

**Annual PRAC Report for the School of Health and Rehabilitation Sciences
May 2004 (2002-03 data)
Summary of Matrix**

This is the first report submitted using data collected after school restructuring.

Four benchmarks were not met this year:

1. At least 70% of students in their final year of study will be involved in scholarly activity. This goal was not met since the largest program in the school does not have this as a requirement for its baccalaureate students (although it will be a requirement for the graduate entry level students who will be admitted in fall 2005) and one of the other programs in the school did not graduate a class in 2002-03.
2. The school will provide at least one for profit continuing education program annually.
3. Faculty will provide at least 60 external lectures annually. Neither of these goals were met. The faculty focus appears to have been shifted from continuing education and external lecture provision to engagement in scholarly activity.
4. Using the school's economic model, for every dollar spent in funded or unfunded research activity, the school will realize one dollar in external funding. The ratio remains at 2:1, but submissions are increasing.

The one goal that was met this year although not last year was that class capacity for all capped programs was met.

With regard to the ICHE goal #6 concerning learning goals for associate and baccalaureate students, we have transitioned to all post baccalaureate programs and therefore have no plans to document attainment of the PULs for this group of students.

Assessment of the School of Health and Rehabilitation Sciences Goal #1 May 2004 (02-03 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
1. Communication/ Quantitative Skills	Demonstrate effective writing skills	Required papers Case study presentations Practical exams	Grades on papers Feedback on presentations Ratings on clinical experiences / fieldwork	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%)	no action necessary
	Communicate clearly and effectively to diverse populations	Clinical experiences/ fieldwork Laboratories	Employer surveys Student presentations at professional meetings Student professional papers		MET (2)	no action necessary
	Use information technology to facilitate communication		Student portfolios Accreditation self-studies Clinical educator surveys		no surveys conducted	no action necessary
	Quantitatively analyze data				no surveys conducted	no action necessary
2. Critical Thinking	Recognize and define problems Develop multiple hypotheses Choose effective strategies/correct solutions Critique	Class discussions Article critiques Practical exams	Feedback on class participation Grades on critiques Ratings on clinical experiences/ fieldwork Student portfolios	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	MET (100%) no surveys conducted no surveys conducted	no action necessary no action necessary

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
	professional literature Analyze rationales for reliability and validity		Accreditation self-studies	All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on graduate surveys, if applicable		no action necessary
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 (exceeded) no surveys conducted no surveys conducted	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 (100%) no surveys conducted no surveys conducted	no action necessary no action necessary no action necessary

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
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 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%) no surveys conducted no surveys conducted	no action necessary 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 (100%) MET no surveys conducted no surveys conducted	no action necessary After discussion at the school and university level, the decision was made to reinforce the importance of academic honesty; further action will be taken no action taken

Assessment of the School of Health and Rehab Sciences Goal #2 May 2004 (2002-2003data)

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 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 (range 88-100%) MET (100%) MET (exceeded) MET (100%) MET	no action necessary no action necessary No action necessary No action necessary First time this goal has been met; due to restructuring
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 Health and Rehab Sciences Goal #3 May 2004 (2002-2003 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 (90%)	Goal is 1:1 ratio; now 2:1 the same as last year; however, submission levels have increased No action necessary

Assessment of the School of Health and Rehab Sciences Goal #4

May 2004 (2002-2003 data)

To provide continuing education for allied health practitioners wishing to further their career development.

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)	UNMET (0) UNMET (20) MET (100%)	Appears as though faculty have focused on scholarship rather than continuing ed offerings or external professional lectures

Assessment of the School of Health and Rehab Sciences Goal #5

May 2004 (2002-2003 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	MET (90%)	no action taken
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 MET (2)	unmet due to program curricular changes No action necessary

Goal/ Principle	School Competencies (Students/Faculty will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
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 (92%)	No action necessary
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

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.

31Jan06