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DOCTORAL DISSERTATION DEFENSE
of
David Putman
For the degree of
Doctor of Philosophy
Research, Measurement & Statistics

Predictive Models of Student Performance in Podiatric Medical School Across Four Stages of Development: Matriculation Through Residency Match

April 26, 2023
11:00 a.m.
217 White Hall
Kent State University
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Drexel University, 2008
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David began his career in higher education as an adjunct faculty member at The Academy of Court Reporting, the National Institute of Technology, and later at Stautzenberger College. He also served as the career placement officer at the Academy before moving into the same role at Sanford Brown Institute. At Sanford Brown he became the director of education, overseeing all the college’s programs, curriculum development, community outreach, and academic operations. In 2007, David joined the Ohio College of Podiatric Medicine, now the Kent State University College of Podiatric Medicine. In his role as Director of Academic Operations and Institutional Research, David oversees the college’s daily academic activities while conducting various institutional research projects and serving on multiple college and university committees.

David has co-authored published works in Perspectives in in Heath Information, and the Journal of the American Podiatric Medical Association.

Predictive Models of Student Performance in Podiatric Medical School Across Four Stages of Development: Matriculation Through Residency Match

Podiatric medical education shares a great deal with other medical school programs but is unique enough that specific and focused attention is necessary to gain a full picture of the program and its students. The purpose of this investigation was to attempt to identify not only predictors of performance to help minimize student attrition and increase performance on licensing examinations, but also to gain a fuller understanding of the various stages of student learning and development while in the program.

The skeleton for this study was grounded in Firth’s four stages of development: Concrete learning; reflection; conceptualization, and application. These stages mirror the experience of podiatric medical students as they progress from encountering new information during the early stages of the program to applying gained knowledge to real-world clinical situations in the later portion. The sample for this study included just under 1,000 podiatric students from the Kent State University College of Podiatric Medicine. Data was compiled from the period between 2011 – 2022. This included pre-podiatry academic data and academic performance variables from the podiatry program. Student demographics were also included.

This study serves as a foundation for colleges of podiatric medicine to consider academic intervention strategies as well as curricular design and review.