UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Departments on Assessment Activities Reported in 2004-2005 Annual Reports

DEPARTMENT___Physical Therapy_____DATE____4/24/06_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW____Ginny Guido, Joan Hawthorne_____

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES__x__   NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES__x__   NO____   QUALIFIED Y/N ___
- Do goals address student learning?   YES__x__   NO____   QUALIFIED Y/N ___

Comments:

Undergraduate: Not an undergrad program.

Graduate: Goals include references to communication goals, service and life-long learning goals, mastery of the scientific method, and ethics, in addition to goals more specifically relevant to PT practice.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES__x___   NO____   QUALIFIED Y/N ____
- If so, were specifically chosen assessment methods appropriately aligned with individual goals?   YES__x__   NO____   QUALIFIED Y/N _x__
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES__x___   NO____   QUALIFIED Y/N ____

Comments:

Undergraduate: NA

Graduate: The department uses a wonderful range of assessment methods well-suited to answering questions about their list of goals, although the documents reviewed did not include clear statements of alignment between the various methods and goals – methods are described as aligned with "area of evaluation," several of which relate to goals, but the alignment is left to the reader to decipher.

3. ASSESSMENT RESULTS

Were any assessment results reported?   YES__x__   NO____   QUALIFIED Y/N ____
- If so, were the results clear in terms of how they specifically affirm achievement of goals?   YES__x__   NO____   QUALIFIED Y/N ____
- If so, were the results clear in terms of how they indicate need for improvement?   YES__x__   NO____   QUALIFIED Y/N ____
- Were the results tied to goals for student learning?   YES__x__   NO____   QUALIFIED Y/N ____

Comments:

Undergraduate: NA

Graduate: Results from assessment are described and the meaning of data is examined. Again, it is left up to the reader to determine alignment with goals, although it's clear that data are strongly aligned with Goal 1.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment
results reported?   YES___x____   NO____   QUALIFIED Y/N ____
- If so, do curricular or other improvements/
  changes arising from assessment results
  directly address goals for student learning?   YES___x____   NO____   QUALIFIED Y/N ____

Comments:

    Undergraduate: NA

    Graduate: Data have directly resulted in curriculum changes

SUMMARY

Strengths	*Areas for Improvement*
_x___ A specific plan for assessment is in place.	____ No specific plan for assessment is in place.
_x___ Student learning goals are well-articulated.	____ Student learning goals are not well-articulated.
_x___ Assessment methods are clearly described.	____ Assessment methods are not clearly described.
_x___ Assessment methods are appropriately selected.	____ Assessment methods are not appropriately selected.
_x___ Assessment methods are well-implemented.	____ Assessment methods are not well-implemented.
_x___ Direct and indirect methods are implemented.	____ A single type of assessment methods predominates.
_x___ Results are reported.	____ No results are reported.
_x___ Results are tied to closing the loop.	____ Results are not clearly tied to closing the loop.
(Decision-making is tied to evidence.)	(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

An excellent plan and excellent follow-through in every respect, with the single exception that the documentation doesn't clearly articulate alignment of goals with methods, results, and actions. The reader can figure out alignment, but it would be helpful, for the sake of readers outside of the department, to more clearly indicate the alignment as a guarantee that readers understand the data in the same way as departmental faculty do.

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Section 1: __Y___   Section 2: __Y___   Section 3: __Y___   Section 4: _Y____

Coding Key:
        Y   = yes, this is done appropriately and well
        N   = no, this is not done at all, or it is not done in relationship to student learning
        NA = no information available
        ?   = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done