Summary of Matrix

1. Data from 2001-02 were used due to the lag time in reporting scores from licensing results. As professional licensure examinations become computerized, data will be able to be reported for the current year.

2. The SAHS was restructured in 2002-03, with many programs transferring to the School of medicine. Therefore, this report includes only the following programs which remained in the SAHS:
   a. Health Sciences Education
   b. Nutrition and Dietetics
   c. Occupational Therapy
   d. Physical Therapy
   e. Respiratory Therapy

3. Only three benchmarks were not met this year.

   a. None of the capped programs met capacity. With restructuring to graduate education, capacity has been reduced for programs. Therefore, the likelihood of reaching this benchmark next year is high.
   b. The benchmark of expenditures for research activities equaling external funding was not reached. The ratio is still 2:1 but the goal of 1:1 remains.
   c. Faculty provided 35 external lectures rather than 60, but the School now has fewer faculty and a stronger focus on scholarly activity. We will probably reduce the expectation.

4. Three benchmarks that were not met last year were met this year; all focused on scholarship
   a. 92% of tenured/tenure track faculty participated in scholarly activity.
   b. 92% of tenured/tenure track faculty produced a scholarly piece of work.
   c. 75% of students in their final year of study were involved in scholarly activity.

Assessment of the School of Allied Health Sciences Goal #1

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 Communicate clearly and effectively to diverse populations Use information technology to facilitate communication Quantitatively analyze data	Required papers Case study presentations Practical exams Clinical experiences/ fieldwork Laboratories	Grades on papers Feedback on presentations Ratings on clinical experiences / fieldwork Employer surveys Student presentations at professional meetings Student professional papers Student portfolios Accreditation self-studies Clinical educator surveys	The School to have a 90% pass rate on students' final clinical experience/fieldwork The School to have at least one student group present or publish at the state or national level When appropriate, programs to meet accreditation standards for communication /quantitative skills All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on employer surveys, if applicable	MET (100%) MET (9 students) MET (100%) MET (100%)	No action necessary No action necessary No action necessary No action necessary
2. Critical Thinking	Recognize and define problems Develop multiple hypotheses Choose effective strategies/correct solutions Critique professional literature Analyze rationales for reliability and validity	Class discussions Article critiques Practical exams	Feedback on class participation Grades on critiques Ratings on clinical experiences/ fieldwork Student portfolios Accreditation self-studies	The School to have a 90% pass rate on the student's final clinical experience/ fieldwork When appropriate, programs to meet accreditation standards for critical thinking All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on graduate surveys, if applicable	MET (100%) MET (100%) MET (100%)	No action necessary No action necessary No action necessary
3. Integration / Application of Knowledge	Apply didactic knowledge to clinical/ practice settings	Clinical experiences / fieldwork Practical exams	Accreditation results Ratings on clinical experiences/ fieldwork	All program certification / licensure pass rates to meet or exceed the national	MET (100%)	No action necessary

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken/ Notes
		Summative exams	Student portfolios Capstone courses Employer surveys Licensure pass rates	average 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
				When appropriate, programs to meet accreditation standards for integration/ application of knowledge	MET (100%)	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	MET (100%)	No action necessary
				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
				When appropriate, programs to meet accreditation standards for intellectual depth, breadth, and adaptiveness	MET (100%)	No action necessary
5. Society and Culture	Take cultural differences into consideration in the clinical / practice setting Participate in activities which affect social or professional policies	Course work on cultural differences Class discussions on policy issues Accreditation self-studies Clinical experiences Practical exams Fieldwork	Ratings on clinical experiences/ fieldwork Graduate surveys	The School to have a 90% pass rate on the student's final clinical experience/ fieldwork	MET (100%)	No action necessary
				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
				When appropriate, programs	MET	No action necessary

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken/ Notes
				to meet accreditation standards for society and culture	(100%)	
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	MET (100%)	No action necessary
				All incidences of academic dishonesty to be appropriately handled.	MET (100%)	No action necessary
				When appropriate, programs to meet accreditation standards for values and ethics	MET (100%)	No action necessary
				All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on employer surveys	MET (100%)	No action necessary

Assessment of the School of Allied Health Sciences Goal #2

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

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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 The School to have a 90% pass rate on students' final clinical experience/ fieldwork All program certification/ licensure pass rates to meet or exceed the national average Within one year of graduation, 85% of graduates who choose to work in their chosen disciplines are employed Class capacity met for all capped programs	MET (98.5)) MET (100%) MET (100%) MET (100) **UNMET**	No action necessary No action necessary No action necessary (2 students deliberately delayed job search) None of capped programs met capacity; in restructuring to grad ed, caps have been reduced
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	MET (100%)	No action necessary

Assessment of the School of Allied Health Sciences Goal #3

To contribute to the advancement of knowledge through research.
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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 (92%)	Goal is 1:1 ratio; now 2:1 (49%),the same as last year No action necessary; a substantial increase from last year

Assessment of the School of Allied Health Sciences Goal #4

To provide continuing education for allied health practitioners wishing to further their career development.
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Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
1. To provide continuing education for credentialed practitioners	Participate in life long learning provided by the SAHS Participate in activities to further career development	Provide programs that meet the requirements and approval of professional organizations for continuing education as well as meet the needs of practitioners in a dynamic health care environment Mentor the practice of life- long learning	Number of participants Participant evaluations Number of continuing education programs offered	SAHS will provide at least 1 for profit continuing education program annually SAHS faculty will provide at least 60 external professional lectures annually Participant evaluation of continuing education offerings to be equal to or greater than 3 (5pt scale)	MET (1) **UNMET** (35) MET (100%)	No action necessary Appears as though faculty have focused on scholarship rather than external professional lectures

Assessment of the School of Allied Health Sciences Goal #5

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	**MET** (92%)	Met this year; was unmet 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	**MET** (75%) MET (9 stu-dents)	Met this year; was unmet 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 (100%)	No action necessary; increased from last year
4. To develop life long habits of service among students	Participate in service activity at the University, professional and community levels	Seek/accept membership on committees Seek/accept leadership roles	Reports of service among professional students Graduate/alumni surveys	At least 10% of professional students will participate in service and leadership activities	MET (75%)	No action necessary; increased from last year

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.