

Student Outcomes Assessment and Success Report AY2018-19

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

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>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?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>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.</p>
<p>1. Apply principles of health promotion in developing wellness programs (may include recommendation of balanced diet, promotion of physical activities, education, and/or counseling)</p>	<p>Written paper summarizing the health promotion project in detail for PHTH 820 Health Promotion Outreach</p>	<p>Average score 90%</p>	<p>98% N=26</p>	<p>Great job on health promotion projects and goal met. No need for changes at this time. Changes in organization occurred from last year to streamline process.</p>
<p>1. Apply principles of health promotion in developing wellness programs (may include recommendation of balanced diet, promotion of physical activities, education, and/or counseling)</p>	<p>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)</p>	<p>80% must score 100% of the ideal entry-level graduate Promote Health and Wellness in the Community</p>	<p>88% N-26</p>	<p>Students consistently perform well in health promotion content. No changes needed.</p>
<p>2. Demonstrate an understanding of the healthcare needs of rural and underserved populations</p>	<p>Personal Reflection Paper required after participation in community event for underserved population. PHTH 600 Introduction to Physical Therapy</p>	<p>Average score 90%</p>	<p>Average score 95% N=27</p>	<p>Student's created meaningful reflections of the Special Olympics FUNFitness DPT volunteer event indicating good understanding of this special population. No need for changes.</p>
<p>3. Demonstrate a commitment to lifelong learning</p>	<p>Students will complete an online continuing medical education course through the APTA. Assignment in PHTH 600 Intro to PT</p>	<p>90% of students will complete the assignment by the due date (pass/fail)</p>	<p>96% complete N=27</p>	<p>Students demonstrated enthusiasm for this assignment and only one student was late turning in the assignment.</p>

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

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. 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.
- c. 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.)
- d. 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.

What worked well in supporting student success this year?

The DPT program is relatively new and has only graduated 2 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 have taken measures to increase and formalized our remediation process for struggling students.

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?)**
Generally speaking, the items assessed this year indicated good student performance. We would like to constantly work towards improving student retention, however we are at the national average for our last class with 10% attrition.
- 2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
We have made some strategic changes to how we remediate students who are identified as struggling earlier in the process. We are now generating formal/written remediation plans which are signed by the student and program director, and which require continuous monitoring to assure completion.
- 3) **what your assessment plan will focus on in the coming year**
We will assess some of our problem areas, such as neurorehabilitation and pathophysiology. These have been indicated as weaknesses through student surveys and performance on board exams.

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.*

Dear Howell,

Thank you so much for sharing your assessment process and findings for AY 2018-19 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 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: D.P.T. Physical Therapy	Overall Rating: Mature (2.13/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measurable.• Courses and assignments used as assessment measures are described in detail. Use of a mix of direct and indirect measures as appropriate to provide additional insight into student learning and perceptions of learning.• Clear information provided about expected and actual student performance relative to outcomes.• Students perform well overall, and reflections on student performance include insights into past changes to support this outcome, as well as student attitudes toward learning. Good information provided on remediation plans that support the few students in the program who do struggle.• Clear information about how faculty are involved in assessment sharing and use.	<ul style="list-style-type: none">• Indicate how learning outcomes align with accreditor standards and the CGPS Graduate Student Learning Outcomes to demonstrate alignment with ISU's principles of graduate learning.• Describe how student performance on measures is evaluated (e.g., rubric, checklist, exam key, etc.).• With such high-performing students, consider looking at a distribution of scores to pinpoint whether there is room for growth within the range. This is particularly useful when using analytical rubrics that break student performance ratings up by knowledge or skill related to the outcome.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accretor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped