

Graduate Learning Goals Policy

The Faculty Senate recommends that departments/interdisciplinary groups with graduate programs in their purview be required to establish Graduate Goals/Objectives, Program Learning Outcomes with an associated curriculum map, and an assessment plan with an associated action plan, to be submitted to the Office of Graduate Studies within one full academic year of approval of this policy (Approved in May 2015). Items in *italics* are based on the Institutional Goals as adopted by the Faculty Senate in April, 2016

A. Institutional Graduate Learning Goals

The Faculty Senate further recommends that in developing graduate learning goals/objectives, faculty consult resources such as the information submitted in the Instructional Program Priorities (IPP) process, the Graduate Learning Goals recommended by the Graduate Studies Policies Committee, and/or the Lumina Foundation Degree Qualifications Profile in framing their learning goals/objectives and assessment components.

Graduate programs shall develop Program Learning Outcomes (PLOs) that represent their unique perspectives. Each graduate program shall define its own set of learning outcomes, specific to the level of study and to the discipline, which are clearly more advanced in content than those defined for related undergraduate work. For some programs, these might already be defined, at least in part, by external accrediting agencies. Such defined outcomes shall also form the basis for assessment plans within graduate programs and offer foci for future academic program review terms.

Program Learning Outcomes are designed with the goal of placing graduated master's or doctoral students into post-degree positions in secondary education, non-profits, business and consulting, government and private agencies, and other fields that draw on the knowledge and skills of graduates in the focused areas of their degree preparation.

B. Program Learning Outcomes - Department of Physical Therapy, DPT Program

One sample Institutional Learning Goal and it's corresponding Program Learning Outcomes are in the table below.

Institutional Graduate Learning Goal for Doctoral Programs	Program Learning Outcomes
1. <i>Disciplinary Knowledge</i> : Master, integrate and apply disciplinary knowledge and skills to current, practical and important contexts and situations.	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.

C. Curriculum Map for Planned Learning Objective 1 – Department of Physical Therapy, Doctor of Physical Therapy Program

1. Indicate where in the curriculum each PLO is addressed through development of a curriculum map. The curriculum map may be presented in many formats, including tabular form as the template below. Another format may be substituted
2. Please indicate if the course is a core (C), an elective (E), or culminating experience (Thesis, Project, or Comprehensive Examination) course.

Course Work (all are PT unless otherwise noted) [all courses are core courses, unless otherwise noted]	PLO 1: 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.
BIO 633 600 606 608 618 620 624 625 626 627 630 632 636 638 640 644 645 646 648 660D(E) 660E(E) 660F(E) 660G(E) 662 663 665 668 669 690(<i>culminating experience</i>) 695A 695B 695C	1.1 Compare & contrast normal with impaired body functions & structures
600 602 604 606 620 624 625 626 632 634 636 638 640 644 645 646 660D(E) 660E(E) 660F(E) 662 663 664 665 669 690(<i>culminating experience</i>) 695A 695B 695C	1.1.1 Discuss etiology & clinical features of major disorders
600 602 604 606 608 614 618 620 622 624 625 626 630 634 636 638 640 644 645 646 660D(E) 660E(E) 660F(E) 662 663	1.1.2 Describe pathological processes & effects on normal function

664 665 669 690(<i>culminating experience</i>) 695A 695B 695C	
	1.1.3 Discuss common med/surg treatments for major disorders
	1.1.4 Analyze effects of pharmacological agents on human function
	1.2 Determine the PT needs of any individual seeking services
	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
	1.2.4 Determine pt's need for further exam or consult
	1.2.5 Perform PT patient exam using evidenced-based tests & measures
	1.2.6 Utilize evidence in interpreting exam findings to inform pt eval
	1.2.7 Evaluate data from pt exam to make clinical judgments
	1.2.8 Synthesize data using concepts from disability/enablement construct
	1.2.9 Cite evidence to support clinical decisions
	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
	1.3 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
	1.3.5 Select essential, safe, pt-centered, & adequate treatments 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
	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
	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

D. Assessment Plan

Each graduate program shall develop a plan for assessing student achievement of its Program Learning Outcomes:

1. *Indicate the date assessment of the PLO started and identify each PLO separately in the Assessment Plan.*
2. Identify graduate program-specific direct and indirect lines of evidence for each of the PLOs. (See the policy for summaries of the kinds of direct and indirect evaluative data programs might draw on to assess progress towards and achievement of PLOs).
3. *Please indicate the lead personnel associated with evaluating each PLO.*
4. *Articulate evaluation parameters for measuring introductory and advanced levels of graduate student development for each PLO and the timeline for measurement, e.g., at time of admission or prior to culminating experience coursework.*
5. Evaluate each of the PLOs based on direct lines of evidence, collectively supporting the evaluation of introductory and advanced levels of development over the course of each student's program trajectory. Emphasis should be placed on early assessment of indicators that predict success in the graduate experience.

Lines of Evidence for Assessing Graduate Program Learning Outcomes						
Date	PLO	Direct Lines of Evidence (Example: Assignments in core courses; early writing assessment)	Indirect Lines of Evidence (Mid-course assessments; Alumni Survey)	Lead/Resources (Example: Faculty Advisors; Course Instructor; Department Chair)	Evaluation Parameters & Timeline: Examples of timeline: Admission (A); Exit (E); On-going (O); Follow up with Alumni (F); Qualification for Culminating Experience (Q)	Evaluation of each PLO based on direct lines of evidence

2014-15	<p>SLO 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.</p>	<p><u>CPI aggregate data:</u> 94.9% of students attained at or above Entry-level on the final clinical internship on the relevant criteria (CPI #: 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)</p>	<p><u>Employers and Alumni Survey:</u> Survey respondents (n=17) rated achieving program educational goals and objectives on 5-point scale (5=Excellent and 1=Very Poor). Average response rating of relevant statements was 4.18 (Items #1, 2, 3, 5, 6).</p>	<p><u>Community Advisory Committee portfolio review feedback:</u> Annually, the committee randomly evaluates the written case report for one-third of the student portfolios. In the most recent review, the committee found that the case reports of patients with neurologic problems did not consistently contain documentation of the patient's participation restrictions. This feedback was shared with the faculty who teach neurologic rehabilitation and this segment of written case reports will be reexamined in the 2014-15 academic year</p>	<p><u>End of Program Surveys:</u> Graduates' self-assessment of achieving program educational goals and objectives is evaluated on a 5-point scale (5=Excellent and 1=Very Poor). Acceptable performance is set at equal to or greater than 3. All respondents scored SLO 1 as equal to or greater than 3.</p>	<p><u>Licensing Examination results:</u> The Licensing Exam Content Area results for graduates were at or above the national average in each content area.</p>
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E. Action Plan – Department of Physical Therapy – Program Learning Outcome #1

Based on the assessment data collected, each graduate program shall provide detailed information about action steps to be taken to maintain program quality and/or address identified deficiencies.

1. Assessment Data Summary
2. Evaluation
3. Actions for Program Improvements and/or Continuation

PLO	Assessment Data Summary	Evaluation	Actions for Program Improvement and/or Continuation
<p>SLO 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.</p>	<p><u>CPI aggregate data:</u> 94.9% of students attained at or above Entry-level on the final clinical internship on the relevant criteria (CPI #: 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)</p>	<p>Excellent attainment of goals</p>	<p>Continuation of curriculum-wide teaching of these fundamental skills throughout the curriculum.</p>