Assessment Activity Report Due April 20, 2018 to the Office of Academic Planning

Closing the Loop Annual Assessment Report

Department _Physical Therapy_________________ College _CHSS______________________________

Degree Program __DPT________________________

Please see resources about closing the loop and assessing program learning outcomes at the Academic Planning website http://air.sfsu.edu/assessment/resources

Use of Assessment for Program Improvement and Planning, or, Closing the Loop Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their use of assessment findings to improve their programs.

The quality of a program’s assessment is determined by its usefulness and application. While assessment should reveal a program’s strengths, it is equally (and perhaps even more) valuable if it can help programs identify, reflect on, and address areas where continued development and improvement are needed.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment clearly drives program planning and curriculum development</td>
<td>Assessment results directed toward program planning</td>
<td>Assessment describes the existing program</td>
<td>No use of assessment evident</td>
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<tr>
<td>Program improvements result from assessment</td>
<td>Program’s curriculum has changed (and changes) as a result of assessment</td>
<td>Assessment used to defend status quo</td>
<td></td>
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<tr>
<td>Evidence of program-level reflection on assessment results</td>
<td>Assessment report includes reflection on larger lessons learned from assessment</td>
<td>Assessment is primarily procedural and needs reflection</td>
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1. Please list the program learning goal that was assessed in your assessment findings report or other assessment activity.

The physical therapy faculty assessed the bolded elements of the following program learning goals:

Goal 2: Functions in a highly professional, ethical, legal, and culturally-competent manner and demonstrates commitment to society and the profession.

Goal 3: Communicates and educates the individual, family, community, and other professionals about rehabilitation, positive health, prevention, and wellness.

Goal 4: Critically evaluates and applies evidence as a basis for physical therapy practice, determines the effectiveness of intervention, and contributes to the body of knowledge in physical therapy.

2. What was the finding of that assessment?

Program learning goals are assessed based on student learning outcomes, assessed annually through a PT faculty retreat. In addition, we discuss cross-curricular themes to ensure that we are not missing anything that is assumed to occur throughout the curriculum. In Spring 2015, the student learning outcomes listed under each goal (not reproduced here) were largely met, but we noted that connections and contributions to the profession, other professionals, and the body of
knowledge in physical therapy could be improved. Based on multiple faculty meetings through 2015 and 2016, the following were documented in the Strategic Plan for 2016-2017.

Create an opportunity for clinicians from the Inpatient and Outpatient groups to meet and collaborate annually as part of a meeting or continuing education activity. This can be accomplished through a Post-CSM Debrief/Update. This will be an annual meeting after CSM [Combined Sections Meeting], and will be an opportunity for WOS [volunteer] faculty, outpatient & inpatient clinicians, faculty, and students to all meet after the conference to share information and build our community.

Increase dissemination of scholarly work within the program to fellow faculty, students, and staff.

3. What was the process through which faculty considered a response to the findings of the assessment (department meeting, department retreat, through a department assessment or curriculum committee)?

The PT Faculty committees on research and curriculum discussed what a Post-CSM Debrief/Update would look like. It would need to be scheduled soon after CSM (Combined Sections Meeting of the American Physical Therapy Association), the major national research and clinical practice conference for physical therapy held in January or February each year. The presentations by UCSF/SFSU faculty, students, and clinicians would need to be gathered and highlighted. Attendees would need to be recruited to talk about their experiences. Faculty were assigned to head the program and recruit addition staff and faculty support as needed.

4. What changes have you made or are you planning to make in order to address the findings?

The first Post-CSM Debrief/Update was held on the Tuesday evening after CSM 2017.

Feedback from that event included heightened interest in attendance/presentations at professional meetings from first year DPT students (who did not have the opportunity to attend CSM 2017). They indicated that they would have liked to hear more about the actual presentations that people gave during CSM.

In planning for the second Post-CSM Debrief/Update, we took that feedback into account while deeming the first program a success.

In Spring 2017, the PT faculty called out the CSM Debrief in the newly created Strategic Plan 2018-2023 and assigned it as part of the purview of a newly named Student Success committee.

In preparation for CSM 2018 and the CSM Debrief program, the PT faculty documented a record number of presentations planned for CSM 2018 by UCSF/SFSU faculty, students, recent graduates, and clinicians (18 total, including presentations as educational sessions, platforms, and posters), and a higher than usual number of attendees from our program at CSM 2018, indicating an impressive commitment to the profession and contribution to the body of knowledge.

The second Post-CSM Debrief/Update was held on the Tuesday evening after CSM 2018 (February 27). Attendees gave brief reports about research they presented and their overall impressions of the conference, thereby communicating and educating other professionals. Third year students took the opportunity to promote their research in the upcoming Spring Symposium.

The newly established CSM Debrief successfully highlights our "commitment to society and profession," provides opportunity to "communicate and educate," and promotes "contribution to the body of knowledge in physical therapy." The DPT students, a few faculty, and some clinical faculty attend. Plans for next year should include potential varying of location to facilitate
attendance by a different set of clinical faculty (those that work on a different UCSF campus) after clinical hours.

5. What assessment activities do you plan to undertake next academic year?
   - Will you assess a different program learning goal (assessment finding report)?
   - Will you address another finding from the assessment of the same program learning goal (closing the loop report)?
   - Is it time to revisit program learning goals (program learning goals report)?

The new program will require additional assessment (number and engagement of attendees) and tweaking in future to optimize its function in the DPT program. However, we have several other initiatives that were not quite ready to put into the current assessment report; we will likely pick one of these initiatives to assess next year.