

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

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

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

***DPT Program goals:***

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

***DPT Program Student Learning Objectives (SLOs):***

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

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

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

**TABLE: DPT Program Assessment Activities**

<b>Program goal 1:</b> Attract high quality applicants from a variety of academic, ethnic or cultural backgrounds.				
<b>Expected Program outcomes:</b> High quality applicants will be admitted to the DPT program, Increase the diversity of applicants				
<b>Assessment</b>	<b>Time period</b>	<b>Data gathered by</b>	<b>Measures gathered- Direct (D) and Indirect (I)</b>	<b>Expected Results/Indicators</b>
Admissions Process (Visitation Day)	Send out <i>Visitation Day Survey</i> to student applicants and faculty/clinicians on interview panels within 2 weeks of Visitation Day (typically mid-February)	Departmental Admissions Committee Chair, Department Chair, Administrative Assistant I	<ol style="list-style-type: none"> <li>1. Feedback from student applicants interviewing (I)</li> <li>2. Feedback from faculty/clinician on interview panel (I)</li> <li>3. Answers to follow up email with questions like: which school did you choose? Why? (D)</li> </ol>	<ul style="list-style-type: none"> <li>• 75% of returned surveys and feedback will indicate the interview and application process as a positive experience.</li> </ul>
Admissions Criteria	Ongoing during admissions process; summarize data prior to orientation in fall semester.	CHHS Admissions Coordinator, Departmental Admissions Committee Chair, Department Chair, Administrative Assistant I	Admissions Criteria from PTCAS applications: (D) (Total # applicants; # interviewed; GPA; GRE)	<ul style="list-style-type: none"> <li>• Eligible applicant pool &gt; 300 with minimum average/cum GPA of 3.5 and GRE (total) of 300.</li> </ul>
Diversity of	Ongoing during	Departmental	Diversity of Students from PTCAS:	<ul style="list-style-type: none"> <li>• 10% of students are from out of state</li> </ul>

students	admissions process; summarize data prior to orientation in fall semester.	Admissions Committee, Department Chair, Administrative Assistant I	(D) Assessment of the student demographics where they are from (zip code), ethnicity, age, undergrad major, permanent residence zip code, hours as volunteer (D)	<ul style="list-style-type: none"> <li>• 50% of class is from diverse ethnic backgrounds.</li> <li>• 5% of class are returning students</li> <li>• 100% of class has volunteer hours with avg of <math>\geq 500</math> from more than 3 clinic sites</li> </ul>
<b>Program goal 2:</b> Develop a diverse faculty engaged in high quality teaching, research and service to the department, university, profession and community.				
<b>Expected Program outcomes:</b> Faculty actively involved in Scholarship of teaching, Scholarship of application, Scholarly creative activities and Service.				
Assessment	Time period	Data gathered by	Measures gathered- Direct (D) and Indirect (I)	Expected Results/Indicators
Scholarship of teaching	At the end of every semester	Department Chair; All faculty responsible for submitting information to Department Chair by the end of spring semester.	<ol style="list-style-type: none"> <li>1. Student evaluations (I &amp;D)</li> <li>2. Peer evaluations (I)</li> </ol>	<ul style="list-style-type: none"> <li>• 100% all faculty will maintain <math>\geq 3/5</math> assessment score using the IDEA student evaluation form from students for each course.</li> <li>• The department mean will be <math>\geq 4/5</math> each semester.</li> <li>• All faculty peer evaluations will be <math>\geq 3/5</math> and overall positive.</li> </ul>
Scholarly and Creative activities	At the end of each semester	Department Chair; All faculty responsible for submitting information to Department Chair by the end of spring semester.	Journal/book refereed publications, non-refereed publications, presentations, grants, creative or scholarly work, professional honors/awards (D) (measures gathered from Faculty Development Plan and Annual reports)	<ul style="list-style-type: none"> <li>• 100% faculty members will provide evidence of scholarship annually to meet CAPTE and university requirements.</li> </ul>
Scholarship of Application	At the end of each semester	Department Chair; All faculty responsible for submitting information to Department Chair by the end of spring semester.	<ol style="list-style-type: none"> <li>1. new course/ curriculum development (D)</li> <li>2. professional experiences (D)</li> <li>3. professional development (D)</li> <li>4. Continuing education (D)</li> <li>5. Clinical practice maintained by faculty (D)</li> </ol>	<ul style="list-style-type: none"> <li>• 100% core-faculty members will be active participants in end of semester and end of year curriculum reviews for the program.</li> </ul>
University and Community Service	At the end of each semester	Department Chair; All faculty responsible for submitting information	<ol style="list-style-type: none"> <li>1. Committee assignments (D)</li> <li>2. Committee activities (D)</li> <li>3. Community service (D)</li> <li>4. Collegial and collaborative</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of core faculty will be involved in university and community service each semester.</li> </ul>

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

<p><b>SLO #1:</b> Demonstrate comprehension and integration of the foundational, applied and clinical sciences of anatomy, physiology, neurology, and pathology for application to the physical therapy clinical setting.</p>	<p>Every 5 years</p>	<p>Department Chair, Graduate Coordinator and PT Faculty; DCE</p>	<ol style="list-style-type: none"> <li>1. Specified assignments and course work               <ol style="list-style-type: none"> <li>a) embedded questions in PhTh 510, 511, 512 (D)</li> <li>b) Scores of Case study/reports in PhTh 507, 508, 536, 537 (D)</li> <li>c) Lab competency check outs in PhTh 526 (D)</li> <li>d) Concept mapping assignment in PhTh 527 (D)</li> </ol> </li> <li>2. Course grades (D)               <p><u>Year 1:</u> PhTh 510,512,507, 533, 535, 511, 508, 534</p> <p><u>Year 2:</u> 527, 517, 528, 536, 561, 518, 529, 526</p> <p><u>Year 3:</u> PhTh 537, 509, 596, 539, 595, 564, 598</p> </li> <li>3. Student CPI scores by cohort (average individual item scores/expected scores on APTA Clinical performance items 7 - 18) (D)</li> <li>4. Scores on patient/client evaluations of students in each patient interaction (class, practical exams) (I)               <p><b>First year</b> PhTh 507, 508, 527, 534, 554</p> <p><b>Second year</b> PhTh 517, 518, 528, 529, 536, 526, 555</p> <p><b>Third year</b> PhTh 537, 509, 539, 556</p> </li> </ol>	<ul style="list-style-type: none"> <li>• 100% success rate (scores &gt; 70%) in all specified assessment (test) items.</li> <li>• 100% success rate (scores &gt; 70%) in all specified assignments and course work.</li> <li>• 100% success rate (scores &gt; 80%) in all specified practical examinations.</li>   <li>• 100% of the students will complete required courses with a cumulative GPA of 3.0 and no grades below C</li>   <li>• 100% of all students will achieve established clinical performance standards per cohort overall and on each of (12) specific required skills.               <p><b>First year (557;</b> Items 7 – 18 Clinical criterion score <math>\geq 3</math>)</p> <p><b>Second year (558;</b> Items 7 – 15 Clinical (criterion score <math>\geq 6</math>); Items 15 – 18 Clinical (criterion score <math>\geq 3</math>)</p> <p><b>Third year (559;</b> Items 7 – 15 (criterion score <math>\geq 10</math>); Items 15 – 18 Clinical (criterion score <math>\geq 6</math>)</p> </li> <li>• 100% of all Patient/Client Satisfaction Surveys will report &gt; moderate agreement (&gt;4/5) on survey components reflective of student preparedness, professionalism, and clinical skills.</li> </ul>
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			<p>5. Annual student feedback to faculty regarding curriculum and applicability in the clinic (I) by cohort</p> <p><b>First year (557)</b>  <b>Second year (558)</b>  <b>Third year (559)</b></p>	<ul style="list-style-type: none"> <li>• 100% of all students placed in internship will report &gt; moderate agreement (&gt; 4/5) on survey components reflective of curriculum and preparedness or applicability in the clinic</li> </ul>
<p><b>SLO #2. Expressively and receptively communicate in a professional and ethical manner to a culturally diverse population in classroom activities and in clinical settings including patients/clients, families, care givers, practitioners, consumers, payers, and policy makers utilizing terminology appropriate to the context of the communication.</b></p>				
<b>Assessment</b>	<b>Time period</b>	<b>Data gathered by</b>	<b>Measures gathered from</b>	<b>Expected Results/Indicators</b>

<p><b>SLO # 2:</b> Expressively and receptively communicate in a professional and ethical manner to a culturally diverse population in classroom activities and in clinical settings including patients/clients, families, care givers, practitioners, consumers, payers, and policy makers utilizing terminology appropriate to the context of the communication.</p>	<p>Every 5 years</p>	<p>Graduate Coordinator/ Department Chair DCE and GBMC/MSCC faculty (for PhTh 554 and PhTh 555)</p>	<ol style="list-style-type: none"> <li>1. Specified assignments and course work             <ol style="list-style-type: none"> <li>a) Oral presentation of Gait evaluation project in PhTh 534 (D)</li> <li>b) Oral presentation of Movement dysfunction project in PhTh 509 (D)</li> <li>c) Panel discussion of assigned cases in PhTh 529 (D)</li> <li>d) Class discussions on preparatory questions and class presentations of pre- assigned topics in PhTh 538 (D)</li> <li>e) Case Study in PhTh 518 (D)</li> <li>f) Case presentations in PhTh 539, 594, 596 (D)</li> <li>g) Grand round presentations in PhTh 595 (D)</li> <li>h) Clinical skills with clients in PhTh 554, 555 and 556 (D)</li> </ol> </li> <li>2. Grades from all course work (D)</li> <li>3. Student CPI scores by cohort (average individual item scores/expected scores on APTA items 1-6 Professionalism)             <p><b>First year (557;</b> criterion score <math>\geq 6</math>)</p> <p><b>2nd year (558;</b> criterion score <math>\geq 10</math>)</p> <p><b>Third year (559;</b> criterion score <math>\geq 10</math>)</p> </li> </ol>	<ul style="list-style-type: none"> <li>• 100% success rate in all specified assignments and course work.</li> <li>• 100% of the students will complete all required courses with a cumulative GPA of 3.0 and no grades below C.</li> <li>• 100% students receive CR in all clinical courses (PhTh 554, 555, 557, 558, 559) on first attempt.</li> <li>• 100% of all students will achieve established professional performance standards per cohort overall and on each of (6) specific required skills.</li> </ul>
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SLO #3. Demonstrate competent professional practice independently and interdependently while providing patient centered care services, including wellness/prevention, to patients whether referred or self-referring. And, to know federal and state regulations, professional practice and association history and regulations, payer requirements and state practice acts.				
Assessment	Time period	Data gathered by	Measures gathered from	Expected Results/Indicators
SLO # 3: Demonstrate competent professional practice independently and interdependently while providing patient centered care services, including wellness/prevention, to patients whether referred or self-referring. And, to know federal and state regulations, professional practice and association history and regulations, payer requirements and state practice acts.	Every 5 years	Graduate Coordinator; Department Chair	<ol style="list-style-type: none"> <li>1. Assessment of clinical activities and clinical skills in PhTh 554, 555 and 556 (D)</li> <li>2. Documentation critiques and peer assessments of documentation skills in PhTh 554, 555 and 556 (D)</li> <li>3. Specified assignments and course work in PhTh 593 and 594</li> <li>4. Student CPI scores by cohort (average) individual item scores/expected scores on APTA items 6 Professional Development, 15 Documentation, 17 Financial, 18 Supervision of Support Personnel).</li> </ol>	<ul style="list-style-type: none"> <li>• 100% success rate in all specified assignments and course work.</li> </ul> <p><b>First year (557; Item 6 criterion score <math>\geq 6</math>; Item 15,17,18 criterion score <math>\geq 3</math>)</b>  <b>2nd year (558; Item 6 criterion score <math>\geq 10</math>; Item 15,17,18 criterion score <math>\geq 6</math>)</b>  <b>Third year (559; All items criterion score <math>\geq 10</math>)</b></p>



			<p>5. Employment rate for graduates (D)</p> <p>6. Results from Alumni surveys (I)</p>	<ul style="list-style-type: none"> <li>• 100% employment rate for graduates.</li> <li>• 85% of responding to 3-5 year survey patients, employers, and clinical instructors will indicate average or above in rating the performance of graduates in each evaluative criteria</li> <li>• 50% graduates responding to 3-5 year survey will have at least one of the following: furthered their education, received, APTA board certification, achieved award/honor for service related to the profession; have served on a local, state or national level for APTA; published or presented; in a leadership position.</li> </ul>
<p><b>SLO #4. Demonstrate appropriate clinical decision-making skills, including clinical reasoning, clinical judgment, differential diagnosis, reflective practice, and self-reflection/assessment.</b></p>				
Assessment	Time period	Data gathered by	Measures gathered from	Expected Results/Indicators
<p><b>SLO # 4:</b> Demonstrate appropriate clinical decision-making skills, including clinical reasoning, clinical judgment, differential diagnosis, reflective practice, and self-reflection/assessment.</p>	<p>Every 5 years</p>	<p>All faculty; DCE; Department Chair</p>	<p>1. Student CPI scores by cohort (average individual item scores/expected scores on APTA items 7, 11 (Critical thinking/Clinical Reasoning, Differential Diagnosis)</p> <p>2. Specified assignments and course work</p> <p>a) Ergonomic write-up in PhTh 534 (D)</p> <p>b) Client assessment assignment in PhTh 528 (D)</p> <p>c) Case Study report in PhTh 563, 564 (D)</p> <p>d) Assessment competency check out exam in PhTh 529 (D)</p> <p>e) Student's self-reflection of their performance in clinical and service</p>	<ul style="list-style-type: none"> <li>• 100% of students will meet established standards by academic year on the APTA grading scale (varies by cohort)</li> </ul> <p><b>First year (557;</b> Items 7, 11 Clinical criterion score <math>\geq 3</math>)</p> <p><b>Second year (558;</b> Items 7, 11 Clinical (criterion score <math>\geq 6</math>)</p> <p><b>Third year (559;</b> Items 7,11 (criterion score <math>\geq 10</math>)</p> <ul style="list-style-type: none"> <li>• 100% success rate in all specified assignments and course work.</li> </ul>

			learning courses (WebCPI) (D)	
<b>SLO #5. Critically review existing research and expand their clinical research skills in order to build the evidence of practice for clinical decision making skills and innovative physical therapy interventions based on solid theoretical constructs.</b>				
<b>Assessment</b>	<b>Time period</b>	<b>Data gathered by</b>	<b>Measures gathered from</b>	<b>Expected Results/Indicators</b>
<b>SLO # 5:</b> Critically review existing research and expand their clinical research skills in order to build the evidence of practice for clinical decision making skills and innovative physical therapy interventions based on solid theoretical constructs.	Every 5 years	All Faculty; Department Chair, Graduate Student profiles (indicating activities they have been involved in during the DPT program) will be updated by students and this will be overseen and monitored by Student Affairs Committee Chair and Office staff.	<ol style="list-style-type: none"> <li>1. Specific assignments and course work:                             <ol style="list-style-type: none"> <li>a) Article critique in PhTh 508, 526 (D)</li> <li>b) Article appraisals in PhTh 591 (D)</li> <li>c) Research presentation in PhTh 518 (D)</li> <li>d) Outcomes measures assignment in PhTh 527 (D)</li> <li>e) Annotated bibliography in PhTh 537, 563, 564 (D)</li> <li>f) Appraisal of literature in PhTh 538 (D)</li> <li>g) EBP assignments and paper presentation in PhTh 597 (D)</li> </ol> </li> <li>2. Performance on Qualifying Exam (case presentation) in PhTh 596 (D)</li> <li>3. Performance on Doctoral Project (culminating) in PhTh 598 (D)</li> <li>4. Evidence of student clinical research participation and skills e.g. abstract submissions/presentations to university, college or state/national conferences(D).</li> </ol>	<ul style="list-style-type: none"> <li>• 100% success rate (grade &gt;80%) in all specified assignments and course work.</li> <li>• 80% of students will Receive 80% or higher on the Qualifying Exam (first attempt) in the spring semester of 2<sup>nd</sup> year. 100% pass rate is expected on any second attempt.</li> <li>• 100% of students will receive 80% or higher on the culminating case presentation (first attempt) in their final semester of the 3<sup>rd</sup> year.</li> <li>• 15% of students will present research at a professional conference while in the 3 year DPT program.</li> </ul>
<b>Program goal 4:</b> Develop clinical partnerships and professional alliances to enhance the quality of the graduate program and delivery of health care services by our graduates.				
<b>Expected Program outcome:</b> Clinical and professional partnerships with faculty and program.				
<b>Assessment</b>	<b>Time period</b>	<b>Data gathered by</b>	<b>Measures gathered from</b>	<b>Expected Results/Indicators</b>

<p>Clinical partnerships with the program</p>	<p>At the end of spring semester</p>	<p>DCE and Department Chair</p>	<p>1. Number of clinical affiliations with certified Clinical instructors (D)</p> <p>2. Diversity of clinical sites for specialty areas of practice (D)</p> <p>3. Student evaluations of the CIs and clinical sites at the end of the internships (D) (APTA Student Survey of CI/Facility)</p> <p>4. Student feedback of DCE and Clinical/.curriculum preparedness (Student survey of DCE/Curriculum)</p>	<ul style="list-style-type: none"> <li>• 100% contracts with all clinical sites</li> <li>• 100% of all clinical instructors (CI) at our contracted clinical sites will possess APTA CI Credentials</li> <li>• Diversity of geographic locations of clinical sites</li> <li>• 75% of student placements cover specialty areas of neurology, acute care, women’s health, aquatic therapy, hand therapy, lymphedema management, and wound care.</li> <li>• 75% of student feedback reflect positively on the clinical sites and their clinical instruction experience</li> <li>• 100% student evaluation of DCE/clinical placement was &gt; 80% strongly agree</li> </ul>
<p>Professional alliances with the program</p>	<p>At the end of spring semester</p>	<p>DCE; All Faculty</p>	<p>1. Number of doctorally trained or clinical specialists serving as adjuncts and involved in teaching course content (D)</p> <p>2. Number of external clinical experiences introduced to the students in courses (D)</p> <p>3. Number and diversity of professionals serving as guest lecturers in courses or guests on panel discussions in selected courses (D)</p>	<ul style="list-style-type: none"> <li>• 75% of external professionals involved in teaching of course contents will be doctorally trained or possess clinical specialist certification(s)</li> <li>• 50% of clinical courses will show evidence of at least 1 assignment related to an external clinical experience</li> <li>• 50% of courses will include/incorporate external professionals included in teaching in at least 5% of course work. (measures gathered from Specific course work and assignments)</li> </ul>