

## Doisy College of Health Sciences Program-Level Assessment: Annual Report

Program: Athletic Training / Physical Therapy

Department: Physical Therapy and Athletic Training

Degree or Certificate Level: BSES

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

Date (Month/Year): October 2020

Primary Assessment Contact: Randy R Richter / Anthony Breitbach

In what year/cycle was the data upon which this report is based collected? 2019-2020

In what year/cycle was the program's assessment plan most recently reviewed/updated?

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

PLO #2: Determine strategies that aim to improve health or promote wellness.

PLO #5: Evidence the ability to advocate for healthy lifestyle behaviors

### 2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Students in the BSES curriculum are required to take - IPE 1100 – Introduction to Interprofessional Health Care and IPE 4900 Interprofessional Community Practicum. Students are assessed on PLO#2 and PLO #5 when they take these required courses.

PLO #2: – During IPE 1100 Introduction to Interprofessional Health Care 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.

Community Practicum Project (IPE 4900 Community Practicum). Transitioned to modified virtual projects due to COVID-19 restrictions. Assessment as planned was not possible.

PLO #5: – During IPE 1100 Introduction to Interprofessional Health Care 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.

Community Practicum Project (IPE 4900 Community Practicum). Transitioned to modified virtual projects due to COVID-19 restrictions. Assessment as planned was not possible.

No Madrid artifacts were included

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

PLO #2 and PLO #5:

The IPE 1100 course coordinator confirmed attainment of PLOs #2 and #5 as per the assessment rubric. 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.

### 4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

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. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

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. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Data will be analyzed in the at a fall 2020 or spring 2021 faculty meeting. Possible changes and/or additions will be discussed at that time.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you’ve initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

PLO #2 and PLO #5: At this time, no further action is anticipated.

If no changes are being made, please explain why.

Students are achieving the desired outcomes.

**7. Closing the Loop: Review of Previous Assessment Findings and Changes**

**A.** What is at least one change your program has implemented in recent years as a result of assessment data?

IPE 4900 modified approach to assessing and meeting community partner needs.

**B.** How has this change/have these changes been assessed?

Unable to fully assess due to modifications from COVID-19 pandemic.

**C.** What were the findings of the assessment?

Anecdotally, feedback from students and community partners was positive.

**D.** How do you plan to (continue to) use this information moving forward?

Outcomes will be continually reviewed.

**IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.**

**All assignment instructions and rubrics are attached to the Assessment plan.**