

Physical Therapy (DPT)

 Program-151

Annual Assessment Plan

1

2 GLO 1 - PLO 1

Student/graduate will demonstrate mastery of content knowledge requisite to PT practice as a competent practitioner, including professional practice and patient management.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o G1 - Spec. Knowledge - G1. Specialized knowledge

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
PHTH 625: Cumulative Final Practical	90% of students score >80%	Assessed Annually
PHTH 636: Cumulative Practical Exam	90% of students score >80%	Assessed Annually
PHTH 665: Final Practical Exam	90% of students score >80%	Assessed Annually
PHTH 675: Final Practical Exam	90% of students score >80%	Assessed Annually
PHTH 685: Final Practical Exam	90% of students score >80%	Assessed Annually



Measures	Targets	Timeline
PHTH 695: Final Practical Exam	90% of students score >80%	Assessed Annually
PHTH 705: Final Practical Exam	90% of students score >80%	Assessed Annually
PHTH 725: Final Practical Exam	90% of students score >80%	Assessed Annually
PHTH 872: Final Clinical Performance Instrument	90% of students achieve \geq 83% on all criteria	Assessed Annually

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of students are meeting the target. Faculty discussed how these measures are practical exams and our students tend to do really well on practical exams and more students tend to struggle with written assessments.
100% of our students did achieve "Entry Level" or above on the final CPI which is the ultimate measure of student performance.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Continue to monitor as we are a newer program.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.



Pending faculty discussion, we may add additional measures and change the target to 100% of students scoring > 80%.

3 GLO 2 - PLO 2

Student/graduate will demonstrate the ability to be a consumer of research and apply the learning to evidence based practice.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o G2 - Scholarly Act. - G2. Scholarly Activities

3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
PHTH 620: Final EBP Paper	90% of students score >80%	Assessed Annually
PHTH 720: Literature Review	90% of students score >80%	Assessed Annually
PHTH 781: Community Education Project	90% of students score >80%	Assessed Annually
PHTH 880: Thesis Research Project Presentation	90% of students score >80%	Assessed Annually



Measures	Targets	Timeline
PHTH 881: Case Study Report	90% of students score >80%	Assessed Annually

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of students met the target.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Continue to monitor

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Pending faculty discussion, we may add additional measures and change the target to 100% of students scoring > 80%.

- 4 **GLO 4 - PLO 3**
Student/graduate will demonstrate Christian principles.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o G4 - Faith - G4. Christian Faith and Principles

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
PHTH 751: Reflection Paper	90% of students score >80%	Assessed Annually
PHTH 881: Reflection Paper	90% of students score >80%	Assessed Annually
PHTH 891: Life Plan	90% of students score >80%	Assessed Annually

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of students met the target.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional

support/resources for students.

Continue to monitor

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Pending faculty discussion, add additional measures.

5 **GLO 5 - PLO 4**

Student/graduate will practice in a manner consistent with established professional standards and ethical guidelines that govern the conduct of professional activities.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o G5 - Ethical Princ. - G5. Ethical Principles

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
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Measures	Targets	Timeline
PHTH 772: Final Clinical Performance Instrument	90% of students will achieve $\geq 33\%$ on criteria #3	Assessed Annually
PHTH 832: Final Clinical Performance Instrument	90% of students will achieve $\geq 50\%$ on criteria #3	Assessed Annually
PHTH 852: Final Clinical Performance Instrument	90% of students will achieve $\geq 66\%$ on criteria #3	Assessed Annually
PHTH 872: Final Clinical Performance Instrument	90% of students will achieve $\geq 83\%$ on criteria #3	Assessed Annually

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of students met the target

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Continue to monitor

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Pending faculty discussion, add additional measures.



6 GLO 6 - PLO 5

Student/graduate will exhibit cultural humility.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o G6 - Intercult Comp - G6. Intercultural Competence

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
PHTH 741: Cultural Group Presentation	90% of students score >80%	Assessed Annually
PHTH 751: Reflection Paper	90% of students score >80%	Assessed Annually
PHTH 881: Case Summary	90% of students score >80%	Assessed Annually
PHTH 891: Life Plan	90% of students score >80%	Assessed Annually

4

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of students met the performance target.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Continue to monitor

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Pending faculty discussion, we may add additional measures and change the target to 100% of students scoring > 80%.

7 **GLO 3 - PLO 6**

Student/graduate will adapt physical therapy services to the needs, preferences and values of patients with differences in health, culture and socioeconomic backgrounds.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:



3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
PHTH 741: Fiiipgrid Video and Discussion Assignment	90% of students score >80%	Assessed Annually
PHTH 781: Community Education Project	90% of students score >80%	Assessed Annually
PHTH 872: Final Clinical Performance Instrument	90% of students achieve ≥83% on all criteria	Assessed Annually

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of students met the performance target

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Continue to monitor

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Pending faculty discussion, we may add additional measures and change the target to 100% of students scoring > 80%.

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.





Assessment Rubric

1 Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	<input type="radio"/> Assessment plan is not implemented.	<input type="radio"/> Most aspects of plan are being implemented or all aspects are implemented to some degree.	<input type="radio"/> Assessment plan is fully implemented.	<input checked="" type="radio"/> Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:





3 Engagement

	1	2	3	4
<p>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</p>	<p style="text-align: center;"></p> <p>Limited involvement beyond chair/director</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum are aware of process and results</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p>	<p style="text-align: center;"></p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p>

4 Explanations:

5 **Program Learning Objectives**

	1	2	3	4

	1	2	3	4
<p>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p>	<p style="text-align: center;"></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

6 Explanations:

7 **Measures**

	1	2	3	4

	1	2	3	4
<p>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</p>	<p>○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p>○</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p>●</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p>○</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

8 Explanations:





9 **Targets**

	1	2	3	4

	1	2	3	4
<p>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</p>	<p></p> <p>Some targets are missing.</p>	<p></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

10 Explanations:

11 **Timeline**

	1	2	3	4
<p>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</p>	<p></p> <p>Not identified clearly for all measures.</p>	<p></p> <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p></p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p></p> <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

Action Plan

	1	2	3	4
<p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p>	<p style="text-align: center;"></p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p style="text-align: center;"></p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14 Explanations:

15 **Dissemination**

	1	2	3	4

	1	2	3	4
<p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p>	<p><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT