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| **California State University, Fresno**  **College of Health and Human Services**  **Department of Physical Therapy**  **Department/Program Assessment Coordinator: Jennifer Roos** |
| **Student Outcomes Assessment Plan (SOAP)** |
| 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 APTA's Vision Statement for the Physical Therapy Profession (2013), 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 based upon evidence. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>
  2. Program Learning Outcomes:
     1. PLO 1/Goal 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.
        1. SLO 1a: Pass all courses or specified assessment items in those courses identified.
        2. SLO 1b: Meet specific clinical performance standards.
        3. SLO 1c: Report positive curriculum feedback regarding preparedness or applicability in the clinic.
     2. PLO 2/Goal 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.
        1. SLO 2a: Pass all courses or specified assessment items in those courses identified.
        2. SLO 2b: Meet specific clinical performance standards.
        3. SLO 2c: Be perceived by patients/clients as being consistently prepared, professional, and proficient in their clinical skills.
        4. SLO 2d: Report positive curriculum feedback regarding preparedness or applicability in the clinic.
     3. PLO 3/Goal 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.
        1. SLO 3a: Pass all courses or specified assessment items in those courses identified.
        2. SLO 3b: Meet specific clinical performance standards.
        3. SLO 3c: Be employed within 6 months of graduation from the program.
        4. SLO 3d: Be highly rated by their employers 3-5 years post-graduation.
     4. PLO 4/Goal 4: Demonstrate appropriate clinical decision-making skills, including clinical reasoning, clinical judgment, differential diagnosis, reflective practice, and self-reflection/assessment.
        1. SLO 4a: Pass all courses or specified assessment items in those courses identified.
        2. SLO 4b: Meet specific clinical performance standards.
     5. PLO 5/Goal 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.
        1. SLO 5a: Pass all courses or specified assessment items in those courses identified.
        2. SLO 5b: Pass Qualifying Examination.
        3. SLO 5c: Present at a public professional presentation.
        4. SLO 5d: Pass the oral and written DPT project.

## Curriculum Map: Courses in which SLO’s are addressed and evaluated

|  | **PLO 1** | **PLO 2** | **PLO 3** | **PLO 4** | **PLO 5** |
| --- | --- | --- | --- | --- | --- |
| **Year 1** |  |  |  |  |  |
| PHTH 507 | I | I |  | I |  |
| PHTH 508 | I | I |  | I |  |
| PHTH 510 | I |  |  |  |  |
| PHTH 511 | I |  |  |  |  |
| PHTH 512 | I |  |  |  |  |
| PHTH 527 | I | I |  | I |  |
| PHTH 533 | I |  |  |  |  |
| PHTH 534 | I |  |  | I |  |
| PHTH 535 | I |  | I |  |  |
| PHTH 591 |  |  |  |  | I |
| PHTH 593 |  | I | I |  |  |
| PHTH 554 | I | I | I | I |  |
| PHTH 557 | I | I | I | I |  |
| Graduate Writing Requirement |  | I |  |  |  |
| **Year 2** |  |  |  |  |  |
| PHTH 517 | D | D | D | D |  |
| PHTH 518 | D | D | D | D |  |
| PHTH 526 |  | D | D | D |  |
| PHTH 528 | D | D | D | D |  |
| PHTH 529 | D | D | D | D |  |
| PHTH 536 | D |  |  | D |  |
| PHTH 561 | D |  |  | D |  |
| PHTH 563 |  |  | D |  | D |
| PHTH 594 |  | D | D |  |  |
| PHTH 597 |  | D |  |  | D |
| PHTH 555 | D | D | D | D |  |
| PHTH 558 | D | D | D | D |  |
| Qualifying Examination |  | D |  |  | D |
| **Year 3** |  |  |  |  |  |
| PHTH 509 | M | M |  | M |  |
| PHTH 537 | M | M | M | M |  |
| PHTH 538 |  | M | M | M |  |
| PHTH 539 |  | M | M | M |  |
| PHTH 560 |  |  | M |  |  |
| PHTH 565 |  | M | M | M |  |
| PHTH 592 |  | M |  |  |  |
| PHTH 595 |  |  | M | M |  |
| PHTH 596 |  | M |  |  | M |
| PHTH 598 |  | M |  |  | M |
| PHTH 556 | M | M | M | M |  |
| PHTH 559 | M | M | M | M |  |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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## SLO’s Mapped to Assessment Measures and Methods

| **Assessment Measure** | **Evaluation**  **Method** | **PLO 1** | **PLO 2** | **PLO 3** | **PLO 4** | **PLO 5** |
| --- | --- | --- | --- | --- | --- | --- |
| PHTH 507 | Score, Rubric | Course Grade | Final Lab Practical |  | Final Lab Practical |  |
| PHTH 508 | Score, Rubric | Course Grade | Final Lab Practical |  | Final Lab Practical |  |
| PHTH 510 | Score | Final exam |  |  |  |  |
| PHTH 511 | Score | Final exam |  |  |  |  |
| PHTH 512 | Score | Course grade |  |  |  |  |
| PHTH 527 | Score, rubric | Course grade | Final Lab practical |  | Final Lab practical |  |
| PHTH 533 | Score, rubric | Course grade |  |  |  |  |
| PHTH 534 | score | Course grade |  |  | Final Exam |  |
| PHTH 535 | score | Final exam |  | Lab Practical |  |  |
| PHTH 591 | score |  |  |  |  | Course grade |
| PHTH 593 | score |  | assignment | Course |  |  |
| PHTH 554 | Criteria | CPI 9,10,13 | CPI 4-6 | CPI 1-6 | CPI 1-18 |  |
| PHTH 557 | Criteria | CPI 9,10,13 | CPI 4-6 | CPI 1-6 | CPI 1-18 |  |
| Graduate Writing Requirement | Rubric |  | Pass |  |  |  |
| **Year 2** |  |  |  |  |  |  |
| PHTH 517 | Score, rubric | Course grade | Final Lab practical | Final Lab practical | Final Lab practical |  |
| PHTH 518 | Score, rubric | Course grade | Final Lab practical | Final Lab practical | Final Lab practical |  |
| PHTH 526 | Score |  | Course grade | Final Lab practical | Final Lab practical |  |
| PHTH 528 | Score, rubric | Course grade | Final Lab practical | Final Lab practical | Final Lab practical |  |
| PHTH 529 | Score, rubric | Course grade | Final Lab practical | Final Lab practical | Final Lab practical |  |
| PHTH 536 | Score, rubric | Course grade |  |  | Lab practical |  |
| PHTH 561 | Score | Course grade |  |  | Course grade |  |
| PHTH 563 | Score |  |  | Course grade |  | Assignment |
| PHTH 594 | Score |  | Course grade | Course grade |  |  |
| PHTH 597 | Score |  | Assignment |  |  | Course grade |
| PHTH 555 | Criteria | CPI 9,10,13 | CPI 4-6 | CPI 1-6 | CPI 1-18 |  |
| PHTH 558 | Criteria | CPI 9,10,13 | CPI 4-6 | CPI 1-6 | CPI 1-18 |  |
| Qualifying Examination | Rubric |  | Pass |  |  | Pass |
| **Year 3** |  |  |  |  |  |  |
| PHTH 509 | Score, rubric | Course grade | Final Lab Practical |  | Final Lab Practical |  |
| PHTH 537 | Score, rubric | Course grade | Final Lab Practical | Final Lab Practical | Final Lab Practical |  |
| PHTH 538 | Score |  | Final Lab Practical | Course grade | Course grade |  |
| PHTH 539 | Score, rubric |  | Final Lab Practical | Course grade | Course grade |  |
| PHTH 560 | Score |  |  | Course grade |  |  |
| PHTH 565 | Score |  | Final Lab Practical | Course grade | Course grade |  |
| PHTH 592 | Score |  | Course grade |  |  |  |
| PHTH 595 | Score |  |  | Course grade | Course grade |  |
| PHTH 596 | Rubric |  | Assignment |  |  | Course grade |
| PHTH 598 | Score, rubric |  | Oral presentation |  |  | Course grade |
| PHTH 556 | Criteria | CPI 9,10,13 | CPI 4-6 | CPI 1-6 | CPI 1-18 |  |
| PHTH 559 | Criteria | CPI 9,10,13 | CPI 4-6 | CPI 1-6 | CPI 1-18 |  |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment

* 1. Direct Measures

1. Pass all courses or specified assessment items in those courses identified above.

2. Students must achieve a minimum of C (or “Credit”) in all PHTH courses.

3. Students enrolled in PHTH 554, 555, 556 must obtain an overall class average of “B” or 80%, as this is considered a lab course. In addition, the student must maintain an average grade equivalent of 90% for sections CPI 1-6 of final CPI, and average grade equivalent of 80% for sections CPI 7-18 of final CPI.

* 1. Indirect Measures
     1. Student exit interview upon completion of the program.
     2. Student survey for curricular preparedness following PHTH 559.

## Assessment Schedule/Timeline

| Academic  Year | Measure | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2019-2020 |  |  |  |  |  |  |  |  |  |  |
| 2020-2021 |  |  |  |  |  |  |  |  |  |  |
| 2021-2022 |  |  |  |  |  |  |  |  |  |  |
| 2022-2023 |  |  |  |  |  |  |  |  |  |  |

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| Closing the Loop |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Program/Department Closing the Loop process: The Physical Therapy Dept. Outcomes Committee reviews outcomes at regularly scheduled meetings throughout the academic year. Outcomes are analyzed for all courses and program measures by semester then data is compiled into the assessment template and presented to all faculty during a scheduled meeting for input, review, and discussion about overall findings. Any concerns or suggested changes are reviewed and voted upon by all full-time core faculty and dept. chair. In addition, department chair reviews annual reports, outcomes committee findings and suggestions periodically through the academic year. The outcomes committee chair is the graduate program coordinator and adheres to minimum program requirements necessary to continue in the program. If there is any student who is below minimum requirements a message is sent from the committee chair to the Committee for Academic Review who schedules a meeting with student. Committee for Academic Review will provide recommendations for student on an individual basis based on committee consensus.  The Outcomes Committee and Curriculum Committee analyze previous academic year outcomes data and identifies strategies for adjustments in order to continue to maintain curriculum standards in an updated manner. In addition, suggested adjustments include input from the following surveys and additional measures monitored for external accreditation requirements.   * + 1. National board examination results from prior year     2. Course evaluations from students     3. Course peer review     4. Program data for student retention, remediations, and graduation rates.   Graduate program coordinator, director of clinical education, and department chair work closely to monitor, review, and maintain program review each academic year. |
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