

## Summary of Outcome Assessment Program Results: 2014-2015

The Communicative Disorders and Deaf Studies (CDDS) Department has a SOAP plan that includes multiple graduate and undergraduate measures that are scheduled on a 5-year cycle where each measure is administered 1 to 3 times over the five year period (see schedule on p. 30 of our SOAP). There are a total of eight graduate measures (4 direct and 4 indirect), and five undergraduate measures (3 direct and 2 indirect). In this report, we are reporting on the results of information gathered during the 2014-2015 academic years. The graduate outcome measures specified for this period in the Student Outcome Assessment Plan included: (1) **Student Teaching Evaluations**, and (2) **Comprehensive Exam Results**. The undergraduate outcome measures specified for this period were the **Final Practicum Evaluations for CDDS 110/107, 164, and 175**, and the **Undergraduate Exit Questionnaire**.

### Undergraduate Program

#### WHAT LEARNING OUTCOMES DID YOU ASSESS THIS YEAR?

1. Students will appropriately assess an individual's speech, language, auditory, and communication skills.
2. Students will demonstrate professional behavior within their selected discipline.
3. The students will demonstrate understanding and application of basic knowledge within their selected discipline.
4. The students will write a professional report within their discipline.
5. The students will establish appropriate and measurable goals for potential clients or students.
6. The student will communicate effectively with potential clients, students, or consumers.

#### WHAT INSTRUMENTS DID YOU USE TO ASSESS THEM?

##### A. Final Practicum Evaluations for CDDS 175. (direct)

Interpreting students are required to complete an interpreting internship in CDDS 175. It requires the students to provide supervised interpreting services in a variety of professional settings. The students are evaluated on their professionalism, dependability, professional appearance, ability to work with others, ability to accept feedback, adherence to the RID's professional code of conduct, ability to synthesize and evaluate situations, and their interpretation and transliteration skills. The Final Practicum Evaluation for this class was selected because it represents a Senior-level class and culminating experiences within the Sign Language Interpreting Program. *It was used to assess outcomes 1, 2, 3, and 6 from the list above.*

#### WHAT DID WE DISCOVER? (RESULTS):

GOALS/ Learning Outcomes Addressed	Results
1. At least 80% of students will demonstrate an understanding and	Met. 28/31 students or 90%

application of basic knowledge in sign language interpreting, as indicated by a "PASS" on their comprehensive exam in CDDS 175	of the students who took the exam received a "PASS".
2. At least 80% of interpreting students will demonstrate the ability to successfully synthesize and evaluate the communication environment and match their language to their clients, as indicated by a score of 4 or 5 on the following items: Area 3-K of the student intern eval for CDDS 175.	Met. Over 80% achieved a score of 4 or 5 on item 3-K of the student intern eval.
3. At least 80% of int. students will demonstrate effective communication with clients or consumers, as indicated by an Overall Rating of 4 or higher on Area 3 and Area 4 of their final practicum eval. For CDDS 175.	Met. 86% of students achieved a overall rating of 4 or higher in these areas.
4. At least 80% of students will demonstrate satisfactory professional behavior during their CDDS 175 final practicum eval. as indicated by an Overall Rating of 4 or higher on Area 1 (Personal Characteristics) of the student intern eval.	Met with over 80% of students meeting the professional behavior standards

**WHAT CHANGES DID WE MAKE? (ACTIONS TAKEN):** It appears that the students met all of the learning outcomes that were assessed, therefore no other specific actions were taken at this time. New faculty members were oriented to the grading rubric and provided with information for tracking outcome measures specified in our SOAP.

**B. Final Practicum Evaluations for CDDS 110/107. (direct)**

The Final Practicum and Written Report in CDDS 110/107 is designed to be a culminating experience for our SLP and AUD undergraduate students. It is taken during their Senior year and requires them to integrate and apply knowledge from previous courses while planning, implementing, and writing up an assessment of an actual client assigned to them from the Speech, Language and Hearing Clinic. Two rubrics are used to evaluate students, one for their practicum performance and one for their written report. *They were used to assess outcomes 1, 2, 3, 4, 5, and 6 from the list above.* Evaluations were completed by 3 different instructors/supervisors. A total of 53 students were evaluated during the 2014-2015 academic year.

**WHAT DID WE DISCOVER? (RESULTS):**

<b>GOALS/ Learning Outcomes Addressed</b>	<b>Results</b>
1. At least 80% of the students will demo. Satisfactory performance (at least 19/25 points on the rubric) in the application of knowledge gained in their UG coursework, as indicated by their final practicum evaluation	Met. 51/53 or 96% of students achieved at least 19 out of 25 possible points on their practicum evaluation
2. At least 80% of students will produce a satisfactory professional report (at least 19/25 points on the writing rubric) within their discipline	Met. 46/53 or 87% of students achieved at least 19 out of 25 possible points on their practicum evaluation
3. At least 80% of students will demo ability to establish appropriate goals & recommendations for their assigned clients	Met. 45/53 or 85% of students achieved a score of

or students by obtaining a score of 3 or higher for these items on the grading rubric (#4 on practicum rubric & # 6 on writing rubric)	at least 3 on the grading rubric item(s) selected to measure this skill.
4. At least 80% of students will demo satisfactory performance in the planning, administration & interpretation of a speech-language assessment as indicated by their final practicum eval (by obtaining an average score of 3 or higher for items 1-4 on the practicum rubric)	Met. 48/53 or 90.5% of students achieved an average score of at least 3 on the grading rubric item(s) selected to measure this skill.
5. At least 80% of student will demo effective communication with clients, students, or consumers as indicated by final practicum eval (by obtaining a score of 3 or higher for item 5 on the practicum rubric)	Met. 100% of students achieved a score of at least 3 on the grading rubric item(s) selected to measure this skill.
6. At least 80% of students will demonstrate satisfactory professional behavior as indicated on their final practicum eval (by obtaining a score of 3 or higher for item 6 on the practicum rubric)	Met. 100% of students achieved a score of at least 3 on the grading rubric item(s) selected to measure this skill.

**WHAT CHANGES DID WE MAKE? (ACTIONS TAKEN):** Based on the data presented above for this culminating experience, no specific actions were taken at this time because all the measured goals were met. We had 2 new lab instructors in Spring 2015 and much effort was made to coordinate the curriculum and orient them to using the rubric.

### **C. Final Practicum Evaluations for CDDS 164. (direct)**

The Final Practicum Evaluation for this class was selected because it represents a Senior-level class and culminating experiences within the Deaf Education program. A detailed description of this culminating experience, as well as the grading rubric used to evaluate it is available in the SOAP. Unfortunately, data was not collected for this objective during the 2014-2015 AY. We had a new off-campus instructor teaching this Fall only class. She did not realize that I needed the rubric data and when I contacted her in Spring to get her data, she told me that she had not saved the rubrics and that the data was no longer available. This was an unfortunate miscommunication. Data for this indicator was last gathered in 2012-2013 at which time all goals were met. It will be rescheduled for next semester, Fall 2015.

**WHAT CHANGES DID WE MAKE? (ACTIONS TAKEN):** The last time this instrument was used for evaluation all the objectives were met, and prior to that 4 out of 5 were met. This indicator was re-scheduled for Fall 2015 and the results will appear in our next report. In order to avoid this happening in the future, a written outcome assessment explanation and data collection form was developed that will be provided for all instructors who teach the 164 class.

### **D. Undergraduate Exit Survey (indirect)**

With the help of Chris Hernandez, we recently updated our Undergraduate Exit Survey to include information regarding students in our interpreting program who are unlikely to go on to a Master's degree. It was put on Qualtrics in hopes of increasing our response rate and potential for meaningful feedback. During the 2014-2015 academic year, it was distributed to graduating students in the following courses: CDDS 110, 131, 162, and 175. *They were used to assess*

outcomes 1, 3, 4, and 6 from the list above. A total of 43 surveys were completed (Speech-Language Pathology = 32, Deaf Education = 5, Audiology = 2, Interpreting = 4). Respondents to the survey are asked to rate several statements based on the following scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree).

**WHAT DID WE DISCOVER? (RESULTS):**

<b>GOALS/ Learning Outcomes Addressed</b>	<b>Results</b>
1. The total combined mean score for questions #6 and #7 will be at or above 3.	Met. The total combined mean score for questions 6 and 7 was 3.43.
2. The total mean score for question #1 will be at or above a 3.	Met. The total mean score for question 1 was 3.41.
3. The total mean score for question #2 will be at or above a 3.	Met. The total mean score for question 2 was 3.45.
4. The total mean score for question #3 will be at or above a 3.	Met. The total mean score for question 3 was 3.43.

**WHAT CHANGES DID WE MAKE? (ACTIONS TAKEN):** Use of the online survey to collect undergraduate feedback appears to have been successful. We had a response rate of 79% which is quite high for a survey of this nature. Feedback was generally very positive with all goals being met. In addition, several students provided narrative comments regarding areas in the curriculum that they felt affected their level of satisfaction with the program. Specific constructive suggestions included:

- More classes should work on writing professional reports and provide more examples of different clinical reports
- More info on developing an educational plan for deaf students struggling with reading and writing
- Finish all interpreting classes before doing the internship
- Offer an SLPA program for students who cant get into grad school
- More exposure to standardized tests and how to administer them before the Diagnostics class

These comments will be shared with the faculty and discussed at a faculty meeting in Fall, 2015 to decide if any specific actions need to be taken to address them.

## Graduate Program

### WHAT LEARNING OUTCOMES DID YOU ASSESS THIS YEAR?

1. Students will analyze ideas, make critical evaluations, and come to well-reasoned conclusions. (SLP Eval: Area I) (DE Eval: Area II, #1, 2, 3 ) (Comps)
2. Students will solve problems in clinical or educational settings by generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question. (SLP Eval: Area I) (Comps)
3. Students will demonstrate professional communication skills. (SLP Eval: Area IV & Area VI, #1-2) (DE Eval: Area I ) (Comps, orals)
4. Students will assess an individual's ability or performance and will appropriately interpret and apply this information. (SLP Eval: Area II) (DE Eval: Area III) (Comps)
5. SLP and DE graduates will demonstrate the skills needed to plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients. (SLP Eval: Area III) (DE Eval: Area V ) (Comps)
6. Graduates will establish a learning or clinical environment that enhances the maximum growth of students or clients. (DE Eval: Area IV)
7. Graduates will develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines. (SLP Eval: Area VI, #2, 4, 7) (DE Eval: Area VI)
8. Graduates will appreciate, understand, and productively apply multicultural information. (SLP Eval: Area VI, #4, 7, 10) (DE Eval: Area I, #4, 5, 6 & Area II, #4)
9. Students will read, understand, and apply research literature. (Comps)
10. Students will understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication. (Comps)

### WHAT INSTRUMENTS DID YOU USE TO ASSESS THEM?

#### A. Clinic/Student Teaching/Externship Evaluations (direct)

Each semester, Clinical Supervisors and Master Teachers complete an evaluation of students under their supervision. Those items reflecting on student performance for the learning outcomes below will be averaged and tracked across semesters. For SLP students, the goal is that 90% or more of students will achieve an average rating of at least 4 (on a 5 point scale) for applicable items. For DE students the goal is that 80% or more of students will achieve an average of at least 3 (on a 4 point scale) for applicable items. *The learning outcomes assessed with this instrument were 1, 2, 3, 4, 5, 6, 7, and 8, listed above.*

### WHAT DID WE DISCOVER? (RESULTS):

A total of 113 Student Practicum Evaluations were completed on SLP Graduate students during the 2014-2015 academic year (CDDS 230, 257, 267). This goal was met for all of the learning outcomes, as described below.

Learning Outcome	Items Assessed	% of students meeting the objective
1	Area I:Academic & Clinical Knowledge Base	95.6%

2	Area I:Academic & Clinical Knowledge Base	95.6%
3	Area IV: Writing Skills Area VI: Professionalism & Ethics, Quest#1-2	99%
4	Area II: Diagnostic Skills	91%
5	Area III: Treatment Skills	95.6%
7	Area VI: Professionalism & Ethics, Quest#2, 4, 7	100%
8	Area VI: Professionalism & Ethics, Quest# 4, 7, 10	100%

For the Deaf Education students, there were only 3 who completed their student teaching. Unfortunately, the Supervisor Evaluations were not available to me due to a turn over in our Deaf Ed faculty. Therefore the numbers for the DE students were not included in the analysis above.

**WHAT CHANGES DID WE MAKE? (ACTIONS TAKEN):** For the SLP program, no specific action was taken because the overall goal was met. We currently have a system in place that requires supervisors to evaluate and provide feedback to students at least 3 times during the semester. This way problems can be addressed as quickly as possible. If the student continues to have problems, a meeting is held with the clinical director and an action plan is developed in order to facilitate student success by the end of the semester. The results described above support this system as effective in promoting clinical competence in our students. A meeting was held with the department chair to discuss the need for one centralized person who will be responsible for collecting and maintaining the Supervisor Evaluations for the DE students who do their student teaching. This action should prevent the problem we had this semester with not being able to access those evaluations.

**B. Comprehensive Exams (direct)**

Graduate students are required to pass comprehensive exams in 4 areas: I. Basic Communication Processes, II. Disorders, III. Assessment, and IV. Treatment. Comprehensive Exams include both a written portion and an oral portion. Our goal is that at least 80% of students will pass in each area. *The learning outcomes assessed with this instrument were 1, 2, 3, 4, 5, 9, and 10, listed above.*

**WHAT DID WE DISCOVER? (RESULTS):**

This goal was met for all areas. The Pass Rates are recorded below:

SEMESTER	PASS RATES				
	Area I	Area II	Area III	Area IV	Overall
Fall 2014	100%	90%	100%	100%	91%
Spring 2015	95%	85.7%	100%	100%	85.7%

**WHAT CHANGES DID WE MAKE? (ACTIONS TAKEN):**

No specific actions were taken because the overall goal was met and the pass rate showed that the students demonstrated competency regarding the learning outcomes that were targeted during the comprehensive exams.

## **CLOSING THE LOOP or PROGRESS MADE REGARDING FINDINGS FROM PREVIOUS EVALUATION PERIODS:**

1) We have two areas that we implemented plans on in response to our outcome assessment data, that we are continuing to track progress in since implementation of our plan. First, we took several steps over the past 3 years to increase our comps pass rate, including providing a “comps social” to better prepare students. Our comps pass rate for this academic year was 91% in the Fall and 85.7% in the Spring; therefore, we seem to be maintain an acceptable pass rate. Second, we noted that students were having problems passing their graduate writing requirement and we took several actions, including hiring a graduate writing assistant. We have been tracking progress in this area for several semesters. For the 2011-2012 AY, the pass rate was 92%, for Spring 2013 the pass rate was 90%, and for Fall 2013, the pass rate was 100%. We will track for one more year in 2015-2016, then consider our actions to be successful if an acceptable pass rate continues.

2) Problems identified regarding the procedures for gathering info and poor participation in our Employer Survey: This issue was discussed with the faculty and a plan was developed (see description, above). Fran Pomaville worked with Chris Hernandez to put out survey on Qualtrics. We are currently collecting data to see if participation improves.

3) Problems identified regarding the procedures for gathering info and poor participation in our Graduate and Undergraduate Exit Surveys. Fran worked with Chris Hernandez to have both put on-line using Qualtrics, and brainstormed several ideas for increasing “student motivation” to participate in the surveys. We decided it would be beneficial to have them completed as part of several target courses. Fran discussed this idea with the faculty and several classes were selected. We will also discuss sending them out more frequently in hopes of gathering more data prior to submitting our reports on these measurement instruments. We used this procedure for our undergraduate exit survey for the first time and had a 79% return rate. We will continue to track participation in all of our surveys now that we have implemented these new procedures to see if they are successful.

4) We identified the need to develop a separate Employer Survey for our Interpreting Graduates. Fran will work on this during the 2015-2016 academic year.

## **DATA TO BE COLLECTED (INDICATORS) FOR THE 2015-2016 ACADEMIC YEAR:**

Grad Student Exit Survey

Graduate Writing Requirement Results

Undergraduate Final Practicum Evals for CDDS 164.

Undergraduate Exit Questionnaire

Employer Survey for Interpreting Students (new – need to develop this)

# 2014-15 Assessment Report

Department of Kinesiology

Undergraduate SOAP

*Justine J. McAlpine, SOAP Committee Chairperson*

## 1. What Learning Outcomes did we assess this year?

Outcome A (1-4): Student will demonstrate knowledge, skill, and practice in physical activity, health, wellness, and quality of life.

1. Demonstrate knowledge of the relationship between the physical activity participation, health, and well being across the lifespan.
2. Demonstrate skill in evaluating physical activity programs that promote health and improve quality of life.
3. Demonstrate knowledge of lifestyle factors and choices that increase risk for chronic disease or which prevent chronic disease, and promote optimal health and wellness.
4. Demonstrate knowledge of nutritional patterns and practices that increase risk for chronic disease or which prevent chronic disease, and promote optimal health and wellness.

## 2. What instruments did we use to assess them?

- A. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. (*Outcome A1 and A2 – ExSci*)
- B. Percentage of physical education majors who score 70% or above on the KINES 110 Fundamental Motor Skills exam. (*Outcome A1 – PE*)
- C. Percentage of physical education majors who score 70% or above on the KINES 110 Fundamental Motor Skills Stage Characteristic exam. (*Outcome A2 – PE*)
- D. Percentage of Kinesiology majors who score 70% or above on the Cardiovascular Risk Assessment assignment in KINES 32. (*Outcome A3 – All*)
- E. Percentage of Kinesiology majors in KINES 32 who score 70% or above on the 7-day Nutritional Analysis assignment. (*Outcome A4 – All*)

\* All of the above assessment instruments can be found in the appendices of our SOAP.

## 3. What did we discover from these data?

- A. Data on the percentage of Exercise Science majors who scored 70% or above on the Kines 119 embedded exam questions indicates that 95% of students met this standard in Outcome A1 and 78% for Outcome A2. For both of the A1 and A2 outcomes, these results exceeded the established threshold of 70% of students correctly answering the questions. These results suggest that a significant majority of students, particularly for outcome A1, have met the criteria for learning outcomes A1 and A2 for the 2014-2015 academic year. To clarify further, learning outcome A1 states: Students will demonstrate knowledge of the relationship between physical activity participation, health, and well being across the lifespan. Learning outcome A2 states: Students will demonstrate skill in evaluating physical activity programs that promote health and improve quality of life. Again, our assessment suggests that a vast majority of students met both of these learning outcomes.
- B. On the Kines 110 Fundamental Motor Skills exam, 72.3% of Physical Education majors scored 70% or better on this assessment of knowledge of the relationship of participation, health, and lifetime wellness.
- C. Similarly, on the Kines 110 Fundamental Motor Skills Stage Characteristic exam, 72.3% of Physical Education majors scored 70% or better on this assessment of skill in evaluating physical activities and programs.

*When comparing the data for Outcomes A1 and A2 for Exercise Science versus Physical Education majors, we must note that each major option was assessed using different tools. Thus, while we can look at progress in this area within each major option, we cannot compare the two major options against one another.*

- D. Assessment data of the percentage of majors who score 70% or above on the Cardiovascular Risk Assessment assignment in KINES 32 indicates an 81% pass rate for the 161 majors in the course. The average score was 92%. This tells us that a strong percentage of majors have a solid understanding of lifestyle factors that can impact one's cardiovascular health. This assignment has been significantly revised with the 2014 revision of our SOAP; thus there is no previous data with which to compare.
- E. 87% of Kinesiology majors scored 70% or better on 7-Day Nutritional Analysis Assignment, with the average score being 83%. Again, majors appear to have a solid understanding of how nutritional choices impact health in a positive or negative way. This assignment also underwent significant changes with our SOAP revision and we look forward to collecting future data with which to compare.

#### 4. What changes did we make as a result of these findings?

Findings were discussed with Option Coordinators and distributed to faculty. Since this is the first time that these specific assessment instruments were used, it is difficult to determine what

changes might be necessary, with no comparison data. That being said, we always want to improve student success rates. Instructors will continue to look for ways to change presentation methods and clarify assignment instructions and rubrics. These changes will be noted and discussed in future reports if relevant.

5. What assessment activities will we be conducting in the 2015-16 academic year?

Outcome C: Students will identify issues related to kinesiology for diverse populations.

1. Identify factors that influence physical activity choices for diverse populations.
2. Demonstrate skills or abilities necessary to implement appropriate physical activity programs for diverse populations.

Outcome D: Students will develop critical thinking, problem solving, and professional communication skills.

1. Identify problems and develop solutions based upon issues in kinesiology.
2. Demonstrate skills to communicate kinesiological principles to diverse groups.

These outcomes will be measured with the following assessment instruments (each of which can be found in the appendices of our SOAP):

1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. (*Outcome D1 – ExSci*)
2. Percentage of physical education majors who score 70% or above on the Teaching Video assignment in KINES 144. (*Outcome D1 – PE*)
3. Percentage of Kinesiology majors who score 70% or above on the Practical exam in KINES 1. (*Outcome D2 – All*)
4. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. (*Outcome C1 and C2 – ExSci*)
5. Percentage of physical education majors who score 70% or above on the Diverse Populations Writing assignment in KINES 122. (*Outcome C1 – PE*)
6. Percentage of physical education majors who score 70% or above on the Cultural Activity Lesson Plan assignment in KINES 122. (*Outcome C2 – PE*)

6. What progress have you made on items from your last program review action plan?

Last year we conducted a new program review. We will report on progress on these items once we have results from this program review.

1. What learning outcome(s) did you assess this year?

Learning Outcome B: Evaluate research literature and engage in productive research and/or scholarly activities as appropriate to their chosen career goals

Learning Outcome C: Develop professional communication skills

Learning Outcome E: Create effective professional relationships and maximize personal/professional growth of themselves and the clients/students/ athletes in their charge

Learning Outcome F: Formulate creative ideas to meet the needs of the individual/organization in question

2. What instruments did you use to assess them?

a) Percentage of students who pass the Comprehensive Examination. (Learning Outcome B)

b) Percentage of students who successfully complete a Thesis/Project Proposal and/or a Thesis/Project Completion Meeting. (Learning Outcomes B and C) (See attached rubric.)

c) Minimum rating of “good” across all measures on the Internship Evaluation. (Learning Outcomes C, E, and F) (See attached survey – data were collected through Qualtrics)

3. What did you discover from these data?

a) In Fall 2014, three students took the comprehensive exam; one student was taking his initial attempt, while the remaining two were on their second attempt. All students successfully passed the exam.

In Spring 2015, twelve students completed their first attempt on the comprehensive exam. Eleven students successfully passed, while one did not. This student will have his second and final attempt at the comprehensive exam in Fall 2015.

b) In Fall 2014, eight students proposed their project or thesis, while one student defended his final project (i.e., participated in the project completion meeting). All were successful.

In Spring 2015, two students proposed their thesis, while nine students defended their theses and projects. Four thesis students took advantage of the extended timeline for thesis submission thereby graduating in Summer 2015. Regardless, all successfully passed their proposal and defense meetings.

Rubric data indicated that while the students had a good grasp of their content, they were often nervous during their proposal presentations and tended to read from their slides rather than tell the audience about their information.

c) Seven Internship Supervisors completed the Internship Evaluation Survey for their interns. The overall means for each subscale ranged from 4.43 to 4.86 (out of 5), so the graduate students were highly ranked on all criteria. However, the standard for this tool is that students will earn a minimum rating of “good” across all measures on the Internship Evaluation. One student was given a score of adequate on the subscales

relating to self-confidence, effectiveness as a leader, engages with and/or motivates others, and networks effectively.

4. What changes did you make as a result of the findings?

a) No changes to the comprehensive exam are necessary at this time.

b) No changes need to be made to the thesis and project proposal and completion meeting procedures, but students seem to need greater public speaking experience. This will be discussed in graduate faculty meetings in AY 2015-2016.

c) Fifteen internships were completed during AY 2014-2015, but due to outdated contact information, only ten Internship Supervisors were asked to complete the survey. Seven Internship Supervisors complied showing a response rate of 70%. This high participation rate, in part, may have been due to recent changes. First, the survey was transformed from a hard copy survey distributed through the mail to one that was administered via Qualtrics. Second, the survey was simplified meaning that Internship Supervisors could rate their interns quickly and efficiently. Given these changes and the high response rate, no changes need to be made in the survey's implementation, but the Graduate Assistant will be charged with confirming contact information so that all potential Internship Supervisors will have the potential to participate.

With respect to the rankings achieved, the means for each subscale ranged from 4.43 to 4.86. However, one student was given an adequate ranking (i.e., 2 out of 5) on four different subscales. This will be discussed in graduate faculty meetings in AY 2015-2016.

5. What assessment activities will you be conducting in the 2015-16 academic year?

a) Results of the Graduating Student Questionnaire

b) Percentage of students who pass the Graduate Writing Requirements.

6. What progress have you made on items from your last program review action plan?

Last year we conducted a new program review. We will report on progress on these items once we have results from this program review.

# Department of Public Health

## Assessment Report

Fall 2015

### 1. What learning outcome(s) did you assess this year?

The goal and students assessment outcomes are based on the “Ten Essential Public Health Services” which are as follows:

1. **Monitor** health status to identify community health problems.
2. **Diagnose and investigate** health problems and health hazards in the community.
3. **Inform, educate, and empower** people about health issues.
4. **Mobilize** community partnerships to identify and solve health problems.
5. **Develop policies and plans** that support individual and community health efforts.
6. **Enforce** laws and regulations that protect health and ensure safety.
7. **Link** people to needed personal health services and assure the provision of health care when otherwise unavailable.
8. **Assure** a competent public health and personal healthcare workforce.
9. **Evaluate** effectiveness, accessibility, and quality of personal and population-based health services.
10. **Research** for new insights and innovative solutions to health problems.

(Source: [apha.org](http://apha.org))

Following a four year review process, the Department of Public Health updated its undergraduate Student Outcomes Assessment Plan (SOAP). After much reflection faculty have adopted and implemented the SOAP currently in effect. The SOAP goal states: “Graduates will be able to demonstrate ability to solve problems, conduct needs assessments, manage public health programs, communicate professionally, engage in research activities of their choice and be aware of professional ethics pertaining to public health.”

During the 2014-2015 academic year, the Department of Public Health assessed Outcome 4 (Effective Communication):

**Outcome 4 (*Effective Communication*):** Graduates will be able to demonstrate effective verbal, non-verbal, and written communication skills in a wide variety of contexts, including collaborative activities.

- a. Graduates will be able to make well-organized presentations in classes, meetings or group's
- b. Graduates will be able to write using appropriate spelling and grammar

**2. What instruments did you use to assess them?**

As noted in the Public Health Department SOAP, Outcome 4 (Effective Communication) was assessed using the Student Exit Survey as an indirect measure of learning assessment. Standards for student performance are not included in the department SOAP. However, it was anticipated that 80% of students will complete the Student Exit Survey.

A total of 191 students were awarded an undergraduate or graduate degree in Health Science/Public Health during the 2014-2015 academic year. The Student Exit Survey was completed by a total of 161 students, including 103 (64%) in Community Health, 45 (28%) in Health Administration, 11 (7%) in Environmental/Occupational Health and Safety, and 2 (1%) graduate MPH. The Student Exit Survey response rate was 84.3%.

**3. What did you discover from these data?**

Overall, students were satisfied with the quality of the Public Health major courses, with 62 (39%) of the students very satisfied and 95 (59%) satisfied. Only 4 (2%) indicated that they were dissatisfied and 0 (0%) very dissatisfied. Similarly, the respondents were satisfied with the overall quality of the Public Health faculty, including 103 (63%) who were satisfied and 44 (27%) who were very satisfied.

Students were asked to indicate the degree to which their education provided them with the ability to demonstrate professional skills. As displayed in Table 1 displays the respondents' rating of the identified professional skills.

**Table 1.** Participants' rating of the degree to which their education provided them with the ability to demonstrate professional skills (1=Weakest; 4=Strongest)

Professional skills:	Mean Response
Understand professional and ethical responsibility	3.50
Communicate effectively (written and orally)	3.41
Understand the impact of your practice in a global context	3.34
Use the techniques, skills, modern technological tools necessary for your practice	3.33
Identify, formulate, and solve technical problems	3.25

Overall, the Student Exit Survey revealed that the students satisfied with the quality of Public Health major courses. Furthermore, they were satisfied with the overall quality of the Public Health faculty. It was evident that they students felt that their education provided them with the ability to demonstrate professional skills, including effective communication (written and oral) skills.

**4. What changes did you make as a result of these findings?**

The Exit Survey was conducted with graduating undergraduate and graduate students during the Spring 2015 semester. To date, the preliminary results have been reviewed the department's Assessment Committee. It should be noted that data collection and analysis was conducted at the end of the Spring 2015 and early Summer 2015. The formal results will be made available as a report from the department's SOAP committee at an upcoming faculty meeting.

**5. What assessment activities will you be conducting in the 2015-2016 academic year?**

During the Fall 2015 semester, the Public Health Department will administer the Alumni Survey and Writing Requirement Assessment (GE). During the Spring 2016 semester, the department will administer the Student Exit Survey and Employer Survey. Comparisons between 2015 and 2016 data will be used for multiple year assessment for trend analysis.

In addition, the Student Exit Survey results will be compared with the Alumni Survey, Employer Survey, and Writing Requirement Assessment. We are particularly concerned with the preparation of our students to meet the demands of the professional workforce. Students' perceptions of their communication skills (written and oral) may not be consistent with that required in professional settings. This will allow us to assess the areas of improvement in our current curriculum.

**6. What progress have you made on items from your last program review action plan?**

The previous Action Plan identified the department's lack of progress on the SOAP. The "eclectic" nature of our department was identified as an underlying issue in compliance with this requirement. While the three options share a common core of five classes, there are significant variations between the professional fields. The EOHS option curriculum is set by the State of California, Department of Public Health and students are eligible to seek a State of California registration (Registered Environmental Health Specialist). Similarly Community Health graduate must complete a prescribed curriculum in order to register for the Certified Health Education Specialist exam. Following the previous Action Plan, the Department of Public Health has revised the department's SOAP to identify a common set of outcome measures across the three disciplines.

## **Recreation Administration 2014-2015 Student Outcomes Assessment**

### **What learning outcomes did we assess this year?**

Our accreditation (COAPRT) self-study and site visit were completed in AY 2013-2014, as a result, all outcomes were assessed (see last page for complete list of goals and student learning outcomes). We were granted accreditation for seven years as of October 2014.

### **What instruments did we use to assess them?**

Exams, quizzes, writing samples, and plans were used at the assessment tools to assess the outcomes:

Exams (outcomes – 1.1, 1.3, 1.4, 1.6).

Performance level 80% of the students will achieve a score of 70% or higher. RA 55 final exam was reviewed for both Fall 2014 and Spring 2015. RA 179 exam was reviewed for Spring 2015.

Quizzes (outcomes – 2.1, 2.2, 1.2, 1.5).

Performance level 80% of the students will achieve a score of 70% or higher. RA 101 quiz was reviewed for Fall 2014. RA 179 was reviewed for Spring 2015.

Conference Attendance and Paper (outcomes – 9.1, 9.2, 9.3).

Students in RA 179 are required to attend a professional conference, network and write a reflection paper.

Program Plans and Implementation (outcomes- 3.3, 4.1, 4.2, 5.1, 5.2, 6.2, 6.3, 6.4, 10.3)

Performance level: 80% of students will achieve a score of 70% or above

This RA 77s (program plan) and RA184 assignment (program plan and implementation) was reviewed and adjusted for accreditation and in response to the soap revision process in 2010 to assess the learning outcomes. A rubric was created assess this assignment. Data were collected in one section of RA 77s and RA 184 courses during both the Fall 2014 and Spring 2015 semesters. Students in RA 77 completed an individual program plan and a group program plan. Each student in RA 184 developed a program to implement during their internship. Internship agency supervisors were surveyed with regard to the performance of the students.

Internship Focus Group (outcomes – all).

Faculty held a focus group with returning student interns to identify 9 areas of professional development and practice.

Facility Plan (outcomes- 3.4, 4.2, 6.1, 7.1, 8.6, 11.3)

Performance level: 80% of students will achieve a score above 70% or above

This RA 133 assignment (facility plan) was revised during our program review/soap revision process in 2010 to assess the learning outcomes identified above. A rubric was created at that time as the assessment instrument to assess this assignment. Data was collected in the RA 133 course during the Spring 2015 semester.

### Marketing Plan (outcomes 4.1, 4.2, 6.5)

Performance level: 80% of students will achieve a score of 70% or higher.

RA 135 requires students to develop a marketing plan for an agency of their choice. A rubric is used for this assignment.

### **What did we discover from these data?**

#### Exams

Strengths:

Students met the 70% threshold in both fall and spring.

Weaknesses:

Students lack adequate knowledge of the profession, its organizations, historical and philosophical foundations.

#### Quizzes

Strengths:

Student scores revealed that the 70% threshold was met on 3 of the 5 quizzes.

Weaknesses:

The other two quizzes were short by 10%.

### Conference Attendance and Reflection Paper

Strengths

45 of the 50 students enrolled in the course attended a professional conference. Students were required to get approval from their advisors prior to attendance. Analysis of the student reflection papers suggest appreciation of the attendance at the conference and a greater understanding of professional opportunities.

Weaknesses

Approximately 25% of the students did not include professional contacts in their paper, suggesting they did not connect with practicing professionals.

### Program Plans and Implementation

Strengths:

All students scored 80% or higher, with an average score of 86%, indicating overall competency for the assessed learning outcomes. Reviewing individual outcomes, students were strongest in leadership, facilitation and programming skills. Students were successful in designing the program and adapting to change when warranted. There has been improvement in needs assessment and writing objectives.

Weaknesses:

Programming details such as activity descriptions were not as complete as previous semesters in RA 77s. Mirroring concerns noted in the RA 77S program implementation, students were weakest in outcomes 6.2 and 6.3, although still meeting the 70% threshold. As noted last year conceptualizing and articulating the need for the program and creating objectives were noted as much weaker than other aspects of the assessment.

### Facility Plan

#### Strengths:

Of the 44 (out of 46) students completed the project in the course, 89% achieved a score of 70% or higher on this assessment. Students were strongest in being able to identify liability and risk management factors and locating pertinent information.

#### Weaknesses:

The application of needs assessment was the weakest area for students. Similar to last year, students struggled with the process of developing needs assessment techniques and implementing those techniques.

### Internship Focus Group

#### Strengths

Students were able to make many connections between programs they created and concepts and skills from class. Students connected their supervision experience to volunteers they worked with as well as observations of their supervisors. Lots of connections with RA 139, students were able to identify both formative and summative evaluation methods.

#### Weaknesses

Students struggled to respond to this question (explaining 2 classical and current theories of leisure behavior). Students were able to discuss concepts in general but could not articulate specific theories. Students were not really able to articulate a philosophy, although they could identify elements of the importance of leisure. However, some TR students seemed better equipped to answer the question.

### Marketing Plan

#### Strengths

16 out of 19 students completed the project for an average of 86%, meeting the threshold.

#### Weaknesses

Three students did not complete the assignment.

### **What changes did you make as a result of the findings?**

#### Program Plans and Implementation

The two areas of major concern from this assessment were conceptualizing and articulating the need for the program and creating objectives. This finding was supported by the results of our internship focus group done as part of our accreditation assessment and reporting process. Some changes have been made with regard to the book and lecture materials. In addition, faculty are adding more exercises in RA 55 with regard to these findings, which will help RA 77s students, and eventually internship students.

#### Facility Plan

The instructor continues to seek new material and information for local professionals to interact with the students.

### Marketing Plan

Instructor will seek ways to facilitate all students into the process of marketing and market plan development for an agency of their choice.

### Conference Attendance and Reflection Paper.

Seeking ways to facilitate 100% attendance at conferences. Seeking ways to ensure students network with professionals and provide some evidence of that interaction.

### Internship Experience

Emphasize theories of leisure and philosophical basis of profession in both RA 55 and RA 101. Continue to link in other classes these concepts for reinforcement.

### Exams/Quizzes

RA 55, RA 101 and RA 179 course instructors noted achievement was higher for more practical exams and lower on fact based exams. In addition, when students can calculate their scores in the course using blackboard, they can adjust their effort. We are continually talking about the pros and cons of multiple quizzes or fewer exams.

### **What assessment activities will you be conducting in the 2015-2016 academic year?**

Our SOAP indicates two assessment activities for next year:

RA 128 Budget Project

RA 139 Evaluation Project

In addition, our accreditation requires that all assessment measures in our self-study (as described in the attached report) be completed each year.

### **What progress have you made on items from your last program review action plan?**

Increase the use of direct measures of student learning as part of outcomes assessment.

Update: as required by our accrediting body (COAPRT) direct measures are used to assess all learning outcomes. Self-study and site visit completed AY 13-14, granted accreditation Fall 2014.

Faculty have revised assignments and lecture materials in all the courses reviewed last year to facilitate student success. Faculty have developed rubrics to assist students in completion of course work.

## **RA SOAP Goals and Student Learning Outcomes**

Upon graduating with a Bachelor of Science degree in Recreation Administration, a student will be able to:

### **Goal 1: Understand conceptual foundations of leisure and human behavior.**

- 1.) Discuss historical foundations and define leisure, recreation and play.
- 2.) Articulate the classical and current theories of leisure and their contribution to human growth and development.
- 3.) Apply understanding of the significance of play, recreation, and leisure throughout the life cycle relative to the individual's attitudes, behaviors, and use of resources.
- 4.) Discuss the economic, cultural, and environmental impacts of the leisure service industry on society.
- 5.) Interpret the differences in leisure opportunity and involvement for individuals based upon race, ethnicity, gender, age, income and disability.
- 6.) Define and articulate a personal and professional philosophy of leisure and recreation.

### **Goal 2: Understand and appreciate historical and organizational foundations of the leisure service profession.**

- 1.) Identify the basic functions and services of local, state, and national professional recreation organizations.
- 2.) Discuss the scope, philosophy, and operations of nonprofit, therapeutic, public, and commercial recreation organizations in the U.S.

### **Goal 3: Understand legal practices and risk management procedures in the leisure service profession.**

- 1.) Articulate knowledge of the legal foundations and responsibilities of leisure service agencies, and the impact of policy formation on leisure behaviors and service in all levels of government, community organizations, and business enterprise.
- 2.) Apply legal concepts relative to leisure service agencies, including contracts, human rights, property, and torts.
- 3.) Apply principles and practices necessary for the protection and safety of the participant.
- 4.) Apply concepts underlying liability, risk management strategies, and other legal aspects specifically related to recreation.

### **Goal 4: Demonstrate professional communication skills.**

- 1.) Effectively communicate through written and oral presentation skills.
- 2.) Properly employ digital media skills for reports, presentations, and fiscal management.

### **Goal 5: Demonstrate effective leadership techniques.**

- 1.) Engage in a variety of leadership techniques and strategies to enhance the individual's leisure experiences for all populations, including those with special needs.
- 2.) Respond effectively and professionally to crisis and change.

### **Goal 6: Demonstrate needs assessment and program planning skills.**

- 1.) Apply methods of assessing recreation activity and leisure needs across a variety of settings and populations.
- 2.) Implement components of the planning process as applied to program development including the specification of objectives, selection of activity content and facilitation techniques, identification of strategies, and designation of required resources.
- 3.) Conceptualize, develop, and implement recreation programs.

- 4.) Adapt recreation program, equipment, and facilities to optimize the benefits people seek in their leisure.
- 5.) Conceptualize effective marketing strategies and create marketing tools.

**Goal 7: Demonstrate research and evaluation techniques.**

- 1.) Conduct research using library and Internet resources to locate information pertinent to the field of recreation.
- 2.) Design and implement appropriate program evaluations.
- 3.) Use a data analysis program (i.e. SPSS) to interpret data.

**Goal 8: Understand managerial and supervisory responsibilities inherent to the leisure service profession.**

- 1.) Apply techniques of financial management including web-search for government and foundation grants, break-even analysis, price elasticity, budget development, and budget monitoring.
- 2.) Articulate various management, administrative, and organizational structures, models and systems.
- 3.) Formulate policies and procedures.
- 4.) Discuss principles and procedures of staff supervision and evaluation.
- 5.) Implement staff development and in-service training.
- 6.) Apply principles and procedures related to planning, development, design and maintenance of recreation, park and leisure services areas and facilities.

**Goal 9: Value and practice professional development.**

- 1.) Participate in professional activities and organizations during their academic career.
- 2.) Continue participation in professional activities and organizations after graduation.
- 3.) Develop a career plan.
- 4.) Apply ethical principles and professionalism to all practices, attitudes and behaviors in delivery of recreation services.

**Goal 10: Demonstrate the use of inclusive practices.**

- 1.) Promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services.
- 2.) Accept the responsibility of the leisure service professional to make available opportunities for inclusive leisure experiences for all populations, including those with special needs and disabilities.
- 3.) Adapt recreation programs and services to meet the needs of people from diverse populations.

**Goal 11: Appreciate the natural environment and its role in quality of life and lifelong learning.**

- 1.) Articulate the influence of the natural environment on one's leisure behavior.
- 2.) Articulate the importance of environmental ethics.
- 3.) Apply the concepts of sustainability to recreation programming and facility management.

**School of Nursing**  
**2015-16 Assessment Report**

**1. What learning outcome(s) did you assess this year?**

Baccalaureate Program (BSN) Outcomes

1. Communication/Written, oral, & information literacy
2. Critical Thinking/Critical thinking & information literacy
3. Clinical Judgment/Information literacy & quantitative reasoning
4. Collaboration/Information literacy, written-oral communication

Master's Program (NP) (MSN) Outcomes (Organized around competencies)

1. Scientific Foundation Competencies
2. Leadership Competencies
3. Quality Competencies
4. Practice Inquiry Competencies
5. Policy Competencies
6. Health Delivery System Competencies
7. Ethics Competencies
8. Independent Practice Competencies

Master's Program (CNS/Ns.Edu.) (MSN) Outcomes (Organized around competencies)

*Clinical Nurse Specialist*

1. Direct Care
2. Consultation and Collaboration
3. Systems Leadership
4. Ethical decision making, moral agency and advocacy
5. Coaching
6. Research

*Nurse Educator*

1. Facilitate Learning
2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as a Change Agent and Leader
6. Pursue Continuous Quality Improvement in the Nurse Educator Role
7. Engage in Scholarship
8. Function within the Educational Environment

Doctorate of Nursing Practice Outcomes

1. Provide safe, effective, and efficient care within the scope of advanced practice nursing
2. Develop effective strategies to ensure the safety of patients and populations.
3. Critically analyze literature and develop best practice.
4. Translate research into clinical practice.

5. Measure patient outcomes
6. Design, implement, and evaluate quality improvement measures.
7. Analyze the cost-effectiveness of practice initiatives
8. Evaluate information systems and patient care technology.
9. Influence healthcare policy, educate others about health disparities, and advocate for social justice.
10. Demonstrate leadership skills to ensure patient outcomes, enhance communication, and create change in healthcare.

**2. What instruments did you use to assess them?**

Baccalaureate (BSN) Program Instruments

*Direct Measures*

1. Student Clinical Evaluation
2. ATI Testing
3. RN Comprehensive Examination
4. Simulated Clinical Evaluations
5. NCLEX Results

*Indirect Measures*

1. Exit Survey
2. Employer Survey
3. Baccalaureate Advisory Council
4. Alumni Survey

Baccalaureate (BSN)

**Table 1: COMMUNICATION/**Written, Oral & Information Literacy

GOAL	OUTCOME	INDICATORS
<p>Goal 1: Use written, oral, and emerging methods of technology to communicate effectively with all members of the healthcare team, including the patient and patient support network.</p>	<p><b>Outcome 1:</b> Write well organized, integrated nursing care plans.  <b>Outcome 2:</b> Develop and present well organized professional presentations.  <b>Outcome 3:</b> Write well organized professional papers utilizing APA format.  <b>Outcome 4:</b> Demonstrate effective communication when interacting with patients, families, groups, and other health care providers.  <b>Outcome 5:</b> Articulate the role of the professional nurse.</p>	<p>* 90% of students will receive an excellent or above average rating on all applicable communication measures evaluated on "<i>Clinical Evaluation Tools.</i>"</p> <p>* At least an average rating of "adequate" on all applicable items on the "<i>Employer Survey</i>"</p> <p>* At least an average rating or higher on all communication items on the "<i>Simulated Clinical Evaluation</i>"</p> <p>* 80% of all students will be report confidence in the use of</p>

		hand held patient care technology on the "Exit survey"
<p>Goal 2: Integrate clinical data from all relevant sources of technology to inform the delivery of care.</p>	<p><b>Outcome 1:</b> Use emerging technology such as PDA, computers, and the internet to support patient care and professional growth.  <b>Outcome 2:</b> Evaluate the credibility of sources of information  <b>Outcome 3:</b> Use data from all relevant sources to inform the delivery of care.  <b>Outcome 4:</b> Utilize research-derived knowledge and findings in the investigation and evaluation of nursing phenomena for the improvement of nursing practice  <b>Outcome 5:</b> Protect patient privacy and confidentiality of patient records and other privileged communications</p>	<p>* 80% of students will report confidence in the use of hand held and other applicable technology used in the delivery of patient care on the "Exit survey".</p> <p>*80% of respondents will report confidence in the use of patient care technologies on the "Employer Survey"</p>
<p>Goal 3: Advocate for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities</p>	<p><b>Outcome 1:</b> Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adult and vulnerable populations.  <b>Outcome 2:</b> Participate in service learning activities that serve vulnerable populations.  <b>Outcome 3:</b> Apply knowledge of social and cultural factors to the care of diverse populations.  <b>Outcome 4:</b> Promote active participation of the client in the health care process through mutual goal setting.  <b>Outcome 5:</b> Integrate pertinent social and cultural factors in planning care for individuals, families, and communities.</p>	<p>* 90% of students will report participation in service learning activities with vulnerable populations on the "Exit survey"</p> <p>* At least 60% of the hospital and community sites will offer student experience with underserved vulnerable populations.</p>
<p>Goal 4: Promote the image of nursing by modeling the values and</p>	<p><b>Outcome 1:</b> Demonstrate the professional nursing role when</p>	<p>* 90% of students will receive an excellent or above average rating on all applicable</p>

<p>articulating the knowledge, skills and attitudes of the nursing profession.</p>	<p>working with individual, families, and communities.  <b>Outcome 2:</b> Actively participate in NSNA.  <b>Outcome 3:</b> Assume accountability for personal and professional behavior.</p>	<p>professional behavior items on the "<i>Clinical Evaluation Tool</i>"</p> <p>* At least an average of "adequate" on all items related to professional demeanor and role on the "<i>Employer Survey</i>"</p> <p>* At least 80% of the students will report confidence in their preparation for the professional role "Exit survey"</p>
<p>Goal 5:          Demonstrate the professional standards of moral, ethical and legal conduct.</p>	<p><b>Outcome 1:</b> Act to prevent unsafe, illegal, or unethical care practices  <b>Outcome 2:</b> Identify personal and professional risks that impact professional choices and behaviors.  <b>Outcome 3:</b> Demonstrate responsibility and accountability for nursing practice within the scope of the law, standards of practice, and ethical principles.</p>	<p>* 100% of students will demonstrate professional standards of care on all applicable items on the <i>Clinical Evaluation Tool</i>"</p> <p>* At least an average of "adequate" on all applicable items related to professional ethics on the "<i>Employer Survey</i>"</p>
<p>Goal 6:          Use effective communication techniques, including conflict resolution, to produce positive professional working relationships.</p>	<p><b>Outcome 1:</b> Maintain a classroom and clinical environment that is supportive of student learning.  <b>Outcome 2:</b> Work cooperatively in groups to accomplish patient care goals.  <b>Outcome 3:</b> Communicate with clients within multiple health care environments to ensure safe and effective patient care.</p>	<p>*90% of students will receive an excellent or above average rating on all applicable inter-professional and extraprofessional communication items on the <i>Student "Clinical Evaluation Tool"</i></p> <p>* At least an average rating or higher on all applicable items measuring group communication skills on the "<i>Simulated Clinical Evaluations</i>"</p> <p>* At least an average of "adequate" on all applicable items measuring competence in professional working relationship on the "<i>Employer Survey</i>"</p> <p>* 90% of student will receive a Level 2 or above on the "<i>Final Preceptor Evaluation in N 150</i>"</p>

Goal 7: Formulate strategies to enhance the nursing advocacy role in promotion of health and provision of care.	<b>Outcome 1:</b> Act as a patient advocate in varied clinical environments. <b>Outcome 2:</b> Recognize the importance of accessing inter-professional and intra-professional resources to advocate for patients in clinical environments.	* 90 % of students will participate in patient advocacy activities as measured by items on the "Clinical Evaluation Tool"
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**Table 2: CRITICAL THINKING/Critical Thinking & Information Literacy**

GOAL	OUTCOME	INDICATORS
Goal 8: Use skills of inquiry, analysis, and information literacy to address practice issues.	<b>Outcome 1:</b> Integrate theories and concepts from liberal education to nursing practice. <b>Outcome 2:</b> Demonstrate effective use of the nursing process when solving patient care problems in a variety of clinical environments <b>Outcome 3:</b> Apply evidenced base research in the solution of patient care problems for individuals, families, and population groups.	*90% of students will receive an excellent or above average on all items applicable to critical thinking and clinical judgment on the " <i>Clinical Evaluation Tool</i> "  *90% of students will reach excellent or above average scores on all items applicable to critical thinking and clinical judgment on " <i>Simulated Clinical Evaluation</i> "  *100% of students will reach Level Two* on all " <i>ATI RN Mastery Exams</i> " and if not will remediate appropriately (*As defined by ATI)  *90% of all candidates will pass the " <i>National Council Licensing Exam (NCLEX-RN)</i> " (the first attempt)
Goal 9: Participate in the collection, documentation, and dissemination of research.	<b>Outcome 1:</b> Critically evaluate the role of and need for both theoretical and practice based research in the field of nursing. <b>Outcome 2:</b> Utilize evidenced based research to support patient care intervention and quality improvement. <b>Outcome 3:</b> Written work will demonstrate synthesis of	*90% of students will receive an excellent or above average on all items applicable to the application of evidenced based research in nursing care planning of the " <i>Clinical Evaluation Tool</i> "  *80% of students will receive an excellent or above average scores on all items applicable

	<p>recent evidenced base research.</p> <p><b>Outcome 4:</b> The student will participate in one research conference.</p>	<p>to the application of evidenced based practice in “ <i>Simulated Clinical Exam</i>”</p> <p>*80% percent of students will respond with at least an adequate or higher rating on all items related to evidence based practice application on the “<i>Exit Survey</i>”.</p>
<p>Goal 10: Engage in reflection about one’s own beliefs and values related to professional practice</p>	<p><b>Outcome 1:</b> Explore their own beliefs and values.</p> <p><b>Outcome 2:</b> Recognize how their own personal values can impact their individual ability to provide nursing care.</p> <p><b>Outcome 3:</b> Acquire lifelong learning skills to support excellence in nursing practice.</p>	<p>*90% percent of students will respond with at least an adequate or higher rating on all items related to their ability to value ethical and professional applications of practice on the “<i>Exit Survey</i>”.</p>

**Table 3: CLINICAL JUDGMENT/Information Literacy & Quantitative Reasoning**

GOAL	OUTCOME	INDICATORS
<p>Goal 11: Integrate best evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning care.</p>	<p><b>Outcome 1:</b> Implement holistic, patient centered care that reflects an understanding of pathophysiology, pharmacology, medical management, and nursing management across the health illness continuum</p> <p><b>Outcome 2:</b> Implement evidenced based nursing interventions as appropriate for managing the acute and chronic care of patients.</p> <p><b>Outcome 3:</b> Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team</p> <p><b>Outcome 4:</b> Implement the nursing process to achieve optimal health care outcomes for individuals, families, and communities</p>	<p>*90% of students will receive excellent or above average on all items related to clinical judgment on the “<i>Clinical Evaluation Tool</i>”</p> <p>*80% of students participating in clinical simulated exams will receive excellent or above average on all items related to clinical judgment and collaboration on the “ <i>Simulated Clinical Evaluation</i>”</p> <p>*90% of students will receive a predictive score of 90% on the “ <i>RN Comprehensive Exam</i>” in the 6th semester</p> <p>*90% of students will pass the “ <i>NCLEX-RN Exam</i>” on the first attempt.</p>

<p><b>Goal 12:</b> Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of care.</p>	<p><b>Outcome 1:</b> Demonstrate safe application of psychomotor skills in all clinical environments.  <b>Outcome 2:</b> Use evidenced based research to apply psychomotor skills in a variety of health care settings.  <b>Outcome 3:</b> Recognize atypical presentation of disease in the geriatric client.  <b>Outcome 4:</b> Adapt nursing care for the older adult applying significant physiological, psychological, and sociocultural factors that can impact nursing care outcomes...</p>	<p>*90% of all students will receive an excellent or above average on all items from the "<i>Clinical Evaluation Tool</i>"</p> <p>*90% of students will receive an excellent or above average on all items related to psychomotor skills on the "<i>Simulated Clinical Evaluation</i>"</p> <p><b>*Students will pass Medication Mathematics Examination during 1<sup>st</sup> and 2<sup>nd</sup> semester skills testing with 90% accuracy. NURS 10A and 110A</b></p>
<p><b>Goal 13:</b> Recognize and manage common multifactorial geriatric syndromes</p>	<p><b>Outcome 1:</b> Recognize atypical presentation of disease in the geriatric client.  <b>Outcome 2:</b> Adapt nursing care for the older adult applying significant physiological, psychological, and sociocultural factors that can impact nursing care outcomes.</p>	<p>*90% of students will receive an excellent or above average on all items on the "<i>Clinical Evaluation Tools</i>" related to care of the older adult</p> <p>*90% of student will integrate principles of geriatric syndromes in all items related in the "<i>Simulated Clinical Evaluation</i>"</p>

**Table 4: COLLABORATION/Information Literacy, Written/Oral Communication**

GOAL	OUTCOME	INDICATORS
<p><b>Goal 14:</b> Articulate the nursing perspective concerning healthcare delivery issues to decision makers within health care organizations and other policy arenas.</p>	<p><b>Outcome 1:</b> Articulate the role of the professional nurse to other members of the health care team, policy makers, and health care organizations.  <b>Outcome 2:</b> Participate in inter-professional groups within selected clinical environments.  <b>Outcome 3:</b> Participate in beginning health policy discussions with members of the health care team.  <b>Outcome 4:</b> Collaborate with other health care professionals and patients to provide spiritually and culturally appropriate patient care.</p>	<p>*90% of students will report confidence in their ability to articulate the nursing perspective on the "<i>Exit survey</i>"</p> <p>*80% of respondents to the "<i>Employer Survey</i>" will report involvement in professional advocacy within healthcare organizations, policy arenas, or professional organization.</p>

	<p><b>Outcome 5:</b> Advocate for high quality and safe patient care as a member of the inter-professional team.</p> <p><b>Outcome 6:</b> Demonstrate teambuilding and collaborative strategies when working with inter-professional teams.</p>	
<p><b>Goal 15:</b> Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, and the coordination of the health care team.</p>	<p><b>Outcome 1:</b> Demonstrate leadership skills when working with individuals, student groups, and other members of the health care team.</p> <p><b>Outcome 2:</b> Value the knowledge and methods of a variety of health care disciplines to improve care to individuals, families, and communities.</p>	<p>*90% of students on the “<i>Exit survey</i>” will report effective leadership experiences within the program</p> <p>*80% of respondents on the “<i>Employer Survey</i>” will report leadership roles since graduation</p>

Master’s (NP) Program Instruments

*Direct Measures*

1. Midterm and Final Examination
2. Written Clinical Case Study
3. Objective Standardized Clinical Encounters
4. National Certifying Examination
5. Final Practicum Examination
6. Final Preceptor Evaluation of Student
7. Elogs patient tracking system
8. Culminating experience

*Indirect Measures*

1. Exit Evaluation
2. Alumni Evaluation
3. Employer Survey

MEASURE	BENCHMARK
1. Midterm and Final Examinations	100% of students attain grade of 80% or better
2. Written Clinical Case Study Assignment	100% of students receive grade of $\geq 80\%$

3. Objective Standardized Clinical Encounters	90% of students receive a passing grade	
4. National Certifying Examination	90% of students to pass national certifying exam on first attempt	
5. Final Practicum Evaluation	100% of students to demonstrate advanced, above average, or appropriate performance	
6. Final Preceptor Evaluation of Student	80% of students rated as consistently or often meeting criteria	
7. Elogs patient tracking system	100% of students will have at least 665 clinical hours with at the minimum 40 hours of experience in each of the following: pediatrics, obstetrics, and gynecology	
8. Culminating experience	100% of students shall complete a thesis or project demonstrating comprehensive knowledge of a common condition	
9. Exit evaluation	80% or responses will fall in the neutral to strongly agree range for each item	
10. Alumni Evaluation	90% or responses will fall in the neutral to strongly agree range for each item	
11. Employer Survey	90% of graduates rated as consistently or often meeting each items	

### Master's (CNS/ Ns. Edu) Program Instruments

#### *Direct Measures*

1. Discussion Board Participation
2. Student-directed clinical care topic discussions
3. Clinical assessment challenge/Opportunity papers
4. Case Studies
5. Portfolio
6. National Certification Examination

7. Final Preceptor Evaluation
8. Final Preceptor Evaluation of Student
9. Thesis or Project

*Indirect Measures*

1. Exit Evaluation
2. Alumni Survey
3. Employer Survey

MEASURE	BENCHMARK
1. Discussion Board Presentation	100% of students attain grade of 80% or better.
2. Student-directed clinical care topic discussions	100% of students attain grade of 80% or better.
3. Clinical assessment challenge/Opportunity papers	100% of students attain grade of 80% or better
4. Case Studies	100% of students attain grade of 80% or better
5. Portfolio	100% of students attain grade of 80% or better
6. National Certification Examination	100% of students to pass national certifying exam
7. Final Preceptor Evaluation	100% of students to demonstrate advanced, above average, or appropriate performance
8. Final Preceptor Evaluation of Student	80% of students rated as consistently or often meeting criteria
9. Thesis or Project	100% of students shall complete a thesis or project demonstrating comprehensive knowledge of a common condition
10. Exit Evaluation	80% or responses will fall in the neutral to strongly agree range for each item

11. Alumni Evaluation	90% or responses will fall in the neutral to strongly agree range for each item
12. Employer Survey	90% of graduates rated as consistently or often meeting each items

## Doctorate of Nursing Practice

### *Direct Measures*

1. Discussion Boards
2. Clinical Exemplars
3. Student Presentations
4. Student Critiques
5. Student Papers
6. Policy briefs and analyses
7. Case Studies
8. Examinations
9. Group and Individual Projects
10. Individual Course Grades

### *Indirect Measures*

1. Course evaluation by student
2. Peer review by associated tenure or tenure track faculty
3. Student rating of instruction (IDEA)
4. Faculty Satisfaction/course evaluation (CESAP)
5. Exit evaluation
6. An employer survey
7. An alumni survey
8. Data on student:
  - a. Retention
  - b. Progression
  - c. Graduation rate

### **3. What did you discover from these data?**

*Baccalaureate:* A majority of the direct measures and indirect measures were met. Direct measures not met were NCLEX pass rate was below previous results. Indirect measures not met were insufficient return of alumni and employer surveys.

*Graduate:* A majority of the direct measures and indirect measures were met. Direct measures not met were 100% complete a culminating experience and 90% pass a National Certification examination. Indirect measures not met were benchmarks set for alumni and employer surveys returns.

*Doctorate:* A majority of the direct measures and indirect measures were met. Direct measures not met were 100% pass National Certification and 100% pass mid-semester Oral Defense. Indirect measures not met were benchmarks set for course evaluations and employer and alumni

surveys.

**4. What changes did you make as a result of the findings?**

In all programs implemented methods to improve the number of returned surveys. Areas of curriculum revisions were addressed based on certification examination results. Increased efforts were made to collaborate with employers and alumni.

**5. What assessment activities will you be conducting in the 2015-16 academic year?**

All previously mentioned outcomes will continue to be assessed as required by credentialing bodies.

**6. What progress have you made on items from your last program review action plan?**

In all programs curriculum revisions have been made as needed based on course evaluations and faculty teaching effectiveness ratings. Internal and external collaborative efforts have been made to build relationship and support in the health care community to increase awareness of student and program needs. Program Coordinators and faculty are to increase individual efforts in the areas of recruitment; student remediation and mentoring; and conducting and analyzing survey results.

**2014-15 Annual Assessment Report**  
**Department of Social Work Education**

Following is our report on assessment activities for the Department of Social Work Education. As requested, it includes elements of our Student Outcomes Assessment Plans for both our BA and MSW programs that were addressed during the 2014-15 academic year.

**BA PROGRAM LEARNING OUTCOMES\***

The Department of Social Work assessed all BA program outcomes as outlined in the Student Outcomes Assessment Plan (SOAP).

Following are the goals, objectives and student learning outcomes reported in our 2014-15 SOAP.

- A. Goal: To gain beginning level generalist knowledge and skills in social work, which integrates course content in practice, policy, research, and human behavior into field experiences using generalist framework.
  1. Objective: Identify as a professional social worker and conduct oneself accordingly.
    - a. Student Learning Outcome: Demonstrate professional behavior, appearance and communication (SWRK 182--Professionalism in Conduct).
  2. Objective: Apply social work ethical principles to guide professional practice.
    - a. Student Learning Outcome: Apply beginning strategies of ethical reasoning and existing social work ethical code to arrive at principled decisions (SWRK 182--Apply NASW Code of Ethics).
  3. Objective: Apply critical thinking to inform and communicate professional judgments.
    - a. Student Learning Outcome: Identify models of assessment, prevention, intervention and evaluation to practice at all levels of practice. (SWRK 135--Life Summary: Understanding Development over the Life Span)
  4. Objective: Engage in research-informed practice and practice-informed research.
    - a. Begin to use practice experience to inform scientific inquiry. (SWRK 171--Article Analysis)
  5. Objective: Apply knowledge of human behavior and the social environment.
    - a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (SWRK 182--Client Consumer Assessment)
  6. Objective: Policy Practice – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
    - a. Identify and articulate societal values reflected in social welfare policies and programs. (SWRK 123--Final Group Activity/Presentation)
  7. Objective: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- a. Use empathy, reflective listening, and other interpersonal skills to effectively engage individuals, families, groups, organizations, and communities. (SWRK 181--Ability to engage populations at risk)
  - b. Collect, organize, analyze, and interpret assessment information from identified system levels. (SWRK 180--Agency Analysis Paper)
  - c. Implement direct and indirect practice interventions, including those that are evidence based, to address mutually agreed upon goals/objectives at identified systems. (SWRK 182--Problem Solving Model)
  - d. Monitor, analyze and evaluate professional behavior and interventions at identified systems levels. (SWRK183--Intervention and Evaluation)
- B. Goal: To prepare beginning level social work practitioners to work effectively in increasingly complex culturally, racially, socially and gender diverse communities.
- 1. Objective: Engage diversity and difference in practice.
    - a. Student Learning Outcome: Recognize and understand how diverse factors intersect and assist in understanding experiences of oppression, marginalization, alienation, or creation or enhancement of privilege and power. (SWRK 135--Life Summary: Understanding Development over the Life Span)
  - 2. Objective: Respond to contexts that shape practice.
    - a. Student Learning Outcome: Understand changing locales, population scientific and technological developments, and emerging societal trends to assess the relevance of service (SWRK 181--International Agency).
- C. Goal: To prepare beginning level generalist social work practitioners to advocate for an inclusive and just society.
- 1. Objective: Advance human rights and social and economic justice.
    - a. Student Learning Outcome: Understand the forms and mechanisms of oppression and discrimination at all system levels (SWRK 123--Final Group Activity/Presentation)

\* Outcomes are formatted consistent with the AY 14-15 SOAP.

## **MSW PROGRAM LEARNING OUTCOMES\***

The Department of Social Work assessed all MSW program outcomes as outlined in the Student Outcomes Assessment Plan (SOAP).

Following are the goals, objectives and student learning outcomes reported in our 2014-15 SOAP.

- A. Goal – To acquire skills in social work, which integrates course content in practice, policy, research, and human behavior into field experiences using a multi systems framework.

1. Outcome Objective: Identify as a professional social worker and conduct oneself accordingly.
  - a. Student Learning Outcome: Demonstrate professional use of self in specific multi systems level interventions (SWRK 283 – Professional Use of Self).
2. Outcome Objective: Apply social work ethical principles to guide professional practice.
  - a. Student Learning Outcome: Employ strategies of ethical decision-making to multi systems practice and research (SWRK 282 – Ethical Dilemma).
3. Outcome Objective: Apply critical thinking to inform and communicate professional judgments.
  - a. Student Learning Outcome: Complete comprehensive assessments using a multi systems perspective (SWRK 224 – Advanced Culturally Relevant Practice to a Case Study)
4. Outcome Objective: Engage in research-informed practice and practice-informed research.
  - a. Student Learning Outcome: Use advanced practice experiences to inform research at multi system levels (SWRK 298/299 – Research Completion).
5. Outcome Objective: Apply knowledge of human behavior and the social environment.
  - a. Student Learning Outcome: Synthesize and differentially apply theories of human behavior and the social environment to guide practice at multi systems levels (SWRK 282 – Theoretical Framework)
6. Outcome Objective: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
  - a. Student Learning Outcome: Apply current models of advanced policy practice to micro and macro assessments, prevention and intervention (SWRK 247 – Community Needs Assessment).
7. Outcome Objective: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
  - a. Student Learning Outcome: Demonstrate effective engagement with consumers/stakeholders at multi system levels utilizing advanced strengths based approaches (SWRK 283 – Process Recording)
  - b. Student Learning Outcome: Demonstrate the ability to systematically assemble and interpret assessment tools (SWRK 225 – Advanced Group Lab Analysis).
  - c. Student Learning Outcome: Identify and critically evaluate, select, and apply best practices and evidence-based interventions at multi systems levels (SWRK 282 Advanced Practice Approaches).
  - d. Student Learning Outcome: Identify, critically evaluate, select and apply methods for evaluation or practice (SWRK 282 – Evaluation of Independent Practice)

- B. Goal – To prepare autonomous social work practitioners to work from a multi systems perspective with increasingly culturally, racially, socially and gender diverse communities.
  - 1. Outcome Objective: Engage diversity and difference in practice.
    - a. Student Learning Outcomes – Demonstrate depth in critical analysis of the intersectionality of diversity factors (SWRK 227 – Advanced Multisystem Assessment of a Couple using a Vignette Case Study).
  - 2. Outcome Objective: Respond to contexts that shape practice.
    - a. Student Learning Objective – Recognize and assess the context for practice and intervene based on identified socioeconomic, cultural, and technological changes that impact multi systems practice (SWRK 246 – Organizational Assessment).
  
- C. Goal – To prepare autonomous social work practitioners to advocate for an inclusive and just society.
  - 1. Outcome Objective: Advance human rights and social and economic justice.
    - a. Student Learning Outcomes – Apply knowledge of intersectionality of oppression to guide intervention at multi systems levels (SWRK 246 – Organizational Assessment)

\* Outcomes are formatted consistent with the AY 14-15 SOAP.

We used both direct and indirect measures to assess program outcomes for both the BA and MSW programs. Direct measures for the BA and MSW programs included 1) grades for standard assignments (common assignments across all sections of a course) developed by the faculty to meet the requisites of our accrediting body, the Council on Social Work Education (CSWE) and 2) scaled scores from standard learning experiences (field student performance evaluations).

BA Program--A program benchmark of 85% of students obtaining a minimum score of 3.0 on a scale of 0-4.0 for standard assignments and 85% of students obtaining a minimum of 3 on a scale of 1-5 (1= excellent; 5=poor) for a standard learning experience were established for the BA program.

MSW Program--A program benchmark of 90% of students obtaining a minimum score of 3.0 on a scale of 0-4.0 for standardized assignments and 90% of students obtaining a minimum of 3 on a scale of 1-5 (1=poor; 5=exemplary) for a standard learning experience were established for the MSW program.

## **BA PROGRAM**

### **Direct Measures**

The instruments used to assess BA learning outcomes are described below, as well as aggregated data for each measure. Please note this information is presented in order of the BA SOAP Goals, Objectives, and Student Learning Outcomes.

1. Student Learning Experience (Undergraduate Field Student Performance Evaluation) – Field Instruction B –SWRK 182--Professionalism in Conduct learning experience-- 98% of students earned a 3 or lower on a 1-5 point scale, therefore students are meeting the benchmark for this measure.
2. Student Learning Experience (Undergraduate Field Student Performance Evaluation)-Field Instruction B—SWRK 18--Apply NASW Code of Ethic--100% of students earned a 3 or lower on a 1-5 point scale, therefore students are meeting the benchmark for this measure.
3. Standard Assignment – SWRK 135--Life Summary: Understanding Development over the Life Span--91% of students earned 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
4. Standard Assignment – SWRK 171--Article Analysis Paper--71% of students earned 3.0 or above on a 0-4.0 scale, therefore students are not meeting the benchmark for this measure.
5. Student Learning Experience (Undergraduate Field Student Performance Evaluation)—Field Instruction B—SWRK 18--Client/Consumer Assessment—100% of students earned a 3 or lower on a 1-5 point scale, therefore students are meeting the benchmark for this measure.
6. Standard Assignment – SWRK 123--Final Group Activity/Presentation; Reflection Paper: Critical Thinking and Integration of Social Welfare Policy--100% of students earned 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
7. Standard Learning Experiences--(Standard Assignments and Student Learning Experiences)
  - a. SWRK 181—Ability to engage populations at risk--99% of students earned a 3 or lower on a 1-5 point scale; therefore students are meeting the benchmark for this measure.
  - b. SWRK 180--Agency Analysis Paper-- 97% of students earned a 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
  - c. SWRK 182--Problem Solving Model--100% of students earned a 3 on a 1-5 point scale on problem solving model, therefore students are meeting the benchmark for this measure.
  - d. SWRK 183--Intervention and Evaluation--100% of students earned a 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
8. Standard Assignment—SWRK 135 Life Summary: Understanding Development over the Lifespan-- 91% of students earned 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
9. Student Learning Experience—SWRK 181—International Agency--100% of students earned a 3 on a 1-5 point scale, therefore students are meeting the benchmark for this measure.
10. Standard Assignment--SWRK 123 (Final Group Activity/Presentation; Reflection Paper: Critical Thinking and Integration of Social Welfare Policy--100% of students earned 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.

## **Indirect Measures**

### Alumni Survey

An Alumni Survey was not completed this year. It is scheduled for completion during Academic Year 2015-2016.

### Employer / Supervisor Survey

An Employer / Supervisor Survey was not completed this year. It is scheduled for completion during Academic Year 2015-2016.

### End of Year Student Survey

An end of year, a student survey was sent to 160 graduating students by completed the questionnaire during class. There were 113 responses which indicate and 70.63% response rate. The responses indicate the following themes:

<b>Strengths of Program</b>	<b>Suggestions for Improvement</b>
Internship / Learning Agreement	Books not used in the Classroom
Professors	Internship Class
Information / e-mails from DSWE	Field Learning Agreement
	Professors

Overall, students viewed the active learning experiences, particularly involved in field placement, the quality of instruction by professors, and information from the DSWE office as strengths of the program. Suggestions for improvement were that not all books were used in the classroom, the internship class that must be taken when the student does not have an MSW supervisor, complexity of the Field Learning Agreement and professors.

## **MSW PROGRAM**

### **Direct Measures**

The instruments used to assess MSW learning outcomes are described below, as well as aggregated data for each measure. Please note this information is presented in order of the MSW SOAP Goals, Objectives, and Student Learning Outcomes.

1. Student Learning Experience – SWRK 283--Professional Use of Self--100% of students earned a 3 or higher on a 1-5 point scale, therefore students are meeting the benchmark for this measure.
2. Standard Learning Experience – SWRK 282--Ethical Dilemma--100% of students earned a 3 or higher on a 1-5 point scale, therefore students are meeting the benchmark for this measure.

3. Standard Assignment – SWRK 224--Advanced Culturally Relevant Practice to as Case Study--95% of students earned 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
4. Standard Assignment –SWRK 298/299 (Research Completion). To be assessed during AY 2015-2016.
5. Standard Learning Experience – SWRK 282--Theoretical Framework--100% of students earned a 3 or higher on a 1-5 point scale, therefore all students are meeting the benchmark for this measure.
6. Standard Assignment – SWRK 247--Community Needs Assessment--100% of students earned a 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
7. Standard Learning Experiences (Standard Assignments and Student Learning Experiences)
  - a. SWRK 283—Process Recording--100% of students earned a 3 or higher on a 1-5 point scale, therefore students are meeting the benchmark for this measure.
  - b. SWRK 225-- SWRK 225--Advanced Group Lab Analysis--100% of students earned 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
  - c. SWRK 282—Advanced Practice Approaches--100% of students earned a 3 or higher on a 1-5 point scale on problem solving model, therefore students are meeting the benchmark for this measure.
  - d. SWRK 282—Evaluation of Practice--100% of students earned a 3 or higher on a 1-5 scale, therefore students are meeting the benchmark for this measure.
8. Standard Assignment – SWRK 227--Advanced Multisystem Assessment of a Couple using a Vignette Case Study--95% of students earned 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
9. Standard Assignment – SWRK 246--Organizational Assessment--100% of students earned a 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
10. Standard Assignment – SWRK 246--Organizational Assessment--100% of students earned a 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.

## **Indirect Measures**

### Alumni Survey

An Alumni Survey was not completed this year. It is scheduled for completion during Academic Year 2015-2016.

### Employer / Supervisor Survey

An Employer / Supervisor Survey was not completed this year. It is scheduled for completion during Academic Year 2015-2016.

## End of Year Student Survey

An end of year, a student survey was completed by graduating students. The responses indicate the following themes:

<b>Strengths of Program</b>	<b>Suggestions for Improvement</b>
Tenured Professors	Field Supervision Class / Seminar
Internships	Thesis / project Chair
Writing Center	Common Assignment
Common Assignments	

Overall, students viewed the active learning experiences, particularly involved in field placement, the quality of instruction by tenured professors, the writing center, and use of common assignments useful. Suggestions for improvement were that the field supervision class /seminar is not necessary, better communication with thesis/project chair, and common assignments were not always useful.

### **SUMMARY**

- Program assessment is a major feature in the 2008 CSWE Educational Policy and Accreditation Standards (EPAS) to which the BA and MSW programs will be held to in its upcoming reaffirmation process. This is the first time in the Department's history that it will be required to provide summary data and outcomes for the assessment of EPAS competencies and identify the percentage of students achieving a predicted benchmark of learning. As a result, the Department confronted numerous challenges in adapting to this new expectation and collecting the necessary data needed for the self-study.
- The Department was required to comply with multiple reporting requirements, including CSWE, the university (i.e. the SOAP, General Education) and WASC. These requirements required a great deal of time on the part of the Assessment Coordinator, Dr. Debra Harris, and included a rapid and deep understanding of these multiple constituents.
- Although the Department has managed to adjust to demands for assessment data and reporting this academic year by both the University and our national accrediting body, the emphasis on program assessment activity infers that dedicated time and resources are needed in the coming year. The Department is committed to refining its efforts in this area.

## **Department of Social Work Education**

### **MSW Program Assessment**

#### **Academic Year 2014 - 2015**

Date: August 11, 2015

Prepared by: Assessment Coordinator – Debra Harris

This evaluation is based on the Department of Social Work Education's M.S.W. Student Outcome Assessment Plan (SOAP) which was updated during the Spring 2015 semester. The MSW degree in social work educates social workers for advanced practice to provide social welfare services and leadership in the diverse San Joaquin Valley.

#### **Direct Measures**

1. Standard Assignment – SWRK 224 (Advanced Culturally Relevant Practice to as Case Study). 95% of students earned 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
2. Standard Assignment – SWRK 225 (Advanced Group Lab Analysis). 100% of students earned 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
3. Standard Assignment – SWRK 227 (Advanced Multisystem Assessment of a Couple using a Vignette Case Study). 95% of students earned 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
4. Standard Assignment – SWRK 246 (Organizational Assessment). 100% of students earned a 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
5. Standard Assignment – SWRK 247 (Community Needs Assessment). 100% of students earned a 3.0 or above on a 0-4.0 scale, therefore students are meeting the benchmark for this measure.
6. Standard Assignment – SWRK 298/299 (Research Completion). To be assessed during AY 2015-2016.
7. Standard Learning Experience – SWRK 282 (Ethical Dilemma; Theoretical Framework; Advanced Practice Approaches Evaluation of Practice). 100% of students earned a 3 on a 1-5 point scale regarding the Ethical Dilemma; 100% earned a 3 on a 1-5 point scale regarding Theoretical Framework; and 100% earned a 3 on a 1-5 point scale regarding Advanced Practice Approaches, therefore students are meeting the benchmark for this measure.
8. Student Learning Experience – SWRK 283 (Professional Use of Self; Process Recording). 100% of students earned a 3 on a 1-5 point scale on the Professional Use of Self and 100% of students earned a 3 on a 1-5 point scale on Process Recording, therefore students are meeting the benchmark for this measure.

## **Indirect Measures**

### Alumni Survey

An Alumni Survey was not completed this year. It is scheduled for completion during Academic Year 2015-2016.

### Employer / Supervisor Survey

An Employer / Supervisor Survey was not completed this year. It is scheduled for completion during Academic Year 2015-2016.

### End of Year Student Survey

An end of year, a student survey was completed by graduating students. The responses indicate the following themes:

<b>Strengths of Program</b>	<b>Suggestions for Improvement</b>
Tenured Professors	Field Supervision Class / Seminar
Internships	Thesis / project Chair
Writing Center	Common Assignment
Common Assignments	

Overall, students viewed the active learning experiences, particularly involved in field placement, the quality of instruction by tenured professors, the writing center, and use of common assignments useful. Suggestions for improvement were that the field supervision class /seminar is not necessary, better communication with thesis/project chair, and common assignments were not always useful.

## **Recommendations**

Faculty will discuss this report during retreat in the Fall 2015.

### **2014-2015 Assessment Report Questions**

- 1. What learning outcome(s) did you assess this year?** Be sure to list the student learning outcome(s) assessed, not simply the activity or assignment evaluated. Note: these should be program level outcomes, not general education outcomes - the GE committee will issue a separate call for GE assessment reports.

The DPT program has Student, Program, and Faculty Goals. For each, the department measures specific outcomes to assess all areas. These are all outlined in the S.O.A.P. and each were addressed in the 2014-2015 Annual Assessment Report (attached). Goals and Outcomes are listed below:

#### **STUDENT GOALS:**

**To prepare the DPT graduate as an evidence-based, primary care practitioner who will:**

**Goal 1:** Demonstrate comprehension and integration of the foundational, applied and clinical sciences of anatomy, physiology, neurology, and pathology for application to the physical therapy clinical setting.

- **Student Outcome 1a:** Pass all courses and specified assessment items in those courses identified as integrating foundational, applied, and clinical sciences.
- **Student Outcome 1b:** Meet specific clinical performance standards.
- **Student Outcome 1c:** Be perceived by patients/clients as being consistently prepared, professional, and proficient in their clinical skills.
- **Student Outcome 1d:** Report positive curriculum feedback regarding preparedness or applicability in the clinic.

**Goal 2:** Expressively and receptively communicate in a professional and ethical manner to a culturally diverse population in classroom activities and in clinical settings, including patients/clients, families, care givers, practitioners, consumers, payers, and policy makers utilizing terminology appropriate to the context of the communication.

- **Student Outcome 2a:** Pass all courses and specified assessment items in those courses identified as meeting Goal #2.
- **Student Outcome 2b:** Meet specific clinical performance standards.
- **Student Outcome 2c:** Be perceived by patients/clients as being consistently prepared, professional, and proficient in their clinical skills.
- **Student Outcome 2d:** Report positive curriculum feedback regarding preparedness or applicability in the clinic.

**Goal 3:** Demonstrate competent professional practice independently and interdependently while providing patient centered care services, including wellness/prevention, to patients whether referred or self-referring; and, to know federal and state regulations, professional practice and association history and regulations, payer requirements and state practice acts.

- **Student Outcome 3a:** Pass all courses and specified assessment items in those courses identified as meeting Goal #3.
- **Student Outcome 3b:** Meet specific clinical performance standards.
- **Student Outcome 3c:** Be employed within 6 months of graduation from the program.
- **Student Outcome 3d:** Be highly rated by their employers 3-5 years post-graduation.

**Goal 4:** Demonstrate appropriate clinical decision-making skills, including clinical reasoning, clinical judgment, differential diagnosis, reflective practice, and self-reflection/assessment.

- [Student Outcome 4a](#): Pass all specified assessment items in those courses identified as meeting Goal #4.
- [Student Outcome 4b](#): Meet specific clinical performance standards.

**Goal 5:** Critically review existing research and expand their clinical research skills in order to build the evidence of practice for clinical decision making skills and innovative physical therapy interventions based on solid theoretical constructs.

- [Student Outcome 5a](#): Pass all specified assessment items in those courses identified as meeting Goal #5.
- [Student Outcome 5b](#): Meet specific clinical performance standards.
- [Student Outcome 5c](#): Pass Qualifying exam in the spring of the 2<sup>nd</sup> year of the DPT program.
- [Student Outcome 5d](#): Present a poster or platform presentation at the CSU Research and Creative Activity Symposium.
- [Student Outcome 5e](#): Present research/EBP/Case Report at a professional conference (outside of the university) while in the program.
- [Student Outcome 5f](#): Pass the oral and written for their DPT Project and present at Department Research/EBP Symposium for clinical community.

#### **PROGRAM GOALS:**

To offer a program that:

**Goal 1:** attracts high quality applicants from a variety of academic, ethnic, or cultural backgrounds.

- [Program Outcome 1a](#): Attracts high quality students from diverse demographics
- [Program Outcome 1b](#): Maintains a high graduation rate and licensing exam pass rate for students.
- [Program Outcome 1c](#): Has graduates who are employed as physical therapists within six months of licensure.
- [Program Outcome 1d](#): Has graduates who pursue continuing education, including residencies, fellowships, and advanced clinical training.
- [Program Outcome 1e](#): Has graduates who are rated highly by their employers.

**Goal 2** develops future intellectual leaders of the profession engaged in the community who will enhance the economic vitality and quality of life for the region.

- [Program Outcome 2a](#): Has graduates who find employment in advanced clinical practice, leadership positions, and/or are engaged in research
- [Program Outcome 2b](#): Has graduates who actively participate in professional organizations
- [Program Outcome 2c](#): Has graduates who pursue leadership positions within the profession and/or health care.

**Goal 3:** develops clinical partnerships and professional alliances to enhance the quality of the graduate program and delivery of health care services by our graduates.

- [Program Outcome 3a](#): Encourages APTA CI Credentialing of all CI for the program through dissemination of information and education.
- [Program Outcome 3b](#): Has diverse clinical sites by location and specialty for students.

- [Program Outcome 3c](#): Models best practice in patient care by encouraging student learning in our integrated patient experiences and patient care models within the curriculum.
- [Program Outcome 3d](#): Recruits diverse guest lecturers who are doctorally trained or clinical specialists.
- [Program Outcome 3e](#): Provides clinical education through sponsorships for students and continuing education for clinical community.
- [Program Outcome 3f](#): Expands and supports student and faculty activities in community-based, cross-disciplinary university-community partnerships.
- [Program Outcome 3g](#): Encourages clinical community to attend DPT student presentations.

#### **FACULTY GOALS:**

**To attract and retain program faculty who:**

**Goal 1:** Demonstrate excellence in the scholarship of teaching.

- [Faculty Outcome 1a](#): Demonstrate an active involvement in the Scholarship of teaching by maintaining student evaluations and peer evaluations at or above the department standard.
- [Faculty Outcome 1b](#): Maintain clinical practice and/or complete continuing education coursework to supplement teaching expertise.

**Goal 2:** Are engaged in one or more areas of professional growth and scholarly/creative activities: discovery, integration, and application.

- [Faculty Outcome 2a](#): Demonstrate involvement in the Scholarship of discovery by showing evidence of publications, professional presentations to meet CAPTE and university requirements.
- [Faculty Outcome 2b](#): Provide leadership and other contributions to the university, professional organizations, and community.

**Goal 3:** Demonstrate involvement in service to the University and professional community.

- [Faculty Outcome 3a](#): Demonstrate involvement in the Scholarship of application by actively participating in curriculum and program review
- [Faculty Outcome 3b](#): Active participation on university committees at all levels (department, college, and university)
- [Faculty Outcome 3c](#): Demonstrate involvement in community service and/or service learning
- [Faculty Outcome 3d](#): Demonstrate involvement in inter-department and/or inter-collaborations

**2. What instruments did you use to assess them? (see DPT Program S.O.A.P. and 2014-2015 Annual Assessment Report)**

Student outcomes assessment goals are measured using a range of measures, including course grades, grades for specific assignments, exam grades, practical lab scores, Clinical Performance Instrument (CPI) scores, GPA, patient/client surveys, student participation in extracurricular activities, and their performance on qualifying exam. In addition, data is accumulated post-graduation through alumni and employer surveys.

Program outcomes are measured using a range of measures, including admissions data from PTCAS (Physical Therapy Centralized Admissions Service), Visitation Day survey, Licensing Exam results, graduation rates, employment information, alumni surveys, CI/CCCE surveys, exit Interview and surveys, clinical education program reports, and tracking of guest speakers, continuing education sponsorships, and attendance at department events by clinical community.

Faculty outcome measures include: IDEA student course eval scores, department peer eval scores, student advising logs, cv information such as community service, continuing education, publications, committee assignments, advisory boards, curriculum end of semester review minutes,

**3. What did you discover from these data?**

Please see “Results” in 2014-2015 Annual Assessment Report.

**4. What changes did you make as a result of the findings?**

Please see “Action Plans” in 2014-2015 Annual Assessment Report.

**5. What assessment activities will you be conducting in the 2015-2016 academic year?**

Same as this year (see DPT Program S.O.A.P.)

**6. What progress have you made on items from your last program review action plan?**

Please see **2013-2014 Annual Assessment Plan**. Those items with an **Action Plan** are listed below with a brief description of the department’s progress:

Progress during 2014-2015 is summarized below only for those 2013-2014 items with an Action Plan. All other outcomes were achieved and/or exceeded (see 2013-2014 Assessment Report).

**STUDENT GOALS:**

<b>SLO #1. Demonstrate comprehension and integration of the foundational, applied and clinical sciences of anatomy, physiology, neurology, and pathology for application to the physical therapy clinical setting.</b>				
<b>Instrumentation</b>	<b>Expected Results</b>	<b>Results</b>	<b>Action Plan</b>	<b>PROGRESS DURING 2014-2015</b>
1. Specified assignments and course work a) embedded questions in PhTh 510, 511, 512 (D) b) Scores of Case study/reports in PhTh 507, 508, 536, 537 (D) c) Lab competency	<ul style="list-style-type: none"> <li>• 100% success rate (scores &gt; 70%) in all specified assessment (test) items.</li> <li>• 100% success rate (scores &gt; 70%) in all specified assignments and course work.</li> <li>• 100% success rate</li> </ul>	a) (510, 511) No data; (512) 84-100%; 1 question 69% b) (507) 3 examples; scores 24 – 25/25; (508) No data; (536) No data; (537) Not taught until 2014-2015 c) (526) 100% scored 90-100%; 30/30 avg score d) (527) median 20/20; average 19.6/20; range 18-20	<p><b>Action Plan:</b> Revise SOAP for more efficient outcome reporting. Use blackboard for reporting outcomes.</p> <p>Early identification of students performing below expectations and notification sent to</p>	SOAP revised and qualtrics survey used for reporting outcomes.  Faculty using Grades First to communicate any performance deficiencies in students; notifying CAR for remediation

<p>check outs in PhTh 526 (D)  d) Concept mapping assignment in PhTh 527 (D)</p> <p>2. Course grades (D)  <u>Year 1:</u> PhTh 510, 512, 507, 533, 535 511, 508, 534  <u>Year 2:</u> 527, 517, 528, 536, 561, 518, 529, 526  <u>Year 3:</u> PhTh 537, 509, 596, 539, 595, 564, 598</p> <p>4. Scores on patient/client evaluations of students in each patient interaction (class, practical exams) (I)  <b>First year</b>  PhTh 507, 508, 527, 534, 554  <b>Second year</b>  PhTh 517, 518, 528, 529, 536, 526, 555  <b>Third year</b>  PhTh 537, 509, 539, 556</p> <p>5. Annual student feedback to faculty regarding curriculum and applicability in the clinic (I) by cohort  <b>First year (557)</b>  <b>Second year (558)</b>  <b>Third year (559)</b></p>	<p>(scores &gt; 80%) in all specified practical examinations.</p> <ul style="list-style-type: none"> <li>100% of the students will complete required courses with a cumulative GPA of 3.0 and no grades below C</li> <li>100% of all Patient/Client Satisfaction Surveys will report &gt; moderate agreement (&gt;4/5) on survey components reflective of student preparedness, professionalism, and clinical skills.</li> <li>100% of all students placed in internship will report &gt;</li> </ul>	<p><b>Goal partially met.</b> 1 student received 2.95 GPA at the end of fall 2013, however increased overall GPA at the end of Year 1 to 3.03. Therefore, all students at or above 3.0 cum GPA in the program. No student received a grade below C in any of the courses taught.  Year 1: Cum GPA (Class 2016) 3.68±.30 (range 3.03-4.0; median 3.76)  Year 2: Cum GPA (Class 2015) 3.90±.30 (range 3.09-4.32; median 4.0)  Year 3: no courses taught; will start in 2014-2015.</p> <p>No data available</p> <p>Review of all student performance as well as student evaluation of DCE/clinical placement was &gt; 90% strongly agree. 2 of 64 placements were less than positive.</p>	<p>Committee of Academic Review (CAR).</p> <p><b>Action Plan:</b> Revise SOAP for more efficient outcome reporting. Use blackboard for reporting outcomes.</p> <p>Early identification of students performing below expectations and notification sent to Committee of Academic Review.</p> <p><b>Action Plan:</b> Revise SOAP for more efficient outcome reporting. Develop and use standard survey-based reporting across all clinical classes in which patients/clients are used for treatment or demonstration.</p> <p><b>Action plan:</b> Revise student survey form to capture this SLO completely relative to both curriculum and applicability for each cohort.</p>	<p>SOAP revised and qualtrics survey used for reporting outcomes.</p> <p>As above. Standard Patient Satisfaction survey developed for department to be used in all PCM (patient client management) courses and FTCE (full-time clinical experiences) beginning 2014-2015.</p> <p>Standard survey developed using qualtrics that all students now complete following their FTCEs beginning spring 2015.</p>
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	<p>moderate agreement (&gt; 4/5) on survey components reflective of curriculum and preparedness or applicability in the clinic</p>			
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**SLO #2. Expressively and receptively communicate in a professional and ethical manner to a culturally diverse population in classroom activities and in clinical settings including patients/clients, families, care givers, practitioners, consumers, payers, and policy makers utilizing terminology appropriate to the context of the communication.**

Instrumentation	Expected Results	Results	Action Plan	PROGRESS DURING 2014-2015
<p>1. Specified assignments and course work</p> <p>a) Oral presentation of Gait evaluation project in PhTh 534 (D)</p> <p>b) Oral presentation of Movement dysfunction project in PhTh 509 (D)</p> <p>c) Panel discussion of assigned cases in PhTh 529 (D)</p> <p>d) Class discussions on preparatory questions and class presentations of pre- assigned topics in PhTh 538 (D)</p> <p>e) Case Study in PhTh 518 (D)</p> <p>f) Case presentations in PhTh 539, 594, 596 (D)</p> <p>g) Grand round presentations in PhTh 595 (D)</p> <p>h) Clinical skills with clients in</p>	<ul style="list-style-type: none"> <li>100% success rate in all specified assignments and course work.</li> </ul>	<p>a) (534) 94% scored between 90-100%; 5% between 80-90%; 10.31/11 avg score</p> <p>b) (509) No data until Fall 2014</p> <p>c) (529) 100% scored between 90-100%; 24.72/25 avg score</p> <p>d) (538) N/A until Spring 2015</p> <p>e) (518) 100% scored between 90-100%; 30/30 avg score</p> <p>f) (539) No data; (594) average 100%; 100% scored between 90-100%; (596) 86% between 90-100%; 10% between 80-90%; 3% 70-80%; 92.51/100 avg score</p> <p>g) (595) N/A until Spring 2015</p> <p>h) (554) No data; (555) No data; (556) N/A Fall 2014</p>	<p><b>Action Plan:</b> Revise SOAP for more efficient outcome reporting. Use blackboard for reporting outcomes.</p> <p>Early identification of students performing below expectations and notification sent to Committee of Academic Review (CAR).</p>	<p>SOAP revised and qualtrics survey used for reporting outcomes.</p> <p>Faculty using Grades First to communicate any performance deficiencies in students; notifying CAR for remediation</p>

<p>PhTh 554, 555 and 556 (D)</p> <p>2. Grades from all course work (D)</p> <p>3. Student CPI scores by cohort (average individual item scores/expected scores on APTA items 1-6 Professionalism)  <b>First year (557; criterion score ≥ 6)</b>  <b>2nd year (558; criterion score ≥ 10)</b>  <b>Third year (559; criterion score ≥ 10)</b></p>	<ul style="list-style-type: none"> <li>• 100% of the students will complete all required courses with a cumulative GPA of 3.0 and no grades below C.</li> <li>• 100% students receive CR in all clinical courses (PhTh 554, 555, 557, 558, 559) on first attempt.</li> <li>• 100% of all students will achieve established professional performance standards per cohort overall and on each of (6) specific required skills.</li> </ul>	<p><b>Goal partially met.</b> 1 student received 2.95 GPA at the end of fall 2013, however increased overall GPA at the end of Year 1 to 3.03. Therefore, all students at or above 3.0 cum GPA in the program. No student received a grade below C in any of the courses taught.          Year 1: Cum GPA (Class 2016) 3.68±.30 (range 3.03-4.0; median 3.76)          Year 2: Cum GPA (Class 2015) 3.90±.30 (range 3.09-4.32; median 4.0)          Year 3: no courses taught; will start in 2014-2015.</p> <p><b>Goal Met.</b> 100% of all students received CR in their integrated (on campus) clinical experiences 554, 555; PhTh 556 will not be held until fall 2014.</p> <p><b>Goal Met.</b> 100% of all students received CR in their Clinical Experiences 557, 558, (559 spring 2015)</p> <p>All students met national standards established for CPI performance in their clinical internship by cohort excepting in professional standards.  <b>First year (557):</b> Items 1- 6 Professional (criterion score ≥ 6) average 5.85; range 5.4 to 6.2 PARTIALLY MET (1 significant outlier)  <b>Second year (558):</b> Items 1- 6 Professional (criterion score ≥ 10) average 7.8; range 7.5- 8.1 NOT MET  <b>Third year (559) – N/A until 2015</b></p>	<p><b>Action Plan:</b>          Early identification of students performing below expectations and notification sent to Committee of Academic Review.</p> <p><b>Action Plan.</b> None needed.</p> <p><b>Action Plan:</b> Increase clinical preparation in the 6 domains of professional expectations in the clinic (safety, behaviors, communication, cultural competence, accountability and professional development). Improve 2014-2015 scores to meet standards in this regard.</p>	<p>Faculty using Grades First to communicate any performance deficiencies in students; notifying CAR for remediation</p> <p>Director of Clinical Education worked with faculty teaching Integrated Clinical Experiences and developed standard Clinical Performance Instrument measures for each clinical performances. Revisions were made in the SOAP to reflect their recommended changes.</p>
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**SLO #3. Demonstrate competent professional practice independently and interdependently while providing patient centered care services, including wellness/prevention, to patients whether referred or self-referring. And, to know federal and state regulations, professional practice and association history and regulations, payer requirements and state practice acts.**

Instrumentation	Expected Results	Results	Action Plan	PROGRESS DURING 2014-2015
<p>1. Assessment of clinical activities and clinical skills in PhTh 554, 555 and 556 (D)                  2) Documentation critiques and peer assessments of</p>	<ul style="list-style-type: none"> <li>• 100% success rate in all specified</li> </ul>	<p>No data available.                  1. Clinical Activities: (554) –Fall 2013: no data; Spring 2014: 94% 90-100%; 6% 80-90%; avg pts 112/120;</p>	<p><b>Action Plan:</b> Revise SOAP for more efficient outcome reporting. Use blackboard for reporting outcomes.</p>	<p>SOAP revised and qualtrics survey used for reporting outcomes.</p>

<p>documentation skills in PhTh 554, 555 and 556 (D) 3. Specified assignments and course work in PhTh 593 and 594</p>	<p>assignments and course work.</p>	<p>(555) – Fall 2013: no data; Spring 2014: 100% grade 90-100% avg pts 48.5/50; (556) – N/A until Fall 2014</p> <p>2. Clinical Documentation &amp; Peer Assessments: (554) – Fall 2013 no data; Spring 2014: 100% grade 90-100; avg pts 10/10. (555) – Fall 2013 no data; Spring 2014: 75% grade 90-100; 25% grade 80-90; avg pts 45.75/50 (556) – N/A until Fall 2014 3. (593) and (594) no data</p>	<p>Early identification of students performing below expectations and notification sent to Committee of Academic Review.</p>	<p>Faculty using Grades First to communicate any performance deficiencies in students; notifying CAR for remediation.</p>
<p>4. Student CPI scores by cohort (average individual item scores/expected scores on APTA items 6 Professional Development, 15 Documentation, 17 Financial, 18 Supervision of Support Personnel)</p>	<p><b>First year (557; Item 6 criterion score ≥ 6; Item 15,17,18 criterion score ≥ 3)</b> <b>2nd year (558; Item 6 criterion score ≥ 10; Item 15,17,18 criterion score ≥ 6)</b> <b>Third year (559; All items criterion score ≥ 10)</b></p>	<p><b>Goal Partially Met.</b> <u>First year:</u> Item 6 - 5.4; Item 15 - 4.4; Item 17 - 4.6; Item 18 - 4.5 <u>Second year:</u> Item 6 - 7.5; Item 15 - 6.8; Item 17 - 6.8; Item 18 - 7.0 <u>Third year:</u> N/A until 2015</p>	<p><b>Action Plan.</b> Continue to develop professional development throughout the curriculum and monitor improvement.</p>	<p>Director of Clinical Education worked with all faculty for interpretation and use of CPI scores with students to better reflect professional development items.</p>
<p>5. Employment rate for graduates (D)</p>	<ul style="list-style-type: none"> <li>100% employment rate for graduates.</li> </ul>	<p>N/A until 2015-2016</p>	<p><b>Action Plan.</b> Develop and send out <i>Employer Survey</i> for last 5 years of MPT program for Accreditation and implement for DPT in Summer 2015.</p>	<p>Employer Survey was developed and sent out to employers for last 5 years of MPT to obtain data for self study.</p>
<p>6. Results from Alumni surveys (I)</p>	<ul style="list-style-type: none"> <li>85% of responding to 3-5 year survey patients, employers, and clinical instructors will indicate average or above in rating the performance of graduates in each evaluative criteria</li> <li>50% graduates responding to 3-5 year survey will have at least one of the following: furthered their education, received,</li> </ul>	<p>N/A No data for DPT program until 2015</p> <p><b>Goal Not Met.</b> During Spring 2014 we developed an Alumni Survey and currently have 265 responses. 70% received MPT and 44% received a BS PT degree; 36% have been practicing for more than 20 years.</p>	<p><b>Action Plan.</b> Send out <i>Alumni Survey</i> again in Fall 2014. Complete analysis in Spring 2015.</p>	<p>Will send out Employer Survey to employers of graduating class in Nov 2015 to obtain data 6 months post graduation.</p>
				<p>Developed Alumni Survey and sent out during 2014-2015.</p>

	<p>APTA board certification, achieved award/honor for service related to the profession; have served on a local, state or national level for APTA; published or presented; in a leadership position .</p>	<p>74% belong to a professional organization related to PT; of those 26% indicated they serve in a leadership role at the local, state, or national level; 29% hold a senior/leadership position in place of employment; 12% are currently APTA board certified therapists; 71% belong to at least 1 section of APTA</p>		<p>Analyzed in May 2015 for self study. Will send out annually from this point forward.</p>
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**SLO #4. Demonstrate appropriate clinical decision-making skills, including clinical reasoning, clinical judgment, differential diagnosis, reflective practice, and self-reflection/assessment.**

Instrumentation	Expected Results	Results	Action Plan	PROGRESS DURIGN 2014-2015
<p>1.Student CPI scores by cohort (average individual item scores/expected scores on APTA items 7, 11 (Critical thinking/Clinical Reasoning, Differential Diagnosis)</p>	<ul style="list-style-type: none"> <li>100% of students will meet established standards by academic year on the APTA grading scale (varies by cohort)</li> </ul> <p><b>First year (557;</b> Items 7, 11 Clinical criterion score <math>\geq 3</math>)</p> <p><b>Second year (558;</b> Items 7, 11 Clinical (criterion score <math>\geq 6</math>)</p> <p><b>Third year (559;</b> Items 7,11 (criterion score <math>\geq 10</math>)</p>	<p><b>Goal Partially Met.</b>  <u>Class 2015 (2<sup>nd</sup> year) (557):</u> average 4.67; scores range 2.0 – 9.0 (based on individual v group scores)  <u>Class 2016 (1<sup>st</sup> year) (558):</u> average 6.6; scores range 5.0 – 8.0 (based on individual v group scores)  <u>Class 2017 (3<sup>rd</sup> year) N/A (559) spring 2015</u></p>	<p><b>Action Plan:</b> Continue to develop Clinical Reasoning, Critical Thinking and Differential Diagnosis opportunities throughout the curriculum and monitor improvement.</p>	<p>Implemented through curriculum discussions with faculty end of fall semester.</p>
<p>2. Specified assignments and course work</p> <p>a) Ergonomic write-up in PhTh 534 (D)</p> <p>b) Client assessment assignment in PhTh 528 (D)</p> <p>c) Case Study report in PhTh 563, 564 (D)</p> <p>d) Assessment competency check out exam in PhTh 529 (D)</p> <p>e) Student’s self-reflection of their performance in clinical</p>	<ul style="list-style-type: none"> <li>100% success rate in all specified assignments and course work.</li> </ul>	<p>a) (534) no data</p> <p>b) (528) Client 1: 72% grade 90-100%; 28% grade 80-90%</p> <p>Client 2: 72% grade 90-100%; 19% grade 80-90%; 9% grade 70-79%, with remediation.</p> <p>c) (563) no data (564) N/A taught in spring 2015</p> <p>d) (529) no data</p> <p>e) No data</p>	<p><b>Action Plan:</b> Revise SOAP for more efficient outcome reporting. Use blackboard for reporting outcomes.</p> <p>Early identification of students performing below expectations and notification sent to Committee of Academic Review.</p>	<p>SOAP revised and qualtrics survey used for reporting outcomes.</p> <p>Faculty using Grades First to communicate any performance deficiencies in students; notifying CAR for remediation.</p>

and service learning courses (WebCPI) (D)			Develop mechanism to report student self-reflection from Web CPI	Director of Clinical Education using strength assessment with students
<b>SLO #5. Critically review existing research and expand their clinical research skills in order to build the evidence of practice for clinical decision making skills and innovative physical therapy interventions based on solid theoretical constructs.</b>				
Instrumentation	Expected Results	Results	Action Plan	PROGRESS DURING 2014-2015
<p>1. Specific assignments and course work:</p> <ul style="list-style-type: none"> <li>a) Article critique in PhTh 508, 526 (D)</li> <li>b) Article appraisals in PhTh 591 (D)</li> <li>c) Research presentation in PhTh 518 (D)</li> <li>d) Outcomes measures assignment in PhTh 527 (D)</li> <li>e) Annotated bibliography in PhTh 537, 563, 564 (D)</li> <li>f) Appraisal of literature in PhTh 538 (D)</li> <li>g) EBP assignments and paper presentation in PhTh 597 (D)</li> </ul> <p>2. Performance on Qualifying Exam (case presentation) in PhTh 596 (D)</p> <p>3. Performance on Doctoral Project (culminating) in PhTh 598 (D)</p>	<ul style="list-style-type: none"> <li>• 100% success rate (grade &gt;80%) in all specified assignments and course work.</li> <li>• 80% of students will Receive 80% or higher on the Qualifying Exam (first attempt) in the spring semester of 2<sup>nd</sup> year. 100% pass rate is expected on any second attempt.</li> <li>• 100% of students will receive 80% or higher on the culminating case presentation (first</li> </ul>	<p>a) (508) no data (526) average 50; grade 90-100% - 100%</p> <p>b) (591) no data</p> <p>c) (518) no data</p> <p>d) (527) Average 100% ; grade 90-100% - 100%</p> <p>e) (563) no data (537) and (564) N/A until Fall 2014 &amp; Spring 2015</p> <p>f) (538) N/A until Spring 2015</p> <p>g) (597) N/A until Fall 2014</p> <p><b>Goal Partially Met</b> . 71.88% of students passed the Qualifying Exam on their first attempt. 100% passed on their second attempt.</p> <p>N/A First cohort to present their Doctoral Projects in Spring 2015</p>	<p><b>Action Plan:</b> Revise SOAP for more efficient outcome reporting. Use blackboard for reporting outcomes.</p> <p>Early identification of students performing below expectations and notification sent to Committee of Academic Review.</p> <p><b>Action Plan:</b> Continue to reach for/facilitate &gt; 80% first time pass rate.</p>	<p>SOAP revised and qualtrics survey used for reporting outcomes.</p> <p>Faculty using Grades First to communicate any performance deficiencies in students; notifying CAR for remediation</p> <p>Added an additional faculty member to teach Case Reports to provide more feedback to students in preparation for the Qualifying Exam.</p>

<p>4. Evidence of student clinical research participation and skills e.g. abstract submissions/presentations to university, college or state/national conferences(D).</p>	<p>attempt) in their final semester of the 3<sup>rd</sup> year.</p> <ul style="list-style-type: none"> <li>15% of students will present research at a professional conference while in the 3 year DPT program.</li> </ul>	<p><b>Student research activity for first 2 years:</b>  <u>University</u> – 9 entry-level DPT students presented various case studies and research projects in poster presentation at graduate symposium. 2 received an award; 5 joint DPT students presented platforms and 5 poster presentations; 1 received award.</p> <p><u>State Level</u> – 2 students presented their research projects at State Professional Conference (CPTA) fall 2013  <u>National Level</u> – 2 students presented research at National Combined Sections in Spring 2014; 2 students received <i>Best Student Abstract Award</i> from the Neurology section of the APTA.</p>	<p><b>Action Plan:</b> Continue to facilitate student research, presentation and publication.</p>	<p>Faculty encouraged several students in third year to present DPT projects in Grad Symposium, CSU Symposium, state conference, and national conference.</p>
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**PROGRAM GOALS:**

<p><b>Program goal 2:</b> Develop a diverse faculty engaged in high quality teaching, research and service to the department, university, profession and community.</p>				
<p><b>Expected Program outcomes:</b> Faculty is actively involved in Scholarship of teaching, Scholarship of application, Scholarly creative activities and Service.</p>				
Instrumentation	Expected Results	Results	Action Plan	PROGRESS DURING 2014-2015
<p><b>Scholarship of Teaching:</b>                      1. Student evaluations (I &amp;D)                      2. Peer evaluations (I)</p>	<ul style="list-style-type: none"> <li>100% all faculty will maintain <math>\geq 3/5</math> assessment score using the IDEA student evaluation form from students for each course.</li> <li>The department mean will be <math>\geq 4/5</math> each semester.</li> <li>All faculty peer</li> </ul>	<p><u>Goal Met.</u> The department mean was 4.3/5.0 for fall and 4.2/5.0 for spring for IDEA student evaluations. All full-time and part-time faculty scored 3.0/5.0 or higher with the exception of 1 full-time faculty member for 1 course in the fall semester (2.8/5.0). All faculty received positive peer evaluations with greater than 3/5 scores.</p>	<p><b>Action Plan.</b>                      Develop a Department Mentoring Committee (will be a subcommittee of our Personnel Committee) to enhance mentoring of new part-time and full-time faculty</p>	<p>A 3 member department Mentoring Committee was developed. Dr. Monica Rivera is the Chair, with Drs. Singh and Hickey serving as members. Monthly meetings with part-time lecturers and full-time tenure track faculty occur. The Mentoring Committee takes 20 minutes to provide a topic of interest to part-time faculty including teaching scholarship, professional growth and/or ideas or concepts related to community service. During 2014-2015 the following topics were presented: Pedagogy in Professional Education (Rivera); Web</p>

	evaluations will be $\geq 3/5$ and overall positive.		in the department. The Department Chair is meeting on a regular basis with the 1 faculty member below 3.0/5.0 in student evaluations.	Based Learning Tools (Thompson and Ullucci); Publications (Singh); and the use of Grades First (Rivera)  Department Chair met with faculty member below 3.0/5.0 on regular basis throughout the year. Faculty member attended new faculty workshop over the summer through American Physical Therapy Association. Attended 2 continuing education courses during spring and summer.
<b>Sensitivity to Diversity</b>				
1. Development of specific assignments in courses aligned with sensitivity to diversity (D)	<ul style="list-style-type: none"> <li>Faculty will develop assignments related to diversity in 50% of courses in the curriculum</li> </ul>	<p><b>Goal partially met.</b> We currently have 8 courses with a specific objective related to diversity/cultural competence. Our students assist in a local power wheelchair soccer team.</p> <p><b>Goal met.</b> PhTh 565 Community Wellness was approved as an <i>S course</i> and is being taught fall 2014.</p> <p>100% of faculty include service-learning activities in their courses.</p>	<p><u>Action Plan:</u> Review during Curriculum Reviews at the end of each semester during 2014-2015.</p> <p><u>Action Plan:</u> None needed</p>	Content Reviewed as part of self-study for re-accreditation. Faculty agreed met criteria.
2. Development of service-learning courses	<ul style="list-style-type: none"> <li>100% faculty will be involved in development and/or participate in a service-learning course in the curriculum</li> </ul>			
3. Formal on-campus training for diversity sensitivity	<ul style="list-style-type: none"> <li>100% core faculty will complete the formal on-campus training for diversity sensitivity</li> </ul>	<p><b>Goal not met.</b> Thompson and Trueblood attended formal on-campus Faculty Affairs Diversity training.</p>	<p>Action: Implement Training for Diversity Sensitivity for faculty and students during 2014-2015.</p>	No Progress. Trueblood signed up for Diversity Leadership training but was unable to attend during winter break. Currently have 1 faculty member with diversity sensitivity training.

**Program goal 4:** Develop clinical partnerships and professional alliances to enhance the quality of the graduate program and delivery of health care services by our graduates.

**Expected Program outcome:** Clinical and professional partnerships with faculty and program.

Instrumentation	Expected Results	Results	Action Plan	PROGRESS DURING 2014-2015
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<p><b><u>Clinical Partnerships with the Program.</u></b> 1. Number of clinical affiliations with certified Clinical instructors (D)</p>	<ul style="list-style-type: none"> <li>• 100% contracts with all clinical sites</li> <li>• 100% of all clinical instructors (CI) at our contracted clinical sites will possess APTA CI Credentials</li> </ul>	<p><b><u>Goal Met.</u></b> All students were placed at sites with current contract.</p> <p><b><u>Goal Not Met.</u></b> For Class 2015, 65.9% were credentialed and 2.4% were advanced credentialed. For Class 2016, 46.2% were credentialed.</p> <p>Note: not in our control; can only ‘encourage’; cannot mandate CI’s to be CI credentialed. Alerted all facility CCCE’s of course offerings through ListServ and Newsletters. ListServ and Newsletter developed. Information shared through the district newsletter.</p>	<p><b><u>Action Plan.</u></b> None needed</p> <p><b><u>Action Plan.</u></b> [Because this is an action outside of program control, we can only facilitate this compliance by:]</p> <ul style="list-style-type: none"> <li>• Sponsoring a certification course at Fresno State in January 2015</li> <li>• Informing our CCCE/CI’s of regional certification courses sponsored within the NCCEC (consortium)</li> </ul>	<p>The department sponsored a CI certification course and supported Winans and Voelz (part-time lecturers working in MSCC and GBMC) in attending. However, the course was canceled due to low enrollment. DCE sent out a newsletter and email blast to recruit clinicians to course.</p>
<p><b><u>Professional Alliances with the Program.</u></b> 1. Number of doctorally trained or clinical specialists serving as adjuncts and involved in teaching course content (D)</p> <p>2. Number of external clinical experiences introduced to the students in courses (D)</p> <p>3. Number and diversity of professionals serving as guest lecturers in courses or guests on panel discussions in selected courses (D)</p>	<ul style="list-style-type: none"> <li>• 75% of external professionals involved in teaching of course contents will be doctorally trained or possess clinical specialist certification(s)</li> <li>• 50% of clinical courses will show evidence of at least 1 assignment related to an external clinical experience</li> <li>• 50% of courses will include/incorporate external professionals included in teaching in at least 5% of course work.</li> </ul>	<p><b><u>Goal partially met.</u></b> Outside speakers were invited within four courses (527, 529, 517, 518). 11 (100%) Clinical Experts in Hand Therapy, Electrical Stimulation, Balance Assess/Tx, Vestibular Assess/Tx, PNF, Manual Therapy/Orthopedics, Women’s Health, TMJ. 2 (20%) Doctoral trained</p> <p><b><u>Goal partially met.</u></b> External clinical experiences were included within three courses (554 fall, 554 spring, 529)</p> <p><b><u>Goal partially met.</u></b> Incomplete data. Goal Met in 527, 529, 517 and 518.</p>	<p><b><u>Action Plan.</u></b> Encourage faculty for collaborations and external speakers (doctoral trained; clinical experts) to be invited as guest lecturers</p> <p><b><u>Action Plan.</u></b> Encourage faculty to include and document external clinical experiences within their course design.</p> <p><b><u>Action Plan:</u></b> Encourage faculty for collaborations and external speakers (doctoral trained; clinical</p>	<p>Faculty were encouraged to invite external guest speakers that are doctoral trained and/or clinical experts to classes for students. Utilized master clinicians for DPT Project committee members this year. Had 13 DPT Project committee member volunteers, all DPT and/or clinical experts in content areas. Eighteen volunteer guest speakers in 7 classes. Had 10 volunteer experts to sit in on Qualifying Exams for 2<sup>nd</sup> year students.</p> <p>External clinical experiences were added to PhTh 537 (Pediatrics) this year.</p>

Trueblood 9\_1\_2015 Assessment Report Questions

	(measures gathered from Specific course work and assignments)		experts) to be invited as guest lecturers	
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