

Student Learning Assessment Report (2006-2007)
Physical Therapy Program
Department of Health Sciences

Introduction/Context

The professional physical therapy education program at Cleveland State University boasts a heritage of excellence and has experienced much success since its inception in 1976. Initially offering the certificate/baccalaureate degree to students who emerged from a competitive admissions process and completed the challenging curriculum, the program transitioned to the master's of physical therapy degree (MPT) in 2000. In response to an ever-changing health care marketplace and the consequential impact on the professional preparation of prospective physical therapists, the CSU PT program will admit the first entry-level doctorate of physical therapy class in January of 2008.

The program operates within the Department of Health Sciences and six of its seven faculty hold the terminal degree (doctorate). The Academic Coordinator of Clinical Education (professional staff) is currently enrolled in a clinical doctorate education program and assumes teaching responsibilities aligned with the extensive clinical co-operative experience required of all students. Following an extensive self-study and on-site review in 2006, the physical therapy program had its accreditation status reaffirmed by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Graduates of the program have had and continue to experience a robust job market upon successful completion of their academic requirements.

Goals, Outcomes, Methods, Findings & Review

The Physical Therapy Program, participates in an annual institutional assessment of outcomes as well as a regularly scheduled accreditation process requiring an in-depth self-study. An on-going process that includes review of program mission and purpose is strategically linked to methods of assessment and criteria that provide evidence that the desired outcomes have indeed been realized. Faculty have met twice per term (midterm and end-of-term) to conduct reviews of student progression. Students are apprised of their status within the program following these reviews and are commended when performance is indicative of such recognition. Furthermore, an annual faculty retreat was held in April 2007 during which time a comprehensive review of the current curriculum was conducted and data obtained from student surveys was presented and discussed. Student contributed commentary regarding curricular strengths, weaknesses and recommendations as generated from focus groups held for MPTI and MPTII students (new for 2006) were given careful consideration concomitant with planning for the 2007-2008 academic year and the final preparations for transition to the DPT. (One curricular change resulting from

student input and subsequent faculty dialog is the inclusion of a third exam in MPT courses where appropriate.) Upon completion of the retreat, faculty and staff determined that the previously established goals should be retained for the 2007-2008 academic year (MPT) and goal review/revision for the DPT will be considered as preparations for admission of the initial DPT cohort of students continue. The physical therapy program has also integrated data associated with graduation rate into its program review and student progression assessment. For the four years of data analyzed the following graduation rates apply (according to formulae developed by CAPTE):

2002 (95%); 2003 (80%); 2004 (91%); 2005 (84%) and 2006 (pending).

The CSU Physical Therapy Program faculty have developed eight student-centered goals, addressing the program's unique mission, that allow for the assessment of student (graduate) outcomes. The student outcomes are characterized by the following domains: stakeholder satisfaction and performance appraisal. A series of surveys (exit interviews, graduate surveys, employer surveys) and collection of data (state licensure exam scores, demographic data supplied by graduates) constitute the evidence for achievement of the targeted outcomes. Outcomes assessment of Program Graduates has continued during the 2006-2007 academic year with sampling of the most recent graduates in December of 2006. In the summer of 2007, a revised (internet-based) survey will be conducted by faculty-supervised students sampling 2005 and 2006 graduates as well as their employers as part of the continuous quality assessment process adhered to by the physical therapy program.

Each of the aforementioned student goals are listed below along with measures/methods of assessment and evidence of outcome (findings). Evidence indicating that graduates of the program meet the expected student outcomes of the program, including those related to the program's unique mission has been documented and now includes updates for students graduating in December of 2006.

(Items in **bold** represent change from 2006 report)

GOAL	MEASURE/METHOD	FINDINGS
1) Practice physical therapy in a variety of settings in order to promote optimum health across the life span.	a) Variety of full-time clinical experiences while enrolled in professional program b) Licensure Exam Scores c) Employer Survey	a) Each student has completed between 2 and 4 distinct, full-time clinical rotations b) 100% pass rate for 2003, 2004 and 2005 graduates. 14/15 of the 2006 graduates have passed the licensure exam (first-time) = 93% c) Average 4 different practice opportunities per respondent site & rated graduate performance

	<p>d) Exit Survey</p> <p>e) Graduate Survey</p>	<p>average or above average</p> <p>d) 88% of graduates rated professional educational preparation as sufficient or excellent. 91% of 2006 graduates rated professional educational preparation as sufficient or excellent.</p> <p>e) 81% of 2003, 2004 graduates rated professional education as "appropriate"***</p>
<p>2) Integrate biological, physical, social and psychological principles and theories to assist the individual to optimize his/her capacity to function within the environment.</p>	<p>a) Program course completion</p> <p>b) Curricular Comprehensive Case Practical</p> <p>c) Licensure Exam Scores</p> <p>d) Employer Survey</p> <p>e) Exit Survey</p> <p>f) Graduate Survey</p>	<p>a) Students earned passing grades permitting program graduation</p> <p>b) Comprehensive case practical exam was conducted in 2006 as a capstone review prior to students beginning final clinical phase of education.</p> <p>c) 100% pass rate for 2003, 2004 & 2005 graduates. 14/15 of the 2006 graduates have passed the licensure exam (first-time) = 93%</p> <p>d) Rated graduate performance average or above average (2005)</p> <p>e) 88% of graduates rated professional educational preparation as sufficient or excellent. 91% of 2006 graduates rated professional educational preparation as sufficient or excellent.</p> <p>f) 81% of 2003, 2004 graduates rated professional education as "appropriate"***</p>
<p>3) Use communication skills to facilitate therapeutic and interdisciplinary relationships.</p>	<p>a) Program course completion</p> <p>b) Curricular Comprehensive Practical Exam</p>	<p>a) Students earned passing grades permitting program graduation</p> <p>b) Comprehensive case practical exam was conducted in 2006 as a</p>

	<p>c) Licensure Exam Scores</p> <p>d) Employer Survey</p> <p>e) Exit Survey</p> <p>f) Graduate Survey</p>	<p>capstone review prior to students beginning final clinical phase of education.</p> <p>c) 100% pass rate for 2003, 2004 & 2005 graduates. 14/15 of the 2006 graduates have passed the licensure exam (first-time) = 93%</p> <p>d) Rated graduate performance average or above average</p> <p>e) 88% of graduates rated professional educational preparation as sufficient or excellent. 91% of 2006 graduates rated professional educational preparation as sufficient or excellent.</p> <p>f) 81% of 2003, 2004 graduates rated professional education as "appropriate"***</p>
<p>4) Use critical thinking and discriminatory judgment when making decisions in the practice of physical therapy and within the health care arena.</p>	<p>a) Program course completion</p> <p>b) Curricular Comprehensive Practical Exam</p> <p>c) Licensure Exam Scores</p> <p>d) Employer Survey</p> <p>e) Exit Survey</p>	<p>a) Students earned passing grades permitting program graduation</p> <p>b) Comprehensive case practical exam was conducted in 2006 as a capstone review prior to students beginning final clinical phase of education.</p> <p>c) 100% pass rate for 2003, 2004 & 2005 graduates. 14/15 of the 2006 graduates have passed the licensure exam (first-time) = 93%</p> <p>d) Rated graduate performance average or above average</p> <p>e) 88% of graduates rated professional educational preparation as sufficient or excellent. 91% of 2006 graduates rated</p>

	f) Graduate Survey	<p>professional educational preparation as sufficient or excellent.</p> <p>f) 81% of 2003, 2004 graduates rated professional education as “appropriate”**</p>
5) Value and continuously develop the existing and evolving roles of the physical therapist in education, research, administration and consultation.	<p>a) Program course completion</p> <p>b) Curricular Comprehensive Practical Exam</p> <p>c) Licensure Exam Scores</p> <p>d) Employer Survey</p> <p>e) Exit Survey</p> <p>f) Graduate Survey</p>	<p>a) Students earned passing grades permitting program graduation</p> <p>b) Comprehensive case practical exam was conducted in 2006 as a capstone review prior to students beginning final clinical phase of education.</p> <p>c) 100% pass rate for 2003, 2004 & 2005 graduates. 14/15 of the 2006 graduates have passed the licensure exam (first-time) = 93%</p> <p>d) Rated graduate performance average or above average*</p> <p>e) 88% of graduates rated professional educational preparation as sufficient or excellent. 91% of 2006 graduates rated professional educational preparation as sufficient or excellent.</p> <p>f) 81% of 2003, 2004 graduates rated professional education as “appropriate”**</p>
6) Continuously pursue a self-directed professional development plan and seek life-long learning experiences.	<p>a) Program course completion</p> <p>b) Curricular Comprehensive Practical Exam</p>	<p>a) Students earned passing grades permitting program graduation</p> <p>b) Comprehensive case practical exam was conducted in 2006 as a capstone review prior to students beginning final clinical phase of education.</p> <p>c) 100% pass rate for</p>

	<p>c) Licensure Exam Scores</p> <p>d) Employer Survey</p> <p>e) Exit Survey</p> <p>f) Graduate Survey</p>	<p>2003, 2004 & 2005 graduates. 14/15 of the 2006 graduates have passed the licensure exam (first-time) = 93%</p> <p>d) Rated graduate performance average or above average</p> <p>e) 88% of graduates rated professional educational preparation as sufficient or excellent. 91% of 2006 graduates rated professional educational preparation as sufficient or excellent.</p> <p>f) 81% of 2003, 2004 graduates rated professional education as "appropriate"***</p>
<p>7) Demonstrate a sense of responsibility in regards to contemporary health issues as they impact on physical therapy/health care services.</p>	<p>a) Program course completion</p> <p>b) Curricular Comprehensive Practical Exam</p> <p>c) Licensure Exam Scores</p> <p>d) Employer Survey</p> <p>e) Exit Survey</p> <p>f) Graduate Survey</p>	<p>a) Students earned passing grades permitting program graduation</p> <p>b) Comprehensive case practical exam was conducted in 2006 as a capstone review prior to students beginning final clinical phase of education.</p> <p>c) 100% pass rate for 2003, 2004 & 2005 graduates. 14/15 of the 2006 graduates have passed the licensure exam (first-time) = 93%</p> <p>d) Rated graduate performance average or above average</p> <p>e) 88% of graduates rated professional educational preparation as sufficient or excellent. 91% of 2006 graduates rated professional educational preparation as sufficient or excellent.</p> <p>f) 81% of 2003, 2004 graduates rated professional education as</p>

		“appropriate”**
8) Participate in activities that advance physical therapy and serve the community.	<p>a) Program course completion</p> <p>b) Curricular Comprehensive Practical Exam</p> <p>c) Licensure Exam Scores</p> <p>d) Employer Survey</p> <p>e) Exit Survey</p> <p>f) Graduate Survey</p>	<p>a) Students earned passing grades permitting program graduation</p> <p>b) Comprehensive case practical exam was conducted in 2006 as a capstone review prior to students beginning final clinical phase of education.</p> <p>c) 100% pass rate for 2003, 2004 & 2005 graduates. 14/15 of the 2006 graduates have passed the licensure exam (first-time) = 93%</p> <p>d) Rated graduate performance average or above average (14*)</p> <p>e) 88% of graduates rated professional educational preparation as sufficient or excellent. 91% of 2006 graduates rated professional educational preparation as sufficient or excellent.</p> <p>f) 81% of 2003, 2004 graduates rated professional education as “appropriate”**</p>

* 1 respondent rated graduate below average

** Item did not appear on 2002 Graduate Survey