Ph.D. in Rehabilitation Science Academic Assessment Plan 2012-13

College of Public Health and Health Professions
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Table of Contents

Academic Assessment Plan for Ph.D. in Rehabilitation Science

College of Public Health and Health Professions

A. Mission

The mission of the Rehabilitation Science Ph.D. (RSD) Program at the University of Florida is to educate future investigators in the area of rehabilitation science. The RSD program faculty are charged with training rehabilitation scientists who will be capable of engaging in translational research and sustaining independently funded research programs.

The mission of RSD program is consistent with the mission of the College of Public Health and Health Professions: *to preserve, promote, and improve the health and well-being of populations, communities, and individuals and fulfilled by collaborations fostered among public health and the health professions in education, research, and service.* The RSD mission is also consistent with the threefold mission of the University of Florida: *teaching, research and service.* These overall goals are championed by the RSD Program through rigorous coursework, innovative research and ongoing service to the community.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge #1	Apply competencies in models and theory of Rehabilitation Science	1. Performance on PhD Rehabilitation Science Theory Question on Qualifying Exam. 2. Understanding will be reflected in the final dissertation defense.	Campus
Skills #2	Develop competencies for conducting rehabilitation research.	1. Performance on the PhD Qualifying Examination. 2. Understanding will be demonstrated via successful completion of the final dissertation defense.	Campus
Skills #3	Develop competencies for teaching at the undergraduate level, and in entry level professional graduate programs.	1. Feedback on teaching competency from faculty 2. Performance in supervised teaching experience.	Campus
Knowledge #4	Apply competencies in a focused area of rehabilitation science that can be applied in a research study.	1. Performance on research concentration area question on PhD Qualifying Examination. 2. Peer review of successfully published research paper.	Campus
Professional Behavior #5	Exhibit ethical research conduct.	1. Observation of performance in research activities.	Campus
Knowledge #6	Display understanding of role of academic researcher.	1. Successful completion of doctoral dissertation 2. Acceptance of peer-reviewed research manuscript	Campus

C. Research

All doctoral candidates in the RSD Program are required to prepare and present a dissertation that shows independent investigation and that is acceptable in form and content to the supervisory committee and to the Graduate School. An oral defense must be satisfactorily completed before the student's supervisory committee. Reporting research findings in peer-reviewed journals is an essential component of the scientific process and a fundamental part of the graduate experience. Accordingly, publishing research findings is a high priority for all RSD students.

Each student completes coursework pertaining to Research Methods and Statistics and Rehabilitation Science Application & Teaching followed by specialty coursework in one of two concentration areas: Movement Science or Disability Science.

All RSD students must enroll in a total of at least 32 semester hours of research application. The courses listed reflect progressive involvement in actual research working with the major professor:
RSD 6905 – Independent Work
*RSD 6910 – Supervised Research*8
RSD 7979 – Advanced Rehabilitation Research
RSD 7980 – Doctoral Dissertation

D. Assessment Timeline

Program Ph.D. in Rehabilitation Science   College of Public Health and Health Professions

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
Content Knowledge	Performance on Rehabilitation Science Theory Question on Qualifying Exam	Understanding will be reflected in the final dissertation defense	Performance on research concentration area question on Qualifying Exam.	Peer review of successfully published research paper.	Successful completion of doctoral dissertation
#1 Apply in models and theory of Rehabilitation Science	X When PhD qualifying examination is passed	X When dissertation successfully is defended			
#4 Apply competencies in a focused area of rehabilitation science that can be applied in a research study.			X When PhD qualifying examination is passed	X When paper(s) is accepted for publication	
#6 Exhibit an understanding of role of academic researcher.					X When dissertation successfully is defended
Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
Skills	Performance on the PhD Qualifying Examination.	Understanding will be demonstrated via successful completion of the final dissertation defense.	Feedback on teaching competency from faculty.	Performance in supervised teaching experience	
#2 Develop competencies for conducting rehabilitation research	X When PhD qualifying examination is passed	X When dissertation successfully is defended			
#3 Develop competencies for teaching at the undergraduate level, and in entry level professional			X During Supervised teaching experience through dissertation defense	X During Supervised teaching experience through dissertation defense	

Graduate Academic Assessment Plan – Ph.D. in Rehabilitation Science

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
graduate programs.					
Professional Behavior	Observation of performance in research activities.				
#5 Exhibit an understanding of role of academic researcher.	X All Years of Individual's PhD program				

Graduate Academic Assessment Plan – Ph.D. in Rehabilitation Science

E. Assessment Cycle

Assessment Cycle for:
Program Ph.D. in Rehabilitation Science   College of Public Health and Health Professions
Analysis and Interpretation: _____RSD Student Activity Report (SAR) Summer
Program Modifications: Completed by ____Summer B_____
Dissemination: Completed by ____Fall Semester_____

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
#1 Apply competencies in models and theory of Rehabilitation Science					X	X	X
#2 Develop competencies for conducting rehabilitation research					X	X	X
#3 Develop competencies for teaching at the undergraduate level, and in entry level professional graduate programs					X	X	X
#4 Apply competencies in a focused area of rehabilitation science that can be applied in a research study.					X	X	X
#5 Exhibit an understanding of role of academic researcher.					X	X	X
#6 Exhibit an understanding of role of academic researcher.					X	X	X

Assessments were not collected in years 2010-2013 as the RSD program was moved to the Department of Physical Therapy.

F. Measurement Tools

Direct Measurement Tool: Written qualifying examination; dissertation defense; course examinations; and course projects; feedback from teaching performance.

Indirect Measurement Tools: Number of peer-reviewed research publications of publications, retention rate, time to graduation.

Figure 1: Rubric for Written Qualifying Examination

Rubric for use in the Written Qualifying Examination

Criteria	Needs Improvement	Satisfactory
1. Demonstrates understanding of the application of his or her work to rehabilitation science.		
2. Demonstrates mastery of specialized course work.		
3. Demonstrates capability for independent research in the area of study, preparedness in core disciplines relevant to rehabilitation science research, and ability to complete research in the proposed area trough to dissertation defense.		

Passing is by approval of the graduate student's supervisory committee and requires all three criteria are met satisfactorily.

If any portion of the exam is deemed unsatisfactory; the student will be given written guidelines regarding how to improve that particular exam section.

Rubric approved by the RSD Steering Committee on February 28, 2013.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
David Fuller, PhD	Physical Therapy	ddf@phhp.ufl.edu	352-273-6634
RSD Steering Committee	PT and OT		

Figure 2: University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criterion	Met	Partially Met	Not Met	Comments
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				