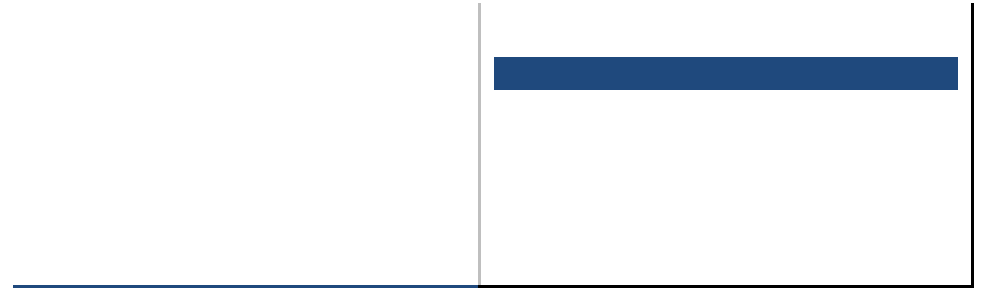


# Program-Level Assessment Plan



Program: Physical Therapy

Degree Level (e.g., UG or GR0 -ev)



Please see the plan outlined in the following pages for each student learning outcome **for Doctor of Physical Therapy degree**. See [Appendix: Doctor of Physical Therapy Curriculum Mapping for Student Learning Outcomes](#) for more details on performance level of student development across courses.





Student Learning Outcomes

Curriculum Mapping

Artifacts of Student Learning (What)



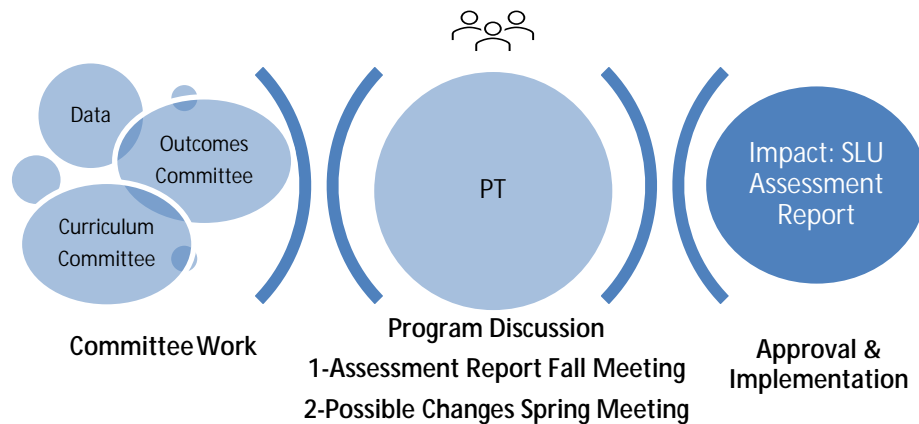
## Use of Assessment Data

### 1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

Analyzed data will be used each assessment year to direct the yearly goals and workflow of the Physical Therapy Curriculum and Outcomes Committees. The respective committees will gather and utilize input from faculty and report back to faculty any recommended changes based on data results. Examples of curriculum changes may include changes in course content, course sequence, new courses, or teaching methods if a student learning outcome is not being met. Examples of assessment practice changes may include changes in artifacts of student learning, evaluation tools, such as rubrics, or data collection methods if it appears insufficient data is available to assess change. This will be a cyclic process of assessment – change (if needed) – re-assessment.

### 2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

Program faculty will evaluate the impact of any assessment-informed changes through an ongoing process led by the PT Department Curriculum Committee and Outcome Committees. This process is illustrated below. Step one, Curriculum Committee will collect and review records of all curriculum changes made the previous year. The Outcome Committee will collect and review related outcomes data, including artifacts and data results for each student learning outcome. The Committees will then discuss strengths and potential areas for improvement and a report will be generated. This report will be shared with faculty. Step two, faculty will then engage in discussion to determine if any additional changes are needed based on the report. This discussion will occur at the Program level. A minimum of two meetings will occur. Discussion of the initial report will occur in the fall meeting. Discussion of any proposed changes and revisions to the plan will occur in the spring. Finally, step three, impact of the assessment process and any changes will be included in the SLU Assessment Report for the following academic year.



**Figure 1: Student Learning Outcome Assessment Process Overview for the Program in Physical Therapy.**

The Degree is the Doctor of Physical Therapy degree.

## Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

Program faculty will evaluate one student learning outcome per academic year, in numeric order starting with outcome #1 for AY 2023-2024. This cycle will allow all outcomes to be assessed every four years, see student learning outcome assessment cycle in Table 1 below. Starting with outcome #1 will allow conceptual alignment with assessment of the Bachelor of Exercise Science degree SLO assessment plan at the Department level. This will facilitate a more thorough assessment across the curricular sequence of this traditional freshman-entry DPT degree program.

Table 1: Student Learning Outcome 4-year Assessment Cycle

Student Learning Outcome (SLO)	Academic Year (AY) Cycle 1	Academic Year Cycle 2
SLO #1 Health of Society Start here for AY 2023-2024	AY 2023-2024 (Pulling data from AY 23-24 for analysis; report due in Sept 2024)	AY 2027-2028 (Report Sept 2028)
SLO #2 Communication	AY 2024-2025 (Report Sept 2025)	AY 2028-2029 (Report Sept 2029)
SLO #3 Evidence-based Practice	AY 2025-2026 (Report Sept 2026)	AY 2029-2030 (Report Sept 2030)
SLO #4 Movement	AY 2026-2027 (Report Sept 2027)	AY 2030-2031 (Report Sept 2031)

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Program faculty contributed to the development of this plan in several ways. First, physical therapy program faculty engaged in revision of the DPT SLO (AY 2021-2022) via faculty discussions. Second,

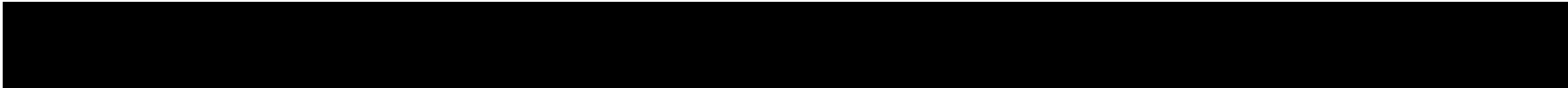
**IMPORTANT:** Please remember to submit any rubrics or other assessment tools along with this plan.

**Appendix: Doctor of Physical Therapy Curriculum Mapping for Student Learning Outcomes**



Appendix:





## Technical/Procedural: Examination, Evaluation, and Diagnosis

Description: Performs evidence-based initial and re-examination tests and measures that are relevant to the practice setting; rules out of pathologies and refers to or consults with other healthcare professionals as necessary; evaluates data from the patient/client examination (e.g. history, systems review, tests and measures, screening, and outcome measures) to make clinical decisions, including initial or a diagnosis to guide future patient/client management.

Rating Scale	Beginning Performance	Advanced Beginner	Intermediate Performance	Advanced Intermediate Performance	Entry-Level Performance	Beyond Entry-Level Performance
Supervision/ Caseload	A student who requires clinical supervision 75 – 100% of the time managing patients/clients with non-complex conditions and 100% of the time managing patients/clients with complex conditions. The student may not carry a caseload or may begin to share a caseload with the clinical instructor.		A student who requires clinical supervision less than 50% of the time managing patients/clients with non-complex conditions and 25 - 75% of the time managing patients/clients with complex conditions. The student maintains at least a 50 – 75% of a full-time physical therapist’s caseload.		A student who requires no clinical supervision managing patients/clients with non-complex and complex conditions. The student is capable of maintaining 100% of a full-time physical therapist’s caseload.	

x Performs a comprehensive chart review for nfanQqf

Sample Behaviors





## Appendix: Clinical Gait Assignment

Saint Louis University

Program in Physical Therapy

DPT 5123 Clinical Gait

Pathologic Gait: Activity 4 - Comprehensive

You may work individually or in small groups for this activity. Record your observations on this sheet.

- 1) Watch the videos from Assignment #3 again, recalling the Hip/Pelvis/Trunk deviations you observed (mark them on this sheet). Now record the knee and ankle deviations you observe. Assume the R limb is the reference limb (6 points)

Major Dev		Weight Acceptance (WA)		Single Limb Support (SLS)		Swing Limb Advancement (SLA)			
Minor Dev		IC	LR	MSt	TSt	PSw	ISw	MSw	TSw
TRUNK	Lean: B/F								
	Lateral Lean: R/L								
	Rotates: B/F								
PELVIS	Hikes								
	Tilt: P/A								
	Lacks Forwd Rot								
	Lacks Backwd Rot								

