

## Program-Level Assessment: *Annual Report*

**Program(s):** Program in Physical Therapy and Athletic Training Program (BSES)

**Department:** Physical Therapy and Athletic Training

**College/School:** Doisy College of Health Sciences

**Date:** October 15, 2018

**Primary Assessment Contact:** Randy Richter, PhD, PT and Anthony Breitbach PhD, ATC

1. Which program student learning outcomes were assessed in this annual assessment cycle?

<b>PLO #2:</b>	Determine strategies that aim to improve health or promote wellness.
<b>PLO #5</b>	Evidence the ability to advocate for healthy lifestyle behaviors.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

Students in the BSES curriculum are required to take - IPE 1100 – Introduction to Interprofessional Health Care and IPE 4900 Interprofessional Community Practicum. Students studying in Madrid do not take these courses. Students are assessed on PLO#2 and PLO #5 when they take these required courses.

**PLO #2** – During IPE 1100 students complete a Public Service Announcement video assignment. As part of the assignment student must consider health literacy and scientific evidence for the health topic discussed in the Public Service Announcement.

**PLO #2** – During IPE 4900 Interprofessional Community Practicum students collaborate with a community health or social services agency to improve health or promote wellness among their target population by planning and implementing a project that aims to improve health or promote wellness.

**PLO #5** – During IPE 1100 students complete a Public Service Announcement video assignment. As part of the assignment student must consider health literacy and scientific evidence for the health topic discussed in the Public Service Announcement.

**PLO #5** – During IPE 4900 Interprofessional Community Practicum students collaborate with a community health or social services agency to improve health or promote wellness among their target population

3. How did you analyze the assessment data? What was the process? Who was involved?

**NOTE: If you used rubrics as part of your analysis, please include them in an appendix.**

Meeting with the Director, Center for Interprofessional Education & Research and conversations with the IPE 1100 course coordinator confirmed attainment of PLOs #2 and #5. The public service announcement assignment (IPE 1100) and the student collaboration with a community agency are designed to ensure students develop strategies to improve health or promote wellness and advocate for healthy lifestyle behaviors.

The Director, Center for Interprofessional Education & Research and IPE 1100 reviewed the assessment rubric and made judgements related to attainment of goals based on knowledge of student performance.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

**NOTE: If necessary, include any tables, charts, or graphs in an appendix.**

**PLO #2 and PLO #5** – Assignments in IPE 1100 and IPE 4900 have facilitated student achievement on learning outcomes.

**PLO #2** – 25% of assignments in the course will be reviewed with an average of 85% achieving a ranking of “reinforce” or higher using the corresponding assessment rubric. (met).

**PLO #5** – 25% of assignments in the course will be reviewed with an average of 85% achieving a ranking of “reinforce” or higher using the corresponding assessment rubric. (met)

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

**PLO #2** – The data collected and analyzed for this PLO indicate that changes are not needed at this time.

**PLO #5** – The data collected and analyzed for this PLO indicate that changes are not needed at this time.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

Findings will be discussed at a fall 2018 Program in Physical Therapy faculty meeting. Based on faculty review, any potential actions will be identified.

**IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.**

### Assessment Rubric

<b>Bachelor of Science in Exercise Science (BSES)</b>		
<b>PLO #1 - Identify educational opportunities to continually seek new knowledge.</b>		
<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>Identifies importance of educational opportunities to continually seek new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Describes outcomes associated with educational opportunities to continually seek new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes strategies for obtaining educational opportunities to continually seek new knowledge.</li> </ul>
<b>PLO #2 - Determine strategies that aim to improve health or promote wellness.</b>		
<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>Identifies strategies that aim to improve health or promote wellness.</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategies that aim to improve health or promote wellness.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates strategies that aim to improve health or promote wellness to appropriate stakeholders.</li> </ul>
<b>PLO #3 - Apply knowledge to estimate relative disease risk.</b>		
<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>Identifies importance of risk assessment on disease.</li> </ul>	<ul style="list-style-type: none"> <li>Describes process of risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct lab assignment to assess potential risk of disease.</li> </ul>
<b>PLO #4 - Demonstrate foundational knowledge of injury-healing processes.</b>		
<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>Identifies foundational knowledge of injury-healing processes.</li> </ul>	<ul style="list-style-type: none"> <li>Describes understanding foundational knowledge of injury-healing processes.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates foundational knowledge of injury-healing processes to appropriate stakeholders.</li> </ul>
<b>PLO #5 - Evidence the ability to advocate for healthy lifestyle behaviors.</b>		
<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>Identifies importance of advocacy for healthy lifestyle behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Describes strategies for advocacy for healthy lifestyle behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates advocacy for healthy lifestyle behaviors to appropriate stakeholders.</li> </ul>

