

Assessment Summary – August 2005

Outcome assessment at UND-PT is multifaceted. A flow sheet of assessment-related decision processes is provided in Figure 1. Assessment strategies (Program Elements: Table 1 and Curriculum Elements: Table 2) are identified. For UND-PT, program elements and curriculum elements (and student learning) are both separate and intertwined; a quality program enables student learning, and student learning is a reflection of a quality program.

Revisions of the Assessment Tools have occurred over time, as Accreditation Standards of CAPTE (Commission on Accreditation in Physical Therapy Education) have changed and as the profession has evolved. For example, graduate and employer survey questions have been revised to reflect current accreditation and practice terminologies and requirements. And as the profession has increased its emphasis on education, advocacy, service, and research, courses, assignments, and assessment tools have been developed to promote and reflect student learning in these areas.

Results of the differing assessment strategies are on file in the PT Department. In addition to the yearly outcomes for the various instruments, comparisons are made across and between years to identify trends and differences. In general, UND-PT students are performing well. Academic attrition is well below 1% of enrolled students -- students are meeting course objectives, passing course examinations, and progressing through the program; students clinical performance ratings are at entry-level at graduation; and first time pass rates on the national physical therapy examination (NPTE) are well above the national average; fewer than 10 students of 1300 (<1%) have failed to pass the examination on retakes. Graduates are heavily recruited by facilities nation-wide because of the reputation of the school, the preparedness of the students, and the work-ethic of the graduates. These and other direct and indirect measures of student learning/student performances suggest that mechanisms are in place for student success.

Revisions in the curriculum have been made, specifically to enhance student outcomes. Changes are made in specific courses and/or the curriculum when a need is indicated through triangulation. For example, in the past, the MPT curriculum was limited in cardiopulmonary content. Students, faculty, clinical instructors, and employers identified a need for increased content. Mean sub-scores on the national examination for licensure were lower in this subject than in others. A lecture/laboratory course was added. Questionnaire and test results improved. Another change addressed course sequencing relative to orthopedic examination and evaluation; courses in muscle function, orthopedic evaluation, and joint mobilization are now coordinated, each addressing content for a given body part concurrently. Curricular retention and revision decisions are made by the UND-PT Committee of the Whole.

The DPT curriculum was first offered in 2002, with the first DPT students graduating in 2005. The DPT curriculum was built on the MPT foundation, but all program content was reviewed as to its need (CAPTE), place in the curriculum, depth and breadth, progression from simple to complex, and level of learning (knowledge/application/problem solving; Bloom's Taxonomy). Assessment of the DPT program and student learning is on-going. (See the attached Tables.) Changes that have already been made in the past 1-2 years include: moving complex cardiopulmonary content from Year 1 to Year 2 of the professional program; increased integration of curricular content and assignments through Year 2 and Year 3 courses; and increased application of pathology content by PT faculty as opposed to non-PT faculty. All changes are made to improve student learning in preparation for clinical practice.

MISSION and GOAL STATEMENTS DEPARTMENT OF PHYSICAL THERAPY

The mission of the Department of Physical Therapy is to train physical therapists who will provide quality physical therapy services. The professional services provided by a physical therapist demand a strong background in the liberal arts and clinical sciences as well as high moral and ethical standards. In addition to clinical practice expectations, teaching, service, and research responsibilities are an integral part of the educational experience.

Goal 1: *The student will demonstrate the skills necessary for the entry level practice of physical therapy*

Objective: The student will demonstrate entry-level competence on all written and practical examinations.

Objective: The students will demonstrate entry-level competence in all clinical skills by the end of their clinical experiences.

Objective: The student will demonstrate entry-level skill in physical therapy examination, evaluation, diagnosis, and the development of an appropriate plan of care and physical therapy intervention.

Objective: The student will plan, initiate, coordinate and evaluate the efficacy of intervention programs to meet patient/client needs.

Objective: The student will demonstrate effective written and oral communication skills.

Objective: The student will demonstrate knowledge of basic administrative procedures.

Goal 2: *The student is an advocate for service to the community and the profession.*

Objective: The student will develop an awareness of the importance of physical therapy in community health systems and participate in service learning projects and activities

Goal 3: *The student will develop critical inquiry skills related to clinical and basic science research.*

Objective: The student will demonstrate a commitment to evidence based practice, interpreting and applying the results of published research

Objective: The student will apply principles of the scientific method and collaborate with faculty and peers to design and implement a scholarly project.

Goal 4: *The student will develop the skills required for life long learning.*

Objective: The student will demonstrate a commitment to evidence based practice, continuing education and involvement in professional organizations.

Objective: The student is expected to be self-aware, self-directed, and responsible for his or her learning.

Goal 5: *The student is to be an advocate for health and wellness at the individual and societal levels, demonstrate respect for self and others, and a commitment to the profession of physical therapy.*

Objective: The student will demonstrate professionalism in the classroom and in the clinic.

Objective: The student will demonstrate proper concern for patient's rights.

Objective: The student will participate in an advocacy role regarding health, wellness, and societal needs.

In summary, assessment strategies are in place and are revised as needed. The assessment results guide decisions for curricular retention and revision. Decisions are based on the findings of multiple tools and triangulation; decisions are made by the Committee of the Whole. And while assessment may point out limitations, assessment also identifies what is done well. As quality portions are retained and limitations are addressed, student learning is enhanced and the program evolves.

Submitted,
8/29/2005

Figure 1. Process for Curricular Development, Retention and revision.

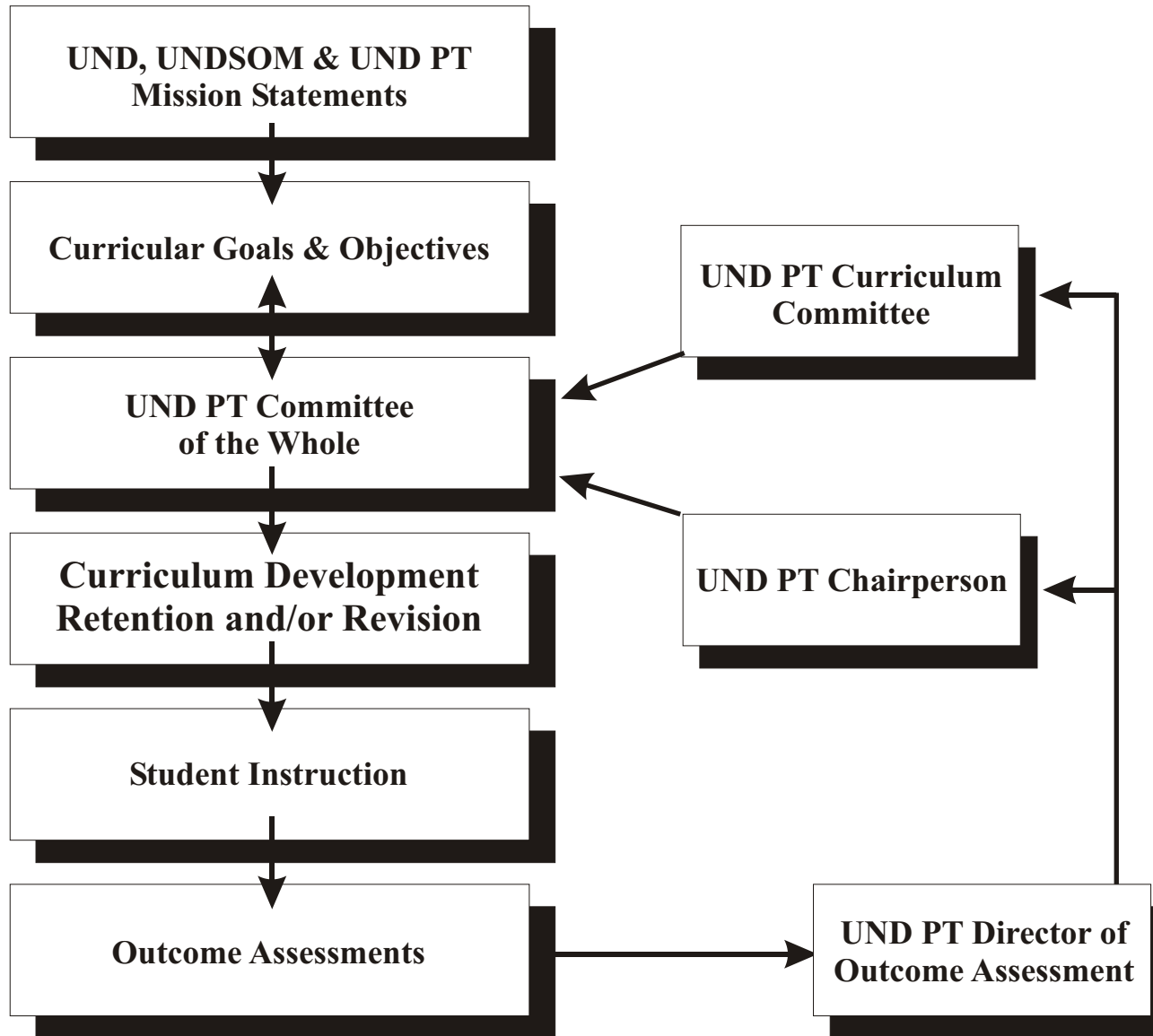


Figure 2. Populations and Areas of Evaluation as Related to Curricular Assessment.

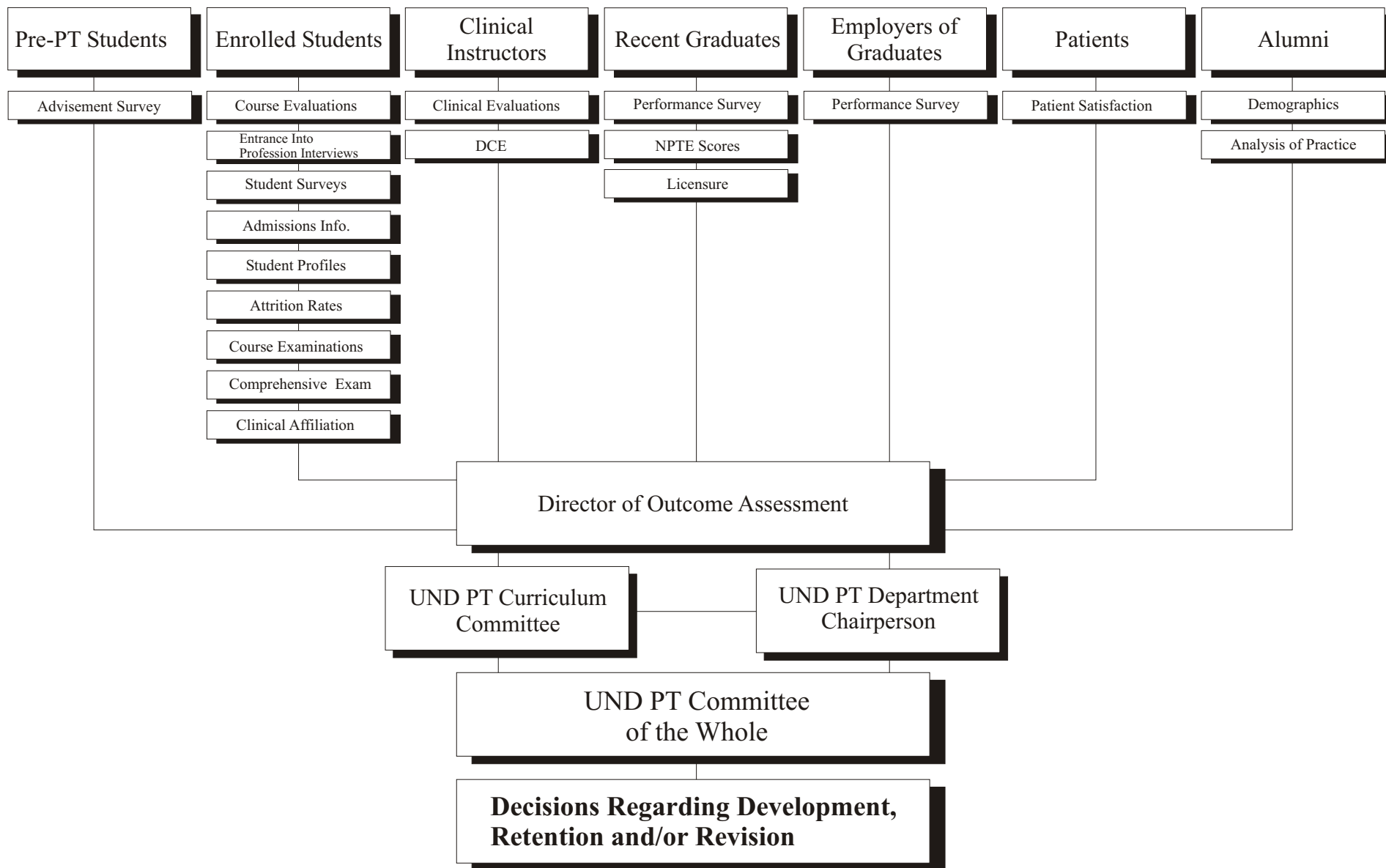


Table 1. Assessment Strategies for Program Elements

Program Element	Evaluation Question(s)	Mechanism of Review	Responsible Party(ies)	Time Line for Review
UND PT Faculty Duties and Responsibilities	Does the faculty duties and responsibilities document reflect current faculty duties, promotion and tenure guidelines?	Faculty Retreat	Committee of the Whole	1995 and every 3 years thereafter
UND PT Faculty Evaluation Procedures	Are the UND PT guidelines for promotion and tenure consistent with UNDSMHS CPT guidelines?	Faculty Retreat	UND PT Promotion and Tenure Committee, Department Chair and Committee of the Whole	1996 and every 3 years thereafter
UND PT Adjunct and Supportive Faculty	Evaluation of teaching effectiveness and contributions to the department, as consistent with faculty duties and responsibilities, faculty development guidelines and departmental needs.	Faculty Portfolio	UND PT Promotion and Tenure Committee, Department Chair and Committee of the Whole	Support faculty: each semester. Adjunct faculty: annually.
UND PT Core Faculty	Evaluation of teaching effectiveness, research and scholarly activity, and service, as consistent with faculty duties and responsibilities, faculty development guidelines and departmental needs.	Faculty Portfolio	UND PT Promotion and Tenure Committee, Department Chair and Committee of the Whole	Annually
Clinical Education Faculty	Evaluation of clinical teaching effectiveness.	Student Evaluations; DCE Review	DCE	At the end of each clinical affiliation for which he/she was a CI
Program Mission, Philosophy, Goals and Objectives	Are the program's mission statement, philosophy, goals and objectives consistent with requirements for physical therapy practice, and credos from the UND School of Medicine and Health Science (UNDSMHS) and the University?	Faculty Retreat	Committee of the Whole	1995, 2000, 2001, 2005 and every five years thereafter
Curriculum	Is the curriculum consistent with the UND PT mission statement, current clinical practice, and CAPTE standards?	See Figure 1	UND PT Curriculum Committee and the Committee of the Whole; Director of Outcome Assessment; Department Chair	Annually, and more frequently if returning assessment data indicates a need
UND-PT Scholastic Standards	Are the Scholastic Standards consistent with faculty expectations of the students? And with University Policies and Procedures? And the Law?	Committee Review; Faculty Retreat	Scholastic Standards Committee and the Committee of the Whole	Annually
Institutional Policies and Procedures	Do institutional policies and procedures facilitate the mission, goals and objectives of UND PT?	Committee Review; Faculty Retreat	Department Chair and Faculty appointed to the UND Faculty Academic Council Committee (FACC)	Annually, within UND PT (FACC meets once per semester)
Program Policies and Procedures	Do UND PT policies and procedures facilitate the delivery of the program?	Committee Review; Faculty Retreat	Department Chair; Committee of the Whole; Select Committees responsible for a particular Policy and Procedure	Annually

Program Element	Evaluation Questions	Mechanism of Review	Responsible Party(ies)	Time Line for Review
Risk Management Guidelines	Are the risk management guidelines current. Do they reflect the needs of UND-PT and clinical affiliation sites?	Committee Review; Faculty Retreat	PT representative to UND Risk Management Committee and UND PT Committee of the Whole	1994 and every 2 years thereafter
Clinical Contracts	Are the clinical contracts current? Do they meet the needs of the facility and of UND PT? Are the contracts reflective of current law?	DCE Review, in consultation with site personnel and legal staff from UND	DCE, CCCE, legal consultant, and UND-PT Chair	Reviewed as needed by the site or UND-PT. Renewed at least every 3 years.
Clinical Guidelines	Are the clinical guidelines current with the goals and objectives of the clinical education experience?	DCE and CCCE Review	DCE and CCCE	Annually
Graduate School Admissions and Guidelines	Are current application procedures and graduate school requirements being met by the present PT curriculum?	Faculty Retreat	UND PT Chair and Committee of the Whole	Annually
UND Catalog Information	Is the current catalog information consistent with the present curricular requirements and procedures?	Faculty Retreat	UND PT Chair and Administrative Officer and the Committee of the Whole	Every two years or as needed for new catalog publishing
UND PT Bylaws	Do the bylaws reflect the current mission, committee structure, and faculty/chairperson responsibilities?	Faculty Retreat	Committee of the Whole	1995 and every three years thereafter
UND PT Admissions Criteria and Pre-requisites	Are the UND PT Admissions requirements appropriate? Do they reflect the process? Do they facilitate the best possible selection of students? Are they consistent with policies and procedures of the University and the NDUS?	Committee Review and Faculty Retreat	UND PT Admissions Committee and the Committee of the Whole	1995 and every two years thereafter.
UND PT Budget	Is the budget accurate and reflective of departmental needs for teaching, research, and service?	Review by Chair and Administrative Officer	Department Chair and Administrative Officer	Annually
UND PT Equipment Needs	Is the equipment adequate to ensure a quality education?	Faculty Retreat	All faculty and staff	Annually
UND PT Equipment Inventory	Does the inventory list reflect current equipment inventory?	Administrative Task	Administrative Officer	Annually
Educational material, books, special supplies, and presentation equipment	Are the classroom materials appropriate and adequate for a quality educational experience?	Faculty Retreat; Year 3 Student Survey	Individual faculty members, Department Chair	Annually
Course objectives	Are course objectives reflective of the course content?	Faculty Review; Faculty Retreat	Individual faculty members.	Annually
Clinical Education Program	Does the program meet the needs of the students and UND PT?	DCE Review; Faculty Retreat	DCE and CCCE	Clinical site reviews: at the end of each affiliation. Clinical education program: Annually

Program Element	Evaluation Questions	Mechanism of Review	Responsible Party(ies)	Time Line for Review
Clinical Supervisor's/ Coordinator's Conference APTA CI Credentialing Workshops	Are the clinical supervisor's informed of our educational program objectives? Are UND PT students prepared for practice?	DCE Review	DCE	1995 and every 2 years if using the Conference format. Ongoing, if Workshops
Clinical Site Visits	Are the clinical facilities able to meet the educational needs of the students?	DCE Site Visits	DCE	Recommended visit every 3 years
Performance of Recent Graduates	Are graduates prepared for practice and do they meet the expectations of the program?	Surveys of Graduates, Employers, Patients; Licensing Exam Scores; Licensing	Director of Outcome Assessment; Department Chair	Annually
Resources	Are resources adequate to effectively deliver the program?	Budget Review; Faculty Retreat	Department Chair	Annually

Threshold to Trigger Review:

Missions Statements, Goals and Objectives, Policies and Procedures:

--Any area of the program not in compliance with departmental, UNDSMHS, University, or North Dakota University System Policies and Procedures is reviewed and retentions and revisions recommended based upon further analysis of the issue.

Surveys:

--If 10% or more of the respondents identify an area of weakness within the program, triangulation is used to explore and confirm trends. Survey data between populations and between years are compared. Relevant data from other sources are also reviewed. If similar findings are noted, recommendations are made for revision. The final decision for revision is made by the Committee of the Whole.

Clinical Experience Data:

--Data are reviewed by the DCE, and if trends are noted within and between instruments, concerns are brought to the Director of Outcome Assessment and the Committee of the Whole for further investigation.

Table 2. Assessment Strategies for Curriculum Elements

SOURCE of DATA	METHOD	AREA of EVALUATION	TIME LINE	COMPLETED	RESPONSIBILITY
PRE-PT STUDENTS					
	Pre-PT Student Advisement Survey	Faculty Pre-PT/PT Curriculum Preparation/Awareness	Every two academic years	Ongoing; Fall & Spring 95 Fall 97; Spring 2000; Fall 2001, 2003, 2005	Director of Outcome Assessment
ENROLLED STUDENTS					
	Written and Practical Examinations	Student Performance, as it relates to the curriculum	Each semester	Ongoing	All Faculty
	Graduate School Comprehensive Examination	Student Performance, as it relates to the curriculum	2nd Semester, Year 03	Ongoing; Annually (Written Format): April 95, 96, 97, 98 Annually (Comp Lab Prac): Dec 99, 00, 01, 02, 03, 04, 05	Graduate Faculty
	Faculty Evaluations/ Course Evaluations	Faculty/Curriculum	As per UND and UNDSMHS Guidelines	Ongoing	All Faculty
	Student Evaluation of Clinical Affiliation and Clinical Supervisor	Clinical Experience, Clinical Facility and Supervisor	Every Affiliation	Year 2 Affiliations: Annually, Dec 94 — 04 Year 3 Affiliations: Annually, May 95—May 05	DCE
	Exit Interviews Entrance to Profession Interview	Curriculum	Prior to clinical affiliations, Year 03	Ongoing; Annually, November 94 — 99 December 00, 02, 03; 2004: students did not attend	Director of Outcome Assessment; All Faculty
	Student Surveys (Year 3)	Curriculum (and rating of Faculty, Facilities, Resources)	Annually	Ongoing; Annually, Spring 94 — 05	Director of Outcome Assessment
	Student Surveys (Years 1 and 2)	Curriculum (and rating of Faculty, Facilities, Resources)	Annually, for at least the first 3 student cohorts of MPT and DPT curriculum	Year 1 Surveys, 1992 - 94 and 2003, 2004, 2005 Year 2 Surveys, 1993 - 95 and 2004, 2005	Director of Outcome Assessment
	Attrition Information	Student Performance, as it relates to the curriculum	Annually	Ongoing	Chairperson of Department
	Student Profiles	Gender, Race, Education	Annually	Ongoing	Chairperson of Department
	Admission Science <u>Grade Point Average</u>	Quality of Student Science GPA	Annually	Ongoing; Annually, June 94 — 05	Director of Admissions
CLINICAL INSTRUCTORS					
	Clinical Evaluation: Performance Evaluation (PE) through 1999 Clinical Performance Instrument (CPI) initiated (2000)	Student Job Performance, as it relates to clinical practice, and indirectly the curriculum; Practice Environment, as it relates to future curriculum needs	Affiliations 4 & 5, Year 03	Clinical evaluations are performed on each student, each affiliation. Consolidation of student evaluations for Year 3 affiliations: Annually, PE: March & May, 94 - 99; CPI: March & May, 00-05	DCE; Director of Outcome Assessment

SOURCE of DATA	METHOD	AREA of EVALUATION	TIME LINE	COMPLETED	RESPONSIBILITY
	Site Contacts & Visits	Student Job Performance, as it relates to the curriculum; Practice Environment, as it relates to future curriculum needs	Phone Contact with each site, each semester; Each site visited every three years	Ongoing; As per site visitation calendar	DCE; Director of Outcome Assessment
	Clinical Coordinators Conference (CCC) and APTA CI Credentialing Workshops	Student Job Performance, as it relates to the curriculum; Practice Environment, as it relates to future curriculum needs	CCC: prn CI Credentialing Workshops: Several per year	CCC: May 95 APTA CI Credentialing Workshops. Ongoing. Various Locations	DCE; Director of Outcome Assessment
GRADUATES					
	Performance Survey at 6 months	Graduate Job Performance, as it relates to the curriculum	6 months post-Graduation	November 94, 95. Discontinued as ratings were not significantly different when measured at 6 months vs. 1.0 - 1.5 years.	Director of Outcome Assessment
	Performance Survey at 1 year	Graduate Job Performance, as it relates to the curriculum	1 year post-Graduation	Ongoing; November 95; Annually, May 96 — 05	Director of Outcome Assessment
	NPTE Scores	Curriculum, as reflected by NPTE Scores	Annually	Ongoing; Annually, 94 — 05	Chairperson of Department
	Licensure	Curriculum, as reflected by licensure success	Annually	Ongoing; Annually, 94 — 05	Chairperson of Department
EMPLOYERS					
	Performance Survey	Graduate Job Performance, as it relates to the curriculum	1 Year post-Graduation	Ongoing; November 95 for 94; May 96 for 95 Graduates, and annually, through May 05 for 04 graduates	Director of Outcome Assessment
PATIENTS					
	Patient Satisfaction Survey	Graduate Job Performance, as it relates to the curriculum	1 Year post-graduation	Ongoing; November 95 for 94; May 96 for 95 graduates and annually through May 05 for 04 graduates	Director of Outcome Assessment
ALUMNI					
	Demographics Survey	Demographics of alumni (practice and educational histories).	Every 5 Years	February 94 December 99 Summer 04	Director of Outcome Assessment
	Analysis of Practice Survey	Practice Environment, as it relates to future curriculum needs	Every 5 Years	February 94 December 99 Summer 04	Director of Outcome Assessment

Threshold to Trigger Review:

Examinations:

- Students must pass examinations and courses to progress through the program. If even one student is having difficulty, the reasons for difficulty are explored. If several students are having similar difficulties and the difficulties are curriculum related, the Committee of the Whole addresses the issue.
- Scores from the licensing examination are scrutinized closely. Average scores from examination subsections are compared, and subsection and total scores from UND PT students are compared to national norms. Any scores falling below averages, or seemingly different from other performances, are more closely scrutinized. Final concerns are addressed by the Committee of the Whole.

Surveys:

- If 10% or more of the respondents identify an area of weakness within the program, triangulation is used to explore and confirm trends. Survey data between populations and between years are compared. Relevant data from other sources are also reviewed. If similar findings are noted, recommendations are made for revision. The final decision for revision is made by the Committee of the Whole.

Clinical Experience Data:

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Revised 2/98; 5/00; 2/02; 8/05