

## CPI\_STUDENT/PROGRAM LEARNING OUTCOMES

**This plan provides the PLO/SLO assessment plan for AY 2022-2025**

**Name of the program:** Physical Therapy

**Plan for** AY 2022-2023, 2023-2024, 2024-2025

**Expected date of submission** 6/30/2022

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To ensure NYIT's CPI process meeting *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education*. In this CPI report, each department is requested to create a three-year assessment/evaluation plan to improve student learning **for each degree program**. Reports should address the following points:

### **Program's Student Learning Outcome Assessment Plan**

1. PLO: State/update each degree program's learning outcomes. The original PLO are here: [http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports).

The overall PLO's are unchanged; however, curricular objectives and expected graduate outcomes have been modified to reflect culturally appropriate considerations in all aspects of patient care. These PLOs are reviewed annually as part of the matrix review and updating process.

#### DPT Program-Level Learning Outcomes

1. Determine the physical therapy needs of a patient or client through examination and evaluation of all body systems throughout the lifespan.
2. Develop a plan of care to meet the individual's physical therapy needs with consideration to personal and environmental factors and those factors that affect participation in all areas of life in society.
3. Implement the physical therapy plan of care to meet the individual's physical, cultural, and social-emotional needs based on evidence-based practice.
4. Communicate appropriately and effectively with patients and families, colleagues, and the public with considerations to personal and environmental factors.

## CPI\_STUDENT/PROGRAM LEARNING OUTCOMES

5. Adhere to safe, ethical, and legal practice by supporting the physical and mental well-being of others and exercising accountability and responsibility for one's actions in all practice settings.
  6. Apply sound administrative principles to the management of physical therapy practice.
  7. Apply basic educational strategies of teaching within the scope of physical therapy through life-long learning and professional mentoring.
  8. Implement and integrate research methods adherent to the standards of evidence-based practice to ensure contemporary practice methods and strategies for the optimization of care of individuals across the lifespan.
  9. Participate in health and wellness community-based initiatives across the lifespan by demonstrating the ability to identify contemporary health issues and develop programs to address the needs of diverse communities.
  10. Accept that being a professional is a continuing process and assume responsibility for professional and personal growth and development and the need to engage in continuing education coursework to maintain professional license/registration (if applicable).
2. Matrix: provide/update the assessment matrix that indicate which learning outcomes are assessed in which set of courses. The original matrix is here: [http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports).

Please find the updated matrix here:

<https://docs.google.com/spreadsheets/d/1U0O4cB1pA2lhQF1GPy8-HoKXg6cTYhUFOcligHB4agg/edit?usp=sharing>

### 3. METHODS OF ASSESSMENT

*Direct methods of assessment used within the program are:*

- Written and practical examinations (courses with lab components). Most written examinations consist of multiple-choice questions. Practical examinations have a grading rubric and are posted to Canvas so that students are aware of how grading will occur with the assessment of clinical hands-on skills.
- Written course papers and presentations have a rubric that several faculty have adopted to grade areas of professionalism, knowledge of the topic the quality of the presentation, use of technology, the ability to answer questions and expound upon the topic, if necessary, and correctly identified and cited sources.
- Students are required to complete a research capstone project and present their work in a research poster format to the students and faculty of the School of Health Professions. DPT students are also required to present their work in a platform format to the program students, staff and faculty. For the poster presentations, all SHP students are evaluated and graded on their work in several categories, using a 10-point scale. The

## CPI\_STUDENT/PROGRAM LEARNING OUTCOMES

scores are shared with students and students receive their ranking in the category of their poster. Rankings are awarded 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place honors.

- As students enter into their clinical rotations, they are assessed using the Clinical Performance Instrument (CPI), which is generated by the American Physical Therapy Association and standard among most clinical experiences in US based programs. The students are ranked, by their clinical instructors based on very specific benchmarks, taking into account the medical complexity of patients treated, the skillfulness in which they are able to apply the intervention, the ability to think critically based on their evaluative findings, and the percentage of the caseload they are sharing with their clinical instructor. Within each syllabus for Clinical Education I-IV, there are expected benchmarks to be attained at the end of the experience. Students are also required to self-assess using the same criteria and benchmarks as their clinical instructors. Students also submit professional portfolios as a means of preparing themselves for job interviews as they enter their final two clinical rotations. This portfolio contains the student's CV, an employment cover letter and documents that demonstrate their program accomplishments, including their research proposals, community service and professional development activities, awards/accolades granted while in the DPT program, and samples of their clinical and professional writing. This project also has a 30-point rubric that students are able to access on Canvas on the first day of class.
- Finally, graduates take the National Physical Therapy Examination (NPTE, also known as the state boards), usually for the first time in July following the May graduation and sometimes, some students may take it a second time in October of that same year, if they do not pass their first time. As of now, the program's ultimate three-year pass rate has always been 100%; however, the Class of 2021 still has two outstanding students who have yet to pass the exam, leaving the program pass rate at 94.5% for 2021. This is the most significant direct measure of student success for the DPT program.

*Indirect methods of assessment used within the program are:*

- At the end of the students third year, in the spring, just prior to graduation, the students partake in an "exit interview" with Chair and the Director of Clinical Education (DCE) and share what they think about the program, curriculum, faculty, facilities, resources, and most importantly, how prepared they were for their clinical rotations. The majority of students do well, attaining the appropriate benchmarks by the end of the final rotation. While many say they were confident in their abilities going into the clinical setting, there are others who expressed surprise at their clinical aptitude in specialized areas (i.e., pediatrics). This venue also gives students the opportunity to discuss faculty, course/curricular improvements, changes, courses that prepared them well for their clinical rotations and areas where they felt less- prepared. The student complete anonymous surveys, and a group discussion (exit interview) is conducted based on those points and others as they arise. A list of issues and student comments is compiled and shared with faculty and discussed at final departmental meeting at the end of the spring semester.
  - Typically, graduates/alumni receive a survey late in the fall (November), once they have taken the NPTE and have jobs that asks graduates

## CPI\_STUDENT/PROGRAM LEARNING OUTCOMES

to rate their preparedness for clinical work based on each of the classes in the curriculum. Using a four-point Likert scale, students are asked to rate the PLOs in each course, as appropriate. Responses are collected and frequency data is reported annually and shared with faculty and staff at the end of the fall semester departmental meeting (December).

- Data is also collected from clinical faculty (i.e. those who supervise students during clinical rotations) from a survey disseminated by the Director of Clinical Education. At the end of each clinical rotation, clinical site supervisors are asked to complete a survey based on their assessment of our students with regard to our PLOs. This data is requested in the early summer for our graduates and late summer-early fall for our rising second and third-year students. This information is very helpful in ascertaining the ability of our students to retain and apply information from earlier semesters.
- Students are often asked to reflect upon their learning and their perception of their clinical skills based on the ease or difficulty encountered in their clinical rotations. These reflections are part of the course accompanying clinical education and take place at least 4 times in an 8 week rotation. The information gleaned from here allows the faculty to hear directly from the students where they feel most competent and the most challenged in the clinical environment. The DCE (Director of Clinical Education) willingly shares this information with the faculty at the appropriately-timed departmental meeting.

#### 4. Timeline of the PLO assessment:

Program Learning Outcomes	AY 22-23	AY 23-24	AY 24-25
1	X		
2	X		
3	X		
4		X	
5		X	
6		X	

## CPI\_STUDENT/PROGRAM LEARNING OUTCOMES

7		X	
8			X
9			X
10			X

5. Personal responsibilities for implementing the assessment, collecting data and analyzing the results against expected outcomes.

As program chair, I am responsible for the organization and implementation of the student exit interview process. First, students receive a 4-question questionnaire to complete (anonymously, if they wish). Once the questionnaires are complete, they are collected, and read. Common themes from student feedback are identified and summarized. This document is used to facilitate a discussion during the in-person exit interview with the students. This additional information is added to the document. Subsequently, this document is shared with department faculty for review prior to the final department meeting, and it is discussed at the end-of-the-academic-year meeting.

Data related to clinical education will come from our DCE, who will provide information of student competencies in each of the areas identified above. The data from graduate surveys, which also includes employment data, is the result of a survey developed from the Office of Institutional Research. Working closely with this department, the newest version of this Graduate Satisfaction survey will be disseminated to the last three graduating classes (2020, 2021, 2022). In addition to myself, two to three faculty will be asked to join the Departmental Assessment Committee, since the retirement/departure of key members.

### **II. Brief description of how the plan is shared and communicated with all faculty members in the department.**

Faculty are required to update the outcomes matrix annually, based on review of their courses. This is typically done at the end of the academic year, and 2021-22 is no different. Since only one of our courses is taught by two adjunct faculty (Prosthetics and Orthotics, fall of the first year), I will contact them and ask them to update the matrix for that course. All other courses are taught by core DPT faculty. Once again, this report will be shared with the group over the summer (as a draft until final report is approved). This content will be included on the agenda for the AY 2022-23 first departmental meeting (date to TBD) the last week of August 2022, prior to the start of classes in fall 2022.

**CPI\_STUDENT/PROGRAM LEARNING OUTCOMES**

*Last updated 2/11/22*