

# College of Health Sciences

## 2009-2014 Strategic Plan

### Metric Progress Report

Strategic Plan Annual Review Strategy
<p>2010 - Summary data and reports were presented to all faculty and staff at the Annual CHS Faculty Retreat held in August. Participants used the assessment information to evaluate progress on the Strategic Plan and make recommendations for future goals and activities by:</p> <ul style="list-style-type: none"> <li>• Dividing into small groups, with each group addressing one of the 5 CHS Strategic Plan Goals. (The small groups considered progress on metrics related to the goal and made comments and recommendations for objectives, strategies, and metrics for the following year.);</li> <li>• Re-convening the large group. (Representatives from each small group summarized their discussion and the larger group asked questions, provided feedback, and made additional recommendations.); and</li> <li>– Submitting a summary document of the deliberations of the small groups and entire group for the Dean's consideration.</li> </ul>
<p>2011 – Summary data and reports were presented to all faculty and staff at the annual CHS College Retreat held on August 18th. All college personnel were provided with a copy of all data prior to the discussion. The Dean reviewed each metric with the group, along with progress made for the past two years. Minor changes/updates were suggested regarding the metrics and added to the final version of the document.</p>
<p>2012 – Due to the condensed timeline for 2012, summary data and reports were presented to the Administrative Council for the college to review and provide feedback. The Dean reviewed each metric with the group, along with progress made for the past three years. Minor changes/updates were suggested regarding the metrics and added to the final version of the document. In August, the strategic plan will be reviewed by all faculty and staff at the annual CHS College Retreat.</p>
<p>2013 - Summary data and reports were presented to all faculty and staff at the annual CHS College Retreat held on August 23<sup>rd</sup>. All college personnel were provided with a copy of all data prior to the discussion. Minor changes/updates were suggested regarding the metrics and added to the final version of the document.</p>
<p>2014 - Summary data and reports were presented to all faculty and staff at the annual CHS College Retreat held on August 21<sup>st</sup>. All college personnel were provided with a copy of all data prior to the discussion. Minor changes/updates were suggested regarding the metrics and added to the final version of the document.</p>

## Goal 1: Prepare Students for Leading Roles in an Innovation-driven Economy & Global Society

- Objective 1.1. Ensure that graduates in the College are able to demonstrate expertise in their disciplines and are prepared to succeed in professional and community settings
- Strategy 1.1.1. Expand opportunities for interdisciplinary and inter-professional learning and training through academic programs and co-curricular activities
  - Strategy 1.1.2. Create an on-going college-wide faculty committee to expand and enhance instructional development opportunities for faculty to include innovative pedagogies that focus on active learning, effective use of technology, and assessment
  - Strategy 1.1.3. Support opportunities for curricular, co-curricular, international experiences and community service activities, particularly with regard to leadership, internationalization, diversity and inclusion
  - Strategy 1.1.4. Create a systematic and intentional mechanism for undergraduate students to be exposed to health sciences disciplines and to collaborate on an interdisciplinary project, such as a senior capstone seminar
  - Strategy 1.1.5. Enhance instructional development opportunities through the addition of graduate assistant positions and peer mentoring to assist with innovative pedagogies
- Objective 1.2. Increase the number and quality of graduates at the undergraduate level and the quality of students at the graduate and professional level to enhance the reputation of the College and address the critical need for health professionals, academic leaders, and researchers in the Commonwealth and United States

- Strategy 1.2.1. Continue to expand educational opportunities for graduate and professional students to serve the needs of the Commonwealth and beyond, through research, teaching, and clinical or professional expertise
- Strategy 1.2.2. Develop and implement new programs and strategies to increase student enrollment and create a more diverse and heterogeneous student body, including efforts related to recruitment of transfer and non-traditional students and pipeline initiatives with middle and high school students and their teachers
- Strategy 1.2.3. Create and implement a plan for assessing student learning outcomes for each degree program

Objective 1.3. The College will increase financial support for undergraduate, graduate and professional students, both in-state and out-of-state

- Strategy 1.3.1. Identify and obtain funding for student support, including tuition incentives to attract high quality undergraduate, graduate, and professional students

Metrics

A. Exceed national averages on pass rates of first-time test takers in professional programs with licensure and/or certification examinations				
Obj-1	Results/Progress			Improvement Action Plan
2010	2009 Pass Rates	% Passing Exam on 1st Attempt	National Pass Rate on 1st Attempt	Continue to monitor program pass rates on examinations. Investigate the possibility of adding ABR exam results for the Radiation Science program.
	Clinical Laboratory Sciences	100%	82%	
	Communication Disorders	100%	*86%	
	Physician Assistant Studies	91%	92%	
	Physical Therapy	100%	87%	
	* Ultimate pass rate - not calculated for 1st time test takers			
2011	2010 Pass Rates	% Passing Exam on 1st Attempt	National Pass Rate on 1st Attempt	Continue to monitor program pass rates on examinations, especially in light of future curricular changes for Radiation Sciences and recent changes for Medical Laboratory Sciences.
	Clinical Laboratory Sciences	78%	82%	
	Communication Disorders	96%	*86%	
	Physician Assistant Studies	83%	94%	
	Physical Therapy	92%	87%	
	* Ultimate pass rate - not calculated for 1st time test takers			
2012	2011 Pass Rates	% Passing Exam on 1st Attempt	National Pass Rate on 1st Attempt	<p>The MLS first-time pass rate decreased from 2010 to 2011. The program is currently overhauling the curriculum to improve student success.</p> <p>The PAS first-time pass rates decreased from 2010 to 2011 and the Program is currently examining both short and long-range curriculum changes and plans for new exam review strategies.</p> <p>Continue to monitor program pass rates on examinations for all programs.</p>
	Clinical Laboratory Sciences	62%	84%	
	Communication Disorders	96%	*86%	
	Physician Assistant Studies	78%	91%	
	Physical Therapy	95%	89%	
	* Ultimate pass rate - not calculated for 1st time test takers			
2013	2012 Pass Rates	% Passing Exam on 1st Attempt	National Pass Rate on 1st Attempt	<p>The MLS and PAS first-time pass rate increased from 2011 to 2012. The programs are either in the process identifying curricular changes or have made changes to improve student success.</p> <p>Continue to monitor program pass rates on examinations for all</p>
	Medical Laboratory Sciences	100%	84%	
	Communication Disorders	96%	*85%	
	Physician Assistant Studies	87%	93%	

	Physical Therapy	93%	88%	programs.
	* Ultimate pass rate - not calculated for 1st time test takers			
	2013 Pass Rates	% Passing Exam on 1st Attempt	National Pass Rate on 1st Attempt	Continue to monitor program pass rates on examinations for all programs.
	Medical Laboratory Sciences	95%	85%	
	Communication Disorders	97%	*88%	
	Physician Assistant Studies	84%	94%	
	Physical Therapy	90%	90%	
	* Ultimate pass rate - not calculated for 1st time test takers			

B. Increase the number of undergraduate and graduate students participating in program-approved, health-related education abroad experiences			
Obj-1	Results/Progress	Improvement Action Plan	
2010	<p>Twelve graduate/professional students in three programs (4 CSD, 2 PAS, 6 PT) participated in program-approved experiences in five countries:</p> <ul style="list-style-type: none"> <li>– Kenya</li> <li>– Australia</li> <li>– England</li> <li>– Ecuador</li> <li>– Swaziland</li> </ul>	<p>Continue to monitor the number of students who study abroad. Ensure all students are aware of international opportunities and funds available for travel support.</p> <p>Investigate the design of an entrance and exit survey regarding student perceptions about interprofessionalism, global awareness, underserved populations, etc.</p>	
2011	<p>Eighteen undergraduate/graduate/professional students in four programs (7 PAS, 1 CLM, 1 CSD, 9 PT) participated in program-approved experiences in the following countries:</p> <ul style="list-style-type: none"> <li>– Kenya</li> <li>– Australia</li> <li>– Ecuador</li> <li>– Swaziland</li> <li>– United Kingdom (multiple countries)</li> </ul>	<p>The College provided more funding for students to travel internationally in 2010-2011. College faculty continue to work on an alternative spring break opportunity for medical experience.</p> <p>Continue to monitor the number of students who study abroad. Ensure all students are aware of international opportunities and funds available for travel support.</p>	
2012	<p>Thirty graduate/professional students in three programs (5 CSD, 8 PAS, 17 PT) participated in program-approved experiences in eight countries:</p> <ul style="list-style-type: none"> <li>– Kenya (4 PAS)</li> <li>– Australia (2 PT)</li> <li>– England (1 PAS)</li> <li>– Ecuador (3 CD, 13 PT)</li> <li>– Guatemala (2 CD)</li> <li>– Germany (1 PAS)</li> <li>– Italy (2 PT)</li> <li>– Swaziland (4 PAS)</li> </ul>	<p>The College provided more funding for students to travel internationally in 2011-2012. The total number of international sites also increased this year.</p> <p>Continue to monitor the number of students who study abroad. Ensure all students are aware of international opportunities and funds available for travel support.</p>	
2013	<p>Twenty-eight undergraduate/graduate/professional students in four programs (5 CSD, 6 PAS, 15 PT, 2 CLM) participated in program-approved experiences in seven countries:</p> <ul style="list-style-type: none"> <li>– Kenya</li> <li>– Australia</li> </ul>	<p>The College provided over \$21,000 in funding for students to travel internationally in 2012-2013.</p> <p>Continue to monitor the number of students who study abroad. Ensure all students are aware of international opportunities and funds available</p>	

	<ul style="list-style-type: none"> <li>– United Kingdom (multiple countries)</li> <li>– Ecuador</li> <li>– Swaziland</li> <li>– Cuba</li> <li>– Italy</li> </ul>	for travel support.
2014	<p>Thirty undergraduate/graduate/professional students in five programs (9 CSD, 1 HHS, 2 PAS, 17 PT, 1 pre-MLS) participated in program-approved experiences in eight countries:</p> <ul style="list-style-type: none"> <li>– England</li> <li>– Ecuador</li> <li>– Swaziland</li> <li>– Dominican Republic</li> <li>– India</li> <li>– Italy</li> <li>– Australia</li> <li>– Peru</li> </ul>	<p>The College provided over \$8,500 in funding for students to travel internationally in 2013-2014.</p> <p>Continue to monitor the number of students who study abroad. Ensure all students are aware of international opportunities and funds available for travel support.</p>

<b>C. Offer the Human Health Science program on the UK campus and at the Center for Rural Health (CRH) in Hazard by 2014</b>		
Obj-2	Results/Progress	Improvement Action Plan
2010	No progress made due to budgetary constraints.	The College has plans to add a proposed Health and Human Science course to the curriculum of the Clinical Leadership and Management Program (Examples of possible topics: interprofessionalism, cultural competence, advocacy).
2011	The HHS degree has an anticipated start date on main campus of fall 2012. We will begin recruitment at the Center for Excellence in Rural Health (CERH) in spring 2013 for either a fall 2013 or fall 2014 class.	College faculty and staff will continue to advocate with the HCCC and faculty senators regarding approval of this interdisciplinary degree.
2012	The HHS degree will be offered at the UK campus this fall. It is expected that 50-75 students will be accepted to the program over the summer. The plan is to offer one HHS course in fall 2012 and two in spring 2013.	Monitor students admitted to the program for successful completion of courses and retention from fall to spring term. Continue efforts to offer HHS courses at the Center for Excellence in Rural Health (CERH) in 2013-2014.
2013	This initiative has not been accomplished. Initial discussions with Hazard Community College and CERH have taken place. The goal at present is to ensure the program on the Lexington campus is well in-place before moving to additional sites.	<p>Continue to monitor students admitted to the program for successful completion of courses and retention from fall to spring term. Recruitment efforts were enhanced for 2013 and 53 students were admitted to the fall 2013 class at the UK campus.</p> <p>Focus attentions on the Lexington campus program in preparation to include additional sites across the state.</p>
2014	This initiative has not been accomplished. Initial discussions with Hazard Community College and CERH have taken place. The goal at present is to ensure the program on the Lexington campus is well in-place before moving to additional sites.	Continue to monitor students admitted to the program for successful completion of courses and retention from fall to spring term. Focus attentions on the Lexington campus program in preparation to include additional sites across the state.

<b>D. Offer the Medical Laboratory Science program and other targeted programs at the CERH in Hazard in accordance with feasibility and needs assessment findings</b>		
Obj-2	Results/Progress	Improvement Action Plan



	<table><tr><td>Graduate/Professional</td><td>164</td><td>99.4</td><td>1</td><td>0.6</td><td>165</td><td>100.0</td></tr><tr><td>Undergraduate</td><td>23</td><td>100.0</td><td>0</td><td>0.0</td><td>23</td><td>100.0</td></tr><tr><td>Total</td><td>187</td><td>99.5</td><td>1</td><td>0.5</td><td>188</td><td>100.0</td></tr></table> <p>Graduated is defined as students enrolled in the fall of 2008 who were scheduled to graduate during the 2009 school year.</p>	Graduate/Professional	164	99.4	1	0.6	165	100.0	Undergraduate	23	100.0	0	0.0	23	100.0	Total	187	99.5	1	0.5	188	100.0																																																		
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2011	<table><tr><td></td><td colspan="2">Yes</td><td colspan="2">No</td><td colspan="2">Total</td></tr><tr><td>Retained</td><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td></tr><tr><td>Graduate/Professional</td><td>284</td><td>97.6</td><td>7</td><td>2.4</td><td>291</td><td>100.0</td></tr><tr><td>Undergraduate</td><td>50</td><td>89.3</td><td>6</td><td>10.7</td><td>56</td><td>100.0</td></tr><tr><td>Total</td><td>334</td><td>96.3</td><td>13</td><td>3.7</td><td>347</td><td>100.0</td></tr></table> <p>Retained is defined as students enrolled in the fall of 2009 who were still enrolled in the fall of 2010. Six of the thirteen students not retained are part-time and may re-enroll.</p> <table><tr><td></td><td colspan="2">Yes</td><td colspan="2">No</td><td colspan="2">Total</td></tr><tr><td>Graduated</td><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td></tr><tr><td>Graduate/Professional</td><td>197</td><td>100.0</td><td>0</td><td>0.0</td><td>197</td><td>100.0</td></tr><tr><td>Undergraduate</td><td>47</td><td>97.9</td><td>1</td><td>2.1</td><td>48</td><td>100.0</td></tr><tr><td>Total</td><td>244</td><td>99.6</td><td>1</td><td>0.4</td><td>245</td><td>100.0</td></tr></table> <p>Graduated is defined as students enrolled in the fall of 2009 who were scheduled to graduate during the 2010 school year.</p>		Yes		No		Total		Retained	#	%	#	%	#	%	Graduate/Professional	284	97.6	7	2.4	291	100.0	Undergraduate	50	89.3	6	10.7	56	100.0	Total	334	96.3	13	3.7	347	100.0		Yes		No		Total		Graduated	#	%	#	%	#	%	Graduate/Professional	197	100.0	0	0.0	197	100.0	Undergraduate	47	97.9	1	2.1	48	100.0	Total	244	99.6	1	0.4	245	100.0	<p>Identify a plan for monitoring the additional students enrolled in the HHS degree. Put additional checks in place to help retain students in the HHS degree. This will be a joint effort between the program director and the college Office of Student Affairs.</p>
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F. Create and evaluate an interdisciplinary senior capstone seminar, including monitoring the number of students who participate from each program		
Obj-1	Results/Progress	Improvement Action Plan



2010	No progress made due to budgetary constraints.	A College task force will be created in the fall of 2010 to further investigate this action and its feasibility.
2011	A task force was not created. Courses in the HHS program will help to satisfy this metric, particularly the course, HHS 453 – Cultural Competence in Healthcare. This course will also fulfill the communication requirement in the major for all undergraduate programs.	Monitor the progress of students who complete the HHS 453 course. Maintain records of student completion by discipline.
2012	With the approval of the HHS degree, the HHS 453 course – Cultural Competence in Healthcare – is tentatively scheduled to be offered in the spring of 2013.	Monitor the progress of students who complete the HHS 453 course. Maintain records of student completion by discipline.
2013	HHS 453 was offered for the first time in spring 2013 with seven students enrolled. (NOTE: Although this course has been identified as a senior capstone, only one student was a senior. The remainder were sophomores and juniors.)	Monitor the progress of students who complete the HHS 453 course. Maintain records of student completion by discipline.
2014	HHS 453 was not offered during the 2013-2014 academic school year.	Monitor the progress of students who complete the HHS 453 course. Maintain records of student completion by discipline.  Reevaluate this metric as needed.

G. Complete one three-year assessment cycle of student learning outcomes for each program by 2014		
Obj-2	Results/Progress	Improvement Action Plan
2010	An assessment inventory and first year assessment action plan report was completed by all programs housed within CHS. All reports were submitted to the UK Office of Assessment by the appropriate deadline.	Reword metric to reflect continuous assessment. Added descriptor “three year” to reflect on-going assessment of student learning.
2011	All assessment data for 2009-10 were collected and submitted via Blackboard Outcomes for each program by the designated campus deadline. Data for the 2010-11 are currently being collected and analyzed and will be submitted by the October 31 <sup>st</sup> deadline.	Ensure all data are submitted by the October 31 <sup>st</sup> deadline. Encourage faculty to collect and analyze 2011-2012 data at an accelerated rate to meet the reporting deadline of May 2012.
2012	All assessment data for 2010-11 were collected and submitted via Blackboard Outcomes for each program by the designated campus deadline. Data for the 2011-12 are currently being collected and analyzed and will be submitted by the May 25 <sup>th</sup> deadline.	Ensure all data are submitted by the May 25 <sup>th</sup> deadline. Encourage faculty to create a new assessment plan for each program during the 2012-2013 academic year.
2013	All assessment data for 2011-12 were collected and submitted via Blackboard Outcomes for each program by the designated campus deadline. Data for the 2012-13 are currently being collected and analyzed and will be submitted by the October 31 <sup>st</sup> deadline.	Ensure all data are submitted by the October 31 <sup>st</sup> deadline.
2014	All assessment data for 2012-13 were collected and submitted via Blackboard Outcomes for each program by the designated campus deadline. Data for the 2013-14 are currently being collected and analyzed and will be submitted by the October 31 <sup>st</sup> deadline.	Ensure all data are submitted by the October 31 <sup>st</sup> deadline.

H. Increase the number of funded graduate assistantships within the College by six by 2014		
Obj-3	Results/Progress	Improvement Action Plan
2010	Division	2010
	Athletic Training	
	Clinical and Reproductive Sciences	
		Continue work to increase the number of funded graduate assistantships within the College.
		Add a new metric to increase the number of student scholarships



	Communication Sciences and Disorders	2		funded through development initiatives. Monitor total number of scholarships and total dollar amount.
	Rehabilitation Sciences Ph.D.	13		
	Total	39		
	Data Source: Graduate School University Tuition Invoice. Includes all graduate assistantships, whether funded by the College or outside source.			
2011	Division	2011		Since this metric has been met, continue to monitor this number over time. Add additional graduate assistantships as funding becomes available.
	Athletic Training	22		
	Clinical and Reproductive Sciences	1		
	Communication Sciences and Disorders	5		
	Rehabilitation Sciences Ph.D.	20		
	Total	48		
2012	Division	2012		The number of funded graduate assistantships in the RHB program fluctuates over time due to the needs of program cohorts (i.e., full-time students vs. part-time students who are already employed).  Continue work to increase the number of funded graduate assistantships within the College.
	Athletic Training	21		
	Clinical and Reproductive Sciences	1		
	Communication Sciences and Disorders	5		
	Physician Assistant Studies	1		
	Rehabilitation Sciences Ph.D.	15		
	Total	43		
2013	Division	2013		Continue work to increase the number of funded graduate assistantships within the College.
	Athletic Training	21		
	Clinical and Reproductive Sciences	1		
	Communication Sciences and Disorders	3		
	Physician Assistant Studies	0		
	Rehabilitation Sciences Ph.D.	16		
	Total	41		
2014	Division	2014		The number of funded graduate assistantships in the RHB program fluctuates over time due to the needs of program cohorts (i.e., full-time students vs. part-time students who are already employed).  Continue work to increase the number of funded graduate assistantships within the College.
	Athletic Training	22		
	Clinical and Reproductive Sciences	0		
	Communication Sciences and Disorders	3		
	Physician Assistant Studies	0		
	Rehabilitation Sciences Ph.D.	13		
	Total	38		

I. Increase the number of student scholarships funded through development initiatives from baseline.		
Obj-3	Results/Progress	Improvement Action Plan
2010	Not reported in 2010 – metric added for 2011.	
2011	Twenty-three student scholarships were funded through past and current development initiatives during the 2010-2011 academic year.	2010-2011 will serve as a baseline for this metric. Continue to monitor over time.
	Thirty-five student scholarships were funded through past and current development initiatives during the 2011-2012 academic year.	The college created a college-wide scholarship committee to aid in the distribution of campus scholarship funds. The MLS program increased

2012		the amount of funds distributed through the Rawlins scholarship.
2013	Forty-one student scholarships were funded through past and current development initiatives during the 2012-2013 academic year.	College scholarships continue to increase each year. Monitor over time and continue efforts to increase scholarship funding for students.
2014	Thirty-eight student scholarships were funded through past and current development initiatives during the 2013-2014 academic year.	Monitor over time and continue efforts to increase scholarship funding for students.

## Goal 2: Promote Research & Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders

Objective 2.1. Increase faculty research and scholarly productivity

Strategy 2.1.1. Facilitate interdisciplinary research and collaborative scholarship

Strategy 2.1.2. Add faculty positions in targeted and emerging areas, as funding permits

Strategy 2.1.3. Facilitate opportunities for research engagement and mentorship for faculty

Strategy 2.1.4. Enhance and effectively utilize mechanisms for identifying and communicating funding sources for specific research ideas

Objective 2.3. Enhance the impact of the College's research and scholarship through public awareness and engagement at the local, national and global levels

Strategy 2.2.1. Continue public relations programming to communicate the impact of research and scholarly accomplishments

Strategy 2.3.2. Integrate research and teaching more fully by increasing research opportunities for students at all levels

Strategy 2.2.3. Foster and engage the community directly in research partnerships

### Metrics

A. Demonstrate Top 10 NIH ranking compared to Allied Health benchmarks				
Obj-1	Results/Progress			Improvement Action Plan
2010	Year	Rank		Continue to monitor NIH rankings.
	2004	44th		
	2005	34th		
	2006	12th		
	2007	12th		
	2008	11th		
	2009	12th		
	2010	8th (estimated)		
2011	Year	Rank		Since this metric has been met, continue to monitor NIH rankings and maintain current progress.
	2009	12th		
	2010	8th		
	2011	8th (estimated)		
2012	Year	Rank		Due to the departure of faculty and ARRA funds no longer being available, total grant dollars decreased in 2011-2012. As a result, the overall college NIH ranking also fell below the Top 10, but remained in the Top 20.
	2010	8th		
	2011	15th		
	2012	15th (estimated)		
2013	Year	Rank		We remain in the Top 20 and are projected to advance in the coming year. Continue to monitor NIH rankings.
	2011	15th		
	2012	18th		
	2013	14th (estimated)		

2014	Year	Rank		We remain in the Top 20 and are projected to advance in the coming year. Continue to monitor NIH rankings.
	2012	18th		
	2013	13 <sup>th</sup>		
	2014	Data unavailable until October 2014		

B. Increase number of media items concerning research to a 5-year total of 75				
Obj-2	Results/Progress			Improvement Action Plan
2010	The Office of Advancement recorded 35 media hits regarding research in the College of Health Sciences from June 2009 - June 2010.			Update metric target to 40 media hits concerning research annually.
2011	The Office of Advancement recorded 19 media hits regarding research in the College of Health Sciences from July 2010 – June 2011. Given that 18 media hits included last year were for the same story, this year's number is in line with the total number of stories covered.			2009-2010 was an extraordinary year for recorded media hits for the college. Based on 2010-2011 data, metric should be returned to its original goal of a 5-year total of 75.
2012	The Office of Advancement recorded 13 media hits regarding research in the College of Health Sciences from July 2011 – May 2012.			The Office of Advancement is still on target to meet the 5-year total for this metric.
2013	The Office of Advancement recorded 4 media hits regarding research in the College of Health Sciences from July 2012 – June 2013.			The Office of Advancement is still on target to meet the 5-year total for this metric.
2014	The Office of Advancement recorded 7 media hits regarding research in the College of Health Sciences from July 2013 – June 2014.			The Office of Advancement met and exceeded the 5-year total for this metric. A total of 78 media hits concerning research were recorded.

C. Increase annual research productivity to 150 presentations and 120 publications by 2014					
Obj-1	Results/Progress			Improvement Action Plan	
2010	The College of Health Sciences faculty completed 146 presentations during the 2009 calendar year. Sixteen of these were presented with other faculty members from the College of Health Sciences.			Continue to monitor presentations and publications. Investigate whether Digital Measures software will assist with collecting data by category thus allowing data to be reported by category.	
	A total of 176 articles, abstracts, manuscripts, and books/chapters were published during the 2009 calendar year. Thirty of these were a collaborative effort with other members of the CHS faculty. To date, 27 additional items are in progress, submitted, or in-press.			Monitor student participation with faculty presentations and publications.	
2011	Publications		#	Continue to monitor faculty presentations and publications to maintain productivity goal each year.	
	abstract	29	Twenty-four of these were a collaborative effort with other members of the CHS faculty. To date, an additional 114 items have been submitted or accepted for publication.		
	book	2			
	book chapter	11			
	journal article	64			
	other	10			
	Total		116		
	Presentations		#		
	International	49	Twenty-seven of these were presented with other CHS faculty.		
	National	219			

	<table> <tr> <td>Total</td><td>268</td><td></td></tr> </table> <p>– Numbers generated using the new Digital Measures reporting system.</p>	Total	268																										
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2012	<table> <tr> <th>Publications</th><th>#</th><th></th></tr> <tr> <td>abstract</td><td>31</td><td rowspan="5">Fifteen of these were a collaborative effort with other members of the CHS faculty. To date, an additional 91 items have been submitted or accepted for publication.</td></tr> <tr> <td>book</td><td>1</td></tr> <tr> <td>book chapter</td><td>6</td></tr> <tr> <td>journal article</td><td>68</td></tr> <tr> <td>other</td><td>11</td></tr> <tr> <td>Total</td><td>117</td><td></td></tr> </table> <table> <tr> <th>Presentations</th><th>#</th><th></th></tr> <tr> <td>International</td><td>21</td><td rowspan="3">Twenty-three of these were presented with other CHS faculty.</td></tr> <tr> <td>National</td><td>195</td></tr> <tr> <td>Total</td><td>216</td></tr> </table> <p>Numbers generated using the Digital Measures reporting system and a review of faculty vitae.</p>	Publications	#		abstract	31	Fifteen of these were a collaborative effort with other members of the CHS faculty. To date, an additional 91 items have been submitted or accepted for publication.	book	1	book chapter	6	journal article	68	other	11	Total	117		Presentations	#		International	21	Twenty-three of these were presented with other CHS faculty.	National	195	Total	216	Continue to monitor faculty presentations and publications to maintain productivity goal each year.
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Publications	#																												
abstract	42	Sixteen of these were a collaborative effort with other members of the CHS faculty. To date, an additional 45 items have been submitted or accepted for publication.																											
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other	5																												
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D. Increase the amount of annual grant dollars to \$3,000,000 by 2014			
Obj-1	Results/Progress		Improvement Action Plan
2010	Fiscal Year	Total	<p>Continue to monitor grant dollars towards goal.</p> <p>Add a new metric to have 50% of research DOE for regular title series faculty sponsored.</p> <p>Add a new metric to have two mentorship/training grants (NIH K, F32, T32, HRSA or pre-doctoral grants) by 2014.</p>
	2004	\$475,313	
	2005	\$849,372	
	2006	\$1,442,633	
	2007	\$2,269,940	
	2008	\$1,980,847	
	2009	\$1,765,476	
	2010	\$2,865,532	
2011	Fiscal Year	Total	<p>Continue to monitor grant dollars towards goal, knowing that ARRA money will no longer be available beginning in 2011-2012.</p>
	2007	\$2,269,940	
	2008	\$1,980,847	
	2009	\$1,765,476	
	2010	\$2,865,532	
	2011	\$4,836,945	
2012	Fiscal Year	Total	<p>Due to the departure of faculty and ARRA funds no longer being available, total grant dollars decreased in 2011-2012. Continue to monitor towards goal.</p>
	2008	\$1,980,847	
	2009	\$1,765,476	
	2010	\$2,865,532	
	2011	\$4,836,945	
	2012	\$3,030,926	
2013	Fiscal Year	Total	<p>35 grants were submitted and 8 were funded. We continue to aim for our targeted goal of \$3 million by 2014; however, long-term effects of the sequestration are yet to be determined.</p>
	2009	\$1,765,476	
	2010	\$2,865,532	
	2011	\$4,836,945	
	2012	\$3,030,926	
	2013	\$2,284,765	
	Fiscal Year	Total	<p>29 grants were submitted and 15 were funded.</p>
	2010	\$2,865,532	

2014	2011	\$4,836,945		
	2012	\$3,030,926		
	2013	\$2,284,765		
	2014	\$2,572,968		

<b>E. Increase the total research DOE for research and regular title series faculty members that is sponsored to 50%.</b>				
Obj-1	Results/Progress		Improvement Action Plan	
2010	Not reported in 2010 – metric added for 2011.			
2011	<p>For 2010, 47.2% of DOE effort for research and regular title series faculty members was allocated to research efforts. Of that, 29.6% was sponsored research.</p> <p>For 2011, 45.3% of DOE effort for research and regular title series faculty members was allocated to research efforts. Of that, 26.3% was sponsored research.</p>		Continue to monitor these numbers over time.	
2012	For 2012, 44.5% of DOE effort for research and regular title series faculty members was allocated to research efforts. Of that, 41.4% was sponsored research.		Continue to monitor these numbers over time.	
2013	For 2013, 47.1% of DOE effort for research and regular title series faculty members was allocated to research efforts. Of that, approximately 41.5% was sponsored research.		Continue to facilitate development and submission of successful grant applications via the CHS Grantsmanship Program; continue to monitor these numbers over time.	
2014	For 2014, 43.2% of DOE effort for research and regular title series faculty members was allocated to research efforts. Of that, approximately 40.9% was sponsored research.		Continue to facilitate development and submission of successful grant applications via the CHS Grantsmanship Program; continue to monitor these numbers over time.	

<b>F. The College will obtain two mentorship/training grants (NIH K, F32, T32, HRSA or pre-doctoral grants) by 2014.</b>				
Obj-1	Results/Progress		Improvement Action Plan	
2010	Not reported in 2010 – metric added for 2011.			
2011	<p>Six training grants have been secured by CHS students and/or post-doctoral students:</p> <ul style="list-style-type: none"> <li>• 2010-2011 - Arthritis Foundation Postdoctoral grant, Maureen Dwyer – declined.</li> <li>• 2011-2012 - American College of Sports Medicine, Johanna Hoch – accepted.</li> <li>• 2011-2012 – American Heart Association pre-doctoral grant, Jason Groshong – accepted.</li> <li>• 2009-2013 PREPaRE: Preparing Related Services Personnel for Rural Employment, Department of Education - Dr. Susan Effgen and Dr. Jane Kleinert - funded.</li> <li>• Jeane B. Kempner Foundation Postdoctoral Fellowship – Dr. Christopher Fry – awarded.</li> <li>• 2011 UK Center for Clinical and Translational Sciences K12</li> </ul>		This metric goal has been met in year one. Continue to monitor and encourage students, post-doctoral students and faculty to apply for these grants.	

	Award – Dr. Brian Noehren – funded.	
2012	<p>Eight training grants have been submitted by CHS students and/or post-doctoral students:</p> <ul style="list-style-type: none"> <li>• 2012-14 – NIH F31, Chris Waters (denied)</li> <li>• 2012-14 – NIH F31 Resubmit, Chris Waters (pending)</li> <li>• 2012-13 – Psychological Foundation, Carrie Silkman (denied)</li> <li>• 2012-13 – AFAR, Jonah Lee (pending)</li> <li>• 2012-14 – APS, Jonah Lee (pending)</li> <li>• 2012-13 – NATA, Emily Brownell (pending)</li> <li>• 2012-13 – American Speech &amp; Hearing Foundation, Maria Dietrich (pending)</li> <li>• 2012-17 – NIH K23 Application – Dr. Brian Noehren (pending)</li> </ul>	Seven CHS students and one faculty member have submitted mentorship/training grants. Five students and the faculty member have not been notified of awards yet; two have been denied. Continue to monitor and encourage students to apply for these grants. Encourage post-doctoral student and mentored faculty grant submissions.
2013	<p>Mentorship/training grants awarded in FY13:</p> <ul style="list-style-type: none"> <li>• 2012-13 – AFAR, Jonah Lee (Mentor: Peterson)</li> <li>• 2012-17 – NIH K23, Brian Noehren (Mentor: Peterson)</li> <li>• 2013-14 – NATA, Jenny Toonstra (Mentor: Mattacola)</li> <li>• 2012-13 – NATA, Emily Brownell (Mentor: Butterfield)</li> <li>• 2012-13 – NIH T32 (COM-Physiology), Chris Waters-Banker (Mentor: Butterfield)</li> <li>• 2011-13, Jeane B. Kempner Foundation Postdoctoral Fellowship – Dr. Christopher Fry (Mentor: Peterson)</li> </ul> <p>Other submissions in FY13:</p> <ul style="list-style-type: none"> <li>• 2013-14 – NATA, Jennifer Werner &amp; Julie Iannicelli / Mentor: Howard (awarded in FY14)</li> <li>• 2013-14 – NATA, Anna Porter / Mentor: Uhl (awarded in FY14)</li> <li>• 2013-14 – NIH F32, Chris Fry / Mentor: Peterson (scored, plans to resubmit)</li> </ul>	On track with this metric.
2014	<p>Mentorship/training grants awarded in FY14:</p> <ul style="list-style-type: none"> <li>• 2014-17 – NIH F32, Chris Fry (Mentor: Peterson)</li> <li>• 2012-17 – NIH K23, Brian Noehren (Mentor: Peterson)</li> <li>• 2013-14 – NATA, Jenny Toonstra (Mentor: Mattacola)</li> <li>• 2013-14 – NATA, Anna Porter (Mentor: Uhl)</li> <li>• 2013-14 – NATA, Brownell, Emily (Mentor: Butterfield)</li> <li>• 2013-14 – NATA, Werner, Jennifer &amp; Iannicelli, Julie (Mentor: Howard)</li> <li>• 2013-18 – DOE – funds 7 students (sub-award PI: Effgen)</li> </ul> <p>Other submissions in FY14:</p> <p>2013-14 – AHA, Kirby, Tyler (Mentor: Peterson) - denied</p>	The College meets and exceeds this metric.

### Goal 3: Develop the Human and Physical Resources of the College of Health Sciences to Achieve the Institution's Top 20 Goals

- Objective 3.1. Recruit faculty and staff with high potential for success at a Top 20 level research university  
 Strategy 3.1.1. Ensure faculty starting salaries and start up support are nationally competitive



Strategy 3.1.2 Identify and capitalize on university funding mechanisms to ensure that staff are compensated fairly

Objective 3.2. Enhance the success, retention and advancement of all faculty and staff engaged in various missions of the College

Strategy 3.2.1. Support, recognize, and reward faculty and staff for achievement within and beyond assigned responsibilities

Strategy 3.2.2. Cultivate faculty and staff leaders through professional development activities within and outside the College

#### Metrics

A. Faculty salaries will be at or above 90% of median benchmark for faculty salary based on data from the Association of Schools of Allied Health (Southern Dean's Data)					
Obj-1	Results/Progress				Improvement Action Plan
2010	Of the 62 faculty in the College of Health Sciences, only seven fall below the 90% of median benchmark for faculty salaries compared to data from the Association of Schools of Allied Health (Southern Dean's Data). The total dollar amount for all seven salary gaps is \$46,172.91.				When a raise pool is available, and performance is taken into consideration, the College will begin to make adjustments to salaries as feasible.
2011	Of the 60 faculty in the College of Health Sciences, only two fall below the 90% of median benchmark for faculty salaries compared to the data from the Association of Schools of Allied Health (Southern Dean's Data). The total dollar amount for the salary gaps is \$2,461.				When a raise pool is available, and performance is taken into consideration, the College will begin to make adjustments to salaries as feasible.
2012	Of the 54 faculty in the College of Health Sciences, only two fall below the 90% of median benchmark for faculty salaries compared to the data from the Association of Schools of Allied Health (Southern Dean's Data). The total dollar amount for the salary gaps is \$5,474.				When a raise pool is available, and performance is taken into consideration, the College will begin to make adjustments to salaries as feasible.
2013	Of the 55 faculty in the College of Health Sciences, only two fall below the 90% of median benchmark for faculty salaries compared to the data from the Association of Schools of Allied Health (Southern Dean's Data). The total dollar amount for the salary gaps is \$13,901.				When a raise pool is available, and performance is taken into consideration, the College will begin to make adjustments to salaries as feasible.
2014	Of the 52 faculty in the College of Health Sciences, only two fall below the 90% of median benchmark for faculty salaries compared to the data from the Association of Schools of Allied Health (Southern Dean's Data). The total dollar amount for the salary gaps is \$6,529.				When a raise pool is available, and performance is taken into consideration, the College will begin to make adjustments to salaries as feasible.
B. At least 90% of staff will participate in at least two professional development activities that contribute to job performance and are approved by their supervisor per year					
Obj-2	Results/Progress				Improvement Action Plan
2010		Total # Staff	Met PD Goal	% Met Goal	Encourage supervisors to include professional development activities in the annual performance evaluations for staff members. Focus on tracking progress of clerical staff members.
	Clerical	20	13	65%	
	Permanent Part-time	2	0	0%	
	Professional	10	9	90%	
	Total	32	22	55%	
2011		Total # Staff	Met PD Goal	% Met Goal	This metric has been added to annual performance reviews for all staff. Continue to improve tracking system for managing these numbers.
	Clerical	22	21	95 %	
	Permanent Part-time	2	2	100%	
	Professional	15	14	93%	

	Total	39	37	95%	
2012		Total # Staff	Met PD Goal	% Met Goal	Monitor over time to ensure that staff complete two professional development activities annually.
	Clerical	24	23	96%	
	Permanent Part-time	2	2	100%	
	Professional	16	16	100%	
	Total	42	41	98%	
2013		Total # Staff	Met PD Goal	% Met Goal	Monitor over time to ensure that staff complete two professional development activities annually.
	Clerical	21	20	95%	
	Permanent Part-time	1	1	100%	
	Professional	20	19	95%	
	Total	42	40	95%	
2014		Total # Staff	Met PD Goal	% Met Goal	Monitor over time to ensure that staff complete two professional development activities annually.
	Clerical	16	14	87.5%	
	Permanent Part-time	1	1	100%	
	Professional	25	25	100%	
	Total	42	39	95%	

C. Increase the number of faculty and staff who are involved in or recognized for institutional and external leadership opportunities					
Obj-2	Results/Progress				Improvement Action Plan
2010		External	Internal to UK	Total Opportunities	Total Personnel
	Faculty	121	77	198	45
	Staff	4	6	10	4
	Total	125	83	208	49
	This metric includes items that make a significant contribution to the University community as a whole or to one's profession/ discipline at the state/regional/national/international level. Leadership roles within the College are not included as the total number of roles will not change significantly over time. The University community includes leadership roles in the Chandler Medical Center and the larger UK campus.				
2011		External	Internal to UK	Total Opportunities	Total Personnel
	Faculty	138	84	222	49
	Staff	1	5	6	3
	Total	139	89	228	52
	This metric includes items as listed above.				
		External	Internal to UK	Total Opportunities	Total Personnel
	Faculty	106	36	142	45
	Staff	0	5	5	3
	Service will continue to be a discussion item during the annual DOE process and active engagement for faculty and staff will be encouraged.				

2012	Total	106	41	147	48	
	This metric includes items as listed above.					
2013		External	Internal to UK	Total Opportunities	Total Personnel	Service will continue to be a discussion item during the annual DOE process and active engagement for faculty and staff will be encouraged.
	Faculty	177	19	196	47	
	Staff	0	7	7	5	
	Total	177	26	203	52	
	This metric includes items as listed above.					
2014		External	Internal to UK	Total Opportunities	Total Personnel	Service will continue to be a discussion item during the annual DOE process and active engagement for faculty and staff will be encouraged.
	Faculty	221	68	289	50	
	Staff	3	11	14	7	
	Total	224	79	303	57	
	This metric includes items as listed above.					

## Goal 4: Promote Diversity and Inclusion

Objective 4.1. Promote inclusive excellence across the College

Strategy 4.1.1. Establish a CHS Advisory Council on Diversity which reports directly to the dean and the Administrative Council

Objective 4.2. Establish a clear, focused strategy for achieving diversity in its faculty, staff, and students

Strategy 4.2.1. Follow established strategies and accountability measures that ensure a diverse pool of applicants during hiring processes for faculty and staff

Strategy 4.2.2. Develop marketing and outreach initiatives using engagement with alumni and local professionals to foster a welcoming environment, which promotes success in educational programs

Strategy 4.2.3. Promote non-academic characteristics in admissions criteria to encourage a diverse pool of applicants (holistic admissions)

Strategy 4.2.4. Promote awareness of academic and study skills resources to at risk students

Objective 4.3. The College will develop outreach and engagement programs for practitioners, alumni, preceptors and Kentucky citizens to promote diversity and inclusion in the CHS

Strategy 4.3.1. Identify and effectively utilize networks of community representatives to assist diverse faculty, staff and students in finding social networks, student mentoring, academic and financial support

### Metrics

A. Achieve the employment goals of UK's annual Affirmative Action Plan		
Obj-1	Results/Progress	Improvement Action Plan
	The UK Affirmative Action Plan identifies employment goals for CHS in each of five job categories: Executive, Administrative, and Managerial (EAM); Faculty; Professional; Office and Clerical; and Technical/Paraprofessional across three Affirmative Action categories: Females; All Minorities; and African-American.	Continue efforts to diversify faculty and staff as positions become available.
2010	The College met the employment goals in four of the five categories for the 08-09 data collection (October 1, 2008 to September 30, 2009); only	

	the "All Minorities" goal for faculty (15.8%) was not met (the College employed 13.0% minority faculty).	
2011	The College did not meet the employment goals in the following categories for the 09-10 data collection (October 1, 2009 to September 30, 2010); only the "All Minorities" goal for EAM (0.0/12.1%) and faculty (11.1/15.8%); and the "African American" goal for professional (0.0/4.4%), office and clerical (5.3/11.0%) and technical/paraprofessional (0.0/7.0%).	Continue efforts to diversify faculty and staff as positions become available.
2012	The College did not meet the employment goals in the following five categories for the 10-11 data collection (October 1, 2010 to September 30, 2011); the "All Minorities" goal for EAM (0.0/12.1%), faculty (9.8/15.8%) and office and clerical staff (9.1/13.3%); and the "African American" goal for professional (0.0/4.4%) and technical/paraprofessional (0.0/7.0%).	Continue efforts to diversify faculty and staff as positions become available.
2013	The College did not meet the employment goals in the following three categories for the 11-12 data collection (October 1, 2011 to September 30, 2012); the "All Minorities" goal for EAM (0.0/12.1%) and faculty (5.9/15.8%); and the "African American" goal for professional (0.0/4.4%).	Continue efforts to diversify faculty and staff as positions become available.
2014	The College did not meet the employment goals in the following two categories for the 12-13 data collection (October 1, 2012 to September 30, 2013); the "All Minorities" goal for faculty (4.3/15.8%); and the "African American" goal for professional (0.0/4.4%).	Continue efforts to diversify faculty and staff as positions become available.

B. Track and monitor the number of minority students, staff and faculty in the College					
Obj-2	Results/Progress				Improvement Action Plan
2010		2009-2010			<p>Continue pipeline for diverse recruiting with Berea College, KY State University, Murray State University, and Alice Lloyd College. Continue to collaborate with Medical Center Diversity Office to identify, recruit and support diverse applicants.</p> <p>Seek sources of funding to support diverse students, including academic support activities, along with tuition and housing costs.</p>
		Minority	Total	%	
	Students	24	586	4%	
	Faculty	7	62	11%	
	Staff	8	40	20%	
2011		2010-2011			<p>Faculty and staff from CHS participated in a holistic admissions workshop in spring 2011. A holistic admissions process is currently being developed for the Physician Assistant Studies program with other programs to follow.</p> <p>Continue to seek sources of funding to support diverse students, including academic support activities, along with tuition and housing costs.</p>
		Minority	Total	%	
	Students	31	607	5%	
	Faculty	6	60	10%	
	Staff	8	47	17%	
2012		2011-2012			<p>A college-wide diversity committee was established in fall 2011.</p> <p>A holistic admissions process was used for the first time for the Physician Assistant Studies class beginning in January of 2012.</p>
		Minority	Total	%	
	Students	32	602	5%	
	Faculty	3	54	6%	
	Staff	8	47	17%	

2013		2012-2013			Continue to monitor faculty, staff and students in the College. Continue to support the holistic admissions process with CHS programs and expand where appropriate.
		Minority	Total	%	
	Students	44	634	7%	
	Faculty	3	55	5%	
	Staff	7	47	15%	
2014		2013-2014			Continue to monitor faculty, staff and students in the College. Continue to support the holistic admissions process with CHS programs and expand where appropriate.
		Minority	Total	%	
	Students	65	729	9%	
	Faculty	3	52	6%	
	Staff	6	46	13%	

C. Retention and graduation rates for undergraduate and graduate students from minority groups will increase from baseline by 2014								
Obj-2	Results/Progress						Improvement Action Plan	
2010	Retained		Yes		No		Total	Reinforce and expand support services, academic and non-academic, for diverse students, including hiring of academic skills counselors, tutors, and tuition for support courses. Develop re-cycling strategies for diverse students, including appropriately-paced programs, re-cycling support and strategies.
			#	%	#	%	#	
	Graduate/ Professional	Minority	7	87.5	1	12.5	8	
		Non-Minority	261	95.6	12	4.4	273	
	Undergraduate	Minority	5	100.0	0	0.0	5	
		Non-Minority	60	89.6	7	10.4	67	
	Total	Minority	12	92.3	1	7.7	13	
		Non-Minority	321	94.4	19	5.6	340	
	Retained is defined as students enrolled in the fall of 2008 who were still enrolled in the fall of 2009.							
	Graduated		Yes		No		Total	
			#	%	#	%	#	
Graduate/ Professional	Minority	5	100.0	0	0.0	5		
	Non-Minority	159	99.4	1	0.6	160		
Undergraduate	Minority	1	100.0	0	0.0	1		
	Non-Minority	22	100.0	0	0.0	22		
Total	Minority	6	100.0	0	0.0	6		
	Non-Minority	181	99.5	1	0.5	182		
Graduated is defined as students enrolled in the fall of 2008 who were scheduled to graduate during the 2009 school year.								
2011	Retained		Yes		No		Total	Reinforce and expand support services, academic and non-academic, for diverse students, including hiring of academic skills counselors, tutors, and tuition for support courses. Develop re-cycling strategies for diverse students, including appropriately-paced programs. Continue to
			#	%	#	%	#	
	Graduate/ Professional	Minority	10	100	0	0	10	
		Non-Minority						

Professional	Non-Minority	274	97.5	7	2.5	281
Undergraduate	Minority	3	100.0	0	0.0	3
	Non-Minority	47	88.7	6	11.3	53
Total	Minority	13	100.0	0	0.0	13
	Non-Minority	321	96.1	13	3.9	334

Retained is defined as students enrolled in the fall of 2009 who were still enrolled in the fall of 2010.

		Yes		No		Total
		#	%	#	%	#
Graduated						
Graduate/ Professional	Minority	6	100.0	0	0.0	6
	Non-Minority	191	100.0	0	0.0	191
Undergraduate	Minority	4	80.0	1	20.0	5
	Non-Minority	43	100.0	0	0.0	43
Total	Minority	10	90.9	1	9.1	11
	Non-Minority	234	100.0	0	0.0	234

Graduated is defined as students enrolled in the fall of 2009 who were scheduled to graduate during the 2010 school year.

reinforce programs begun in 2010.

		Yes		No		Total
		#	%	#	%	#
Retained						
Graduate/ Professional	Minority	14	87.5	2	12.5	16
	Non-Minority	272	96.5	10	3.5	282
Undergraduate	Minority	3	75.0	1	25.0	4
	Non-Minority	38	92.7	3	7.3	41
Total	Minority	17	85.0	3	15.0	20
	Non-Minority	310	96.0	13	4.0	323

Retained is defined as students enrolled in the fall of 2010 who were still enrolled in the fall of 2011.

		Yes		No		Total
		#	%	#	%	#
Graduated						
Graduate/ Professional	Minority	6	100.0	0	0.00	6
	Non-Minority	201	100.0	0	0.00	201
Undergraduate	Minority	4	100.0	0	0.00	4
	Non-Minority	52	100.0	0	0.00	52
Total	Minority	10	100.0	0	0.00	10
	Non-Minority	253	100.0	0	0.00	253

Retention rates for minority students continue to be below the retention rate for non-minority students, but still at or above 85%. Continue to support academic and non-academic services for diverse students.

2012	Graduated is defined as students enrolled in the fall of 2010 who were scheduled to graduate during the 2011 school year.							Retention rates for minority students continue to be below the retention rate for non-minority students, but still at or above 85%. Continue to support academic and non-academic services for diverse students.
	Retained		Yes		No		Total	
			#	%	#	%	#	
	Graduate/ Professional	Minority	14	87.5	2	12.5	16	
		Non-Minority	268	96.1	11	3.9	279	
	Undergraduate	Minority	8	100.0	0	0.00	8	
		Non-Minority	76	100.0	0	0.00	76	
	Total	Minority	22	91.7	2	8.3	24	
		Non-Minority	344	96.9	11	3.1	355	
	Retained is defined as students enrolled in the fall of 2011 who were still enrolled in the fall of 2012.							
	Graduated		Yes		No		Total	
			#	%	#	%	#	
	Graduate/ Professional	Minority	8	100.0	0	0.00	8	
		Non-Minority	205	100.0	0	0.00	205	
	Undergraduate	Minority	0	100.0	0	0.00	0	
		Non-Minority	35	100.0	0	0.00	35	
	Total	Minority	8	100.0	0	0.00	8	
Non-Minority		240	100.0	0	0.00	240		
2013	Graduated is defined as students enrolled in the fall of 2011 who were scheduled to graduate during the 2012 school year.							
	Retained		Yes		No		Total	
			#	%	#	%	#	
	Graduate/ Professional	Minority	22	95.7	1	4.3	23	
		Non-Minority	259	99.2	2	0.8	261	
	Undergraduate	Minority	9	100.0	0	0.00	9	
		Non-Minority	86	94.5	5	5.5	91	
	Total	Minority	31	96.9	1	3.1	32	
		Non-Minority	345	98.0	7	2.0	352	
	Retained is defined as students enrolled in the fall of 2012 who were still enrolled in the fall of 2013.							
	Graduated		Yes		No		Total	
			#	%	#	%	#	
	2014	Graduate/ Professional	Minority	6	100.0	0	0.0	6



	Professional	Non-Minority	205	99.5	1	0.5	206
	Undergraduate	Minority	8	100.0	0	0.00	8
		Non-Minority	49	100.0	0	0.00	49
	Total	Minority	14	100.0	0	0	14
		Non-Minority	254	99.6	1	0.4	255
Graduated is defined as students enrolled in the fall of 2012 who were scheduled to graduate during the 2013 school year.							

D. Establish a link on the College Web site that promotes culturally diverse activities on campus and in the communities		
Obj-3	Results/Progress	Improvement Action Plan
2010	The college website does not currently include resources or link to resources promoting culturally diverse activities. However, this content is planned for inclusion in the upcoming website overhaul and redesign.	Link to the various "diversity" offices and personnel on main and medical campuses. Include a calendar of appropriate events.
2011	Due to the fact the new college website has not gone live, these activities have not been accomplished.	Continue to monitor progress on the new college website. In the meantime, showcase diversity and international initiatives on the front page of the college website.
2012	The college website contains four links that promote culturally diverse activities - all listed on the Office of Student Affairs pages.	Continue to monitor progress on this metric as content is updated on pages across the college.
2013	The college website contains six links that promote culturally diverse activities on campus – all are listed on the Office of Student Affairs main page.	Continue to monitor progress on this metric as content is updated on pages across the college.
2014	The college website contains seven links that promote culturally diverse activities on campus – all are listed on the Office of Student Affairs main page.	Continue to monitor progress on this metric as content is updated on pages across the college.

## Goal 5: Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service

- Objective 5.1. The College will develop outreach, engagement and service programs for practitioners, alumni, preceptors and Kentucky citizens
- Strategy 5.1.1. Establish an infrastructure to support a CHS continuing education (CE) system
  - Strategy 5.1.2. Encourage faculty collaboration with practitioners, alumni, preceptors, and others through college-sponsored CE offerings
  - Strategy 5.1.3. Ensure that the College is responsive to health care needs in Kentucky by participating in AHEC activities and Centers for Excellence in Rural Health
  - Strategy 5.1.4. Expand opportunities for clinical activities in the College
- Objective 5.2 Promote public awareness of College expertise, outreach and engagement activities
- Strategy 5.2.1. Continue to publish annual report that focuses on College activities and expertise related to the health professions, including collaborations with AHEC Centers
  - Strategy 5.2.2. Use publications in the College to highlight outreach and engagement activities
  - Strategy 5.2.3. Increase local, regional, and international partnerships for engagement opportunities

Metrics

### A. Include CHS faculty and staff representation at five CHS Alumni and/or AHEC events per year

Obj-1	Results/Progress	Improvement Action Plan
2010	<p>CHS faculty and staff attended 9 alumni or AHEC events during 09-10.</p> <ul style="list-style-type: none"> <li>– Hazard Alumni Reception (with AHEC)</li> <li>– Morehead Alumni Reception (with AHEC)</li> <li>– Hall of Fame/Scholarship Dinner</li> <li>– Golf Scramble</li> <li>– Rehabilitation Sciences Ph.D. Reunion</li> <li>– Stewardship/Donor luncheons</li> <li>– Advisory, Philanthropy Board Meetings</li> <li>– National Philanthropy Day</li> <li>– Participation in AHEC annual meeting</li> </ul>	<p>Continue to monitor metric from baseline data.</p>
2011	<p>CHS faculty and staff attended 11 alumni or AHEC events during 10-11.</p> <ul style="list-style-type: none"> <li>– Eva Grayzel Performance</li> <li>– Hall of Fame/Scholarship Dinner</li> <li>– Golf Scramble</li> <li>– PT Clinic Opening</li> <li>– PT Class of 2001 Reunion</li> <li>– PA/KAPA Las Vegas Reception</li> <li>– Dean DeMoss Reception – Morehead</li> <li>– CLS Alumni Reception</li> <li>– College Graduation Brunch</li> <li>– Advisory, Philanthropy Board Meetings</li> <li>– Donor lunches</li> </ul>	<p>Continue to encourage faculty and staff attendance and participation at alumni and AHEC events in order to maintain this metric over time.</p>
2012	<p>CHS faculty and staff attended 8 alumni or AHEC events during 11-12.</p> <ul style="list-style-type: none"> <li>– Hall of Fame/Scholarship/Awards Dinner</li> <li>– Golf Scramble</li> <li>– KPTA &amp; McDougall Reception</li> <li>– Advisory &amp; Philanthropy Board Meetings</li> <li>– PAS White Coat Ceremony</li> <li>– Martha Alexander Presentation</li> <li>– AHEC Annual Conference</li> <li>– National Philanthropy Day</li> </ul>	<p>Plan more events. Given that the college has not had a full-time Alumni Director for this academic year, the list is slightly smaller than last year but still inclusive across the college.</p> <p>Continue to encourage faculty and staff attendance and participation at alumni and AHEC events in order to maintain this metric over time.</p>
2013	<p>CHS faculty and staff attended 8 alumni or AHEC events during 12-13.</p> <ul style="list-style-type: none"> <li>– Hall of Fame/Scholarship/Awards Dinner</li> <li>– Golf Scramble</li> <li>– Advisory &amp; Philanthropy Board Meetings</li> <li>– PAS White Coat Ceremony</li> <li>– Dinner with Kats</li> <li>– AHEC Annual Conference</li> <li>– PA Alumni Reception at KAPA Conference</li> <li>– Community-Based faculty luncheon supported by AHEC (CE)</li> </ul>	<p>Plan more events. Given that the college has not had a full-time Alumni Director for this academic year, the list is slightly smaller than last year but still inclusive across the college.</p> <p>Continue to encourage faculty and staff attendance and participation at alumni and AHEC events in order to maintain this metric over time.</p>
	<p>CHS faculty and staff attended 10 alumni or AHEC events during 13-14.</p> <ul style="list-style-type: none"> <li>– Hall of Fame/Scholarship/Awards Dinner</li> <li>– Golf Scramble</li> <li>– Advisory &amp; Philanthropy Board Meetings</li> </ul>	<p>Continue to encourage faculty and staff attendance and participation at alumni and AHEC events in order to maintain this metric over time.</p>

2014	<ul style="list-style-type: none"> <li>– PAS White Coat Ceremony</li> <li>– Dinner with Kats</li> <li>– AHEC Annual Conference</li> <li>– PA Alumni Reception at KAPA Conference</li> <li>– MLS 80<sup>th</sup> Anniversary Gala</li> <li>– AT Conference Reception</li> <li>– UK Wildcat Society Reception</li> </ul>	
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<b>B. Provide 15 college-sponsored continuing education (CE) activities in accordance with feasibility and needs assessment findings by 2014</b>		
Obj-1	Results/Progress	Improvement Action Plan
2010	No progress. Because of budget constraints, a CE Director has not been employed.	Focus efforts on identifying a mechanism for developing CE activities and reporting results.
2011	<p>While no college-sponsored CE activities occurred during FY 2011, several CE activities were planned and/or facilitated at the program or departmental level. These included:</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Annual KARRN Conference – October 13, 2010</li> <li>• PREPaRE Conference – March 19, 2011</li> <li>• Fall Risk Examination, Assessment and Intervention – Department of Public Health TRAIN video conference – a video series of workshops provided to 10-15 public health departments around the state in 2010-2011</li> <li>• 2<sup>nd</sup> Annual Sports Concussion Summit – June 24, 2011</li> <li>• American Physical Therapy Association Clinical Instructor Education and Credentialing Program – November 6-7, 2010</li> <li>• Clinical Application of Research Symposium - sponsored by UK Rehab Sciences Dept. – February 26, 2011</li> <li>• Clinical Symposium for BCTC Dental Hygiene students – September 10, 2010</li> </ul>	Shift college efforts away from the hiring of a CE Director (due to budgetary constraints) and instead focus efforts on continuing education activities that are supported at the individual faculty member, division or departmental level.
2012	<p>While no college-sponsored CE activities occurred during FY 2012, several CE activities were planned and/or facilitated at the program or departmental level. These included:</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Annual KARRN Conference – September 20, 2011</li> <li>• American Physical Therapy Association (APTA) Clinical Instructor Education and Credentialing Program – November 4-5, 2011</li> <li>• PREPaRE Conference – March 17, 2012</li> <li>• Train the Trainer Workshop for MLS preceptors – May 22-23, 2012</li> <li>• 3<sup>rd</sup> Annual Sports Concussion Summit – June 8, 2012</li> </ul>	Encourage and support faculty members to offer continuing education opportunities.
2013	<p>While no college-sponsored CE activities occurred during FY 2013, several CE activities were planned and/or facilitated at the program or departmental level. These included:</p> <ul style="list-style-type: none"> <li>• 4<sup>rd</sup> Annual KARRN Conference – September 19, 2012</li> <li>• 5<sup>th</sup> Annual International Ankle Symposium – October 5, 2012</li> <li>• Integrating Oral Health with Primary Care: Oral Cancer Screening – November 2, 2012</li> <li>• PREPaRE Conference – March 9, 2013</li> </ul>	Encourage and support faculty members to offer continuing education opportunities.

	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> Annual Sports Concussion Summit – May 18, 2013</li> </ul>	
2014	<p>While no college-sponsored CE activities occurred during FY 2014, several CE activities were planned and/or facilitated at the program or departmental level. These included:</p> <ul style="list-style-type: none"> <li>• APTA Credentialed Clinical Instructor Program – July 12-13, 2013</li> <li>• 5<sup>th</sup> Annual KARRN Conference – September 25, 2013</li> <li>• Preparing Faculty to Teach the Oral Cancer Screening – October 18-20, 2013</li> <li>• 5<sup>th</sup> Annual Conference on Meeting the Needs of Infants, Toddlers and Children with Disabilities in Rural Communities (PREPaRE) – March, 22, 2014</li> <li>• Students with Severe Disabilities and Complex Needs: Addressing the Challenges in the Schools. HDI Seminar Series, Lexington, KY with statewide broadcast – February 27, 2014</li> <li>• Teaching Age-appropriate Academic Learning via Communication (TAAALC) Summer Institute on Communication – June 12-13, 2014</li> </ul>	Encourage and support faculty members to offer continuing education opportunities.

<b>C. Increase the number of faculty and staff reporting outreach and engagement activities on the Engagement Measurement Instrument (EMI) to 50</b>		
Obj-1	Results/Progress	Improvement Action Plan
2010	12 staff and faculty reported on 35 activities for the most current reporting year (2008).	The complexity of the EMI is a barrier to faculty completion. Recommend decreasing target to 25 per year.
2011	30 staff and faculty reported on 56 activities for the most current reporting year (2009).	Continue efforts to encourage faculty and staff to report activities through the EMI. This will be achieved by regular communication reminders regarding reporting criteria and deadlines.
2012	15 staff and faculty reported on 49 activities for the most current reporting year (2010).	Continue efforts to encourage faculty and staff to report activities through the EMI. This will be achieved by regular communication reminders regarding reporting criteria and deadlines.
2013	The University is no longer collecting data using this instrument.	No longer collect data for this metric.
2014	The University is no longer collecting data using this instrument.	No longer collect data for this metric.

<b>D. Increase number of clinical rotations and community-wide partnerships to over 1,000 per year by 2014</b>					
Obj-1	Results/Progress				Improvement Action Plan
2010	Academic Program	Rotations	Sites	Weeks in rotations	Monitor the number of clinical sites in addition to total rotations.
	Athletic Training	21	11	39	Identify a way to make rotations in different academic programs more comparable – possibly compute total weeks in rotation to indicate programs that have fewer rotations that last an entire semester.
	Clinical Laboratory Sciences	50	10	6	
	Communication Sciences and Disorders	83	42	8-16	
	Physical Therapy	306	169	4-10	
	Physician Assistant	626	216	4	
	Radiation Science	40	1	4	
	Total	1,126	449		
2011	Academic Program	Rotations	Sites	Weeks in rotations	While the total number of clinical rotations should remain fairly consistent over time, the college will focus its efforts on investigating

	Athletic Training	23	15	39	new clinical site locations for students rotations, including sites across the country and internationally.
	Clinical Laboratory Sciences	43	8	6	
	Communication Sciences and Disorders	81	46	8-16	
	Physical Therapy	302	172	4-10	
	Physician Assistant	663	314	4	
	Radiation Science	36	1	4	
	<b>Total</b>	<b>1,148</b>	<b>556</b>		
2012	<b>Academic Program</b>	<b>Rotations</b>	<b>Sites</b>	<b>Weeks in rotations</b>	<p>* No students in the Medical Laboratory Sciences program completed clinical rotations during the 2011-2012 academic year due to the expansion of the curriculum to three semesters.</p> <p>Programs will continue to investigate new clinical sites for student rotations.</p>
	Athletic Training	21	15	39	
	Medical Laboratory Sciences	*0	0	6	
	Communication Sciences and Disorders	86	48	8-16	
	Physical Therapy	306	161	4-10	
	Physician Assistant	642	295	4	
	Radiation Science	36	1	4	
	<b>Total</b>	<b>1,091</b>	<b>520</b>		
2013	<b>Academic Program</b>	<b>Rotations</b>	<b>Sites</b>	<b>Weeks in rotations</b>	While the total number of clinical rotations should remain fairly consistent over time, the college will focus its efforts on investigating new clinical site locations for students rotations, including sites across the country and internationally.
	Athletic Training	21	15	39	
	Medical Laboratory Sciences	96	17	6	
	Communication Sciences and Disorders	82	48	8-16	
	Physical Therapy	305	167	4-10	
	Physician Assistant	717	301	4	
	Radiation Science	42	1	4	
	<b>Total</b>	<b>1,263</b>	<b>550</b>		
2014	<b>Academic Program</b>	<b>Rotations</b>	<b>Sites</b>	<b>Weeks in rotations</b>	While the total number of clinical rotations should remain fairly consistent over time, the college will focus its efforts on investigating new clinical site locations for students rotations, including sites across the country and internationally.
	Athletic Training	22	18	39	
	Medical Laboratory Sciences	100	16	6	
	Communication Sciences and Disorders	93	47	8-16	
	Physical Therapy	321	167	4-10	
	Physician Assistant	727	344	4	
	<b>Total</b>	<b>1,263</b>	<b>591</b>		

<b>E. Generate two media pitches on outreach activities to local media annually</b>		
Obj-2	Results/Progress	Improvement Action Plan
2010	The Office of Advancement pitched two stories regarding outreach activities to local media in the past year, "A PA Student's Ecuadorean Experience" and "PA Students Provide Medical Care in Mexico." The later was an extensive endeavor consisting of a feature story, photography, video and a daily blog during the trip.	Continue to monitor metric from baseline data.
2011	The Office of Advancement pitched two stories regarding outreach	Continue to monitor metric to ensure it is met on an annual basis.

	activities to local media in the past year. Multiple coverage was secured for the "Samaritan's Touch Free PT Clinic."	
2012	The Office of Advancement pitched seven stories regarding outreach activities to local media in the past year.	Continue to monitor metric to ensure it is met on an annual basis.
2013	The Office of Advancement pitched six stories regarding outreach activities to local media in the past year.	Continue to monitor metric to ensure it is met on an annual basis.
2014	The Office of Advancement pitched nine stories regarding outreach activities to local media in the past year.	Continue to monitor metric to ensure it is met on an annual basis.