

California State University, Fresno
Department of Physical Therapy
DPT Program Assessment plan

Department of Physical Therapy Mission Statement: The mission of the department is to graduate a diverse physical therapy practitioner of the highest quality, committed to life-long learning, self-development, and critical inquiry, with the ability to apply researched data and physical evidence in order to function autonomously in current and future culturally sensitive healthcare environments. The professional physical therapy education at Fresno State seeks to stimulate scholarly inquiry and critical thinking, while supporting and encouraging research and its dissemination, to develop future leaders of the profession engaged in the community who will enhance the economic vitality and quality of life for all.

In concert with the American Physical Therapy Association 2020 Vision Statement, we will prepare graduates to examine, evaluate, and establish a diagnosis and prognosis within the scope of physical therapy practice; implement and manage a physical therapy plan of care; and provide a sound rationale for evaluation and treatment procedures, based on a theoretical framework for practice including evidence-based practice.

DPT Program goals:

1. Attract high quality applicants from a variety of academic, ethnic and cultural backgrounds.
2. Develop a diverse faculty engaged in high quality teaching, research and service to the department, university, career and community.
3. Prepare graduates to meet the program SLOs, in accordance with current CAPTE criteria and the American Physical Therapy Association's 2020 Vision statement
4. Develop clinical partnerships and professional alliances to enhance the quality of the graduate program and delivery of health care services by our graduates.

DPT Program Student Learning Objectives (SLOs):

The graduate will be a competent physical therapy practitioner who can function safely and effectively. Successful completion of the DPT program will prepare students with the following outcomes and abilities in physical therapy practice or patient/client management and professional development:

1. Demonstrate comprehension and integration of the foundational, applied and clinical sciences of anatomy, physiology, neurology, and pathology for application to the physical therapy clinical setting.

2. Expressively and receptively communicate in a professional and ethical manner to a culturally diverse population in classroom activities and in clinical settings including patients/clients, families, care givers, practitioners, consumers, payers, and policy makers utilizing terminology appropriate to the context of the communication.
3. Demonstrate competent professional practice independently and interdependently while providing patient centered care services, including wellness/prevention, to patients whether referred or self-referring. And, to know federal and state regulations, professional practice and association history and regulations, payer requirements and state practice acts.
4. Demonstrate appropriate clinical decision-making skills, including clinical reasoning, clinical judgment, differential diagnosis, reflective practice, and self-reflection/assessment.
5. Critically review existing research and expand their clinical research skills in order to build the evidence of practice for clinical decision making skills and innovative physical therapy interventions based on solid theoretical constructs.

TABLE: DPT Program Assessment Activities

Program goal 1: Attract high quality applicants from a variety of academic, ethnic or cultural backgrounds.						
Expected Program outcomes: High quality applicants will be admitted to the DPT program, Increase the diversity of applicants						
Assessment	Time period	Data gathered by	Measures gathered- Direct (D) and Indirect (I)	Expected Results	Interpretation	Action Plan
Admissions process	3 months after the interview date.	Departmental Admissions Committee Chair, Department Chair, Administrative Assistant I	<ol style="list-style-type: none"> 1. Feedback from students interviewing (I) 2. Feedback from faculty interviewing (I) 3. Answers to follow up email with questions like: which school did you choose? Why? (D) 	<ul style="list-style-type: none"> • 50% of returned surveys and feedback will indicate the interview process as a positive experience. 	<p>Areas of strength : TBD</p> <p>Areas of improvement: TBD</p>	TBD
Admissions criteria	1 st report at the end of fall semester (before interview letters are mailed to applicants) 2 nd report after the selection of students- 1	CHHS Admissions Coordinator, Departmental Admissions Committee Chair, Department Chair, Administrative Assistant I	<ol style="list-style-type: none"> 1. Pre-req GPA (1st report) (D) 2. last 60 units GPA (1st report) (D) 3. GRE (1st report) (D) 4. Interview Score (2nd report) (D) 5. Total ranking (2nd report) (D) 6. Total ranking on recommendation letters 	<ul style="list-style-type: none"> • Eligible applicant pool will increase to > 100 by 2012 with minimum average/cum GPA of 3.5 and GRE (total) of 1200. 	<p>Areas of strength : TBD</p> <p>Areas of improvement: TBD</p>	TBD

	week after interviews		(2 nd report) (D) (measures gathered from Transcripts, PTCAS applications and interview ranking)			
Diversity of students	3 rd report after receipt of acceptance letters are received before the start of Fall semester	Departmental Admissions Committee, Department Chair, Administrative Assistant I	Assessment of the student demographics where they are from (zip code), ethnicity, age, undergrad major, zip code, hours as volunteer (D) (measures gathered from PTCAS applications)	<ul style="list-style-type: none"> • 10% of students are from out of state • 50% of class is from diverse ethnic backgrounds. • 5% of class are returning students • 100% of class has volunteer hours 	Areas of strength : TBD Areas of improvement: TBD	Increase class size for fall 2012 to 32 students
Program marketing	1 st report at the end of fall semester (before interview letters are mailed to applicants)	Departmental Admissions Committee, Department Chair, Administrative Assistant I	<ol style="list-style-type: none"> 1. Assessment of the applicant pool- where they are from (zip code), ethnicity, age, undergrad major, zip code, hours as volunteer (D) 2. Website visits on Program webpage (D) 3. Number of PTCAS applications (D) (measures gathered from PTCAS applications and report of website hits from IT department) 	<ul style="list-style-type: none"> • 25% of applicants are from out of state. 	Areas of strength : TBD Areas of improvement: TBD	TBD Recruitment factsheet Faculty to ID criteria and steps of admission process for dissemination Faculty to review interview questions Faculty to ID cut-offs and information criteria for admissions
Program goal 2: Develop a diverse faculty engaged in high quality teaching, research and service to the department, university, profession and community.						
Expected Program outcomes: Faculty actively involved in Scholarship of teaching, Scholarship of application, Scholarly creative activities and Service.						
Assessment	Time period	Data gathered by	Measures gathered from	Expected Results	Interpretation	Action Plan
Scholarship of teaching	At the end of every semester	Department Chair	<ol style="list-style-type: none"> 1. Student evaluations (I &D) 2. Peer evaluations (I) 	<ul style="list-style-type: none"> • 100% faculty will maintain \geq 3/5 assessment score from students for each course. 	Areas of strength : TBD	<ol style="list-style-type: none"> 1. Preceptor for new faculty 2. on-campus

				<ul style="list-style-type: none"> • 100% faculty members with > 3 times teaching a course will achieve student evaluations at or above the College Standard of 4/5. • $\geq 4/5$ average score across all courses each year. 	Areas of improvement: TBD	<p>opportunities for enhancing teaching.</p> <ol style="list-style-type: none"> 3. Mentoring of part-time faculty. 4. Specific plans in growth contracts.
Scholarly and Creative activities	At the end of each year	Department Chair, All faculty	Journal/book refereed publications, non-refereed publications, presentations, grants, creative or scholarly work, professional honors/awards (D) (measures gathered from Growth Contracts and Annual reports)	<ul style="list-style-type: none"> • 100% faculty members will provide evidence of scholarship annually for CAPTE requirements and for university requirements. 	<p>Areas of strength : TBD</p> <p>Areas of improvement: TBD</p>	<ol style="list-style-type: none"> 1. All faculty members will submit an updated c.v. annually. 2. Office staff will update web page for all faculty annually.
Scholarship of Application	At the end of each semester	Department Chair, All faculty	<ol style="list-style-type: none"> 1. new course/ curriculum development (D) 2. professional experiences (D) 3. professional development (D) 4. Continuing education (D) 5. Clinical practice maintained by faculty (D) 6. Inter-department collaborations (D) 7. Inter-program teaching (D) 8. Research collaborations (D) 9. Teaching collaborations (D) <p>(measures gathered from Growth Contracts and Annual reports)</p>	<ul style="list-style-type: none"> • 100% core-faculty members will be active participants in end of semester and end of year curriculum reviews for the program • 100% faculty will be involved in inter-department collaborations or communications to enhance university mission 	<p>Areas of strength : TBD</p> <p>Areas of improvement: TBD</p>	<ol style="list-style-type: none"> 1. All faculty members will submit an updated c.v. annually. 2. Faculty will be provided with opportunities to serve on university and college committees.
University and Community Service	At the end of each semester	Department Chair, All faculty	<ol style="list-style-type: none"> 1. Committee assignments (D) 2. Committee activities (D) 3. Community service (D) 4. Collegial and collaborative relationship in the university and community (I) <p>(measures gathered from Growth Contracts and Annual</p>	<ul style="list-style-type: none"> • 100% of core faculty will be involved in university and community service each semester 	<p>Areas of strength : TBD</p> <p>Areas of improvement: TBD</p>	Faculty will be given opportunity to serve on university and college committees.

			reports)			
Sensitivity to diversity	At the end of each semester	Department Chair, All faculty	<ol style="list-style-type: none"> 1. Development of specific assignments in courses aligned with sensitivity to diversity (D) 2. Development of service-learning courses 3. Formal on-campus training for diversity sensitivity 	<ul style="list-style-type: none"> • 100% core faculty will complete the formal on-campus training for diversity sensitivity • 100% faculty will be involved in development and/or participate in a service-learning course in the curriculum • Faculty will develop assignments related to diversity in 50% of courses in the curriculum 		
<p>Program goal 3: Prepare graduates to meet the program SLOs, in accordance with current CAPTE criteria and the American Physical Therapy Association’s 2020 Vision statement.</p> <p>Expected Program outcomes (SLOs):</p> <ol style="list-style-type: none"> 1. Demonstrate comprehension and integration of the foundational, applied and clinical sciences of anatomy, physiology, neurology, and pathology for application to the physical therapy clinical setting. 2. Expressively and receptively communicate in a professional and ethical manner to a culturally diverse population in classroom activities and in clinical settings including patients/clients, families, care givers, practitioners, consumers, payers, and policy makers utilizing terminology appropriate to the context of the communication. 3. Demonstrate competent professional practice independently and interdependently while providing patient centered care services, including wellness/prevention, to patients whether referred or self-referring. And, to know federal and state regulations, professional practice and association history and regulations, payer requirements and state practice acts. 4. Demonstrate appropriate clinical decision-making skills, including clinical reasoning, clinical judgment, differential diagnosis, reflective practice, and self-reflection/assessment. 5. Critically review existing research and expand their clinical research skills in order to build the evidence of practice for clinical decision making skills and innovative physical therapy interventions based on solid theoretical constructs. <p>Relevant Institutional goals: Department of Graduate Studies SLOs: Graduate students are expected to:</p> <ol style="list-style-type: none"> 1. develop the ability to critically seek out and analyze facts, sift evidence, 2. master theories and advanced techniques of professional inquiry 3. demonstrate these abilities orally and in writing 4. risk giving their informed opinions and be ready to accept criticism and advice rendered by faculty mentors and student colleagues. 5. demonstrate an essential degree of independence and self-motivation in acquiring knowledge in their field of study. 						
Assessment	Time period	Data gathered by	Measures gathered from	Expected Results	Interpretation	Action Plan
SLO #1:	Every 5 years	Department	1. embedded questions in PhTh	• 100% graduation rate with all	Areas of strength :	TBD

<p>Demonstrate comprehension and integration of the foundational, applied and clinical sciences of anatomy, physiology, neurology, and pathology for application to the physical therapy clinical setting.</p>		<p>Chair, Graduate Coordinator and PT faculty; DCE</p>	<p>510, 511, 512 (D) 2. Scores of Case study/reports in PhTh 507, 508, 526, 536, 537 (D) 3. Lab competency check outs in PhTh 526 (D) 4. Concept mapping assignment in PhTh 527 (D) 5. Course grades in PhTh 510, 512, 507, 533, 535, 511, 508, 534, 527, 517, 528, 536, 561, 518, 529, 526, 537, 509, 596, 539, 595, 564, 598 (D) 6. CAPTE Report (D) 7. Student CPI scores 8. Scores on patient evaluations of students at the end of clinical internships (D) 9. Annual student clinic share day with feedback to faculty regarding curriculum and applicability in the clinic (I)</p>	<p>students with a cum DPT GPA of 3.0 or higher.</p> <ul style="list-style-type: none"> • 100% of the students will complete required courses with a cumulative GPA of 3.0 and no grades below C • 100% success rate in all specified assignments and course work. 	<p>TBD</p> <p>Areas of improvement: TBD</p>	<p>Early identification of students performing below expectations and notification sent to Committee of Academic Review.</p>
<p>SLO # 2: Expressively and receptively communicate in a professional and ethical manner to a culturally diverse population in classroom activities and in clinical settings</p>	<p>Every 5 years</p>	<p>Graduate Coordinator/ Department Chair DCE and GBMC/MSC faculty (for PhTh 554 and PT 555)</p>	<p>1. Grades from all course work (D) 2. Oral presentation of Gait evaluation project in PhTh 534 (D) 3. Oral presentation of Movement dysfunction project in PhTh 509 (D) 4. Panel discussion of assigned cases in PhTh 529 (D) 5. Class discussions on preparatory questions and class presentations of pre-assigned topics in PhTh 538 (D) 6. Research presentations in</p>	<ul style="list-style-type: none"> • 100% of the students will complete all required courses with a cumulative GPA of 3.0 and no grades below C. • 100% students receive CR in all clinical courses (PhTh 554, 555, 557, 558, 559) on first attempt. • 100% success rate in all specified assignments and course work. 	<p>Areas of strength : TBD</p> <p>Areas of improvement: TBD</p>	<p>TBD</p>

<p>including patients/ clients, families, care givers, practitioners, consumers, payers, and policy makers utilizing terminology appropriate to the context of the communication.</p>			<p>PhTh 518 (D) 7. Case presentations in PhTh 539, 594, 596 (D) 8. Grand round presentations in PhTh 595 (D) 9. Clinical skills with clients in PhTh 554, 555 and 556 (D) 10. Scores on specific course assignments, Case Presentation, and EBM Project (D) 11. PTCPI data in data base to compare to GPA (D)</p>			
<p>SLO # 3: Demonstrate competent professional practice independently and interdependently while providing patient centered care services, including wellness/ prevention, to patients whether referred or self-referring.</p>	<p>Every 5 years</p>	<p>Graduate Coordinator; Department Chair</p>	<p>1. Assessment of clinical activities and clinical skills in PhTh 554, 555 and 556 (D) 2. Documentation critics and peer assessments of documentation skills in PhTh 554, 555 and 556 (D) 3. Results from Alumni surveys (I) 4. Employment rate for graduates (D)</p>	<ul style="list-style-type: none"> • Clinic Forum will occur at a minimum every 2 years. • PT Alumni Chapter will have at least 1 cont. ed course every year. • 100% employment rate for graduates. • 85% of responding to 3-5 year survey patients, employers, and clinical instructors will indicate average or above in rating the performance of graduates in each evaluative criteria • 50% graduates responding to 3-5 year survey will have at least one of the following: furthered their education, received, APTA board certification, achieved award/honor for service 	<p>Areas of strength : TBD</p> <p>Areas of improvement: TBD</p>	<p>PT Alumni Chapter will be re-instated</p> <p>Clinic forum scheduled for fall 2011 to review new 3-year DPT curriculum.</p> <p>Recruit more alumni participants to serve as chapter officers and help current alum president.</p> <p>Develop efficient way to collect this data and track graduates once</p>

And, to know federal and state regulations, professional practice and association history and regulations, payer requirements and state practice acts.				related to the profession; have served on a local, state or national level for APTA; published or presented; in a leadership position .		they become alum
SLO # 4: Demonstrate appropriate clinical decision-making skills, including clinical reasoning, clinical judgment, differential diagnosis, reflective practice, and self-reflection/ assessment.	Every 5 years	All faculty; DCE; Department Chair	<ol style="list-style-type: none"> 1. CPI scores at the end of PhTh 557, 558, 559 (D) (Clinical internships) 2. Patient evaluations of students at the end of PhTh 557, 558, 559 (Clinical internships) (I) 3. Scores on specific course assignments (D) 4. Ergonomic write-up in PhTh 534 (D) 5. Client assessment assignment in PhTh 528 (D) 6. Case Study report in PhTh 563, 564 (D) 7. Assessment competency check out exam in PhTh 529 (D) 8. Self reflection component of the Portfolio assignment 9. Student's self reflection of their performance in clinical and service learning courses 	<ul style="list-style-type: none"> • 100% students will meet 75% of scores on CPI. • 100% students will meet 75% of scores of patient evaluation forms from clinical internships. • 100% success rate in all specified assignments and course work. 	<p>Areas of strength : TBD</p> <p>Areas of improvement: TBD</p>	TBD
SLO # 5: Critically	Every 5 years	All faculty, Department	1. Article critique in PhTh 508, 526 (D)	• 100% students will participate in at least	Areas of strength : TBD	TBD

review existing research and expand their clinical research skills in order to build the evidence of practice for clinical decision making skills and innovative physical therapy interventions based on solid theoretical constructs.		Chair, Graduate Student profiles (indicating activities they have been involved in during the DPT program) will be updated by students and this will be overseen and monitored by Student Affairs Committee Chair and Office staff.	<ol style="list-style-type: none"> 2. Article appraisals in PhTh 591 (D) 3. Research presentation in PhTh 518 (D) 4. Outcomes measures assignment in PhTh 527 (D) 5. Annotated bibliography in PhTh 537, 563, 564 (D) 6. Appraisal of literature in PhTh 538 (D) 7. EBP assignments and paper presentation in PhTh 597 (D) 8. Doctoral Thesis Project in PhTh 598 (D) 9. Grades for all classes (D) 10. Data from student profile including total # volunteer hours; types of activities; abstract submissions by students to university, college or state/national conferences (D) (measures collected from updated student profiles on Bb and faculty input) 	<p>professional or service activity per year while in the DPT program.</p> <ul style="list-style-type: none"> • 100% of students will receive 80% or higher on the culminating case presentation (first time) in their final semester. • 100% success rate in all specified assignments and course work. 	Areas of improvement: TBD	Research abstracts will be posted on DPT student blackboard site for students and faculty to review for PhTh 597
Program goal 4: Develop clinical partnerships and professional alliances to enhance the quality of the graduate program and delivery of health care services by our graduates.						
Expected Program outcome: Clinical and professional partnerships with faculty and program.						
Assessment	Time period	Data gathered by	Measures gathered from	Expected Results	Interpretation	Action Plan
Clinical partnerships with the program	At the end of spring semester	DCE and Department Chair	<ol style="list-style-type: none"> 1. Number of clinical affiliations with certified Clinical instructors (D) 2. Diversity of clinical sites for specialty areas of practice (D) 3. Student evaluations of the CIs and clinical sites at the end of the internships (D) 	<ul style="list-style-type: none"> • 100% contracts with all clinical sites • Diversity of geographic locations of clinical sites • 75% of contracts cover specialty areas of neurology, acute care, women’s health, aquatic therapy, hand therapy, lymphedema 	<p>Areas of strength : TBD</p> <p>Areas of improvement: TBD</p>	Contact alumni to establish additional clinical sites

			4. Student feedbacks during Clinic share day held at the start Fall semester (I) (measures gathered from DCE maintained data base)	management, and wound care. <ul style="list-style-type: none"> 75% of student feedbacks reflect positively on the clinical sites and their clinical instruction experience 		
Professional alliances with the program	At the end of spring semester	Faculty progress reports	<ol style="list-style-type: none"> Number of doctorally trained or clinical specialists serving as adjuncts and involved in teaching course content (D) Student and Peer evaluations of adjunct faculty (D) Number of external grand rounds introduced to the students in courses (D) Number and diversity of professionals serving as guest lecturers in courses or guests on panel discussions in selected courses (D) 	<ul style="list-style-type: none"> 50% of courses will demonstrate external professionals included in teaching at least 5% of course work. (measures gathered from Specific course work and assignments) 75% of external professional involved in teaching course contents will be doctorally trained or have clinical specialist certificates. 	<p>Areas of strength : TBD</p> <p>Areas of improvement: TBD</p>	Encourage faculty for collaborations and external speakers to be invited as guest lecturers