

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2008-09 Annual Reports
GRADUATE PROGRAMS

DEPARTMENT Physical Therapy **DATE** April, 8, 2010

COMMITTEE MEMBER(S) CONDUCTING REVIEW Krista Lynn Minnotte, Mary K. Askim-Lovseth

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------------|---------------|--------------------------|
| • Were any goals referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

The Department of Physical Therapy began offering a Doctor of Physical Therapy degree in 2002. The assessment plan that is posted online is dated 2005. Goals and objectives are well articulated and address student learning with the exception of two goals that relate to the faculty and the program. Goals and objectives include reference to the practice of physical therapy, communication skills, the enhancement of critical thinking skills, and the development of skills necessary for lifelong learning.

2. ASSESSMENT METHODS

- | | | | |
|--|--------------|---------------|--------------------------|
| Were any specific assessment methods referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

A broad array of assessment methods are utilized, including direct and indirect methods (e.g., employer and patient/client competency and satisfaction ratings, alumni surveys). There is direct alignment between each goal and the method used to assess it.

3. ASSESSMENT RESULTS

- | | | | |
|--|----------------|---------------|--------------------------|
| Were any assessment results reported? | YES <u> </u> | NO <u> </u> | QUALIFIED Y/N <u>X</u> |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES <u> </u> | NO <u>X</u> | QUALIFIED Y/N <u> </u> |
| • If so, were the results clear in terms of how they indicate need for improvement? | YES <u> </u> | NO <u>X</u> | QUALIFIED Y/N <u> </u> |
| • Were the results tied to goals for student learning? | YES <u> </u> | NO <u>X</u> | QUALIFIED Y/N <u> </u> |

Comments:

Although a detailed assessment plan is given, limited data are provided regarding assessment results. The use of course grades (not an assessment measure) and subjective comments such as "Students have performed satisfactorily in all courses," "...ratings are, in fact, quite complimentary toward our students," "All of our outcome data indicates that we are accomplishing our mission, goals, and objectives, and that we are preparing doctoral level students that are well qualified to enter clinical practice," were common. The pass rate for the National Physical Therapy Examination was given as 91.5% in 2007 and 95% in 2008 (national average was 88%). We encourage the reporting of specific assessment findings related to specific learning goals.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES___ NO___ QUALIFIED Y/N ___X___

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

YES___ NO___ QUALIFIED Y/N ___X___

Comments:

The annual report indicates that the Physical Therapy Program is meeting its goals and no curricular changes are needed. Assessment results in the past have led to curriculum changes (the most recent in Fall 2008). No results are reported from this curricular change. The report does indicate that the Physical Therapy program reflects on assessment results, and will, if needed, use such results to instigate changes to the curriculum. The Program was reaccredited in April 2007.

SUMMARY

Strengths

- ☒ A specific plan for assessment is in place.
- ☒ Student learning goals are well-articulated.
- ☒ Assessment methods are clearly described.
- ☐ Assessment methods are appropriately selected.
- ☐ Assessment methods are well-implemented.
- ☒ Direct and indirect methods are implemented.
- ☐ Results are reported.
- ☐ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

Areas for Improvement

- ☐ No specific plan for assessment is in place.
- ☐ Student learning goals are not well-articulated.
- ☐ Assessment methods are not clearly described.
- ☐ Assessment methods are not appropriately selected.
- ☐ Assessment methods are not well-implemented.
- ☐ A single type of assessment methods predominates.
- ☒ No results are reported. (*Limited*)
- ☐ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Physical Therapy Program has goals and student learning objectives that are well articulated, with assessment methods aligned with each. Overall, it is noted that the Department has a very successful program, as evidenced with a stellar reaccreditation report. It is recommended that specific assessment data be provided in future reports in order to assess learning for each goal and objective.

MATERIALS REVIEWED

- ☒ Annual report
- ☐ Appendices (cited in annual report)
- ☐ Other (please describe)

- ☒ Assessment plan (as posted) August 2005
- ☒ Previous assessment review

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Section 1: ___Y___ Section 2: ___Y___ Section 3: ___N___ Section 4: ___?___

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done