SUPPORT FOR THE NUC MED PROGRAM.

The fact that the Program Accreditor (the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT) approved the program and awarded continued accreditation for 7 years which is the maximum awarded to any program (during their 2014 site visit) till 2020 is a testament of the quality and academic excellence of the Nuclear Medicine program in the College of Health Professions at Ferris State University. Based on this fact, I thereby whole-heartedly support this program report as submitted to the Academic Program Review Committee at Ferris State University. I endorse the action plan to address the program's major deficiency of low enrollment especially at the Grand Rapids campus. The program's plan is to continue to meet or exceed accreditation standards even despite the revised program curriculum of 2015. Furthermore, I endorse the action plan to address the program's critical issues and the areas for improvement. It will be nice to combine the two programs in Big Rapids and Grand Rapids into one in order to address enrollment and retention issues. The program meets the six core values of the University and the academic mission of CHP as identified in our college's 2015-2018 Strategic Plan.

My support is based entirely on the comprehensiveness of the program while considering the overall program quality in the areas of:

1. Relationship of program's mission to the Department, College and Ferris State University
2. Program visibility and distinctiveness
3. Enrollment
4. Characteristics, quality and students' employment
5. Quality of curriculum and assessment
6. Composition and quality of the faculty
7. Composition and quality of program administration
8. Overall value of program to stakeholders including Ferris State University

In summary, the value of the Nuclear Medicine program is to enhance the healthcare professional workforce by providing high quality entry-level professional for the job market. I gave a rating of 90% for the overall program quality while I also commend the program faculty, staff, students, graduates and all stakeholders of CHP for their commitments, collaboration, excellence, and program learning opportunities for all.



Matthew Adeyanju, PhD, MPH, FAAHE, FASHA, FRC.

Dean & Professor