05-06 Assessment Reports

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Department: Physical Therapy

Mission: The primary mission of the CSUS Department of Physical Therapy, in harmony with the University, the College and the Profession, is to educate competent physical therapy generalist practitioners who demonstrate ethical, responsible, professional behavior, who are sensitive to cultural and psychosocial differences, who use evidence derived from research as a base for practice, who utilize critical thinking and problem-solving, who practice lifelong learning, and who provide services that contribute to the optimal health and function of the residents of the communities they serve.

Outcome: We assess all 4 of our major learning objectives/outcomes every year, in addition to assessing our mission, philosophy, goals, curriculum plan, students (admission requirements, progress, successful retention, success on the national licensure examination, outcomes), faculty, and clinical faculty. The four major goals include that graduates will: demonstrate professional competence, demonstrate professional behaviors, practice in an ethical and legal manner, and demonstrate scholarship.

Description: Multiple methods are used to assess all of the outcomes including: 1. Portfolio review (our culminating project for our students is a portfolio and these are reviewed and evaluated by our Community Advisory Committee to determine whether or not students’ work included in the portfolios demonstrate the program learning objectives. 2. Graduate and alumni surveys that assess graduates and alumni perceptions of the preparation to practice they receive in the curriculum. 3. Employer surveys to assess performance of graduates in their first jobs. 4. Competencies assessed through the Clinical Performance Instrument (CPI) completed by all clinical faculty after supervising students in clinical rotations (30 weeks of full-time internships) that establish performance benchmarks of all of our graduates across multiple measures (24 criteria). 5. National licensure examination results from our graduates.

Date and Time:

Result: We found that our students are succeeding across the board on multiple measures. The Community Advisory Committee has provided written confirmation of the portfolio process and the completeness of the materials in the portfolios. The surveys have all demonstrated great satisfaction with the level of preparation of our graduates for practice. The averages of our students across the CPI are beyond entry-level thresholds. Our students’ success on the national licensure examination is beyond both the state and national averages for accredited PT programs (our threshold for interventions). In fact, this past year our first-time pass rate was 100% which was an accomplishment matched by only 22 programs (out of 214) across the nation. The national average was a 77% pass rate. We have a 100% 3-year average with the national licensure examination. There were two systems areas identified by students in which ~15% felt
“less than well” prepared. One was obstetric/gynecologic and the other was integumentary. The numbers were within our threshold (more than 20%), but the Curriculum Committee elected to reevaluate these sections of curricular instruction. They determined, after consultation with experts in these two clinical specialties, that our curriculum in these areas adequately prepares graduates for entry-level practice. They concluded that proficiency in these two areas is not considered entry-level and that for students to obtain proficiency in these areas they will need to pursue continuing education after graduation. Students also requested more preparation in the area of differential diagnosis and more time in pathokinesiology (neither at threshold level).

**program_change**: Faculty did decide to add an additional unit to the pathokinesiology course offered in the first semester of the curriculum to allow faculty more time to integrate anatomy into the course and 2 more units to the differential diagnosis course to allow students more time to work within case studies (This course is offered as essentially a capstone course in the 4th semester of the program.).

**procedure**: We continue to do annual surveys of graduates at the time of graduation and 6 months after graduation. We continue to monitor their responses that might reflect on these changes. Feedback from students to date has been positive (pleased with having more time to devote to these critical areas). In addition, we will continue to monitor student performance in all areas according to our assessment plan.

**academic_change**: We have a rubric that we developed for the Community Advisory Committee to use when evaluating the Portfolios. Course alignment is not new for us; it is an integral part of our overall curriculum plan and is assessed regularly.

**Upcoming_year**: We will continue to follow our assessment plan. We have methods in place for the systematic and regular collection and evaluation of data associated with our overall assessment plan and a framework in place for corrective measures if indicated by our evaluation of the data.

**NotEngage:**