

# 2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment  
California State University, Sacramento

For more information visit our [website](#)  
or [contact us](#) for more help.

**Please begin by selecting your program name in the drop down.**

If the program name is not listed, please enter it below:

**Ph. D. Physical Therapy**

**OR enter program name:**

## Section 1: Report All of the Program Learning Outcomes Assessed

### Question 1: Program Learning Outcomes

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [**Check all that apply**]

- ☒ 1. **Critical Thinking**
- ☒ 2. **Information Literacy**
- ☒ 3. **Written Communication**
- ☒ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☒ 6. **Inquiry and Analysis**
- ☒ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20A. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

☐ 20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

**Q1.2.**

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The Department has 5 Student Learning Outcomes (PLOs). The PLOs selected above are reflected in the Departmental student Learning Outcomes (SLO).

Student Learning Outcome 1.0:

Demonstrate professional physical therapist effectiveness by creating and documenting a comprehensive physical therapy patient management process, including determination of the physical therapy needs of any individual, designing a plan of care that synthesizes best available evidence and patient preferences, implementing safe and effective psychomotor interventions, and determining the efficacy of patient outcomes.

Student Learning Outcome 2.0:

Demonstrate the ability to plan, organize, administer, direct, and supervise human and fiscal resources for physical therapy practice management, and to communicate effectively with patients, families, other health care professionals and the public.

Student Learning Outcome 3.0:

Demonstrate professional behaviors by reflecting on personal and professional development, and by integrating cultural, ethnic, age, economic, and psychosocial considerations in the communication and delivery of clinical services.

Student Learning Outcome 4.0:

Practice in an ethical and legal manner through the consistent integration of sound decisionmaking with respect to established ethical, legal and professional standards.

Student Learning Outcome 5.0:

Demonstrate the critical evaluation, interpretation and application of the scientific and professional literature to inform independent judgments and clinical decision-making, research and education.

Each SLO has components and subcomponents written in objective, measurable behaviors.

**Q1.2.1.**

Do you have rubrics for your PLOs?

- ☐ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☒ 3. No rubrics for PLOs
- ☐ 4. N/A
- ☐ 5. Other, specify:

**Q1.3.**

Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission

(WSCUC))?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q1.5**)
- ☐ 3. Don't know (skip to **Q1.5**)

**Q1.4.1.**

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.5.**

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- ☐ 1. Yes
- ☒ 2. No, but I know what the DQP is
- ☐ 3. No, I don't know what the DQP is
- ☐ 4. Don't know

**Q1.6.**

Did you use action verbs to make each PLO measurable?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

## Section 2: Report One Learning Outcome in Detail

### Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

**Overall Disciplinary Knowledge**

If your PLO is **not listed**, please enter it here:

**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Overall competence in the discipline includes didactic knowledge, clinical knowledge, psychomotor skill, patient management skill, and evidence-informed clinical judgment.

Multiple measures were used to assess the different aspects of overall competence in the discipline.

National Licensure Examination: Gold standard test used by the profession to assess a student's overall competence to hold a license to treat patients.

Clinical Performance Instrument (CPI): Gold standard test used by the profession to assess a student's knowledge and psychomotor skill in treating a patient during full-time clinical experiences.

### Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know  
☐ 4. N/A

### Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

1. We expect the pass rate on the National Licensure Exam to exceed the National average.
2. We expect 100% of students to have achieved "Entry-Level" performance on the CPI by graduation.

Please see the graph depicting the pass rate for the graduating class of 2017, attached in 4.1. Please see the CPI data in 3.3.2.

 No file attached

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| Q2.4.<br>PLO                        | Q2.5.<br>Stdrd                      | Q2.6. Please indicate where you have published the <b>PLO</b> , the <b>standard (stdrd)</b> of performance, and the <b>rubric</b> that was used to measure the PLO: |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> 1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO   |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> 2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO  |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> 3. In the student handbook/advising handbook   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> 4. In the university catalogue   |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> 5. On the academic unit website or in newsletters  |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> 6. In the assessment or program review reports, plans, resources, or activities  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> 7. In new course proposal forms in the department/college/university   |

|                                     |                                     |                          |  |
|-------------------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 8. In the department/college/university's strategic plans and other planning documents         |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | 9. In the department/college/university's budget plans and other resource allocation documents |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | 10. Other, specify:<br><input type="text"/>  |

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

#### Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes  
☐ 2. No (skip to **Q6**)  
☐ 3. Don't know (skip to **Q6**)  
☐ 4. N/A (skip to **Q6**)

#### Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

10+

#### Q3.2.

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes  
☐ 2. No (skip to **Q6**)  
☐ 3. Don't know (skip to **Q6**)  
☐ 4. N/A (skip to **Q6**)

#### Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Results of student performance on the National licensure examination.

Results of the Clinical Performance Instrument used to assess student performance during full-time Clinical Rotations.

**(Remember: Save your progress)**

### Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

#### Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes  
☐ 2. No (skip to **Q3.7**)  
☐ 3. Don't know (skip to **Q3.7**)

**Q3.3.1.**

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- ☒ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☒ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☒ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☒ 5. External performance assessments such as internships or other community-based projects
- ☒ 6. E-Portfolios
- ☐ 7. Other Portfolios
- ☐ 8. Other, specify:

**Q3.3.2.**

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

The National Licensure Examination evaluated student overall competence in the major/discipline.

The CPI measures student performance during full-time clinical rotations.



**NPTE Content Report 2017.pdf**  
51.48 KB



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**Q3.4.**

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ☐ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ☐ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ☒ 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**

If you used other means, which of the following measures was used? [**Check all that apply**]

- ☒ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify:

(skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☐ 1. Yes
- ☐ 2. No

- ☐ 3. Don't know  
☒ 4. N/A

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☐ 1. Yes  
☐ 2. No  
☐ 3. Don't know  
☒ 4. N/A

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know  
☐ 4. N/A

**Q3.5.**

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

**Q3.5.1.**

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

**Q3.5.2.**

**If** the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know  
☐ 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All 32 students who took the licensure exam and participated in clinical rotations were evaluated.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

All 32 students who took the licensure exam and participated in clinical rotations were evaluated.

**Q3.6.2.**

Please enter the number (#) of students that were in the class or program?

**Q3.6.3.**

Please enter the number (#) of samples of student work that you evaluated?

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

(Remember: **Save your progress**)

### Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

- ☒ 1. Yes  
☐ 2. No (skip to **Q3.8**)  
☐ 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**

Which of the following indirect measures were used? [**Check all that apply**]

- ☐ 1. National student surveys (e.g. NSSE)  
☐ 2. University conducted student surveys (e.g. OIR)  
☒ 3. College/department/program student surveys or focus groups  
☒ 4. Alumni surveys, focus groups, or interviews  
☒ 5. Employer surveys, focus groups, or interviews  
☐ 6. Advisory board surveys, focus groups, or interviews  
☐ 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:



Alumni Surveys assessed student satisfaction with overall preparation and specific preparation within disciplinary content areas.



**DPT-3\_2017\_first\_survey\_v2.pdf**  
108.38 KB



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**Q3.7.2.**

**If** surveys were used, how was the sample size **decided**?

All graduates from the 2017 cohort were included in the survey.

**Q3.7.3.**

**If** surveys were used, how did you **select** your sample:

All graduates from the 2017 cohort were included in the survey.

**Q3.7.4.**

**If** surveys were used, please enter the response rate:

32/32

**Question 3C: Other Measures**  
(external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [**Check all that apply**]

- ☒ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:


**Q3.8.2.**


Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

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(Remember: **Save your progress**)

## Question 4: Data, Findings, and Conclusions

**Q4.1.**

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

Attached is a graph comparing the National Licensure Examination results of the class of 2017 to the National averages, in which program graduates were above the National average in all but 1 of the categories of the examination, and significantly above the National average in 2/8 categories.

 NPTE\_Results\_2017w.avg.score.png  
84.47 KB


 No file attached


**Q4.2.**

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

Students are doing well and meeting or exceeding program standards.

As seen in the Q4.1, students in the 2017 cohort scored above the national average in 7 of 8 categories of the National Licensure Examination and significantly above in 2 of the 8 categories.

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**Q4.3.**

For the selected PLO, the student performance:

- ☒ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

### Question 4A: Alignment and Quality

**Q4.4.**

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q4.5.**

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

### Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.**

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q5.2**)
- ☐ 3. Don't know (skip to **Q5.2**)

**Q5.1.1.**

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

Given the results of the student survey, we have increased curricular content in the following systems:

Endocrine/Metabolic

Gastrointestinal.

#### Q5.1.2.

Do you have a plan to assess the **impact of the changes** that you anticipate making?

☒ 1. Yes, describe your plan:

The effects of these curricular changes in endocrine/metabolic and gastrointestinal will be evaluated in this year's student graduation survey.

☐ 2. No

☐ 3. Don't know

#### Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

|   | 1.<br>Very<br>Much    | 2.<br>Quite<br>a Bit  | 3.<br>Some                       | 4.<br>Not at<br>All              | 5.<br>N/A             |
|---|-----------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|
| 1. Improving specific courses                     | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 2. Modifying curriculum                           | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 3. Improving advising and mentoring               | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 4. Revising learning outcomes/goals               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 5. Revising rubrics and/or expectations           | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 6. Developing/updating assessment plan            | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 7. Annual assessment reports                      | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 8. Program review                                 | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 9. Prospective student and family information     | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 10. Alumni communication                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 11. WSCUC accreditation (regional accreditation)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 12. Program accreditation                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 13. External accountability reporting requirement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 14. Trustee/Governing Board deliberations         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 15. Strategic planning                            | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 16. Institutional benchmarking                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |

|  |                       |                       |                                  |                                  |                       |
|--|-----------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|
| 17. Academic policy development or modifications   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 18. Institutional improvement                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 19. Resource allocation and budgeting              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 20. New faculty hiring                             | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 21. Professional development for faculty and staff | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 22. Recruitment of new students                    | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 23. Other, specify:                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> |
| <input type="text"/>                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> |

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

The 2018 Faculty Retreat for Curriculum Review unified curricular content to ensure that student learning outcomes were coordinated between courses and spiraled throughout the curriculum.

**Q5.3.**

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

|                                   | 1.<br>Very<br>Much    | 2.<br>Quite<br>a bit  | 3.<br>Some                       | 4.<br>Not at<br>All   | 5.<br>N/A             |
|-----------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| 1. Program Learning Outcomes      | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Standards of Performance       | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Measures                       | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Rubrics                        | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Alignment                      | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Data Collection                | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Data Analysis and Presentation | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Use of Assessment Data         | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Other, please specify:         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| <input type="text"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

**Q5.3.1.**

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

Last year's feedback was used to ensure that all courses use the same means for assessing and reporting student learning outcomes.

(Remember: **Save your progress**)


### Section 3: Report Other Assessment Activities


#### Other Assessment Activities

**Q6.**

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

N/A

 No file attached

 No file attached

**Q6.1.**

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

**Q7.**

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- ☒ 1. **Critical Thinking**
- ☒ 2. **Information Literacy**
- ☒ 3. **Written Communication**
- ☒ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy

- ☒ 6. **Inquiry and Analysis**
- ☒ 7. Creative Thinking
- ☒ 8. Reading
- ☐ 9. Team Work
- ☒ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☒ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☒ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

**Q8.**

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

1. California State University, Sacramento results of the National Licensure Exam 2017 (FSBPT Report)
2. Clinical Performance Instrument
3. Graph showing results of the National Licensure Exam by content area
4. Alumni Survey
5. Assessment Plan
6. Curriculum Grid

**Q9.** Please attach any additional files here:

No file attached



No file attached



No file attached



No file attached

**Q9.1.**

If you have attached **any** files to this form, please list **every** attached file here:

**Section 4: Background Information about the Program**

Program Information (**Required**)

**Program:**

(If you typed in your program name at the beginning, please skip to **Q11**)

**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

Ph. D. Physical Therapy

**Q11.**

Report Author(s):

Dr. DM McKeough

**Q11.1.**

Department Chair/Program Director:

Dr. DM McKeough

**Q11.2.**

Assessment Coordinator:

Dr. DM McKeough

**Q12.**

Department/Division/Program of Academic Unit (select):

Physical Therapy

**Q13.**

College:

College of Health & Human Services

**Q14.**

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

95

**Q15.**

Program Type:

- ☐ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☐ 3. Master's Degree
- ☒ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ☐ 5. Other, specify:

**Q16.** Number of **undergraduate degree programs** the academic unit has?

0

**Q16.1.** List all the names:**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?

N/A



**Q17.** Number of **master's degree programs** the academic unit has?

0

**Q17.1.** List all the names:

**Q17.2.** How many concentrations appear on the diploma for this master's program?

N/A

**Q18.** Number of **credential programs** the academic unit has?

0

**Q18.1.** List all the names:

**Q19.** Number of **doctorate degree programs** the academic unit has?

1

**Q19.1.** List all the names:

Doctor of Physical Therapy (DPT)

| When was your <b>Assessment Plan...</b> | 1.                               | 2.                    | 3.                    | 4.                    | 5.                               | 6.                    | 7.                    | 8.                    |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|
|   | Before<br>2012-13                | 2013-14               | 2014-15               | 2015-16               | 2016-17                          | 2017-18               | No Plan               | Don't<br>know         |
| <b>Q20.</b> Developed?                  | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Q20.1.</b> Last updated?             | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Q20.2. (Required)**

Please **obtain** and **attach** your latest **assessment plan**:

 **2016-2017 Assessment Report Site - Doctorate Physical Therapy.pdf**  
167.75 KB

**Q21.**

Has your program developed a **curriculum map**?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**Q21.1.**

Please **obtain** and **attach** your latest **curriculum map**:



DPT curriculum grid\_by\_SLO.xlsx  
100.95 KB

**Q22.**

Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**Q23.**

Does your program have a capstone class?

- ☒ 1. Yes, specify:

PT 690

- ☐ 2. No  
☐ 3. Don't know

**Q23.1.**

Does your program have a capstone project(s)?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

(Remember: **Save your progress**)

Save When Completed!

ver. 10.**31**.17

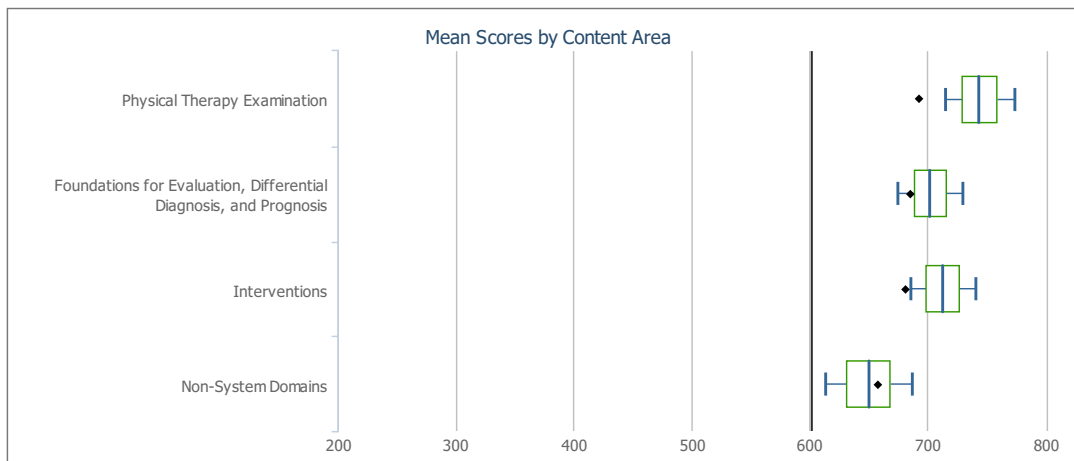


## California State University, Sacramento (PT)

## 1st Time Test Takers Content Area School Report

School Code: 0521  
 Graduation Year: 2017  
 Content Outline Year: 2013  
 State: CA  
 Date of Report: 4/11/2018  
 Graduates Comprising This Report: 29

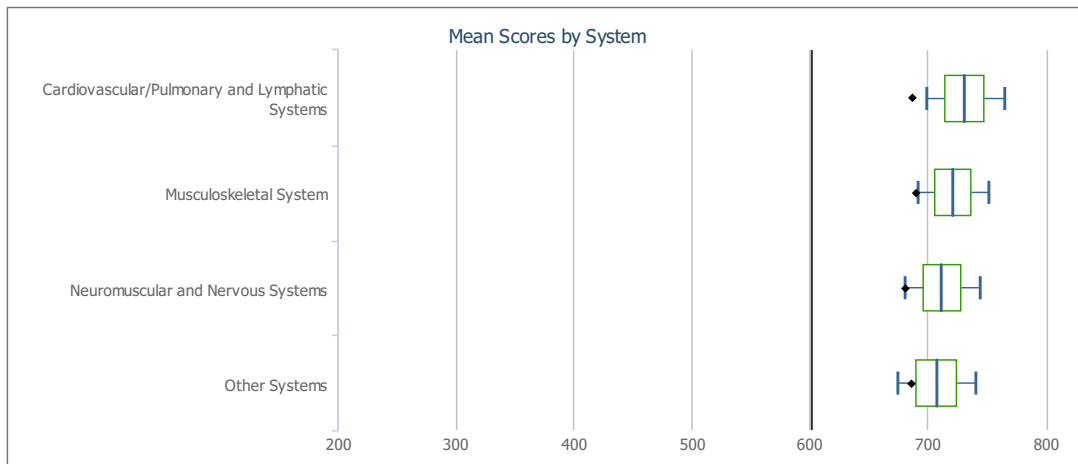
| Content Areas   | Target Percentage and Number of Items in Each Area of the Test Content Outline |                              | 1st Time Test Takers from Your Program |                                 | 1st Time Test Takers From U.S. Accredited Programs |                    |
|---|--|------------------------------|--|---------------------------------|--|--------------------|
|   | % of Exam  | # Items in Each Content Area | Mean Scale Score                       | Confidence Interval of the Mean | Mean Scale Score                                   | Standard Deviation |
| Physical Therapy Examination                                      | 26.0%  | 53                           | 742.7                                  | 14.7                            | 691.8  | 68.9               |
| Foundations for Evaluation, Differential Diagnosis, and Prognosis | 32.0%  | 65                           | 700.9                                  | 13.5                            | 684.4  | 67.3               |
| Interventions   | 28.0%  | 57                           | 711.5                                  | 13.9                            | 680.3  | 63.0               |
| Non-System Domains  | 12.0%  | 25                           | 648.9                                  | 18.3                            | 656.9  | 77.5               |



◆ Denotes the national mean scale score

Confidence Interval is a measure of the statistical accuracy of an estimate, equal to the standard deviation of the theoretical distribution of a large population of such estimates. See the School Reports Interpretive Guide for more information.

|  | Target Percentage and Number of Items in Each Area of the Test Content Outline |                              | 1st Time Test Takers from Your Program |                                 | 1st Time Test Takers From U.S. Accredited Programs |                    |
|--|--|------------------------------|--|---------------------------------|--|--------------------|
| Systems  | % of Exam  | # Items in Each Content Area | Mean Scale Score                       | Confidence Interval of the Mean | Mean Scale Score                                   | Standard Deviation |
| Cardiovascular/Pulmonary and Lymphatic Systems | 16.0%  | 33                           | 730.5                                  | 16.4                            | 686.2  | 75.8               |
| Musculoskeletal System                         | 30.0%  | 61                           | 720.6                                  | 15.0                            | 689.4  | 68.1               |
| Neuromuscular and Nervous Systems              | 25.0%  | 50                           | 711.2                                  | 15.7                            | 680.3  | 67.5               |
| Other Systems                                  | 15.0%  | 31                           | 706.5                                  | 16.7                            | 685.4  | 74.4               |



◆ Denotes the national mean scale score

Report data is updated eight times a year and approximately four weeks after each exam date.

## Professor Brad Stockert : DPT-3 2017 first survey v2

- ()  
No. of responses = 32 / (%)



## Overall indicators

## Global Index

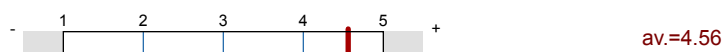
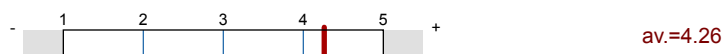
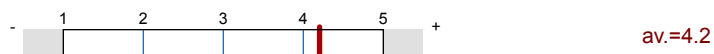
Please rate the following areas regarding the Department of Physical Therapy using the scale below:

Level of preparation to:

7. Determine the needs and diagnosis of an individual by examining and evaluating factors within the following systems:

Rate your level of preparation to:

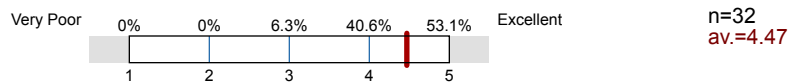
perform in the following areas based on your experience in Physical Therapy.



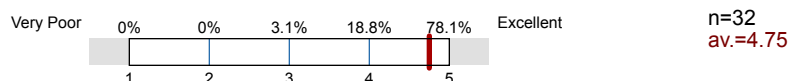
## Survey Results

Please rate the following areas regarding the Department of Physical Therapy using the scale below:

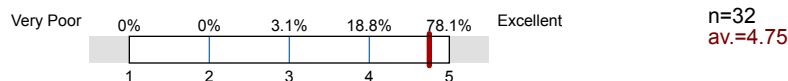
1. Mutual respect demonstrated between majors and professors in the PT department



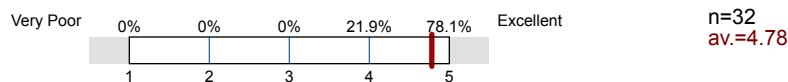
2. I would advise a friend who wants to be a physical therapist that the PT program at CSUS is



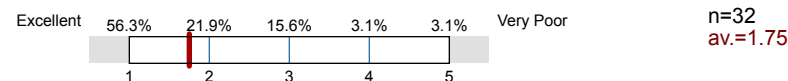
3. The quality of support and clerical staff in the PT program at CSUS is



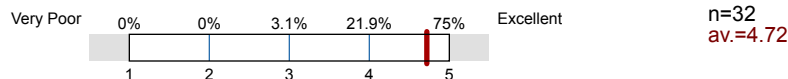
4. The contribution of clinical internship courses to your development as a physical therapist.



5. The contribution of the doctoral project process to your development as a physical therapist.



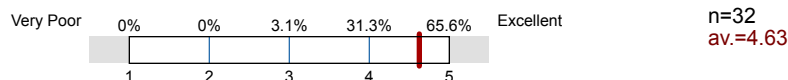
6. Overall, how would you rate your experience in the Physical Therapy program in preparing you to be a Physical Therapist?



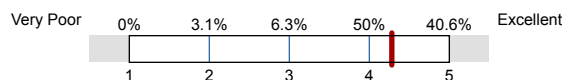
Level of preparation to:

7. Determine the needs and diagnosis of an individual by examining and evaluating factors within the following systems:

Cardiovascular

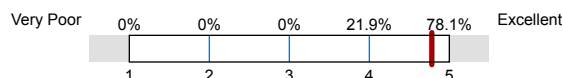


## Integumentary



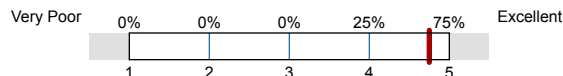
n=32  
av.=4.28

## Musculoskeletal



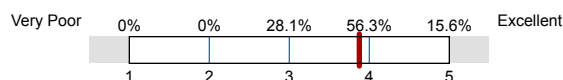
n=32  
av.=4.78

## Neuromuscular



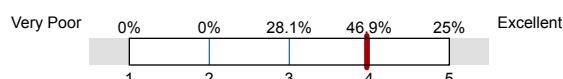
n=32  
av.=4.75

## Endocrine/Metabolic



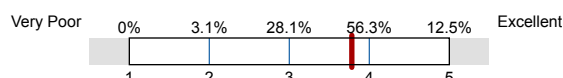
n=32  
av.=3.88

## Gastrointestinal



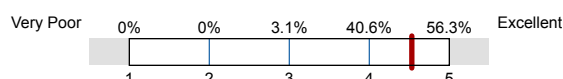
n=32  
av.=3.97

## Genito/urinary



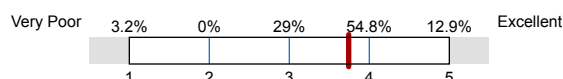
n=32  
av.=3.78

## Pulmonary



n=32  
av.=4.53

## Psychosocial

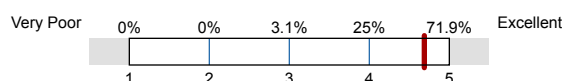


n=31  
av.=3.74

## Level of preparation to:

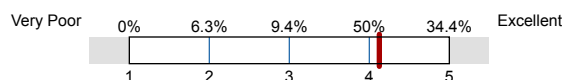
8. Implement a plan of care that demonstrates efficient and safe psychomotor skills for an individual with dysfunctions of the following systems:

## Cardiovascular



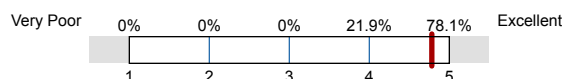
n=32  
av.=4.69

## Integumentary



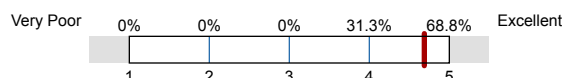
n=32  
av.=4.13

## Musculoskeletal



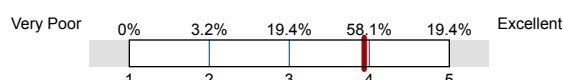
n=32  
av.=4.78

## Neuromuscular



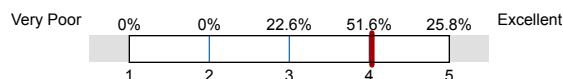
n=32  
av.=4.69

## Endocrine/Metabolic



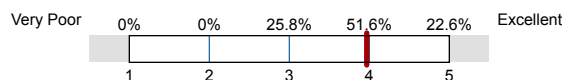
n=31  
av.=3.94  
ab.=1

## Gastrointestinal



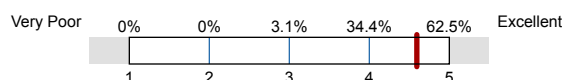
n=31  
av.=4.03  
ab.=1

Genito/urinary



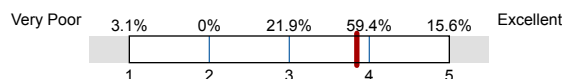
n=31  
av.=3.97  
ab.=1

Pulmonary



n=32  
av.=4.59

Psychosocial

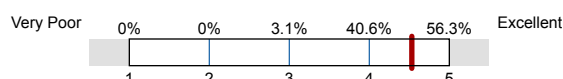


n=32  
av.=3.84

Rate your level of preparation to:

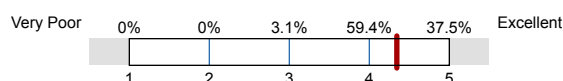
perform in the following areas based on your experience in Physical Therapy.

9. Recognize normal versus pathological factors that lead to impairments



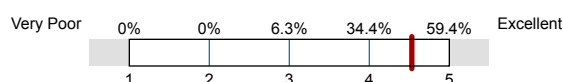
n=32  
av.=4.53

10. Determine a patient prognosis through physical therapy intervention



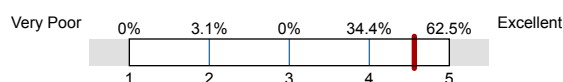
n=32  
av.=4.34

11. Develop an individualized plan of care



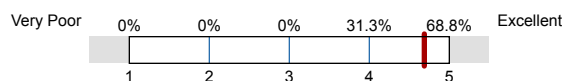
n=32  
av.=4.53

12. Demonstrate effective verbal skills



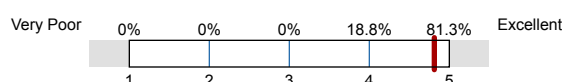
n=32  
av.=4.56

13. Demonstrate effective written communication skills



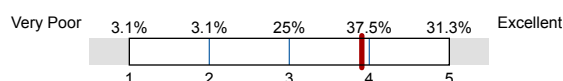
n=32  
av.=4.69

14. Recognize and demonstrate sensitivity to cultural, ethnic, economic, and psychological differences in the delivery of a clinical service



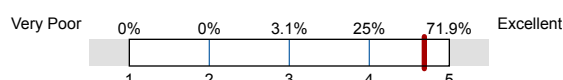
n=32  
av.=4.81

15. Plan, organize, administer and direct human and fiscal resources for patient/client management and optimal organizational operations



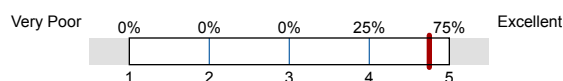
n=32  
av.=3.91

16. Participate in professional activities



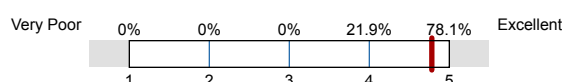
n=32  
av.=4.69

17. Evaluate physical therapy in a safe, legal, and ethical manner



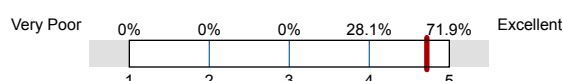
n=32  
av.=4.75

18. Evaluate clinical decisions based on the available evidence



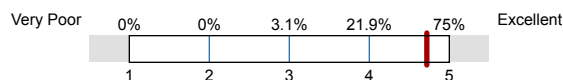
n=32  
av.=4.78

19. Evaluate the efficacy of physical therapy interventions



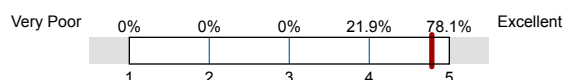
n=32  
av.=4.72

20. Self-assess, self-correct, and self-direct personal and professional growth



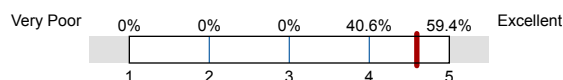
n=32  
av.=4.72

21. Demonstrate professional responsibility through dependability, punctuality, and follow through with commitments



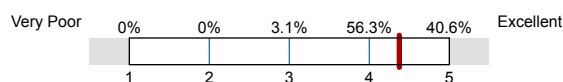
n=32  
av.=4.78

22. Determine and implement an appropriate discharge plan



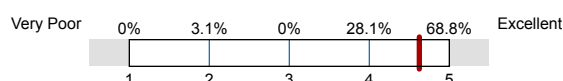
n=32  
av.=4.59

23. Provide physical therapy consultative services



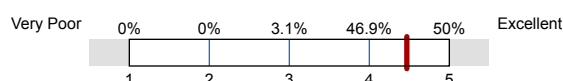
n=32  
av.=4.38

24. Promote healthy behaviors through education and modelling



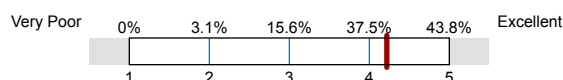
n=32  
av.=4.63

25. Read, critique and interpret professional literature



n=32  
av.=4.47

26. Contribute to the body of knowledge of physical therapy through clinical, basic or applied research and/or disseminate the results of research



n=32  
av.=4.22

#### Other Details

27. What is your affiliation with the American Physical Therapy Association (APTA)? (please choose all that apply)



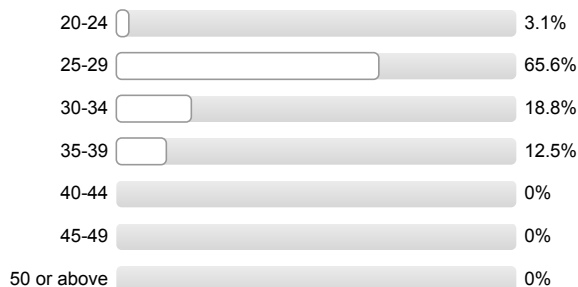
n=32

28. Have you attended any continuing education related to your practice as a physical therapist in the past year?



n=32

29. What is your age?



n=32

30. What is your gender?



n=32





## Comments Report

## Other Details

If 'Yes' please specify the number of courses taken:

- 1 - CSM
- 2; CPTA, CSM
- CPTA
- Neuroimmune Mobilization through NOI and Intergrating biomechanics with pain science by Greg Lehman
- One course consisting of four 8-hour classes over 6 months
- RockTape seminar
- Three
- Various courses at CSM
- Vestibular Courses, Stroke Rehab
- 1 (5 Counts)
- 2
- 3 (2 Counts)
- 4

### Suggestions - What curricular changes in the Physical Therapy program would have better prepared you for entry-level practice as a physical therapist?

Please base your answer on the academic coursework only.

- A focus on interventions and creating a POC would have been helpful, especially in the Orthopedic setting. Also, 3 weeks for a patient in the orthopedic Pro-bono setting did not prepare me well for my rotation and was not long enough to make significant changes. I think a 5 week Pro-bono clinic would have been more realistic.
- Acute-care and Skilled Nursing evaluation and treatment is the area which I feel could use improvement in the program. I felt there was very thorough education on cardiopulmonary and systemic conditions, however, there was very little training on a what an evaluation and plan of care in those inpatient setting entails. Obtaining prior level of function of the patient and establishing an appropriate discharge location were areas that were integral to the evaluation process, development of a plan of care, and goal setting, which I felt I was never trained on in the program.
- Differentiating between the goals (specific and overall) of acute and rehab PT.
- Good enough to get me started.
- I believe that I was well prepared from the academic coursework to become an entry level PT during clinical rotations.
- I feel like the motor control course could have been better in order to provide us with a stronger foundation in this area.
- I feel that pro-bono clinic was very beneficial for me. I hope in the future that there would be more pro-bono patient cases included into the coursework.
- I feel the academic coursework was excellent. I think there could be improved acknowledgment from the faculty about the differences between the PT we provide in pro bono clinics/classroom and the PT we will be providing in the clinic as licensed PTs. I wish I was better prepared to handle the workload going into internships. Lastly, I think there are items that are overemphasized during our coursework that do not need to be since they do not represent the bulk of PT work in the real world.
- I felt there was a severe lack in motor control and motor learning, which I was forced to teach myself at a later time. The teaching style of the professor did not resonate with the class, in my opinion, and many of us felt lost. It was evident when we entered our first Adult Neuro course with Katrin that we did not have a good foundation to build off and it took time out of her class to teach us basic things that were not learned.
- I think that implementing a lecture on withdrawal would have been helpful to my clinical rotation and a more organized/clear understanding of motor control.
- I think that the motor control coursework did not well prepare me for entry level practice as a physical therapist. I felt that course did not emphasize the basic foundational knowledge that we needed in subsequent neuro classes and in the clinic. I also feel as if the therapeutic exercise curriculum could be improved. I was able to manage in my clinical rotations due to my background as an athlete and an outpatient aide but did not feel confident in this area.
- I would have liked to see a more structured approach to lab sessions for neuro. My peers tend to deviate from the task at hand, which resulted in lack of productivity and efficacy of developing hands-on skill set.
- Increase in the number of days per week in pediatric coursework so can include pathologies seen in rehab setting,
- More emphasis on therapeutic exercise for all populations, not just for athletes. Increased pro bono time, specifically for pediatrics and amputations clinics.
- Motor control coursework was very confusing and unclear and I do not feel confident with that material.
- My worst experience was with the integumentary system. I think this is an important course and each section needs a full 12 weeks course for a better understanding and learning of the material.
- N/A
- No changes necessary
- Overall coursework was very well done and I believed I learned a lot while I was here.
- Providing professors with continued experience teaching the particular course at hand. At times the professors were figuring it out as we went which I felt took away from optimal learning experience.
- The academic course work was very well informative and prepared me very well for all my clinical affiliations. I would have like to see more repetition in disease processes and pathologies, as it would have been more beneficial during acute care affiliations.
- Therapeutic Exercise class and exercise progression I felt was severely lacking in my education. During my outpatient clinic I had to express this weakness to my CI and was given homework to help develop this line of skills. I feel that the class in general definitely was a weak point during my educational career.

Please base your answer on the clinical affiliations only.

- Clinical affiliations are crucial to my professional development and believe that prepared me to become entry level therapist.
- Do not allow new grads to serve as CIs.
- I enjoyed all my clinical internships, but I felt that I had to fight to get the placements that I wanted and process could have been much smoother.
- I felt very prepared.
- I had a good experience with my clinical affiliation.
- I had excellent experiences. I think faculty should listen to students experiences and not always take the side of the CI. THERE ARE TERRIBLE CIs OUT THERE, REALIZE THIS!!
- I have no complaints about my clinical rotations. All of which I felt academically prepared for, and each clinical educated me well in the areas that I lacked in.
- I personally feel that 12 week internships were too long for some settings. I don't understand why we have to pay full tuition while out on our clinical rotations especially since almost all of us had contact with the school twice: during midterm and at the end. I feel this is a gross waste of financial resources for the student and does nothing but help contribute to the higher debt rates coming out of school. There should be a way to not have to pay the full amount or even pay the clinic as they are responsible for our learning while we are there.
- I think an additional small 1 or 2 week shadowing in the first year of physical therapy school would have been helpful, to provide context to the learning experience.
- I think first rotations in the ICU are not a great idea. I think starting an acute rotation on a regular floor and then transitioning to an ICU floor would be more productive and less stressful for both students and their CIs.
- I was happy with my affiliation experiences.
- I would like to see more time spent during pro bono. This was very helpful in transitioning into clinical affiliations, however, I see a need to require more time during pro bono do better familiarize ourselves with examination and evaluations.
- Let me begin by acknowledging that the clinical process is difficult, and that there may be a lack of sites available. That being said, the clinical process needs to be adjusted. The bidding process does not make sense, as we bid for sites that the CCE has not communicated with to ensure there is a spot available. Therefore multiple students bid for a site, won the site, only to be told that it was not available. This is different than getting a site and then cancelling last minute, this was literally wasting a bid on a site that was not even an option. This leads many of us to scramble and take non-desirables. In the future, it would be more beneficial if the sites were contacted by the CCE to ensure a spot existed prior to students wasting a bid on it. This can be coordinated through making a google doc and delivering it to the CCE 2 weeks before bidding day to allow the CCE to contact sites and ensure they exist. Also, I do not believe there needs to be an acute and a rehab. In my opinion, rehab and acute were essentially the same and I would have preferred to do one rotation in one of those settings, one rotation in ortho, and then had the opportunity to spend the other rotation getting more experience in the setting I prefer and ultimately want to work in. I had several students in rotations that had 4 rotations and were able to do 2 of a setting they liked. I am not suggesting a huge re-vamp of the program structure, but more so allow the students to get the required knowledge and then be in a setting that they prefer.
- Maybe a short clinical affiliation before the second summer to get our feet wet.
- Maybe implementing a short rotation in the first year
- More communication and guidance from DCE versus only touching base with us once throughout the whole 3 months. Only allow students to pair with reputable and knowledgeable CIs versus incompetent ones. Being paired with a bad CI makes 3 months of clinical experience meaningless and a waste of time.
- More instruction regarding intervention ideas. I am comfortable with dosage, but I struggled with developing creative and functional interventions.
- My clinical affiliations lacked experience in wound care. I would be uncomfortable with wound care on an actual patient due to limited exposure on actual patients.
- My clinical affiliations were amazing.
- My clinicals were all over the place as far as the amount of mentoring, guidance, and teaching a CI was willing or wanted to do. I had two pretty so-so to awful experiences and two great experiences with my clinicals. I understand that it is tough to get us placed and then even tougher sometimes to get through. Maybe making that clear before hand would help students prepare for the fact that they might just have to buck up and get through a real tough clinical rotation.
- N/A
- Organizing outpatient orthopedic evaluations according to patient position. I'm glad we were exposed to it for Lumbar in Ortho, but it would have been useful in other body parts as well as I was expected to adhere to that as well as I could for every eval.
- Spacing out the rotations so it occurs at the end of each academic year instead of at the end of the entire program would help to gradually increase confidence in each setting as well as have some experience to draw upon when in classes so can better understand how the

material presents clinically.

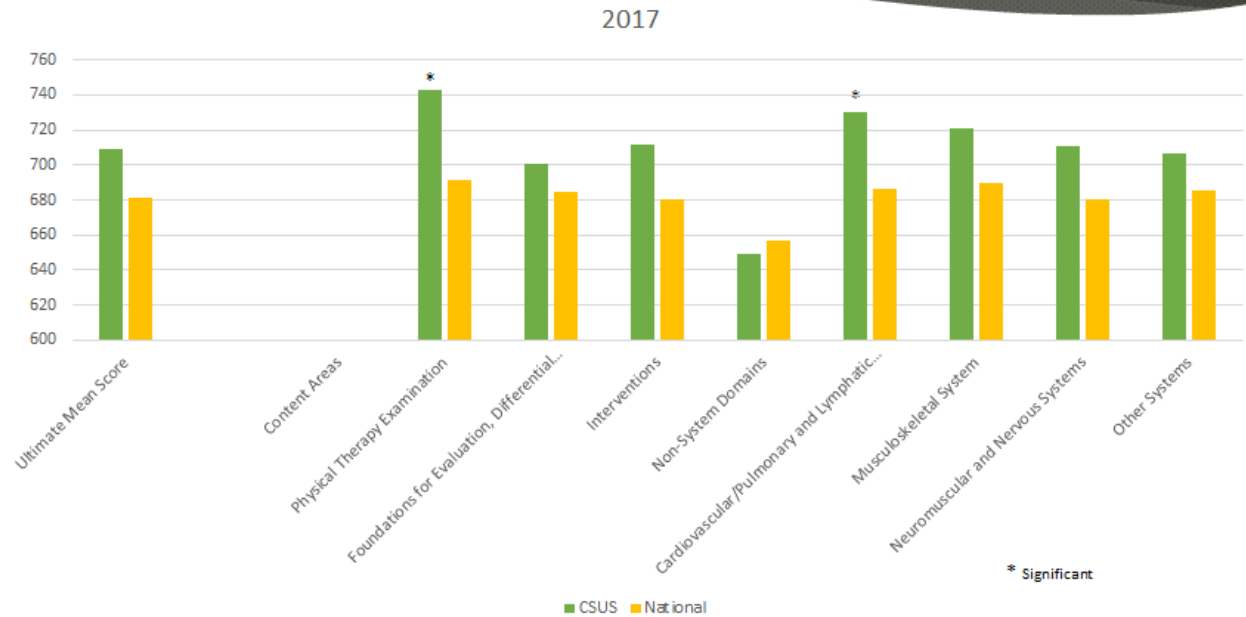
- The clinicals could have gone better. Once out on the experience I made the best of it, but I believe the communication about clinicals was poor and the professionalism demonstrated was even worse. There was myself and other classmates that had an overall more harsh experience because of this process. I think that in the future the clinicals should become more efficient in terms of the bidding process and that we should be asked and sought out for to find a good situation. I also believe there is redundancy in the process and that rehab and acute are way too similar. The clinicals should be more like 8 weeks in certain settings and then 12 weeks in settings that the PT wants to be in. Location is a very big factor in this, while I'm not suggesting that we should all get to go to Hawaii. Cost and location for potential job offers are very important to the student and they are not taken into consideration by the faculty here.
- The review of clinical sites online will be a great improvement.

Please base your answer on the doctoral project process only.

- Doctoral project definitely prepared me for the documentation aspect in the profession.
- Education on track changes and how best to cater to all three readers when making changes to the paper.
- Faculty should be on the same page as far as requirements and try to limit opinion. It would quicken the process if all students could have the same expectations and not different experiences depending on who their readers are. Shorten the paper and take out unnecessary parts.
- Great experience my staff was perfect
- I did not have a great experience with this. My first reader was a great procrastinator who I thought he/she did not put any time or effort in reading and correcting my project. My 3rd reader gave me corrections till about 2min prior to my defense!!!! Very stressful and not a pleasant learning experience. Readers must meet their deadlines. If they are not interested in reading these projects they might as well not be a teacher in this institute at all!
- I feel like the experience is important but all the BS beyond just the learning process is unneeded.
- I found that the process for our projects was very unclear between myself and the faculty. While I understand that the process is new for this department, it really needs to be streamlined with both student and faculty being held to the same standards.
- I had wonderful 1st, 2nd, and 3rd readers who were timely and helpful with their feedback.
- I personally do not understand how the doctoral project process was supposed to prepare me professionally to be a better clinician. The act of finding a patient and doing evidenced based research was definitely helpful. However, the written process certainly just felt like an exaggerated way for the student to explain clinical reasoning.
- I think that some first readers were more critical of the project versus other first readers which was frustrating as a student at times.
- It was more stressful than it needs to be. Essentially, the goal is to apply evidence-based practice to a single patient with excellent documentation. Instead, it was a horrible experience. The inconsistencies among 3 professors are unbelievably frustrating. I hope that the faculty can have a meeting and honestly have an honest discussion about the weaknesses and how you all will be able to improve on the inconsistencies among each other.
- My first reader was not a good communicator and made the process extremely difficult. He was not available for me, or when I scheduled appointments would double book. When he did double book he would first try and blame me, then realize his mistake and not apologize or offer me any help or schedule. Overall, my experience compared to many of my classmates was not good during the first reader, as I felt alone in the process and had little to no help. However, the second and third readers were amazing and we communicated very well and were able to produce a great product.
- N/A
- N/A
- The doctoral process is confusing especially in the beginning until you get started. It is a challenging process but I really have no good advice on how to improve the system.
- The doctoral project process was very simple and easy to follow. I would like to see more collaboration between committee members on what they would like to see from the project objectives, as sometimes the comments and recommendations would conflict or contradict each other. Maybe a meeting between committee members to finalize the final paper would be beneficial instead of going from office to office to discuss conflicts between each members recommendations or comments.
- The doctoral project progress was a very educational experience and did well to tie in all the foundational concepts presented in the program.
- The doctoral project proposal was distracting from my coursework at the time. For those who did not or could not work on it over the break it was a very challenging course load for the first few weeks of that semester with the proposal on top of normal course work.
- The process was extremely supportive and I am grateful that we had professors helping us through the process.
- This process was really helpful for me.
- none.

From Q4.1, NPTE Results 2017 with Average Score

# National Licensure Examination Results 2017



From Q20.2, 2016-2017 Assessment Report Site - Doctorate Physical Therapy

## 2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)  
or [contact us](#) for more help.

**Please begin by selecting your program name in the drop down.** If the program name is not listed, please enter it below:

**Ph. D. Physical Therapy**

OR

### Question 1: Program Learning Outcomes

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- ☒ 1. **Critical Thinking**
- ☒ 2. **Information Literacy**
- ☒ 3. **Written Communication**
- ☒ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☒ 6. **Inquiry and Analysis**
- ☒ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☒ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☒ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☒ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

#### Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:



The Department has 5 Student Learning Outcomes (PLOs). The PLOs selected above are reflected in the Departmental student Learning Outcomes (SLO).

**Student Learning Outcome 1.0:**

Demonstrate professional physical therapist effectiveness by creating and documenting a comprehensive physical therapy patient management process, including determination of the physical therapy needs of any individual, designing a plan of care that synthesizes best available evidence and patient preferences, implementing safe and effective psychomotor interventions, and determining the efficacy of patient outcomes.

**Student Learning Outcome 2.0:**

Demonstrate the ability to plan, organize, administer, direct, and supervise human and fiscal resources for physical therapy practice management, and to communicate effectively with patients, families, other health care professionals and the public.

**Student Learning Outcome 3.0:**

Demonstrate professional behaviors by reflecting on personal and professional development, and by integrating cultural, ethnic, age, economic, and psychosocial considerations in the communication and delivery of clinical services.

**Student Learning Outcome 4.0:**

Practice in an ethical and legal manner through the consistent integration of sound decision-making with respect to established ethical, legal and professional standards.

**Student Learning Outcome 5.0:**

Demonstrate the critical evaluation, interpretation and application of the scientific and professional literature to inform independent judgments and clinical decision-making, research and education.

Each SLO has components and subcomponents written in objective, measurable behaviors.

**Q1.2.1.**

Do you have rubrics for your PLOs?

- ☐ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☒ 3. No rubrics for PLOs
- ☐ 4. N/A
- ☐ 5. Other, specify:

**Q1.3.**

Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q1.5**)
- ☐ 3. Don't know (skip to **Q1.5**)

**Q1.4.1.**

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.5.**

Did your program use the *Degree Qualification Profile* ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- ☐ 1. Yes
- ☒ 2. No, but I know what the DQP is
- ☐ 3. No, I don't know what the DQP is
- ☐ 4. Don't know

#### Q1.6.

Did you use action verbs to make each PLO measurable?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

### Question 2: Standard of Performance for the Selected PLO

#### Q2.1.

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

**Overall Disciplinary Knowledge**

If your PLO is **not listed**, please enter it here:

#### Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Overall competence in the discipline includes didactic knowledge, clinical knowledge, psychomotor skill, patient management skill, and evidence-informed clinical judgment.

Multiple measures were used to assess the different aspects of overall competence in the discipline.

National Licensure Examination: Gold standard test used by the profession to assess a student's overall competence to hold a license to treat patients.

Clinical Performance Instrument (CPI): Gold standard test used by the profession to assess a student's knowledge and psychomotor skill in treating a patient during full-time clinical experiences.

#### Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

#### Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

No file attached No file attached

| Q2.4.<br>PLO                        | Q2.5.<br>Stdrd                      | Q2.6.<br>Rubric          | Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO: |
|-------------------------------------|-------------------------------------|--------------------------|---|
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | 1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO  |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO   |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. In the student handbook/advising handbook  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | 4. In the university catalogue  |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 5. On the academic unit website or in newsletters   |

|                                     |                                     |                          |  |
|-------------------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 6. In the assessment or program review reports, plans, resources, or activities                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | 7. In new course proposal forms in the department/college/university                           |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 8. In the department/college/university's strategic plans and other planning documents         |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | 9. In the department/college/university's budget plans and other resource allocation documents |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | 10. Other, specify: <input type="text"/>   |

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

#### Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

#### Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

10+

#### Q3.2.

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

#### Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Results of student performance on the National licensure examination.

Results of the Clinical Performance Instrument used to assess student performance during full-time Clinical Rotations.

(Remember: **Save your progress**)

### Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

#### Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.7**)
- ☐ 3. Don't know (skip to **Q3.7**)

#### Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used?

[Check all that apply]

- ☒ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☒ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☒ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☒ 5. External performance assessments such as internships or other community-based projects
- ☒ 6. E-Portfolios
- ☐ 7. Other Portfolios
- ☐ 8. Other, specify:

#### Q3.3.2.

Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The National Licensure Examination evaluated student overall competence in the major/discipline.

The CPI measures student performance during full-time clinical rotations.



ContentArea\_2016\_GraduatesFSBPT\_Report.pdf  
51.31 KB



CPI WEB Cumulative Marks Class of 2016.xlsx  
12.07 KB

### Q3.4.

What tool was used to evaluate the data?

- ☐ 1. No rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ☐ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ☐ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ☒ 7. Used other means (Answer **Q3.4.1.**)

#### Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- ☒ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify:  (skip to **Q3.4.4.**)

#### Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

#### Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☒ 4. N/A

#### Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

### Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

10

#### Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

10

#### Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All 28 students who took the licensure exam and participated in clinical rotations were evaluated.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

All 28 students who took the licensure exam and participated in clinical rotations were evaluated.

**Q3.6.2.**

How many students were in the class or program?

28

**Q3.6.3.**

How many samples of student work did you evaluated?

28

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

### Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.8**)
- ☐ 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**

Which of the following indirect measures were used? [**Check all that apply**]

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☒ 3. College/department/program student surveys or focus groups
- ☒ 4. Alumni surveys, focus groups, or interviews
- ☒ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

Alumni Surveys assessed student satisfaction with overall preparation and specific preparation within disciplinary content areas.



DPT-2-first survey.pdf  
3.09 MB



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**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

All graduates from the 2016 cohort were included in the survey.

**Q3.7.3.**

If surveys were used, how did you **select** your sample:

All graduates from the 2016 cohort were included in the survey.

**Q3.7.4.**

If surveys were used, what was the response rate?

27/28 responded (96%)

### Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [**Check all that apply**]

- ☒ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

**Q3.8.2.**


Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

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(Remember: **Save your progress**)


## Question 4: Data, Findings, and Conclusions


### Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in

### Q2.1:

Attached is a graph comparing the National Licensure Examination results of the class of 2016 to the National averages, in which program graduates were above the National average in all 8 categories of the examination, and significantly above the National average in 6/8 categories.

 NPTE\_Results\_2016.png  
53.74 KB


 No file attached


### Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Students are doing well and meeting or exceeding program standards.

As seen in the Q4.1, students in the 2016 cohort scored above the national average in all 8 categories of the National Licensure Examination and significantly above in 6 of the 8 categories.

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 No file attached

### Q4.3.

For the selected PLO, the student performance:

- ☒ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

## Question 4A: Alignment and Quality

### Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

### Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

## Question 5: Use of Assessment Data (Closing the Loop)

### Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ☐ 1. Yes  
☒ 2. No (skip to **Q5.2**)  
☐ 3. Don't know (skip to **Q5.2**)

#### Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

### Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ☐ 1. Yes  
☒ 2. No  
☐ 3. Don't know

### Q5.2.

Since your last assessment report, **how have the assessment data from then been used** so far?

|  | 1.<br>Very<br>Much    | 2.<br>Quite<br>a Bit  | 3.<br>Some                       | 4.<br>Not at<br>All              | 5.<br>N/A             |
|--|-----------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|
| 1. Improving specific courses                      | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 2. Modifying curriculum                            | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 3. Improving advising and mentoring                | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 4. Revising learning outcomes/goals                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 5. Revising rubrics and/or expectations            | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 6. Developing/updating assessment plan             | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 7. Annual assessment reports                       | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 8. Program review                                  | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 9. Prospective student and family information      | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 10. Alumni communication                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 11. WSCUC accreditation (regional accreditation)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 12. Program accreditation                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 13. External accountability reporting requirement  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 14. Trustee/Governing Board deliberations          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 15. Strategic planning                             | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 16. Institutional benchmarking                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 17. Academic policy development or modifications   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 18. Institutional improvement                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 19. Resource allocation and budgeting              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 20. New faculty hiring                             | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 21. Professional development for faculty and staff | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 22. Recruitment of new students                    | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |

23. Other, specify:

#### Q5.2.1.

Please provide a detailed example of how you used the assessment data above:



The 2017 Faculty Retreat for Curriculum Review unified curricular content to ensure that student learning outcomes were coordinated between courses and spiraled throughout the curriculum.

|   |                       |                       |                                  |                       |                       |
|---|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| <b>Q5.3.</b><br>To what extent did you apply <b>last year's feedback</b> from the Office of Academic Program Assessment in the following areas? | 1.<br>Very Much       | 2.<br>Quite a bit     | 3.<br>Some                       | 4.<br>Not at All      | 5.<br>N/A             |
| 1. Program Learning Outcomes  | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Standards of Performance   | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Measures   | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Rubrics  | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Alignment  | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Data Collection  | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Data Analysis and Presentation   | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Use of Assessment Data   | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Other, please specify:<br><div></div>  | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Q5.3.1.**

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

Last year's feedback was used to clarify the way in which student learning outcomes were assessed and reported.

(Remember: **Save your progress**)

## Additional Assessment Activities

**Q6.**

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

N/A



No file attached



No file attached

**Q7.**

What PLO(s) do you plan to assess next year? [Check all that apply]

- ☒ 1. **Critical Thinking**
- ☒ 2. **Information Literacy**
- ☒ 3. **Written Communication**
- ☒ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☒ 6. **Inquiry and Analysis**
- ☒ 7. Creative Thinking
- ☒ 8. Reading
- ☐ 9. Team Work

- ☒ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☒ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☒ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

**Q8.** Please attach any additional files here:

**Q8.1.**

Have you attached any files to this form? If yes, please list every attached file here:

1. California State University, Sacramento results of the National Licensure Exam 2016 (FSBPT Report)
2. Clinical Performance Instrument
3. Graph showing results of the National Licensure Exam
4. Alumni Surveys
5. Assessment Plan
6. Curricular Map

## Program Information (**Required**)

**Program:**

(If you typed your program name at the beginning, please skip to Q10)

**Q9.**

Program/Concentration Name: [skip if program name appears above]

Ph. D. Physical Therapy

**Q10.**

Report Author(s):

Dr. DM McKeough

**Q10.1.**

Department Chair/Program Director:

Dr. DM McKeough

**Q10.2.**

Assessment Coordinator:

Dr. DM McKeough

**Q11.**

Department/Division/Program of Academic Unit

Physical Therapy

**Q12.**

College:

College of Health & Human Services

**Q13.**

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

92

**Q14.**

Program Type:

- ☐ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☐ 3. Master's Degree
- ☒ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ☐ 5. Other, specify:

**Q15.** Number of **undergraduate degree programs** the academic unit has?

0

**Q15.1.** List all the names:

**Q15.2.** How many concentrations appear on the diploma for this undergraduate program?

N/A

**Q16.** Number of **master's degree programs** the academic unit has?

0

**Q16.1.** List all the names:

**Q16.2.** How many concentrations appear on the diploma for this master's program?

N/A

**Q17.** Number of **credential programs** the academic unit has?

0

**Q17.1.** List all the names:

**Q18.** Number of **doctorate degree programs** the academic unit has?

1

**Q18.1.** List all the names:

Doctor of Physical Therapy

When was your **assessment plan...**

| 1.<br>Before<br>2011-12 | 2.<br>2012-13 | 3.<br>2013-14 | 4.<br>2014-15 | 5.<br>2015-16 | 6.<br>2016-17 | 7.<br>No Plan | 8.<br>Don't<br>know |
|-------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------------|
|                         |               |               |               |               |               |               |                     |

Q19. developed?

|                       |                                  |                       |                       |                       |                       |                       |                       |
|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Q19.1. last updated?

|                       |                       |                       |                       |                       |                                  |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:



DPTAssesmentPlan2016-17.pdf  
247.28 KB

Q20.

Has your program developed a **curriculum map**?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:



DPT curriculum grid\_by\_SLO.xlsx  
100.95 KB

Q21.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

Q22.

Does your program have a capstone class?

- ☒ 1. Yes, indicate:   
☐ 2. No  
☐ 3. Don't know

Q22.1.

Does your program have **any** capstone project?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17

| <b>STUDENT LEARNING OUTCOMES &amp; OBJECTIVES (down) and COURSES (across)</b>  | <b>BIO 633</b> | <b>600</b> | <b>602</b> | <b>604</b> |
|--|----------------|------------|------------|------------|
| <b>Student Learning Outcome 1.0: Demonstrate professional physical therapist effectiveness by creating and documenting a comprehensive physical therapy patient management process, including determination of the physical therapy needs of any individual, designing a plan of care that synthesizes best available evidence and patient preferences, implementing safe and effective psychomotor interventions, and determining the efficacy of patient outcomes.</b> |                | X          |            |            |
| <b>1.1</b> Compare & contrast normal with impaired body functions & structures   | X              | X          |            | X          |
| 1.1.1 Discuss etiology & clinical features of major disorders  |                | X          |            | X          |
| 1.1.2 Describe pathological processes & affects on normal function   |                | X          |            | X          |
| 1.1.3 Discuss common med/surg txs for major disorders  |                | X          |            | X          |
| 1.1.4 Analyze effects of pharmacological agents on human function  |                |            |            |            |
| <b>1.2</b> Determine the PT needs of any individual seeking services   |                | X          |            | X          |
| 1.2.1 Perform effective & efficient systems screen   |                |            |            |            |
| 1.2.2 Review medical records & conduct pt interview  |                |            |            |            |
| 1.2.3 Carry out pt examinations (tests & measures) safely & in client-centered way   |                | X          |            |            |
| 1.2.4 Determine pt's need for further exam or consult  |                | X          |            |            |
| 1.2.5 Perform PT pt exam using evidenced-based tests & measures  |                | X          |            |            |
| 1.2.6 Utilize evidence in interpreting exam findings to inform pt eval   |                |            |            | X          |
| 1.2.7 Evaluate data from pt exam to make clinical judgments  |                |            |            |            |
| 1.2.8 Synthesize data using concepts from disability/enabement construct   |                |            |            | X          |
| 1.2.9 Cite evidence to support clinical decisions  |                |            |            | X          |
| 1.2.10 Eval & interpret results of exam to classify pt problem using dx taxonomy   |                |            |            |            |
| 1.2.11 Integrate & eval data from exam to guide prognosis, POC & interventions   |                |            |            |            |
| 1.2.12 Identify & prioritize impairments to determine interventions  |                |            |            |            |
| 1.2.13 Refer to another PT or other provider if PT NA or beyond skills & expertise   |                |            |            |            |
| 1.2.14 Determine need for additional info & utilize search mechanisms to find  |                |            |            |            |
| 1.2.15 Adapt PT considering pt differences, values, preferences & needs  |                |            |            |            |
| 1.2.16 Apply components of clinical judgment & pt values in pt management  |                |            |            |            |
| <b>1.3</b> Develop POC on best evidence that considers pt & environmental factors  |                |            |            |            |
| 1.3.1 Prioritize problems considering pt needs within constraints of resources   |                |            |            |            |
| 1.3.2 Write measureable, functional goals--time referenced with expected outcomes  |                |            |            |            |
| 1.3.3 Determine pt prognosis by predicting improvement & amount of time to achieve   |                |            |            |            |
| 1.3.4 Recognize barriers that may impact care  |                |            |            | X          |
| 1.3.5 Select essential, safe, pt-centered, & adequate txs to meet goals & outcomes   |                |            |            |            |
| 1.3.6 Identify & collaborate with others in implementing POC   |                |            |            |            |
| 1.3.7 Articulate rationale for referrals to other providers  |                |            |            |            |

|  |  |   |  |   |
|--|--|---|--|---|
| 1.3.8 Progress POC making ongoing adjustments to txs   |  |   |  |   |
| 1.3.9 Include coordination of care, pt/family ed, modifying enviro & referral to others  |  |   |  |   |
| 1.3.10 Seek & find info using tech that addresses pt POC   |  |   |  |   |
| 1.3.11 Identify pt needs re DC planning, discontinuation, or transfer of care  |  |   |  |   |
| 1.4 Implement PT POC to restore &/or maintain function & apply safe & effective skills   |  |   |  | x |
| 1.4.1 Perform efficient & effective interventions using evidence-informed procedures   |  |   |  |   |
| 1.4.2 Modify interventions based on pt/client's response to interventions  |  |   |  |   |
| 1.4.3 Instruct to facilitate progress, maintenance, or slow deterioration  |  |   |  |   |
| 1.4.4 Assess progress towards goals/outcomes   |  |   |  |   |
| 1.4.5 Coordinate care with other providers   |  |   |  |   |
| 1.5 Demonstrate effective verbal & written communication skills  |  |   |  |   |
| 1.5.1 Determine documentation consistent with standards & fiscal needs & tx setting  |  |   |  |   |
| 1.5.2 Produce timely documentation to support delivery of PT   |  |   |  |   |
| 1.5.3 Demonstrate documentation consistent with current <i>Guide</i> language  |  |   |  |   |
| 1.5.4 Communicate with other providers involved with pt/client management  |  |   |  |   |
| 1.6 Utilize data from outcome measures to document intervention effectiveness  |  |   |  |   |
| 1.6.1 Select measures considering their psychometric properties  |  |   |  |   |
| 1.6.2 Collect evidence-based outcome measures that relate to pt goals & PLF  |  |   |  |   |
| 1.6.3 Describe aggregate data analysis to assess clinical interventions  |  |   |  | x |
| 1.7 Determine DC, discontinuation of care or transfer of care plans  |  |   |  |   |
| 1.7.1 Re-examine to determine if PT still indicated  |  |   |  |   |
| 1.7.2 When PT goals met, other services needed, seek & identify alternatives   |  |   |  |   |
| 1.7.3 Determine resources to ensure timely DC & follow-up care   |  |   |  |   |
| 1.7.4 Discontinue care when PT no longer indicated   |  |   |  |   |
| <b>Student Learning Outcome 2.0: Demonstrate the ability to plan, organize, administer, direct, and supervise human and fiscal resources for physical therapy practice management, and to communicate effectively with patients, families, other health care professionals and the public.</b> |  |   |  |   |
| 2.1 Provide consultation to identify problems, solutions, outcomes, or products  |  |   |  |   |
| 2.2 Engage in ed to individuals or groups using relevant teaching methods  |  | x |  |   |
| 2.2.1 Promote health behaviors through ed & modeling   |  |   |  | x |
| 2.2.2 Apply ed concepts to practice of PT  |  |   |  | x |
| 2.2.3 Educate others about roles & responsibilities of PTs, ed, & scope of practice  |  |   |  | x |
| 2.2.4 Present issues using current evidence & sound teaching principles  |  |   |  | x |
| 2.3 Demonstrate ability to plan, direct & administer human & fiscal resources fo PT  |  |   |  |   |
| 2.3.1 Billing & reimbursement  |  |   |  |   |
| 2.3.2 Electronic medical records documentation   |  |   |  |   |
| 2.3.3 Contemporary electronic communication  |  |   |  | x |

|   |  |   |   |   |
|---|--|---|---|---|
| 2.3.4 Direction & supervision of support personnel  |  |   |   |   |
| 2.3.5 Pt rights, consent, confidentiality & HIPPA   |  |   |   |   |
| <b>Student Learning Outcome 3.0: Demonstrate professional behaviors by reflecting on personal and professional development, and by integrating cultural, ethnic, age, economic, and psychosocial considerations in the communication and delivery of clinical services.</b> |  | x | x |   |
| <b>3.1</b> Recognize cultural, ethnic, age, economic & psychosocial differences   |  |   |   |   |
| 3.1.1 Practice cultural competence with all individuals & groups  |  |   |   | x |
| 3.1.2 Work effectively with challenging pts   |  |   |   |   |
| 3.1.3 Respect personal space of pt/clients & others   |  |   |   | x |
| 3.1.4 Demonstrate non-judgmental behaviours re pt/clients' lifestyles   |  |   |   | x |
| 3.1.5 Respect roles of support staff & delegate appropriately   |  |   |   | x |
| <b>3.2</b> Communicate effectively for varied audiences & purposes  |  |   |   |   |
| 3.2.1 Demonstrate effective interpersonal communication skills considering diversity  |  |   |   | x |
| 3.2.2 Facilitate therapeutic communication & interpersonal skills   |  |   |   | x |
| 3.2.3 Discuss difficult issues with sensitivity & objectivity   |  |   |   | x |
| 3.2.4 Utilize communication tech efficiently, effectively & professionally  |  |   |   | x |
| 3.2.5 Respect roles of support staff & communicate appropriately  |  |   |   | x |
| <b>3.3</b> Participate in professional activities that serve community & advance PT   |  |   |   |   |
| 3.3.1 Participate in community service activities   |  |   |   |   |
| 3.3.2 Recognize importance of participation in professional association activities  |  |   |   | x |
| 3.3.3 Recognize role as a member & leader of health care team   |  |   |   | x |
| 3.3.4 Promote participation in clinical education   |  |   |   | x |
| <b>3.4</b> Recognize need for personal & professional development   |  |   |   |   |
| 3.4.1 Participate in self-assess to improve clinical & professional performance   |  |   |   | x |
| 3.4.2 Welcome & seek new learning opportunities   |  |   |   | x |
| 3.4.3 Assume responsibility for professional lifelong learning  |  |   |   | x |
| 3.4.4 Accept responsibility & demonstrate accountability for professional decisions   |  |   |   | x |
| 3.4.5 Recognize biases & suspend judgments based on biases  |  |   |   | x |
| <b>3.5</b> Demonstrate entry-level generic abilities, including   |  | x | x |   |
| 3.5.1 Accountability  |  | x | x | x |
| 3.5.2 Recognition of one's own limits   |  |   |   | x |
| 3.5.3 Effective use of constructive feedback  |  | x | x | x |
| 3.5.4 Effective use of time & resources   |  | x | x | x |
| 3.5.5 Demonstrate integrity, compassion & courage   |  |   |   | x |
| <b>Student Learning Outcome 4.0: Practice in an ethical and legal manner through the consistent integration of sound decision-making with respect to established ethical, legal and professional standards.</b>   |  |   |   |   |
| <b>4.1</b> Practice PT consistent with established legal & professional standards   |  | x |   |   |

|  |  |   |   |   |
|--|--|---|---|---|
| 4.1.1 Demonstrate awareness of & adherence to state licensure regulations  |  |   |   |   |
| 4.1.2 Practice within all all regulatory & legal requirements  |  |   |   |   |
| 4.1.3 Demonstrate the ability to search & find info about laws & regulations   |  |   |   |   |
| 4.1.4 Demonstrate accountability by adhering to laws & regulations re: fiscal management   |  |   |   |   |
| <b>4.2 Practice consistent with professional code of ethics</b>  |  | x |   |   |
| 4.2.1 Demonstrate knowledge & application of ethical decision-making   |  |   |   |   |
| 4.2.2 Treat pts/clients within scope of practice, expertise, & experience  |  |   |   |   |
| 4.2.3 Seek informed consent from pts/clients   |  |   |   |   |
| <b>Student Learning Outcome 5.0: Demonstrate the critical evaluation, interpretation and application of the scientific and professional literature to inform independent judgments and clinical decision-making, research and education.</b> |  |   |   |   |
| <b>5.1 Apply principles of statistics &amp; research methods within practice</b>   |  | x | x | x |
| 5.1.1 Formulate & reevaluate positions based on best evidence  |  |   | x | x |
| 5.1.2 Evaluate efficacy & efficiency of PT interventions   |  |   | x | x |
| 5.1.3 Critically evaluate & interpret scientific & professional lit as it pertains to PT practice  |  | x | x | x |
| 5.1.4 Utilize contemporary technology to access evidence   |  |   | x | x |
| <b>5.2 Contribute to the body of knowledge of PT</b>   |  |   |   |   |
| 5.2.1 Participate in, plan, &/or conduct clinical, basic, or applied research  |  |   |   |   |
| 5.2.2 Disseminate the results of scholarly activities  |  |   |   |   |



| 606 | 608 | 614 | 618 | 620 | 622 | 624 | 625 | 626 | 627 | 630 | 632 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |     |     |     |     |     |     |
| X   | X   |     |     | X   |     | X   | X   |     | X   | X   | X   |
| X   | X   | X   |     | X   |     | X   | X   | X   |     | X   |     |
| X   |     | X   |     |     |     | X   | X   | X   |     | X   |     |
| X   |     | X   |     |     |     | X   | X   | X   |     | X   |     |
|     |     | X   |     |     |     | X   | X   | X   |     | X   | X   |
| X   | X   |     | X   | X   |     | X   | X   |     | X   |     | X   |
| X   |     | X   |     | X   |     | X   | X   | X   | X   |     |     |
|     | X   |     |     | X   |     | X   | X   | X   |     |     | X   |
| X   |     |     | X   |     |     | X   | X   | X   |     |     |     |
|     |     |     |     |     |     | X   | X   | X   |     |     |     |
| X   |     |     | X   |     |     | X   | X   | X   |     |     |     |
| X   |     | X   |     |     |     | X   | X   | X   |     |     |     |
| X   |     |     | X   |     |     | X   | X   | X   |     |     |     |
|     |     | X   |     |     |     | X   | X   | X   |     |     |     |
|     | X   | X   |     |     |     | X   | X   | X   |     |     |     |
|     |     | X   | X   |     |     | X   | X   | X   |     |     |     |
|     |     | X   | X   |     |     | X   | X   | X   |     |     |     |
|     |     |     | X   |     |     | X   | X   | X   |     |     |     |
|     |     |     | X   |     |     | X   | X   | X   |     |     |     |
|     | X   | X   | X   |     |     | X   | X   | X   | X   |     |     |
|     | X   |     | X   |     |     | X   | X   | X   |     |     |     |
|     | X   |     | X   |     |     | X   | X   | X   |     |     |     |
| X   |     |     | X   | X   |     | X   | X   |     | X   |     | X   |
| X   |     |     |     |     |     | X   | X   | X   |     |     |     |
| X   |     |     |     | X   |     | X   | X   | X   |     |     |     |
| X   |     |     |     | X   |     | X   | X   | X   |     |     |     |
|     |     |     |     |     |     | X   | X   | X   | X   |     | X   |
|     |     |     |     |     |     | X   | X   | X   |     |     |     |
|     |     |     |     |     |     | X   | X   | X   |     |     |     |
|     |     |     |     |     |     | X   | X   | X   |     |     |     |



|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   | X |   | X |   |   |   |
|   |   |   |   |   |   | X | X | X |   |   |   |
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|   | X | X |   | X |   | X | X | X | X |   | X |
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|   | X | X | X | X |   | X | X | X | X |   | X |
|   | X | X | X | X |   | X | X | X | X |   | X |
|   | X | X | X | X |   | X | X | X | X |   | X |
|   |   | X | X |   |   | X | X | X | X |   | X |
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|   |   |   |   |   |   | X | X | X | X |   |   |
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|   | X | X |   |   |   | X | X | X | X | X | X |
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| 634 | 636 | 638 | 640 | 644 | 645 | 646 | 648 | 660A | 660B | 660C | 660D |
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|     | X   | X   | X   | X   | X   | X   |     |      |      |      | X    |
| X   | X   | X   | X   | X   | X   | X   |     |      |      |      | X    |
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| X   | X   | X   | X   | X   | X   | X   |     |      |      |      | X    |
|     | X   | X   | X   | X   | X   | X   |     |      |      |      | X    |
|     | X   |     | X   | X   | X   | X   |     |      |      |      | X    |
|     |     |     | X   | X   | X   | X   |     |      |      |      | X    |
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| X   |     | X   | X   | X   | X   | X   |     |      |      |      | X    |
| X   |     | X   | X   | X   | X   | X   |     |      |      |      | X    |
| X   |     | X   | X   | X   | X   | X   |     |      |      |      | X    |
| X   |     | X   | X   | X   | X   | X   |     |      |      |      | X    |
| X   |     | X   | X   | X   | X   | X   |     |      |      |      | X    |
| X   | X   | X   | X   | X   | X   | X   |     |      |      |      | X    |
| X   | X   | X   | X   | X   | X   | X   |     |      |      |      | X    |
| X   | X   | X   | X   | X   | X   | X   |     |      |      |      | X    |
|     | X   | X   | X   | X   | X   | X   |     |      |      |      |      |
| X   |     | X   | X   | X   | X   | X   |     |      |      |      | X    |
|     |     | X   | X   | X   | X   |     |     |      |      |      | X    |
|     |     | X   | X   | X   | X   |     |     |      |      |      | X    |
|     | X   | X   | X   | X   | X   | X   |     |      |      |      | X    |
|     |     | X   | X   | X   | X   |     |     |      |      |      | X    |
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|     |     | X   | X   | X   | X   | X   |     |      |      |      | X    |

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| X | X |   | X | X | X | X | X | X | X | X | X |
| X | X |   | X | X | X | X | X | X | X | X | X |
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