

# Doctor of Physical Therapy Program

## Assessment Plan Update

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### **Overall Assessment Plan**

Please refer to attached fig 1, for overview of assessment plan

## **1. Student Learning Outcomes**

At completion of the program, the student will be able to:

- i) Practice in a manner that is culturally competent, is consistent with established legal and professional standards, and is based on current evidence and practice.
- ii) Perform physical therapy patient examinations using evidence-based tests and measures and evaluate exam data to make clinical judgments to generate a diagnosis and prognosis that guides patient management.
- iii) Establish and implement a physical therapy plan of care that is effective, safe, and based on current best evidence of practice, and proficiently modifying throughout the course of intervention.
- iv) Communicate effectively and professionally in a manner that is congruent with situational demands, while seeking and incorporating feedback from multiple sources.
- v) Perform self-evaluation and utilize ongoing feedback from multiple sources, with critical self-reflection to improve clinical practice and professional development.

## **2. Program Learning Outcomes Matrix**

### **Alignment of DPT program learning outcomes with Commission on Accreditation of Physical Therapy Education (CAPTE)**

Please refer to attached Excel spreadsheet that shows how each course objective links to CAPTE criteria and student learning objectives, and what level of Bloom's taxonomy it fits into.

### 3. Assessment Methods

Assessment Method	Student Learning Outcome						
	1. Culturally competent practice consistent with legal and professional standards, and current evidence and practice.	2. Perform exam and evaluate to generate diagnosis and prognosis	3. Establish and implement plan of care	4. Communicate effectively and professionally	5. Perform self-evaluation and use feedback	...	
Pass rate on the National Physical Therapy Examination	S, D	S, D	S,D	S,I	S,I		
Performance on the student Clinical Performance Criteria	S,F,D	S,F,D	S,F,D	S,F,D	S,F,D		
Practical Examinations	F,S, D	F,S, D	F,S,D	F,S,D	F,S,D		
Scholarly paper	S, I	S, I		S, D	S, D		
Graduate review of program	S,I	S,I	S,I	S,I	S,I		
Year 1 Alumni Survey	S, I	S, I	S, I	S, I	S, I		
Year 3 Alumni survey	S,I	S,I	S,I	S,I	S,I		
Employer Survey	S,D	S,D	S,D	S,D	S,D		

Assessment Method	Student Learning Outcome						
	1. Culturally competent practice consistent with legal and professional standards, and current evidence and practice.	2. Perform exam and evaluate to generate diagnosis and prognosis	3. Establish and implement plan of care	4. Communicate effectively and professionally	5. Perform self-evaluation and use feedback	...	
Scores on Practice Exam & Assessment Tool	F,S,D	F,S,D	F,S,D	F,S,I	F,S,D		
Review of Illinois Department of Financial and Professional Regulation Records for discipline of NIU DPT program graduates	S,D						
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment							

*Explanation of Assessment Methods*

Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Pass rate on the National Physical Therapy Examination (NPTE)	Upon graduation the students have to pass the NPTE in order to be licensed to practice as physical therapists	At least 80% of the students will pass the NPTE on the first attempt  The ultimate pass rate for each cohort will be at least 95%	At least 80% of the students will pass the NPTE on the first attempt  The ultimate pass rate for each cohort will be at least 95%	November of each year	Program coordinator
Performance on the student Clinical Performance Criteria	Students clinical performance will be assessed by each student's clinical instructor at the midterm and end of each clinical internship.	90% of each cohort will meet the requirements of each clinical rotation  At least 95% will demonstrate entry-level competence at completion of AHPT 761	90% of each cohort will meet the requirements of each clinical rotation  At least 95% will demonstrate entry-level competence at completion of AHPT 761	At completion of each clinical	Academic Coordinator of Clinical Education (ACCE)
Practical Exam	Practical examinations given in clinical content courses throughout the program. Students must earn at least a grade of 80% to pass each practical.	At least 90% of the students will earn the passing score of 80%	At least 90% of the students will earn the passing score of 80%	During the last week of Spring semester	Course instructor

Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Scholarly paper	Students are required to participate in a research project to demonstrate the ability to integrate evidence-based practice concepts and prepare a manuscript suitable for submission for publication.	100% of the students will complete a manuscript suitable for submission for publication by end of third year Fall semester	At least 2 of manuscripts generated by each cohort will be submitted for publication	Third year end of fall semester for completion of paper  Manuscripts submitted by the end following Fall semester	The respective faculty supervising the student research projects
Clinical Skills Checklist: Competency in basic clinical skills	Students are tested for clinical competency in eight areas: manual muscle test (MMT), goniometry, muscle length, special tests, neurological exam, palpation, exercise progression, and transfer/assistive devices for the second year students. Third years students follow a similar format that allows them to demonstrate higher level critical thinking by drawing a diagnosis and selecting appropriate tests and measures. This skills checklist provides students an opportunity to demonstrate knowledge and skills in these areas necessary for success during their clinical placements.	Each student will score 80% or above on the Clinical Skills Checklist	100% of the students will demonstrating competency in basic clinical skills scoring 80% or above on the Clinical Skills Checklist	During the fall semester of the 2 <sup>nd</sup> and 3 <sup>rd</sup> year	Clinical Faculty

Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Graduate Review of program	At the end of their last semester, program graduates provide feedback on how well they feel prepared for practice as entry level physical therapists and meeting of program learning outcomes	Each graduate will rate their preparedness at 3.00/5.00 or above , indicating adequate preparation to function as entry level physical therapists	100% of the graduates will rate their preparedness at 3.00/5.00 or above , indicating adequate preparation to function as entry level physical therapists	End of Spring semester of 3 <sup>rd</sup> year of each cohort	ACCE or program coordinator
Year 1 Alumni Survey	After 1 year of practice as a physical therapist, alumni provide feedback on how well they feel the program prepared for practice as entry level physical therapists and meeting of program learning outcomes	90% of the graduates respondents will report being well prepared for practice as entry level physical therapists and meeting of program learning outcomes	50% of the alumni will respond to the 1 <sup>st</sup> year alumni survey	Summer one year post graduation	Alumni engagement program representatives
Year 3 Alumni Survey	After 3 years of practice as a physical therapist, alumni provide feedback on how well they feel the program prepared for practice as entry level physical therapists and meeting of program learning outcomes	90% of the respondents will report adequate preparedness	40% of the alumni will respond to administered survey	Summer three years post-graduation	Alumni engagement program representatives



Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Study plan based on scores on Practice Exam & Assessment Tool (PEAT exam)	Students will take the Practice Examination and Assessment Tool (PEAT) and develop a plan of study for the licensure examination.	100% of the students will develop a study plan based on 1 <sup>st</sup> PEAT exam that reflects self-evaluation of knowledge base and preparedness to pass the NPTE.	100% of the students will score 50% or above on the 2 <sup>nd</sup> PEAT exam	Spring semester, third year of the program	Faculty assigned to coordinate AHPT 798
Review of Illinois Department of Financial and Professional Regulation Records for discipline of NIU DPT program graduates					
<p><i>Note.</i> <sup>a</sup> Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. <sup>b</sup> Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>					

## Status Report

While the assessment plan communicates what will happen going forward, the status report describes what has happened in the past and how assessment results are being used for continuous improvement purposes. Ideally, the status report integrates all prior assessment activities (including annual assessment update data). The goals of the report are several fold. The first is to aggregate and synthesize prior assessment data to gauge the status of student performance on all degree program student learning outcomes. The status report should answer the question, “Are our students meeting expectations?” The second goal is to report the synthesized findings in ways that replicate and support the program review process. This mid-cycle step provides the degree program and the university with information on the vitality of the assessment program and readiness for an upcoming program review. The status report (and accompanying assessment plan) answers the questions: “Is a proficient assessment system in place?” “What is working well?” “What changes are needed in the student learning outcomes, in the curriculum and instruction, and/or in the assessment system?” “Are supports needed?” The mid-cycle report is formative in nature.

The status report is organized by student learning outcome, with results reported for each assessment method. Results for each student learning outcome are synthesized and described before going on to the next outcome. The general format for reporting results is:

### **Cover Page**

#### **1. Introduction**

#### **2. Reported Results**

##### **Student Learning Outcome 1**

Program-level Target

##### ***Assessment Method 1***

Student-level Target

Assessment Method 1 Results

##### ***Assessment Method 2***

Student-level Target

Assessment Method 2 Results

... repeat for additional assessment methods

##### **Synthesis of Student Learning Outcome 1**

... repeat for additional student learning outcomes

#### **3. Decisions, Actions, and Use of Results**

#### **4. Appendices**

The status report concludes with discussion of the decisions, actions, and use of results for program improvement purposes. See the *UAP Academic Program Assessment Plan and Status Report Checklist-Rubric* for list of characteristics seen in effective reporting and use of results. The status report should shed light on student performance, the active use of assessments, and the decision making process as it relates to student learning outcomes, the curriculum and instruction, and the assessment system itself. It's an opportunity to set priorities, close the loop, and receive feedback from peers and colleagues.

The cover page for the status report is on the next page.

Insert College

Insert Department or School

Insert Degree Program

Insert Degree

Insert Date of Status Report

Insert Name and Title of Person Submitting Status Report

## 1. Introduction

Begin the status report with a brief introduction describing the context for the presentation of assessment results that will follow. Describe significant factors that help in the interpretation of the status report (e.g., the addition of a new minor, specialization, or emphasis; new or revised student learning outcomes; new accreditation standards; department organizational changes; retention issues; and the like). Readers of the status report will benefit from knowing how the degree program is evolving.

Insert introductory text here...

## 2. Reported Results

This section of the status report is where you will present your assessment results, student learning outcome by student learning outcome. Begin with a statement of the student learning outcome, including the desired program-level target of success (e.g., “At the end of the program 90% of students will meet or exceed individual assessment targets”). This sets the stage for expectations. Next, report the actual assessment results for each assessment method that was used to measure the student learning outcome. Do so in ways that allows readers to draw conclusions about the degree to which students met desired expectations. This can be done by aggregating and summarizing assessment results in tables, charts, and narratives. Descriptions and representations of trends and patterns over time convey a systematic approach to monitoring student performance. For all assessments, include the sample size, date the data was collected, and the desired performance level each student must demonstrate. Only present summary data.

After presenting the summary results for all assessments measuring a single student learning outcome, describe your analysis and synthesis of the data just presented. Clearly communicate your conclusions about the degree program’s abilities to meet the student learning outcome. Support conclusions with the data.

Below is the format to follow when reporting results, one student learning outcome at a time.

**Student Learning Outcome 1.** Insert Student Learning Outcome 1 text here...

Program-level Target: Insert target text here...

***Insert Name of Assessment Method 1 Here***

Student-level Target: Insert target text here...

Assessment Method 1 Results

Insert results for Assessment Method 1 here...

***Insert Name of Assessment Method 2 Here***

Student-level Target: Insert target text here...

Assessment Method 2 Results

Insert results for Assessment Method 2 here

... repeat the same format for additional assessment methods

### Synthesis of Student Learning Outcome 1

Insert analysis, synthesis, and conclusions text here...

... repeat the same format for additional student learning outcomes

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## REPORTING RESULTS EXAMPLE

**Student Learning Outcome 1.** Students will demonstrate critical thinking and problem solving skills when designing and implementing patient care.

Program-level Target: Overall, 85% of students will demonstrate they meet or exceed desired performance levels on each of the assessments that follow.

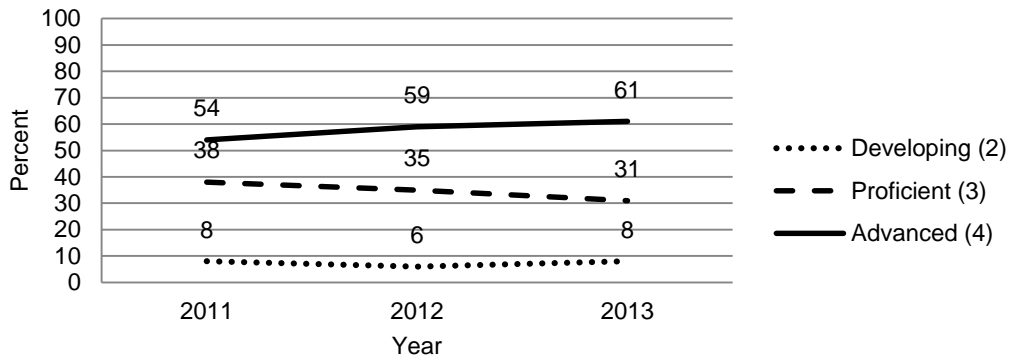
### *Culminating Capstone Activity*

Student-level Target: A student will need a score of Proficient (3) or Advanced (4) on the Capstone Activity Rubric to demonstrate they meet student learning outcome #1.

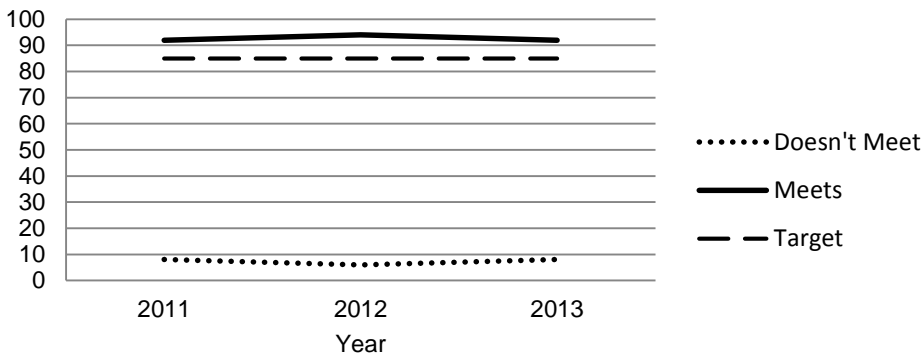
### Culminating Capstone Activity Results

Year	Level of Agreement			
	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)
2011 (n=26, fall of 2011)		2(8)	10(38)	14(54)
2012 (n=17, fall of 2012)		1(6)	6(35)	10(59)
2013 (n=13, fall of 2013)		1(8)	4(31)	8(61)
<i>Note.</i> Reported as n(%). The rubric has been modified, but performance criteria are comparable over time (see attached rubrics).				

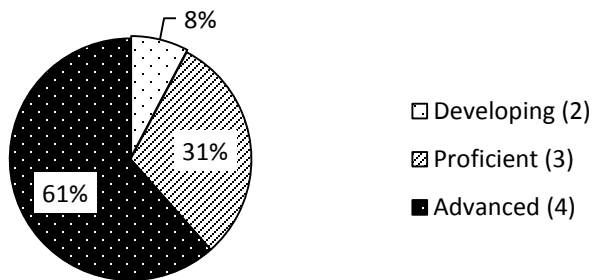
**Capstone Activity--2011-2013  
Percent Meeting or Exceeding Target**



**Capstone Activity--2011-2013  
Percent Meeting Target**



**Capstone Activity--2013  
Score Distribution (Percent)**



**Assessment Method 2**

... The same pattern repeats for the remaining student learning outcome 1 assessment methods, concluding with a synthesis of student learning outcome 1 results.

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### 3. Decisions, Actions, and Use of Results

This section of the status report is where you discuss how the degree program used the reported assessment results for program improvement purposes. In doing so, describe the decisions that were made and the actions that were taken. Comment on:

- what was done well,
- program improvements that are needed,
- improvement actions that have been implemented, and
- how implemented improvements are being assessed (making sure the loop is actually closed).

The discussion should shed light on how the program is proactively (and/or reactively) using assessment results to improve the program. The goal of this report is to make sure the degree program has in place an assessment process that can demonstrate students are meeting student learning outcomes. Insights you report here, and feedback you receive, can be very helpful come program review time.

Insert discussion of decisions, actions, and use of results here...

### 4. Appendices (Assessments)

Include copies of all assessment methods that are included in the assessment plan and status report. While it is recognized that some assessments may be unavailable for inclusion (e.g., state licensure exams, certification tests, etc.), every effort should be made to include the actual assessments students are working with. For performance-based assessments, include both the directions and the rubric, as your peers and colleagues can learn from what you are doing and provide useful feedback to you. Assessments will be securely stored and have limited distribution.

**Thank You** for your proactive and engaged support of quality assessment practices. If you have any questions concerning the assessment plan or the status report, please contact Chris Parker, associate vice provost for academic outcomes assessment at 753-7120 ([cparker@niu.edu](mailto:cparker@niu.edu)) or Steve Wallace, associate director at 753-0816 ([swallace@niu.edu](mailto:swallace@niu.edu)).

**SUBMIT** electronic versions (MS Word) of the assessment plan, status report, and attached assessments to Chris Parker, associate vice provost for academic outcomes assessment at [cparker@niu.edu](mailto:cparker@niu.edu).



## UAP Academic Program Assessment Plan and Status Report Checklist-Rubric

Degree Program: \_\_\_\_\_ Date: \_\_\_\_\_  
Degree: \_\_\_\_\_ Reviewer: \_\_\_\_\_

### Student Learning Outcomes

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\_\_\_\_\_ All outcomes are student learning focused

\_\_\_\_\_ All outcomes are observable and measurable using verbs (e.g., explain, perform, collaborate)

\_\_\_\_\_ A sufficient number of outcomes to add depth/breadth (>3), but not so many to become cumbersome/intrusive (<12); 6-8 is manageable

\_\_\_\_\_ Outcomes differentiate program from similar programs (across degrees and programs)

\_\_\_\_\_ Outcomes imply a level of performance to be achieved

\_\_\_\_\_ Outcomes imply higher levels of learning (e.g., analyzing, evaluating, creating)

\_\_\_\_\_ Outcomes are aligned with the broader university context (e.g., University Mission, Baccalaureate Goals, College and Unit Mission)

\_\_\_\_\_ Outcomes are understandable by a wide range of audiences (e.g., students, faculty, parents, employers, and accreditors)

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Holistic View:    Incomplete        Basic        Proficient        Advanced

Observations, comments, and suggestions:

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### Assessment Methods

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\_\_\_\_\_ Each student learning outcome is measured by more than one assessment method

\_\_\_\_\_ Minimum of one direct assessment method for each outcome

\_\_\_\_\_ Minimum of one summative assessment method for each outcome

\_\_\_\_\_ Employer feedback (or equivalent) is used

\_\_\_\_\_ Alumni feedback is used

\_\_\_\_\_ All assessment methods are appropriate

\_\_\_\_\_ All assessment methods are clearly described

\_\_\_\_\_ Formative assessment methods compliment summative assessment methods

\_\_\_\_\_ Assessment plan clearly communicates student and program level targets

\_\_\_\_\_ Technical quality of key assessments, scoring guides, and rubrics are known and reported

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Holistic View:    Incomplete        Basic        Proficient        Advanced

Observations, comments, and suggestions:

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**Time Frame and Responsibilities**

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\_\_\_\_\_ Assessment plan indicates when each assessment will be carried out

\_\_\_\_\_ Assessment plan indicates the party responsible for carrying out each assessment method

\_\_\_\_\_ Assessment methods have been carried out as planned

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Holistic View:    Incomplete        Basic        Proficient        Advanced

Observations, comments, and suggestions:

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**Reporting Results**

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\_\_\_\_\_ Results are reported by program outcome

\_\_\_\_\_ Results include the desired target level of success at both the student and program level

\_\_\_\_\_ Results include sample size

\_\_\_\_\_ Results include the date when the data was collected

\_\_\_\_\_ Results from more than one assessment method are reported for each program outcome

\_\_\_\_\_ Results are aggregated and presented in meaningful ways (e.g., tables, graphs, narratives)

\_\_\_\_\_ Results are purposefully disaggregated by subgroups (e.g., cohort, demographics, gen ed., specialization)

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Holistic View:    Incomplete        Basic        Proficient        Advanced

Observations, comments, and suggestions:

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**Decisions, Actions, and the Use of Results**

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\_\_\_\_\_ There is a systematic analysis of data (e.g., patterns and similarities/differences are noted)

\_\_\_\_\_ Conclusions relative to program student learning outcomes are clearly supported by the data

\_\_\_\_\_ Program improvement actions are identified

\_\_\_\_\_ Improvement actions are implemented

\_\_\_\_\_ Improvements are assessed (i.e., assuring the loop has been closed)

\_\_\_\_\_ Improvement actions are comprehensive addressing priorities across the spectrum (integrating student learning outcomes, the curriculum/instruction, and the assessment program)

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Holistic View:    Incomplete        Basic        Proficient        Advanced

Observations, comments, and suggestions:

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General Comments, Suggestions, and Recommendations: