

Assessment of the School of Allied Health Sciences Goal #1

May 2002(2000-2001 data)

To build upon sound principles of general education by preparing students to communicate effectively, exhibit quantitative skills, think critically, integrate and apply knowledge, exhibit intellectual depth and breadth, be intellectually adaptive, appreciate social and cultural diversity, and apply ethical standards and values to professional practice.

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken/ Notes
1. Communication/ Quantitative Skills	Demonstrate effective writing skills	Required papers Case study presentations	Grades on papers Feedback on presentations	The School to have a 90% pass rate on students' final clinical experience/fieldwork	MET (99%)	No action necessary
	Communicate clearly and effectively to diverse populations	Practical exams Clinical experiences/ fieldwork Laboratories	Ratings on clinical experiences / fieldwork Employer surveys	The School to have at least one student group present or publish at the state or national level	MET (18 students)	No action necessary
	Use information technology to facilitate communication		Student presentations at professional meetings Student professional papers	When appropriate, programs to meet accreditation standards for communication /quantitative skills	MET (100%)	No action necessary
	Quantitatively analyze data		Student portfolios Accreditation self-studies Clinical educator surveys	All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on employer surveys, if applicable	MET (100%)	No action necessary
2. Critical Thinking	Recognize and define problems	Class discussions Article critiques	Feedback on class participation	The School to have a 90% pass rate on the student's final clinical experience/ fieldwork	MET (99%)	No action necessary
	Develop multiple hypotheses	Practical exams	Grades on critiques	When appropriate, programs to meet accreditation standards for critical thinking	MET (100%)	No action necessary
	Choose effective strategies/correct solutions Critique professional literature Analyze rationales for reliability and validity		Ratings on clinical experiences/ fieldwork Student portfolios Accreditation self-studies	All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on graduate surveys, if applicable	MET (100%)	No action necessary

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken/ Notes
3. Integration / Application of Knowledge	Apply didactic knowledge to clinical/ practice settings	Clinical experiences / fieldwork Practical exams Summative exams	Accreditation results Ratings on clinical experiences/ fieldwork Student portfolios Capstone courses Employer surveys Licensure pass rates	All program certification / licensure pass rates to meet or exceed the national average All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on employer surveys, if applicable When appropriate, programs to meet accreditation standards for integration/ application of knowledge	MET (100%) MET (100%) MET (100%)	No action necessary No action necessary No action necessary
4. Intellectual Depth, Breadth and Adaptiveness	Apply prior knowledge experience to new situations Demonstrate flexibility in clinical / practice settings	Clinical experiences / fieldwork Summative exams	Ratings on clinical experiences/ fieldwork Accreditation self-studies Student job placement Student portfolios Capstone courses Employer surveys	The School to have a 90% pass rate on the student's final clinical experience/ fieldwork All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on employer surveys, if applicable. When appropriate, programs to meet accreditation standards for intellectual depth, breadth, and adaptiveness	MET (99%) MET (100%) MET (100%)	No action necessary No action necessary No action necessary
5. Society and Culture	Take cultural differences into consideration in the	Course work on cultural differences Class discussions	Ratings on clinical experiences/ fieldwork Graduate surveys	The School to have a 90% pass rate on the student's final clinical experience/	MET (99%)	No action necessary

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken/ Notes
	clinical / practice setting Participate in activities which affect social or professional policies	on policy issues Accreditation self-studies Clinical experiences Practical exams Fieldwork		fieldwork All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on graduate surveys, if applicable. When appropriate, programs to meet accreditation standards for society and culture	MET (100%) MET (100%)	No action necessary No action necessary
6. Values and Ethics	Adhere to the ethical standards of the profession Adhere to the legal standards of the jurisdiction of practice Incorporates ethical decision-making into practice Demonstrate academic honesty	Class discussions Case studies Accreditation self-studies Clinical experiences Practical exams Fieldwork	Ratings on clinical experiences/ fieldwork Employer surveys Review of incidences of academic dishonesty	The School to have a 90% pass rate on the student's final clinical experience/ fieldwork All incidences of academic dishonesty to be appropriately handled. When appropriate, programs to meet accreditation standards for values and ethics All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on employer surveys	MET (99%) MET (100%) MET (100%) MET (100%)	No action necessary No action necessary No action necessary No action necessary

Assessment of the School of Allied Health Sciences Goal #2

May 2002 (2000-2001 data)

To provide undergraduate and graduate degree programs that offer education related to the provision and management of health services by various health professionals.

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
1. To provide undergraduate and graduate degree programs in allied health sciences	Complete certificate/degree programs Obtain necessary credentials to practice	Capstone projects papers, summative exams, portfolios, Clinical/fieldwork experiences	Successful completion of certificate/degree Licensure/certification pass rates Employment rate	The School to have a 90% graduation rate	MET (93)	No action necessary
				The School to have a 90% pass rate on students' final clinical experience/ fieldwork	MET (99%)	
				All program certification/ licensure pass rates to meet or exceed the national average	MET (100%)	No action necessary
				Within one year of graduation, 85% of graduates who choose to work in their chosen disciplines are employed	MET (99%)	No action necessary (2 students direct admit med school)
				Class capacity met for all capped programs	UNMET	Only 36% of capped programs met capacity...some programs are transitioning to grad level with reduced caps and some are moving to School of Medicine
2. To prepare allied health science students to participate in the management of health services at time of graduation	Complete program management component/course	Required papers, case studies, presentations Clinical/fieldwork experiences Web-based instruction Article critiques Formative and summative exams	Successful completion of program management component/course Graduate/alumni surveys Capstone projects	Programs to have a 90% pass rate on program management component/course Five years post graduation, 5% of the graduates are in supervisory positions	MET (100%) ?	No action necessary These data are not routinely collected; will drop this benchmark although encourage programs to obtain data where feasible

Assessment of the School of Allied Health Sciences Goal #3

May 2002 (2000-2001 data)

To contribute to the advancement of knowledge through research.

Goal/ Principle	School Competencies (Faculty will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
1. To advance knowledge through research and creative activity	Conduct literature reviews Collect data Analyze data Present results Write grant applications Conduct research	Mentoring activities Workshops on grant writing Statistical assistance Methodological assistance Collaboration	Peer reviewed presentations Peer reviewed publications Book chapters Invited presentations/publications Grants submitted (funded/unfunded) Poster presentations	Using the SAHS's economic model, for every dollar spent in funded or unfunded research activity, SAHS will realize one dollar in external funding Each year, at least 50% of the tenured/tenure track faculty will produce a scholarly activity as defined in Measurements	UNMET MET (54%)	Goal is 1:1 ratio; now 2:1 (49%), an improvement over last year; this benchmark will remain as written, realizing that it will probably take several years to reach. No action necessary

Assessment of the School of Allied Health Sciences Goal #5

May 2002 (2000-2001 data)

To foster the development of life-long habits for scholarship and service among faculty and students.

Goal/ Principle	School Competencies (Students/Faculty will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
1. To provide the SAHS faculty the opportunity to participate in scholarly activity	Present continuing education activities Present academic instruction informed by current research Participate in scholarly activity Participate in patient education	The School to provide opportunity for participation in patient, professional, classroom clinical, and laboratory education. The School to provide opportunity for participation in scholarly activity The School to provide mentoring.	Faculty reports Performance indicator reports	At least 90% of tenured/tenure track faculty will participate in scholarly activity as defined in goal#3 Measurements	UNMET (65%)	Will be discussed at future faculty meeting; reduced from last year
2. To provide students the opportunity to participate in scholarly activity	Participate in scholarly activity with SAHS faculty	Student exposure to/ participation in/ collaboration with SAHS faculty in scholarly activity	Experiences that support student scholarly activity Graduate/alumni surveys Collaborative research projects, publications/ presentations	At least 70% of SAHS students in their final year of study will be involved in scholarly activity The School to have at least one student group /individual present or publish at the state or national level	UNMET (67%) MET (18 students)	Will discuss at future faculty meeting; reduced from last year No action necessary
3. To encourage life long habits of service among the SAHS faculty	Participate in service activity at the University, professional and community levels	Seek/accept membership on committees Seek/accept leadership roles	Faculty reports Performance indicator reports	At least 90% of all SAHS faculty will participate in service and leadership activities	MET (90%)	No action necessary
4. To develop life long habits of service among students	Participate in service activity at the University, professional and	Seek/accept membership on committees Seek/accept	Reports of service among professional students Graduate/alumni	At least 10% of professional students will participate in service and leadership activities	MET (23%)	No action necessary

Goal/ Principle	School Competencies (Students/Faculty will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
	community levels	leadership roles	surveys	At least 5% of SAHS alumni will participate in service and leadership activities	?	Information not currently collected; will eliminate as goal but encourage programs to collect this data as part of alumni surveys.

This document in its entirety was approved by the SAHS faculty at their April 14, 2000 meeting; revised by the SAHS Academic Affairs Committee 10/01 with input from affected programs.

11Apr06S:\ldurr\PRAC\2001-02\Annual Reports\Allied Health\principles of undergrad learning5.2002.wpd