

Degree Program Student Learning Report

Revised August 2017

Department of Health Sciences

Select Degree Program

For 2020-2021 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
<p>Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.</p>	<p>The mission of the School of Professional Studies (SPS) is to develop students' skills and knowledge so they can successfully perform in their professional career of choice, and to prepare them to be lifelong learners in a diverse society. This is accomplished in a positive academic climate which is supported by academic and intellectual freedom, and faculty who are dedicated to a quality educational experience.</p>	<p>The Department of Health Sciences is one of ten academic departments at Rogers State University and supports the mission of Rogers State University. The department mission is to prepare students to achieve personal and professional goals and to educate safe and competent beginning practitioners of selected health fields. The department also prepares students majoring in other fields with health courses to support their degrees.</p>	<p>The mission of Rogers State University's Allied Health Sciences baccalaureate program is to prepare highly effective allied health care professionals for employment or acceptance into professional programs such as athletic training, physical therapy, and occupational therapy.</p>

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	Same as above.	Same as above.	Students will successfully complete the pre-requisite coursework to enter professional preparation programs for licensure in the allied health field option of choice.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	Curricula for the associate, bachelors, and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research, and university service. The programs in the SPS are dynamic and foster student achievement of their personal and professional goals reflective of their field of study. Innovative teaching strategies are used across diverse educational platforms to facilitate student learning outcomes.	The faculty is committed to excellence in teaching and student service. Learning is best accomplished by providing students with accurate and reliable information, opportunities for individualized learning experiences, and guidance and direction through supportive services. The teacher-learner relationship is enhanced when accountabilities and expected outcomes are clear. Students are supported and guided by the faculty to become active participants in learning in order to achieve professional and personal goals. The Health Sciences faculty believes that scientific reasoning and critical thinking are reflected as clinical judgment.	Students will demonstrate mastery of current knowledge, theory and research in movement sciences.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.			<p>Students will successfully complete the pre-requisite coursework to enter professional preparation programs for licensure in the allied health field option of choice.</p> <p>As a bachelor's degree program, a robust foundation of liberal arts is required during the freshman and sophomore years.</p>
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.			The primary Allied Health faculty member maintains 50 continuing education units annually in area of expertise. Faculty has continued to work in the field of Athletic Training for local K-12 schools and independent organizations.
To provide university-wide student services, activities and resources that complement academic programs.		RSU offers an array of student services that are commensurate with student needs. Both on-campus and distance learning students benefit from and have access to a variety of services including health and counseling/psychological services, academic support services, career services, Financial Aid, and others. Students are advised of available services during the freshman orientation class, UNIV 1152, <i>The University Experience</i> , via course syllabi, and through published information distributed by Student Affairs office.	Students will demonstrate appropriate skills in the clinical setting of the goal allied health field.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.			Students will achieve professional certification in an applicable area of movement science.

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
Determined that an additional part-time faculty was needed in spring 2021 for FTMT 4813, Advanced Strength and Conditioning. A Masters prepared adjunct who is a certified Strength and Conditioning Specialist was hired.	Y	This experienced adjunct has experience in taking the national certification in Strength and Conditioning exam. Brought strong skill set to convey to all Allied Health options. Will continue part-time employment in spring semesters.

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comments
Anticipate peer review feedback at completion of AY 2021-2022.	N	Will review and consider feedback, when received.

PART 4

Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome					
SLO #1: Upon completion of bachelor’s degree in pre-professional program at RSU, student will attain admission into graduate program of desired degree option (Athletic Training, Physical Therapy, Occupational Therapy).					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Report of acceptance into graduate program for student’s degree option.	70% of students who apply to graduate programs will be admitted	Google survey- Student reports acceptance into graduate program	No current data, will implement AY 2021-2022		
H. Conclusions					
SLO revised due to a professional certification not being relevant to all options until completion of graduate school. Each Allied Health program option is intended to lead to a graduate professional program, and thus the new SLO (see above) better reflects the desired outcome of the program and its options. In May 2021, the initial class completed the program. There were twelve (12) graduates. Of these twelve, two have reported acceptance into graduate school professional programs. These are anecdotal student reports because currently there is no formal tracking method after RSU graduation. Propose to send email link survey using Google Forms each semester to graduates to better track acceptance into graduate programs starting current academic year.					

**A.
Student Learning Outcome**

SLO #2: Students will demonstrate mastery of current knowledge, theory and research in movement sciences.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																		
Movement Analysis Final Project	80% of students will pass with a score equal to or higher than 75%	FTMT 3843	N= 20	<table border="1"> <tr> <td></td> <td>95%</td> <td>85%</td> <td>75%</td> <td>65%</td> <td></td> </tr> <tr> <td>Students</td> <td>5</td> <td>4</td> <td>3</td> <td>8</td> <td></td> </tr> <tr> <td>Percent</td> <td>25</td> <td>20</td> <td>15</td> <td>40</td> <td></td> </tr> </table>		95%	85%	75%	65%		Students	5	4	3	8		Percent	25	20	15	40		N
	95%	85%	75%	65%																			
Students	5	4	3	8																			
Percent	25	20	15	40																			
Energy Pathway Analysis Project	80% of students will pass with a score equal to or higher than 75%	FTMT 3733	N=10	<p>9/20 = 60% earned a score \geq75%, missing the threshold of 80%. Average score was 78%.</p> <table border="1"> <tr> <td></td> <td>95%</td> <td>85%</td> <td>75%</td> <td>65%</td> <td></td> </tr> <tr> <td>Students</td> <td>5</td> <td>5</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>Percent</td> <td>50</td> <td>50</td> <td>0</td> <td>0</td> <td></td> </tr> </table> <p>100% earned a score \geq75%, surpassing the threshold.</p>		95%	85%	75%	65%		Students	5	5	0	0		Percent	50	50	0	0		Y
	95%	85%	75%	65%																			
Students	5	5	0	0																			
Percent	50	50	0	0																			

**H.
Conclusions**

Due to the paucity of data and newness of the Allied Health program, faculty believe that the Movement Analysis Project should be retained with current threshold of measurement for a few more cycles before changes are made. The Energy Pathway Analysis Project threshold was met and will continue to measure and track the data for this project as well.

A. Student Learning Outcome										
SLO #3: Students will demonstrate appropriate skills in the clinical setting of the goal allied health field.										
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results			G. Standard Met (Y/N)			
Likert scale evaluation of field experience; rated by supervisor	100% will achieve a score of 5 or better	FTMT 4423	N= 8		7	6	5	4	3	Y
				Students	3	2	3	0	0	
				Percent	43	25	43	0	0	
100% earned a rating by supervisors of 5 or better.										
H. Conclusions										
The data indicates that supervisors gave very favorable ratings of the current field experiences. Due to a low N, will continue to collect, track and analyze this data to determine the need for changes.										

**A.
Student Learning Outcome**

SLO #4: ~~Students will achieve professional certification in an applicable area of movement science~~

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results					G. Standard Met (Y/N)	
The NSCA CSC certification exam	70% will successfully pass	FTMT 4813	N= 8		7	6	5	4	3	Y
				Students	3	2	3	0	0	
				Percent	43	25	43	0	0	

**H.
Conclusions**

SLO eliminated due to a professional certification not being relevant to all options until completion of graduate school.

**PART 5
Proposed Instructional or Assessment Changes**

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
As noted on page 6, SLO #1 was revised to better reflect the desired outcomes of the program.	SLO # 1.	This revised SLO will allow us to validate that student who desire to enter a graduate program in one of the Allied Health options, attain their goal. Because Athletic Training, Physical Therapy and Occupational Therapy requires advanced degrees for full scope of practice, this SLO is well suited to track student success.

PART 6

Summary of Assessment Measures

- A. How many different assessment measures were used? 5
- B. List the direct measures (see appendix): Field supervisor evaluation; final projects (2); national certification exam
- C. List the indirect measures (see appendix): Admission into graduate/professional program (student report via survey)

PART 7

Faculty Participation and Signatures

A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Mr. Brian Coley, ATC, L	Lead Faculty of Allied Health	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Carla Lynch		
Dean			

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a “Proficient” or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?