

# Degree Program Student Learning Report

Revised May 2020

## Select Academic Department

### **BS in Allied Health**

For 2023-2024 Academic Year

#### **PART 1**

##### **Degree Program Mission and Student Learning Outcomes**

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

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

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

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

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

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

## PART 2

### Revisit Proposed Changes Made in Previous Assessment Cycle

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

| Proposed Change   | Implemented?<br>(Y/N) | Comments  |
|---|-----------------------|---|
| SLO #1 was revised to better reflect the desired outcomes of the program, which is admission to a graduate program to complete their professional degree in AT, OT or PT. | Y                     | Students self-reported to the main faculty for Allied Health programs, Brian Coley, whenever they applied to and got accepted into a graduate program. Thus, a Google survey was not made and deployed. With relatively small number of graduates, self-reporting is feasible. In the future, a Google survey will be developed and deployed. |

## PART 3

### Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to

each UAC recommendations from last year’s peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

| Peer Review Feedback   | Implemented (Y/N) | Comments  |
|--|-------------------|---|
| Provide more objective, reliable data by using a survey.<br><br>A table has been added to the SLO “Results” (F) to make data comparison/trending easier. | Y                 | A google survey was emailed to graduating seniors. The purpose of the survey was to determine application and acceptance to graduate programs in area of interest and to gain feedback about RSU’s Allied Health Degree Programs from student entrance to graduation. |

**PART 4**  
**Evidence of Student Learning**

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

| <b>A.</b><br><b>Student Learning Outcome</b>   |   |  |                                     |  |     |  |                   |
|--|---|--|-------------------------------------|--|-----|--|-------------------|
| SLO #1: Students will successfully complete the pre-requisite coursework to enter professional preparation programs for licensure in the allied health field option of choice. |   |  |                                     |  |     |  |                   |
| <b>B.</b><br><b>Assessment Measure</b>   | <b>C.</b><br><b>Performance Standard</b>                        | <b>D.</b><br><b>Sampling Method</b>  | <b>E.</b><br><b>Sample Size (n)</b> | <b>F.</b><br><b>Results</b>                                |     | <b>G.</b><br><b>Standard Met (Y/N)</b> |                   |
| Report of acceptance into graduate program for student’s degree option.  | 70% of students who apply to graduate programs will be admitted | Students self-reported, unofficially, to Allied Health Program Coordinator | N=8                                 | SP 2023  | N=6 | 100%*                                  | <b>Yes - 2024</b> |
|  |   |  |                                     | SP 2024  | N=8 | 100%*                                  |                   |
|  |   |  |                                     | SP 2025  |     |  |                   |
|  |   |  |                                     | SP 2026  |     |  |                   |
|  |   |  |                                     | *indicates unofficial, self-report to Program Coordinator. |     |  |                   |

| A.<br>Student Learning Outcome  |                            |                       |                       |   |                          |
|---|----------------------------|-----------------------|-----------------------|---|--------------------------|
| SLO #1: Students will successfully complete the pre-requisite coursework to enter professional preparation programs for licensure in the allied health field option of choice.  |                            |                       |                       |   |                          |
| B.<br>Assessment Measure  | C.<br>Performance Standard | D.<br>Sampling Method | E.<br>Sample Size (n) | F.<br>Results   | G.<br>Standard Met (Y/N) |
|   |                            |                       |                       | **indicates data obtained via Google survey, self-report. |                          |
| H.<br>Conclusions   |                            |                       |                       |   |                          |
| Previously, students notified Allied Health program Coordinator (Brian Coley) either verbally or by email of application to and acceptance into graduate professional programs. In SP 2024 a Google survey was made and sent to graduating Allied Health students 3 week before the term ends to allow for more formal data sampling. The survey contains less than 10 questions and focuses primarily on whether the student has applied to a graduate program, which specialty area (pre-OT, PT, AT) and if they have been accepted into the graduate program as well as feedback about RSU's undergraduate allied health programs. |                            |                       |                       |   |                          |

| A.<br>Student Learning Outcome  |  |   |                       |               |                          |            |     |
|---|--|---|-----------------------|---------------|--------------------------|------------|-----|
| SLO #2: Students will demonstrate mastery of current knowledge, theory and research in movement sciences. |  |   |                       |               |                          |            |     |
| B.<br>Assessment Measure  | C.<br>Performance Standard   | D.<br>Sampling Method                           | E.<br>Sample Size (n) | F.<br>Results | G.<br>Standard Met (Y/N) |            |     |
| Movement Analysis Final Project   | 80% of students will pass with a score equal to or higher than 75% | All students completing FTMT 3813, Biomechanics | N= 27                 |               | % scoring 75% or higher  | Yes - 2024 |     |
|   |  |   |                       | SP 2023       | N=14                     |            | 90% |
|   |  |   |                       | SP 2024       | N=27                     |            | 88% |
|   |  |   |                       | SP 2025       |                          |            |     |
|   |  |   |                       | SP 2026       |                          |            |     |

| <b>A.<br/>Student Learning Outcome</b>  |  |  |                               |                         |         |                                  |       |
|---|--|--|-------------------------------|-------------------------|---------|----------------------------------|-------|
| SLO #2: Students will demonstrate mastery of current knowledge, theory and research in movement sciences.   |  |  |                               |                         |         |                                  |       |
| <b>B.<br/>Assessment Measure</b>  | <b>C.<br/>Performance Standard</b>                                 | <b>D.<br/>Sampling Method</b>                          | <b>E.<br/>Sample Size (n)</b> | <b>F.<br/>Results</b>   |         | <b>G.<br/>Standard Met (Y/N)</b> |       |
|   |  |  |                               |                         |         |                                  |       |
| Energy Pathway Analysis Project   | 80% of students will pass with a score equal to or higher than 75% | All students completing FTMT 3733, Exercise Physiology | N= 34                         | % scoring 75% or higher |         | <b>No</b> - 2024                 |       |
|   |  |  |                               | SP 2023                 | N=34    |                                  | 67.6% |
|   |  |  |                               | SP 2024                 | No Data |                                  |       |
|   |  |  |                               | SP 2025                 |         |                                  |       |
|   |  |  |                               | SP 2026                 |         |                                  |       |
| <b>H.<br/>Conclusions</b>   |  |  |                               |                         |         |                                  |       |
| The course was taught by a first-year adjunct. No data was obtained due to another project done in replacement of Energy Pathway Analysis Project |  |  |                               |                         |         |                                  |       |

**Assessments 3 and 4 not assessed, considering dropping as SLO due to being too general.**

| A.<br>Student Learning Outcome   |  |                                   |                       |               |     |                          |             |   |
|--|--|-----------------------------------|-----------------------|---------------|-----|--------------------------|-------------|---|
| SLO #5: Students will demonstrate appropriate skills in the clinical setting their target allied health field.   |  |                                   |                       |               |     |                          |             |   |
| B.<br>Assessment Measure   | C.<br>Performance Standard               | D.<br>Sampling Method             | E.<br>Sample Size (n) | F.<br>Results |     | G.<br>Standard Met (Y/N) |             |   |
| Likert scale evaluation of field experience; rated by supervisor. (Likert scale 1-7)   | 100% will achieve a score of 5 or better | All students completing FTMT 4423 | N= 9                  |               | N   | % achieved               | Avg. rating | Y |
|  |  |                                   |                       | SP 2023       | N=9 | 100%                     | 6.72        |   |
|  |  |                                   |                       | SP 2024       | N=9 | 100%                     | 6.72        |   |
|  |  |                                   |                       | SP 2025       |     |                          |             |   |
|  |  |                                   |                       | SP 2026       |     |                          |             |   |
| H.<br>Conclusions  |  |                                   |                       |               |     |                          |             |   |
| 2024: Nine (9) of eleven (18) students returned their evaluation. Will seek to achieve 100% rate of return on Field Experience evaluation next year by incentivizing it. 2024: Best way to incentivize the return of survey is still being determined. |  |                                   |                       |               |     |                          |             |   |

**SLO # 6 not assessed. SLO 5-7 will be assessed in 2024-25. (dropping 3 and 4 in future)**

**PART 5  
Proposed Instructional or Assessment Changes**

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



| Proposed Change   | Applicable Learning Outcomes | Rationale and Impact  |
|---|------------------------------|---|
| Implementation of the Google end-of-program survey for Allied Health students who are about to graduate. This will allow us to collect more detailed information from each graduating student about graduate program application and admission. | SLO #1                       | The survey was emailed to every graduating student; it ensured consistency in the information we obtained and will allow us to have more reliable data to indicate if SLO #1 is being met. Emailed survey with rate of return 10/16= 63%. |

## PART 6

### Summary of Assessment Measures

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

## PART 7

### Faculty Participation and Signatures

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

| Faculty Name            | Assessment Role                    | Signature          |
|-------------------------|------------------------------------|--------------------|
| Mr. Brian Coley, ATC, L | Program Coordinator, Allied Health | <i>Brian Coley</i> |

- B. Reviewed by:

| Titles          | Name                                 | Signature           | Date      |
|-----------------|--------------------------------------|---------------------|-----------|
| Department Head | Dr. Carla Lynch, DNP, RN, CNE, NE-BC | <i>Carla Lynch</i>  | 7/10/2024 |
| Dean            | Dr. Susan Willis                     | <i>Susan Willis</i> | 7-10-24   |

## Appendix

### Student Learning Outcome

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

#### Examples:

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

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

### Assessment Measure

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

#### Direct Measures

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

#### Indirect Measures

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

## **Performance Standard**

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

### Examples:

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

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

## **Sampling Method**

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

### Examples:

*All students enrolled in BIOL 4801 Biology Research Methods II*

*All majors graduating in the 2016-17 academic year.*

## **Sample Size**

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

## **Results**

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

## **Standard Met?**

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

## **Conclusion**

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

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