STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: CATHY ELROD, PT, PhD
DATE: SEPTEMBER 26, 2014

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:
The data used to analyze these learning outcomes is taken from the several different sources. These sources include a written assignment, the CPI-Web, and student self-reflection/evaluation. The results of the written assignment are stored in the faculty instructor’s office. The results of the self-evaluations are stored in the Department Chair’s office. CPI-Web is an on-line database that houses summative student evaluation data input by clinical faculty during clinical practicum experiences. Relevant data for this report were identified within CPI-Web, and then downloaded into an Excel workbook for analysis. The data is stored in the Marymount University (MU) Doctor of Physical Therapy (DPT) program share drive. Access is limited to DPT faculty and staff.

EXECUTIVE SUMMARY

List all of the program’s learning outcomes: (regardless of whether or not they are being assessed this year)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Year of Last Assessment</th>
<th>Year of Next Planned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. function independently managing patients with a wide variety of simple or complex conditions;</td>
<td>2011-2012</td>
<td>2014-2015</td>
</tr>
<tr>
<td>2. perform skilled physical therapist examinations, interventions, and clinical reasoning proficiently and consistently;</td>
<td>2011-2012</td>
<td>2014-2015</td>
</tr>
<tr>
<td>3. apply best available scientific evidence, clinical judgment, and patient preferences in physical therapy patient management;</td>
<td>2012-2013</td>
<td>2015-2016</td>
</tr>
<tr>
<td>4. manage a full-time physical therapist’s caseload to achieve resource-efficient and patient-effective outcomes;</td>
<td>2010-2011</td>
<td>Currently Being Assessed</td>
</tr>
<tr>
<td>5. exhibit care, compassion, and empathy in delivering physical therapy services sensitive to individual, cultural, and social differences;</td>
<td>2012-2013</td>
<td>2015-2016</td>
</tr>
<tr>
<td>6. implement a self-directed plan for professional development and lifelong learning.</td>
<td>2010-2011</td>
<td>Currently Being Assessed</td>
</tr>
</tbody>
</table>
Describe how the program’s outcomes support Marymount’s Mission, Strategic Plan, and relevant school plan:
The mission of the Doctor of Physical Therapy (DPT) degree program is to prepare generalist practitioners to deliver best available physical therapist practice for improving movement, function and health across diverse individuals and communities. The program employs a dynamic learning-in-context environment that is warm and welcoming. Critical thinking, professionalism, respecting individual differences, and adherence to ethical practices ground all classroom, clinic, and community activities. The mission of the university states, “Marymount University is comprehensive Catholic university, guided by the traditions of the Religious of the Sacred Heart of Mary, that emphasizes intellectual curiosity, service to others, and a global perspective. A Marymount education is grounded in the liberal arts, promotes career preparation, and provides opportunities for personal and professional growth. A student-centered learning community that values diversity and focuses on the education of the whole person, Marymount guides the intellectual, ethical, and spiritual development of each individual.” As the mission indicates that Marymount is committed to career preparation and professional development while focusing on the whole person, the student learning outcomes developed by the PT faculty attempt to show how the DPT program supports this Mission. Not only do our learning outcomes identify the skills necessary to practice in the career of physical therapy (#1-4), they also measure the moral sensitivity to recognize and understand the diversity of individuals (#5) and professional development (#6).

The strategic plan, and thus School plan, has been evolving at Marymount University with the transition to a new President. It is the intent of the PT faculty to ensure that student learning outcomes also take into consideration the strategic plan of the University and of the Malek School of Health Professions. Over the next academic year, the PT faculty will review and reflect on the School’s evolving strategic plan and its relationship to our student learning outcomes.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements:
In the spring of 2013, the PT faculty reviewed the two learning outcomes scheduled for assessment during the 2013-2014 academic year and chose the aspect of each outcome we wanted to focus on for this annual review. A strength of our process is all core PT faculty work together during a scheduled faculty meeting to determine the best way to assess the chosen learning outcomes. Since all faculty are present, the entire curriculum and course work can be discussed, ensuring that all potential assessment methods are considered. Challenges continue to revolve around choosing the optimal assessment method. Each year faculty review the outcomes of the previous year’s student learning assessment report to determine what changes should be discussed and implemented as well as potential alternative methods for collecting relevant data.
Describe how the program implemented its planned improvements from last year:

| Outcome                                                                 | Planned Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Update (Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)                                                                                     |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply best available scientific evidence, clinical judgment, and patient preferences in physical therapy patient management | 1. The assignment in PT 733 will be revised to clarify the wording that explains what is expected of the student.  
2. In PT 733, class discussions will revolve around real patient scenarios that the students will bring back from the physical therapy clinics they are placed in that semester. These new discussions will hopefully better link the three cornerstones of physical therapy practice (measured in this outcome) with a greater understanding of how physical therapists’ think and use information.  
3. The grading rubric for the final comprehensive practical exam will be revised to better capture what the faculty is trying to assess.  
4. The expectations for student performance will be more clearly articulated to the students in preparation for the final comprehensive practical examination. More avenues for discussion and practice with faculty feedback will be explored to see if it helps student performance. | The course instructor changed the wording on the assignment to better explain the expected student outcome.  
The class discussions were changed to include real patient scenarios.  
The grading rubric was revised and it was determined by faculty that it continues to need to be revised to better capture what we are trying to assess. It will be revisited by faculty in a spring faculty meeting.  
Several different methods from written email notices, to in-person dialogue with the students occurred this past spring to more clearly articulate expectations for student performance. We did not receive any student feedback afterwards that indicated they did not know what to expect. |
| Exhibit care, compassion, and empathy in delivering physical therapy services sensitive to individual, cultural, and social differences | 1. The self-evaluation of students’ perceptions of their professional behaviors while in Costa Rica form will be revised.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | The form was revised to include the following instructions: Describe your preparation and outlook related to each of the following as we begin this venture-language, culture, |
### Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:
*(List each recommendation and provide a specific response to each)*

The comments that were provided last year were appreciated. The overall comment was “This was an excellent report indicating that this is a self-reflective program. The report provided meaningful context to understanding the assessment process.” There were no recommendations.
Outcome and Past Assessment

Learning Outcome 4: Manage a full-time physical therapist's caseload to achieve resource-efficient and patient-effective outcomes.

Is this outcome being reexamined? ☑ Yes ☐ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

In AY 2010-2011, this outcome was assessed. PT faculty decided to focus on the resource utilization aspect of the learning outcome (billing, managing staff, managing resources, managing time) as this was an area that faculty wanted further information about in regards to student performance. We discovered that although we were trying to prepare our students to be at entry-to-practice level upon graduation in this practice domain, our clinical instructors reported that due to the unique management systems in each clinic-setting, they did not expect students to gain entry-level proficiency in resource utilization during the clinical practicums so they do not focus on it intensely during these clinical experiences. During our analysis of data, we found that 100% of our students were judged by their clinical instructor to be at or above ‘advanced intermediate’ performance and 40% were deemed ‘entry-level’ for the criterion from the evaluative tool (CPI-Web) we used to measure this learning outcome: “The student participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.” Further analysis of the qualitative comments of the clinical instructors indicated that some of them stated that the billing systems were complex and entry level performance could not be expected. The faculty decided to review the curriculum for weaknesses in curriculum content. The curriculum review turned into a larger curricular revision that was approved during AY 2013-2014 and implemented starting the AY 2104. A result of this process includes the enhancement of the discussion of these concepts in PT 732: The PT as a Manager and in the skills application courses (PT 720/721, PT 730/731, PT 740/741) to better reflect resource utilization issues unique to these practice settings.

ASSESSMENT METHOD #1

ASSESSMENT TOOL

The faculty chose to focus on the ‘resource utilization’ aspect of the learning outcome again in order to assess if there has been any change over time. It also is a component of physical therapy practice that our Advisory Board and employers have identified as a weakness of most new graduates, regardless of the DPT program they attended. The inherent challenge in being resource-efficient is that resources differ between
clinical settings and our students are only expected to manage a full-time physical therapist caseload in their final clinical practicum, which minimizes their opportunity to work on this skill.

During the final clinical practicum (PT 802) at the end of the DPT program, students are assessed by clinical faculty/instructors (CI) on their overall performance. The tool that is used is the Clinical Performance Instrument (CPI-Web). The CPI-Web (see detailed description below) asks questions about and requires assessment of measures across a variety of behaviors, including professional practice and patient management. Specifically within patient management, students are assessed on the following criterion (#17): Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, and public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.

Clinical Performance Instrument (CPI-Web)

The CPI-Web is the primary student evaluation instrument used to quantify student performance in the clinical environment against entry-level expectations of a licensed physical therapist. This proprietary tool was developed by the American Physical Therapy Association. It underwent extensive psychometric analyses of content throughout its development. The majority of physical therapy academic programs in the United States and Canada use this tool to assess student outcomes. The CPI-Web contains eighteen (18) distinct evaluative criteria that cross the spectrum of behaviors and actions required of a physical therapist in clinical practice. Each person inputting data into a CPI-Web tool must first complete an on-line course and certification examination to confirm basic knowledge and competency using the instrument. Data entered into the CPI-Web is immediately accessible to the Program and is easily downloaded for analyses.

The CPI-Web is a summative evaluation instrument. Both the student and his or her clinical instructor (CI) input data into the CPI-Web at midterm and completion of each clinical practicum experience. Data include Likert rankings and narrative comments. The Likert scale anchors with “beginning” on the left, or low end of the scale, and projects to “beyond entry-level” on the upper scale. Entry-level performance, which is positioned just below “beyond-entry-level”, is the expected student outcome on each criterion.

This report uses direct measures of CI assessment of student clinical performance. This data was extracted from documented student performance that occurred during final, fulltime clinical practicum experience in August 2014. These students graduated from MU following this clinical practicum. These data are measures of MU-DPT student entry-level performance.

Definition: Entry-Level Performance (CPI-Web)

- Capable of functioning without guidance or clinical supervision managing patients with simple or complex conditions.
- Consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning.
- Consults with others and resolves unfamiliar or ambiguous situations.
• Capable of maintaining 100% of a full-time physical therapist’s caseload in a cost effective manner

**Definition: Advanced-intermediate Performance (CPI-Web)**

• Requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions.
• Consistent and proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning.
• The student is capable of maintaining 75% of a full-time physical therapist’s caseload.

**Limitations of the CPI-Web as an Assessment Tool**

Students are supervised throughout their clinical experiences by a clinical instructor (CI) who is not a core faculty member; and each student has a unique clinical instructor. Although the expectation is that the online training program for completing the tool enhances the tool’s reliability in making judgments about achieving entry-level performance, there is still great variability based on settings and CI philosophy. The definition of entry-level is complex and the number of concepts embedded in each of the 18 overarching criterion can be large. If a student is deemed lacking in any aspect of a criterion, he/she will be graded below entry-level performance on all aspects of it, which makes it difficult to tease out specific areas of weakness.

Program faculty continues to support a graduate outcome goal that states: 100% of MU-DPT graduates will be rated entry-level in each evaluative criterion in the CPI-Web upon completion of their final clinical practicum. This is controversial in the professional community because students do not have the “real” opportunity to practice “without supervision.”

**CPI-Web Criteria Used for this Student Learning Outcome**

<table>
<thead>
<tr>
<th>Criterion (CPI-Web Reference #)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, and public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.</td>
</tr>
</tbody>
</table>
**Assessment Activity**

<table>
<thead>
<tr>
<th>Direct Outcome Measure</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis (n=32)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Performance Instrument (CPI-Web)</strong></td>
<td>100% of students will be rated “entry-level” on criterion at the completion of the third and final clinical practicum</td>
<td>Data was collected from the CPI-Web CI evaluation of student performance</td>
<td>Advanced-intermediate</td>
</tr>
<tr>
<td><strong>Criterion #17:</strong> Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, and public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**Interpretation**

The results of Clinical Instructor’s evaluation of student performance via the CPI-Web show that by the culmination of the final clinical placement, immediately prior to the graduate entering the workforce, 100% of the students had achieved entry level or above for these skills. Individual comments from student Clinical Instructors also bear out that students are successfully achieving this outcome measure. (These comments are available on request.)
**ASSESSMENT METHOD #2**

**ASSESSMENT TOOL**
Graduating students from the Class of 2014 were asked via an email to answer the following question: “Do you feel that you will be able to manage a full caseload upon entering clinical practice as a licensed physical therapist? A full caseload includes delegating, referring, billing, scheduling, managing documentation as well as patient care in an efficient manner. Please explain why or why not.”

**ASSESSMENT ACTIVITY**

<table>
<thead>
<tr>
<th>Indirect Outcome Measure</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis (n=13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating students were asked to respond to a question about their perception of their ability to meet this learning outcome. “Do you feel that you will be able to manage a full caseload upon entering clinical practice as a licensed physical therapist? A full caseload includes delegating, referring, billing, scheduling, managing documentation as well as patient care in an efficient manner.”</td>
<td>100% of graduating students will answer yes to this question.</td>
<td>All 32 students in the Class of 2014 were sent an email from the Chair of the Department during the last 4 weeks in the program asking them to answer this question as it would help the program better understand if it is meeting it’s program outcomes.</td>
<td>100% of the respondents answered “yes” with some caveats. Three (3) students indicated that they could manage a full caseload in some (settings they had been in via their clinical practicums) but not all practice settings.</td>
</tr>
</tbody>
</table>
INTERPRETATION

Of the students who answered the question, all of them felt as if they could manage a full case load but not in every setting. As there are many complexities in practice management, the consensus was that they were prepared academically but needed more real-world experience for them to become comfortable and confident in the abilities.

Program strengths and opportunities for improvement relative to assessment of outcome:

This outcome was met based on the assessment methods chosen for this multi-faceted and complex criterion that includes many different elements of resource utilization and regulatory requirements in a rapidly changing health care environment. The qualitative comments provided by the students indicate that there are varying levels of comfort in their perception of meeting this outcome. These comments support that they believe that they are academically prepared. The challenge arises in the variability in the types of clinics they gain experience in as a student during their clinical practicums/internships and the numerous practice settings that await them as new graduates.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

1. The question asking the students directly about their perception of meeting this outcome will be integrated into the corresponding final clinical practicum (PT 802) in order to maximize the response rate.
2. The faculty will discuss during one of their faculty meetings other assessment methods that can be used to capture student performance on this outcome.
Outcome and Past Assessment

Learning Outcome 6: Implement a self-directed plan for professional development and lifelong learning.

Is this outcome being reexamined? ☑ Yes ☐ No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.
In AY 2010-2011, this outcome was assessed using comments from our clinical instructors who were teaching our students during their clinical practicums in the final semester of the program. The criterion from the evaluative tool (CPI-Web) that was used to assess this outcome was: “Participates in self-assessment to improve clinical and professional performance.” During the analysis of the data, we found that 97% of our students were judged by their clinical instructor to be at or above ‘advanced intermediate’ performance and 60% were deemed ‘entry-level’ for the criterion. Upon further discussion with the clinical instructors, faculty realized that professional development meant different things to each individual. Although students were tasked with completing a professional development plan during this clinical practicum, this expectation was not shared with the CIs. Thus, determining the extent to which this criterion had been met directly was not attainable at that time. Faculty decided to restructure the professional development plan assignment. Within the curriculum redesign that was approved during AY 2013-2014 and implemented in AY 2014 a new course was developed, PT 757: Leadership, Professional Development, and Expert Practice. It is the hope of the faculty that this course will more optimally prepare students to meet this learning outcome.

Assessment Method

Assessment Tool

Students in the final year of the program (spring semester) were tasked as a graded event within PT 754: Capstone Seminar to complete an assignment. This assignment required them to write their own professional development plan. The assignment expectations and grading criteria are in the Appendix.
Assessment Activity

<table>
<thead>
<tr>
<th>Direct Outcome Measure</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis (n=32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Plan Assignment (see Appendix)</td>
<td>100% of graduating students will successfully complete (B or better) the assignment.</td>
<td>32 students completed the assignment; the course instructor reviewed and graded each assignment during as a component of PT 754.</td>
<td>100% of the students completed the assignment. 100% of the students received a grade of A.</td>
</tr>
</tbody>
</table>

Interpretation

All of the students successfully completed a professional development plan and, thus, met this learning outcome.

Program strengths and opportunities for improvement relative to assessment of outcome:
Three years ago in 2010-2011, the program did not have a formal mechanism for students to complete a professional development plan and relied on vague measurements for the assessment of this outcome. Since that time, faculty have asked students to complete a plan but relied on varying mechanisms for assessment, including evaluation by course instructors and faculty advisers. There were a lot of inconsistencies in the depth and breadth of faculty involvement in ensuring this activity was completed. Thus in AY 2013-2014, the assignment was added to the Capstone course, PT 754 as a graded activity. By including it in a specific course with an end outcome, we were able to better determine the extent to which our students were meeting this learning outcome.

Discuss planned curricular or program improvements for this year based on assessment of outcome:
During the last academic year (AY13-14), PT faculty discussed in two of their spring faculty meetings the purpose of the professional development plan and how it should be ideally captured. It was determined that it needed a “home” and structured dialogue with the students about its purpose. The program was undergoing a curriculum review and a by-product of this process was the development of a new course. A part of the course’s purpose is to allow for further exploration by the students of the importance of continued professional development throughout one’s career as a physical therapist. All core faculty participated in these discussions. Faculty decided that the course instructor for the new course, PT 757: Leadership, Professional Development, and Expert Practice, will include at her discretion a graded activity that requires the students to complete a professional development plan. As this course is a permanent addition to the DPT program, there will be consistency in this activity and the ability to assess student performance on this learning outcome.