

**Student Outcomes Assessment and Success Report AY2019-20** *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

**Unit/Program Name:** \_\_\_\_\_ Physical Therapy \_\_\_\_\_ **Contact Name(s) and Email(s)** \_Howell Tapley, Howell.tapley@indstate.edu\_

**Part 1a: Summary of Student Learning Outcomes Assessment**

<b>a. What learning outcomes did you assess this past year?</b>  If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	<b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b>	<b>c. What were your expectations for student performance?</b>	<b>d. What were the actual data/results?</b>	<b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</b>
2. Students will demonstrate competent entry-level patient care skills and will be able to critically reason in examination, evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners. (neurological content area)	1.Scorebuilders Online Advantage 1 (standardized test) – Neuro content area  2.PHTH 841 Healthcare Systems (fall 2020)	Neuromuscular and nervous systems average score 62% (Fair Mastery)	57% N=29	Trending downward from last groups scores (62.5%). Program director will discuss needed changes with instructor. This is a major weakness for our program.
2. Students will demonstrate competent entry-level patient care skills and will be able to critically reason in examination, evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners. (neurological content area)	Curriculum Review Survey – End of Program. Not affiliated with a single class. Students rate themselves on how confident they are in various areas at graduation. (Indirect Measure)	80% must score either 5 = exceptionally well prepared, 4 = well prepared, or 3 = adequately prepared (Neuromuscular Disorders)	50% N=28	PD and curriculum committee will need to continue meetings with instructor to enhance quality of instruction.

*Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

**Helpful Hints for Completing this Table**

- Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

### Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes
- 2) Year-to-Year Retention
- 3) 5-Year Graduation Rate

**Class of 2018 graduated 100% of entering students 16/16.**

**Class of 2019 graduated 89% of entering students 26/29.**

**Class of 2020 graduated 90% of entering students 28/31.**

What worked well in supporting student success this year?

**The DPT program is relatively new and has only graduated 3 cohorts. Nationally, approximately 90% of students are retained in PT programs, so we we look like the typical program.**

What are the most significant opportunities for improvement upon which to focus in the coming year?

**We need to improve the quality of instruction and student outcomes for neurorehabilitation content.**

### Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email. It is not expected that every course in your curriculum correspond to a career readiness competency.

### Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**  
***We are consistently seeing a weakness in both student outcomes and perceptions of knowledge/skill in neurorehabilitation content. There has been negligible improvement in this area despite consistent efforts.***
- 2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**  
***Formal meetings with neurorehabilitation instructor.***
- 3) **what your assessment plan will focus on in the coming year**  
***We will assess neuro content area to determine any changes based on current outcomes.***
- 4) **how this information will be shared with other stakeholders**  
***Assessment information is reported in program and department meetings in addition to being shared with accrediting bodies.***

**Please prepare this report as a Word document.** Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Doctor of Physical Therapy	Overall Rating: Mature (2.06/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> <li>• Learning outcomes, while complex, are clear and measurable with appropriately complex evaluative tools.</li> <li>• Measures selected include a direct measure of a standardized exam and indirect measure of student perceptions of learning. While the data is not what was hoped for, the findings do seem to complement one another and lend credibility.</li> <li>• Expected performance is clearly described.</li> <li>• Some information is provided about changes to address student learning in this area.</li> <li>• Assessment is shared with faculty and stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Note the alignment of the learning outcomes to the Graduate Student Learning Outcomes to evidence alignment with graduate level work (find them here: <a href="https://indstate.edu/assessment/learning-outcomes-library">https://indstate.edu/assessment/learning-outcomes-library</a>).</li> <li>• Consider adding more points of assessment in the program. This would allow you to gather more formative data to address student performance issues before the summative measure of the standard exam. It would also allow faculty to understand if the instruction (vs. the assignments or the curriculum content or student readiness, etc.) is the area in which to focus efforts. This might be especially important considering it is noted that this is an area of ongoing weakness in the program. Evaluations from high-impact practice measures such as clinical observations or rotations and problem-based learning (simulations, case studies, etc.) can be a great way to obtain quality data on student performance. Using analytical rubrics to evaluate these assignments can be even more helpful by pinpointing student performance by relevant dimensions of mastery to even further understand where to focus improvement efforts.</li> <li>• The data related to the indirect measure is unclear based on the way expected performance is described. It might make more sense to report how many students rated that particular item at each level on the survey.</li> </ul>

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<b>Student Learning Outcomes</b>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No (<i>program</i>) learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<b>Performance Goals &amp; Measures</b>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p><b>Analysis &amp; Results</b></p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided</p>
<p><b>Sharing &amp; Use of Results for Continuous Improvement</b></p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
<p><b>Overall Rating</b></p>	<p><input type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>

*Please see reviewer notes for more details.*