



# DPT PROGRAM SYSTEMATIC PLAN FOR EVALUATION AND ASSESSMENT OF OUTCOMES 2013

Western Kentucky University is accredited by Southern Association of Colleges & Schools, Commission on Colleges ([SACS, COC](http://www.sacs-coc.org)) to award associate, baccalaureate, master, specialist, and doctoral degrees. For questions regarding accreditation the Commission on Colleges can be contacted at 1866 Southern Lane, Decatur, GA 30033-4097 or phone (404) 679-4500.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Western Kentucky University is seeking accreditation of a new physical therapist education program from CAPTE. The program has submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional/technical phase of the program; therefore, no students may be enrolled in professional/technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

WKU reserves the right to change, without notice, any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, faculty, curricula, and courses. This document is not a contract or an offer of a contract.

2.12.13

## WKU DPT Program

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## **Preface**

Program evaluation and assessment is an essential part of Physical Therapy education. Evaluation of Program mission, goals, and expected outcomes in relation to how the Program is actually performing provides valuable information to allow for positive change and assure that all aspects of the Program are meeting or exceeding performance standards that benefit employees, students, and the public.

The purpose of the WKU DPT Systematic Plan for Evaluation and Assessment is to provide a comprehensive method for assuring a quality educational Program capable of meeting the expectations of the university, the standards of accreditation, needs of students, and ultimately society. This document also serves to inform stakeholders directly involved with the DPT Program about the curriculum, expectations, rules, regulations, and policies governing and related to the Program and how we as a Program assure that all standards are being met and improved. It further serves to assist in decision-making and to provide a common frame of reference. This Document is intended to supplement, not replace, the WKU University Handbook, the Graduate Catalog, the Faculty Manual, and the WKU DPT Program Student and Clinical Education Manuals.

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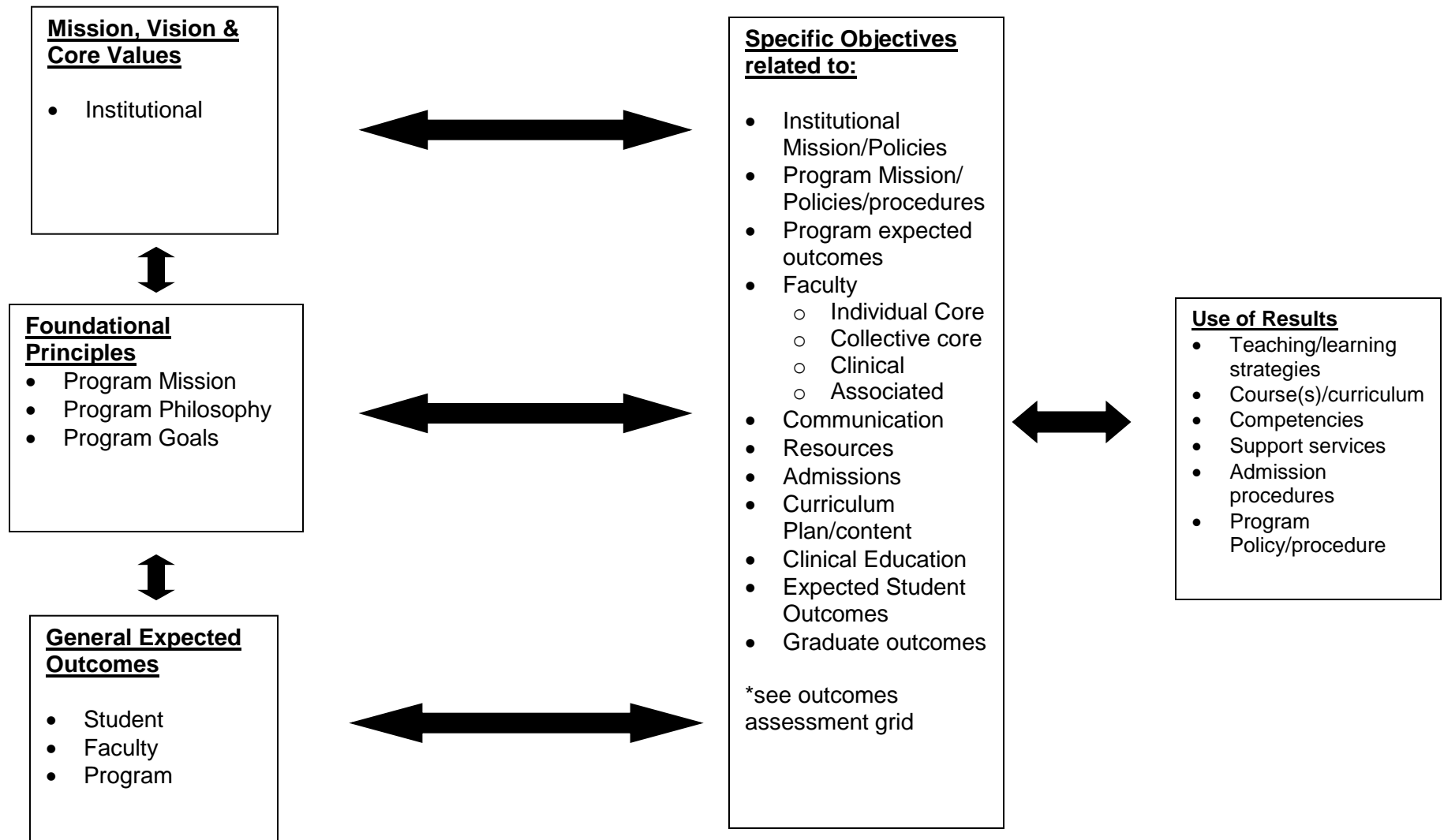
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**Schematic for WKU DPT Program Assessment**



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**Means of Assessment**

Within Courses

- Classroom Research
- Student Self-Assessment
- Academic/Clinical Faculty Assessment by Student
- Student Evaluation by Academic/Clinical Faculty
- Academic/Clinical Faculty Assessment by Administration/Peers
- Academic and Clinical Faculty Self-Assessment
- Course Embedded Assessment

Student Progression in Program

- Written/practical exams
- Clinical Evaluation
- Student Retention rate

Program/Graduate Outcomes

- Graduation Rate
- Licensure Exam Pass Rate
- Employment Rate
- Faculty Retention Rate
- Student end-of-term feedback
- Clinical evaluation
- Exit interviews
- Surveys
  1. Prior to leaving program
  2. Recent alumni (6 mos. post-graduation)
  3. Employers (6 mos. post-graduation)
  4. Alumni (2 year post-graduation)
- Course evaluations
- Advisory Board
- Licensure examination results

Monitoring of Professional Involvement and Life-long Learning of Graduates

**Means of Assessment-Still in development**

Clinical Education

CPI-WEB  
Student evaluation of CI and Site  
ACCE assess of CI/Site  
Annual/ongoing review of contracts  
Site visits  
Others?

Missions/Policies and Procedures

Curriculum plan and content

Communication

Faculty

Resources

Admissions

Expected student outcomes

Graduate outcomes

Feedback Mechanism

- Core abilities self-assessment
- Student end-of-term feedback
- Clinical evaluation
- Exit interviews
- Surveys
  1. Prior to leaving program
  2. Recent alumni (6 mos. post-graduation)
  3. Employers (6 mos. post-graduation)
  4. Alumni (2 year post-graduation)
- Course evaluations
- Advisory Board
- Licensure examination results

Monitoring of Professional Involvement and Life-long Learning of Graduates

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<b>I-1. Institution and Program Integrity and Capacity</b>				<p><b>Defining Characteristics:</b> The sponsoring institution is authorized under applicable law or other acceptable authority to provide a program of post-secondary education and has been approved by appropriate authorities to provide the professional physical therapist education program. In addition, the sponsoring institution is accredited by a regional accrediting agency recognized by the US Department of Education (USDE) or by the Council for Higher Education Accreditation (CHEA). For programs accredited by CAPTE as of January 2006 in institutions that do not hold US regional accreditation, the institution is accredited by an agency recognized by USDE or by CHEA. For programs in institutions in other countries, the institution is recognized by the appropriate governmental agency.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. State authorization for the University to provide (1) post-secondary education and (2) the professional physical therapist program will be current and available for review 100% of the time.</li> <li>2. The timeline to achieve full institutional accreditation is accurate and on schedule 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Administration determines that expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/Implementation Plan	Program Improvements
Institutional Integrity and Capacity	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings Letter from State authorities	DPT Department Head/Director  Academic Dean	Annually in Spring		Report of data collected by DPT Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).		Any noted improvements from changes to be noted here



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<b>I-2. Institutional Policies</b>				<p><b>Defining Characteristics:</b> Institutional <i>policies</i> related to academic standards and to faculty roles and workload are applied to the program in a manner that recognizes the physical therapist education program as both a professional and an academic discipline.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. Institutional policies will support program specific policies regarding academic regulations and professional behavior expectations of students 100% of the time.</li> <li>2. University-wide and unit-wide faculty roles and workload expectations are applied to the physical therapist education program so that they take into consideration: administrative responsibilities of the core faculty; requirements for scholarship, service, and maintenance of expertise in contemporary practice in assigned teaching areas; complexity of course content, number of students per class or laboratory, and teaching methodology; and the unique needs of physical therapist education 80% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. The faculty as a whole agrees the expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Institutional Integrity and Capacity	University and Program Policy and Procedures Manuals  DPT Program Manual  University Handbook  Minutes of faculty meetings	DPT Department Head/Director  Academic Dean	Throughout the year at meetings of the faculty as a whole and at faculty meetings.  Also formally and Annually in Spring	Review by the committee as a whole	To the DPT Department Head/Director, Academic Dean, and Advisory Board		Any noted improvements from changes to be noted here

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<b>P-1. Program Mission</b>				<p><b>Defining Characteristics:</b> The <i>mission</i> of the program is written, congruent with those of the sponsoring institution and the unit(s) in which the program resides, and consistent with contemporary preparation of physical therapy professionals.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The Program's mission statement will be congruent with the institutional mission 100% of the time.</li> <li>2. The Program's mission will be consistent with contemporary norms 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. 75% of the DPT core faculty members agree that the Program mission statement is incongruent or not consistent with current standards.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Mission	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from advisory council meetings	DPT Department Head/Director  Academic Dean	Annually in Spring/Summer	Review and compare missions for congruency by director and core faculty.  DPT Advisory Board input.  Attendance at seminars sponsored by CAPTE and review of documents to stay current with evaluative criteria and norms for preparation of Physical Therapists.	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>P-2. Program Goals</b>				<b>Defining Characteristics: The program has <i>goals</i> that are based on its stated <i>mission</i>.</b>  <b>Expected Level(s) of Achievement:</b> <ol style="list-style-type: none"> <li>1. The Program's goals will be congruent with the Program mission and philosophy 100% of the time.</li> <li>2. The Program's goals will include appropriate areas related to students, faculty, and the Program as a whole 100% of the time.</li> <li>3. Program goals related to students are met by 80% of graduates as evidenced by meeting expected student outcomes at entry-level skill.</li> <li>4. Program goals related to Faculty are met by 80% of faculty as evidenced by meeting expected faculty outcomes in accordance with CAPTE evaluative criteria and faculty policy.</li> <li>5. Program goals related to the Program as a whole are met annually as evidenced by meeting Program specific outcomes 90% of the time.</li> </ol> <b>Decision Rule for Action:</b> <ol style="list-style-type: none"> <li>1. 75% of the DPT core faculty members agree that the Program mission statement is incongruent or not consistent with current standards.</li> <li>2. 75% of the DPT core faculty members agree that the Program goals do not include appropriate areas related to students, faculty and the Program as a whole.</li> <li>3. Program goals for students, faculty and the Program as a whole are not met at the expected level of achievement noted.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Goals	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings	DPT Department Head/Director  DPT Faculty  Academic Dean	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of Program goals to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>P-3. Expected Program Outcomes</b>				<p><b>Defining Characteristics:</b> The program has <i>expected program outcomes</i> that are based on its goals and reflect the activities of the program, core faculty, and students.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The Program's Expected Outcomes meet accreditation criterion 100% of the time.</li> <li>2. Program expected outcomes related to students are met by 100% of graduates.</li> <li>3. Program expected outcomes related to faculty are met by 100% of core faculty members.</li> <li>4. Program expected outcomes related to the program are met 80% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. 75% of the DPT core faculty members agree that the expected Program outcomes statement is incongruent or not consistent with current standards.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program outcomes consistent with program goals	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings	DPT Department Head/Director  Academic Dean	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>P-4. Program Assessment Process</b>				<p><b>Defining Characteristics:</b> There is an ongoing, formal program assessment process that determines the extent to which the program meets its stated mission. The assessment process: (1) uses information from professional standards and guidelines and institutional <i>mission</i> and <i>policies</i>; (2) uses data related to program <i>mission</i>, <i>goals</i>, and <i>expected program outcomes</i>, program <i>policies</i> and <i>procedures</i>, individual <i>core faculty</i>, collective <i>core faculty</i>, <i>clinical education faculty</i>, <i>associated faculty</i>, communication, resources, admissions criteria and <i>prerequisites</i>, <i>curriculum plan</i>, clinical education program, and <i>expected student outcomes</i>; (3) identifies program strengths and weaknesses; (4) includes considered judgments regarding need for change; and (5) includes steps to achieve the changes, with anticipated dates of completion.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The Program's assessment process is formal, documented and comprehensive, and includes, at a minimum, all areas required by CAPTE evaluative criteria 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. The assessment committee agrees that the assessment process does not meet expected levels of achievement.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Assessment Process	Systematic Plan for Evaluation and Assessment Outcomes  Assessment Committee minutes	DPT Department Head/Director and Assessment Committee members  University Institutional Assessment Officer	Annually	Assessment committee review	To the Academic Dean, Faculty and the Advisory Board		Any noted improvements from changes to be noted here

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<b>P-5. Program Planning</b>				<p><b>Defining Characteristics:</b> The program has a formal, iterative, long-term planning process that occurs on a regular basis to improve the effectiveness of the program.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The Program has a long term planning process that addresses the next 3-5 years 100% of the time.</li> <li>2. The planning process is ongoing and which result in formalized reports every 2 years.</li> <li>3. The planning process includes core faculty input 100% of the time.</li> <li>4. The planning process is deemed effective by 75% of those involved.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. The Faculty agrees that the long term planning process is not meeting expected levels of achievement.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Planning	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from advisory council meetings	DPT Department Head/Director  Advisory Board  Academic Dean	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).		Any noted improvements from changes to be noted here

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<b>P-6. Program Policies and Procedures: Complaints</b>				<p><b>Defining Characteristics:</b> <i>Policies, procedures, and practices</i> exist for handling complaints that fall outside the realm of <i>due process</i>, such as complaints from clinical education sites, employers of graduates, and the public. Records of complaints about the program, including the nature of the complaint and the disposition of the complaint are maintained by the program.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The Program has consistent policies and procedures 100% of the time related to complaints that fall outside the realm of University Due process mechanisms.</li> <li>2. The Program addresses complaints according to Program and institutional policy 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Administration determines that expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Policies and Procedures	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from advisory council meetings  Departmental and University Policy and Procedures Manuals	DPT Department Head/Director  Academic Dean	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).		Any noted improvements from changes to be noted here

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<b>P-7. Policies, Procedures and Practices: Program Faculty Safety, Rights, and Responsibilities</b>				<b>Defining Characteristics:</b> <i>Policies, procedures, and practices</i> that affect the rights, responsibilities, safety, privacy, and dignity of <i>program faculty</i> and staff are written, disseminated, and applied equitably.  <b>Expected Level(s) of Achievement:</b>  <ol style="list-style-type: none"> <li>1. Program policies and procedures related to Program faculty are reviewed annually.</li> <li>2. 100% of all applicable Program policies and procedures including revisions and updates are disseminated to all appropriate faculty members in a timely manner.</li> </ol> <b>Decision Rule for Action:</b>  <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Policies and procedures	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings  Departmental and University Policy and Procedures Manuals	DPT Department Head/Director  Academic Dean	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).		Any noted improvements from changes to be noted here



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<b>P-8. Policies, Procedures and Practices: Program Information Communications</b>				<p><b>Defining Characteristics:</b> Prospective and enrolled students are provided with relevant information about the institution and program that may affect them, including, but not limited to, catalogs, academic calendars, grading <i>policies</i>, financial aid, the program's accreditation status, the process to register a complaint with CAPTE, outcome information, and other pertinent information. Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. Relevant Program policies and procedures related to students are kept current, accurate and comprehensive.</li> <li>2. All applicable Program policies and procedures, including revisions and updates, are made available to all appropriate students in a timely manner.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Policies and Procedures	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings  Departmental and University Policies and Procedures Manuals	DPT Department Head/Director  ACCE  Academic Dean	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).		Any noted improvements from changes to be noted here

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<b>P-9. Policies, Procedures and Practices: Recruitment and Admission of Students</b>				<p><b>Defining Characteristics:</b> Program <i>policies</i>, <i>procedures</i>, and <i>practices</i> related to student recruitment and admission are based on appropriate and equitable criteria and applicable law and ensure nondiscrimination and equal opportunity. This criterion does not preclude a program's right to act affirmatively for certain groups of people.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. Program policies and procedures related to recruitment are deemed legal, ethical, and equitable 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Policies and Procedures	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings  Departmental and University Policies and Procedures Manuals	DPT Department Head/Director  Admissions Committee  Academic Dean  Vice President of Student Services	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>P-10. Policies, Procedures and Practices:</b> Student Safety, Rights and Responsibilities				<b>Defining Characteristics:</b> <i>Policies, procedures, and practices</i> that affect the rights, responsibilities, safety, privacy, and dignity of program students are written, disseminated, and applied equitably. <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. Program policies and procedures related to Program students are kept current 100% of the time.</li> <li>2. 100% of all applicable Program policies and procedures, including revisions and updates, are disseminated to all appropriate students in a timely manner.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Policies and Procedures	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings  Departmental and University Policies and Procedures Manuals	DPT Department Head/Director  Academic Dean  Vice President of Student Services	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).		Any noted improvements from changes to be noted here

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<b>P-11. Policies, Procedures and Practices:</b> Retention and Student Progression				<b>Defining Characteristics:</b> <i>Policies, procedures, and practices</i> related to student retention and progression through the program are based on appropriate and equitable criteria and applicable law and ensure nondiscrimination and equal opportunity.  <b>Expected Level(s) of Achievement:</b> <ol style="list-style-type: none"> <li>1. The Program's policies and procedures related to retention and progression in the Program have appropriate criteria 100% of the time.</li> <li>2. The Program's policies and procedures related to retention and progression in the Program are made known in an appropriate manner 100% of the time.</li> </ol> <b>Decision Rule for Action:</b> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Policies and Procedures	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings  Departmental and University Policies and Procedures Manuals	DPT Department Head/Director  Academic Dean  Vice President of Student Services	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>P-12. Policies, Procedures and Practices:</b> Patients, Clients, Clinical Sites and Others Involved with the Program.				<b>Defining Characteristics:</b> <i>Policies, procedures, and practices</i> protect the rights, safety, dignity, and privacy of patients and clients and other individuals involved with the program. Additionally, policies exist to protect the rights of clinical education sites. These policies are written, disseminated, and applied equitably, and conform to applicable law.			
				<b>Expected Level(s) of Achievement:</b> <ol style="list-style-type: none"> <li><i>Policies, procedures, and practices</i> protect the rights, safety, dignity, and privacy of patients and clients and other individuals involved with the Program 100% of the time.</li> <li>Policies exist to protect the rights of clinical education sites 100% of the time.</li> <li>All policies and procedures related to clients, individuals involved with the Program, and clinical education sites are disseminated appropriately.</li> </ol>			
				<b>Decision Rule for Action:</b> <ol style="list-style-type: none"> <li>Expected level of achievement is not met for #1, and #2 above.</li> <li>Expected level of achievement is not met at least 75% of the time for #3 and above.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Policies and Procedures	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings  Departmental and University Policies and Procedures Manuals	DPT Department Head/Director  Academic Dean  ACCE	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).		Any noted improvements from changes to be noted here

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<b>P-13. Policies, Procedures and Practices:</b> Accreditation Compliance				<b>Defining Characteristics:</b> <i>Policies, procedures, and practices</i> provide for compliance with accreditation <i>policies</i> and <i>procedures</i> , including: (1) timely submission of required fees and documentation, including reports of graduation rates, performance on state licensing examinations, and employment rates; (2) and (3) coming into compliance with accreditation criteria within 2 years of being determined to be out of compliance.  <b>Expected Level(s) of Achievement:</b> <ol style="list-style-type: none"> <li>1. The Program has policies related to and is timely in submission of required fees and documentation of required outcomes for accreditation 100% of the time.</li> <li>2. The Program has policies related to, and is timely with notification of expected or unexpected substantive change(s) within the Program and of any change in institutional accreditation status or legal authority to provide post-secondary education 100% of the time.</li> <li>3. The Program has and follows policies that ensure coming into compliance with accreditation criteria within 2 years of being determined to be out of compliance.</li> </ol> <b>Decision Rule for Action:</b> <ol style="list-style-type: none"> <li>1. Expected Levels of achievement are not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Policies and Procedures.	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings  Departmental and University Policies and Procedures Manuals	DPT Department Head/Director  Academic Dean  Vice President for Finance	Annually	Review of student outcomes data by outcomes assessment committee  Faculty review of Program goals and outcomes	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>P-14. Program Assessment</b>				<p><b>Defining Characteristics:</b> The program conducts regular and formal assessment of its <i>policies</i> and <i>procedures</i> to determine the extent to which they meet program needs. This assessment includes review of the extent to which <i>practices</i> adhere to <i>policies</i> and <i>procedures</i>.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The Program has a policy ensuring that policies and procedures are reviewed on a consistent basis.</li> <li>2. The review of the Program policies also includes an assessment as to whether policies are being followed / implemented.</li> <li>3. Policies and procedures are deemed to meet Program needs.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Policies and Procedures	Policies and Procedures Manual	DPT Department Head/Director  Executive Vice President  Vice President for Academics	Annually at Faculty Retreat	Review of the policies and procedures manual by Faculty at the Annual Retreat  We must develop our own "tool" or checklist – Likert Scale on each policy	Academic Dean and the Faculty		Any noted improvements from changes to be noted here

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<b>F-1. Core Faculty:</b> Contemporary Expertise				<p><b>Defining Characteristics:</b> Each individual <i>core faculty</i> member, including the <i>program administrator</i> and <i>ACCE/DCE</i>, has contemporary expertise in assigned <i>teaching</i> areas.</p> <p><b>Expected Level(s) of Achievement, the Core faculty will have:</b></p> <ol style="list-style-type: none"> <li>1. Evidence of proper educational background to meet their teaching responsibilities 100% of the time.</li> <li>2. Professional licensure in the state of Kentucky 100% of the time for PT's on core faculty.</li> <li>3. The clinical expertise, consultation or service experience, or scholarship related to teaching responsibilities 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Action will be taken if less than 75% of the faculty members believe we do not have the proper expertise to meet a specific teaching responsibility.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core Faculty	CV files of Core Faculty  Minutes of faculty and curriculum development meetings	DPT Department Head/Director  Academic Dean	Annually in Spring	Faculty review of the curriculum and assigned faculty at the Spring retreat.	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty and CAPTE (through requested documentation)	Results of the faculty review to be listed here with any planned changes.	Any noted needs for faculty changes or increased training or scholarship opportunities will be listed here.



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<b>F-2. Core Faculty: Effective Teaching and Evaluation Skills</b>				<p><b>Defining Characteristics:</b> Each <i>core faculty</i> member has effective <i>teaching</i> and student evaluation skills.</p> <p><b>Expected Level(s) of Achievement, the Core faculty will have:</b></p> <ol style="list-style-type: none"> <li>1. Evidence of effective teaching as noted in portfolio 100% of the time.</li> <li>2. Student evaluation ratings averaging 4.0 on a 0-5 scale.</li> <li>3. Average teaching assessment of good or above on peer/supervisor reviews of teaching performance on each annual review.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core Faculty	CV files of Core Faculty  Minutes of faculty and curriculum development meetings  Student course and instructor evaluation  Annual peer/supervisor faculty review of teaching	DPT Department Head/Director  Academic Dean  Individual Core Faculty Members	Annually  At the conclusion of each course	Faculty self-evaluation form  Faculty evaluation form  Course evaluation form	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty and CAPTE (through requested documentation).	Results of the evaluations will be discussed with individual faculty members at their annual evaluation.	Improvements To be reported here

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<b>F-3. Core Faculty: Well-Defined, Ongoing Scholarly Agenda</b>				<p><b>Defining Characteristics:</b> The scholarly agenda reflects contributions to: (1) the development or creation of new knowledge, OR (2) the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study, OR (3) the application of findings generated through the <i>scholarship</i> of integration or discovery to solve real problems in the professions, industry, government, and the community, OR (4) the development of critically reflective knowledge about <i>teaching</i> and learning, OR (5) the identification and resolution of pressing social, civic, and ethical problems through the scholarship of engagement.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The core faculty scholarly agendas fit within the context of the institution's mission and expected outcomes 80% of the time.</li> <li>2. Each core faculty has a scholarly agenda</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. The DPT Department Head/Director and individual faculty member agree that the faculty member's scholarly agenda does not fit within the context of the institution's mission and expected outcomes.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/ frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core Faculty's Scholarly Agenda	Faculty Scholarship Form  Scholarly accomplishments as listed in CV's  Annual Performance appraisal	DPT Department Head/Director  Individual Core Faculty Members	Annually in Fall	Annual performance review with DPT Department Head/Director	DPT Department Head/Director reports individual information to Academic Dean, aggregate and individual info as required to CAPTE	Assessment results to be reported in aggregate here with individual info as needed	Improvements to be noted here

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<b>F-4. Core Faculty: Service</b>				<p><b>Defining Characteristics:</b> Each <i>core faculty</i> member has a record of <i>service</i> consistent with the expectations of the program and institution.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>All core faculty members will demonstrate a record of service to the University, Profession, and Community consistent with the expectations of the Program and institution 90% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core Faculty	Minutes of faculty meetings  Faculty CV's  Faculty Evaluations	DPT Department Head/Director  Individual Core Faculty Members	Annually in Spring	Faculty Self-Evaluation  Faculty Plan for the Year  Faculty Evaluations	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Discussion with Director or Academic Dean at the annual evaluation	Any noted improvements from changes to be noted here

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<b>F-5. The Program Administrator: Qualifications</b>				<p><b>Defining Characteristics:</b> The <i>program administrator</i> is a physical therapist with an earned doctoral degree, senior faculty status, and an understanding of higher education and contemporary clinical practice appropriate for leadership in physical therapy education.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The DPT Department Head/Director is a physical therapist with an earned doctoral degree.</li> <li>2. The DPT Department Head/Director has the rank of Associate Professor or Professor.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Number 1 should be met 100% of the time.</li> <li>2. Number 2 should be met 100% of the time.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Administrator	University Handbook  DPT Program Manual  Faculty Handbook  Minutes of faculty meetings  Minutes from Advisory Board meetings  CV of the DPT Department Head/Director	Academic Dean	Annually in Spring	DPT Department Head/Director's annual evaluation by the Academic Dean	Report of data collected by the Academic Dean	Results of analysis of the program administrator will be listed here	Any noted improvements from changes to be noted here

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<b>F-6. The Program Administrator: Effective Leadership</b>				<p><b>Defining Characteristics:</b> The <i>program administrator</i> provides effective leadership for the program.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>The DPT Department Head/Director will be evaluated by the academic Dean and Program faculty. The evaluation will assess the DPT Department Head/Director's leadership effectiveness by including evidence that can relate to: <ul style="list-style-type: none"> <li>A vision for physical therapist professional education;</li> <li>Understanding of and experience with curriculum content, design, and evaluation;</li> <li>Employing strategies to promote and support professional development;</li> <li>Proven effective interpersonal and conflict-management skills;</li> <li>Abilities to facilitate change;</li> <li>Negotiation skills (relative to planning, budgeting, funding, program faculty status, program status, employment and termination, space, and appropriate academic and professional benefits);</li> <li>Experience in strategic planning;</li> <li>Active service on behalf of physical therapist professional education, higher education, the larger community, and organizations related to their academic interest;</li> <li>Effective management of human and fiscal resources;</li> <li>Commitment to lifelong learning;</li> <li>Active role in institutional governance; and</li> <li>Program accomplishments.</li> </ul> </li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>The DPT Department Head/Director will meet at least 85% of the above stated criteria.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
DPT Department Head/Director	DPT Department Head/Director's Evaluation  Faculty and Staff meeting minutes	Academic Dean Program faculty	Annually in the Spring	Formal Evaluation  Self-Assessment	The Academic Dean's report is sent to the Vice President for Academics and the University President as well as the Program Administrator	Discussion of results with the Academic Dean and Vice President for Academics	Any noted improvements from changes to be noted here

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<b>F-7. The Program Administrator: Evaluation of Core Faculty.</b>				<p><b>Defining Characteristics:</b> The <i>program administrator</i> is responsible for ensuring that the regular evaluation of all <i>core faculty</i> occurs and that the evaluation results in an organized development plan that is linked to the assessment of the individual <i>core faculty</i> member and to program needs. Evaluation includes assessments of <i>teaching</i>, scholarly activity and <i>service</i>, and any additional responsibilities.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. Faculty members are evaluated in the areas of teaching, scholarly activity, and service, as well as, where appropriate, administration, leadership, and fulfillment of other special roles.</li> <li>2. The faculty development plan is linked to the assessment of the core faculty member.</li> <li>3. Faculty development activities will be developed based on assessment gathered on the core faculty members 75% of the time.</li> <li>4. Core faculty members believe the process used to assess the core faculty is effective 75% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Core faculty members are evaluated in all areas described in #1 100% of the time.</li> <li>2. #2 does not occur 100% of the time.</li> <li>3. Expected level of achievement is not met for #3 and #4.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core Faculty	Policies and Procedures Manual  Faculty Handbook  Annual Performance appraisal forms	DPT Department Head/Director	Annually	Annual performance appraisal	DPT Department Head/Director provides individual feedback to faculty, aggregate data to Academic dean (unless individual info is needed) and to CAPTE.	Assessment to be reported here	Any noted improvements from changes to be noted here

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<b>F-8. The Program Administrator: Ensures Regular Evaluation of Associated Faculty</b>				<p><b>Defining Characteristics:</b> The <i>program administrator</i> is responsible for ensuring that regular evaluation of <i>associated faculty</i> occurs and is used to determine the relevance of course content, effectiveness of <i>teaching</i>, and, as appropriate, effectiveness of student evaluation.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>Associated faculty are evaluated for their effectiveness in content relevance, teaching and student evaluation after each course taught by students and annually by DPT Department Head/Director or designate.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>Expected level of achievement is not met for 75% of associated faculty.</li> </ol> <p>Appendices:</p> <ul style="list-style-type: none"> <li>List the document(s) where the institutional and/or Program policies and procedures related to the evaluation of associated faculty are found. Include the name of the document(s) and page number(s) and/or specific URL reference(s) where the policies can be found. If not located in supporting document(s), provide a copy of the relevant policies and procedures.</li> <li>Institutional and/or Program tools used for assessment of associated faculty.</li> </ul> <p>On-site:</p> <ul style="list-style-type: none"> <li>Evidence of implementation of institutional and/or Program policies and procedures.</li> <li>Completed assessment tools for associated faculty.</li> </ul>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Associated Faculty	University Handbook  Faculty Handbook  Minutes of faculty meetings  Policies and Procedures Manual	DPT Department Head/Director  Course Coordinators  Academic Dean	At the end of every Semester and annually	Course coordinators report to the DPT Department Head/Director, DPT Department Head/Director reports to Academic Dean.	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-9. The Program Administrator: Financial Resources</b>				<p><b>Defining Characteristics:</b> The <i>program administrator</i> has the responsibility and authority for planning and administrating the program's financial resources. The <i>program administrator</i> works with <i>core faculty</i> and administrative officials of the institution in long-range planning to ensure that there is financial support for current and anticipated program needs, including support for the unique demands of clinical education, the admissions process, <i>core faculty</i> development, and support for scholarly activities, as well as the basic <i>teaching</i> functions of the program.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The DPT Department Head/Director has internal authority subject to administrative approval and input on Program financial resources 100% of the time.</li> <li>2. 100% of the core faculty members agree that they have the ability to provide input to the Department Head/Director in financial and budgetary matters related to Program needs.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
DPT Department Head/Director	Minutes of faculty meetings  Minutes from Advisory Board meetings  Policies and Procedures Manual  Program budget documents/ meeting minutes	DPT Department Head/Director  Academic Dean  Vice President of Finances	Annually	Review of current and project budgets	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of the Program's financial condition to be listed here with any planned changes.	Any noted improvements from changes to be noted here



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<b>F-10. The Program Administrator: Communication</b>				<p><b>Defining Characteristics:</b> The <i>program administrator</i> facilitates effective communication with all <i>program faculty</i> and other people and departments directly involved with the program.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The DPT Department Head/Director has regular formal and informal communications with other individuals and departments involved with the Program.</li> <li>2. 75% of Program faculty agree that communication with other faculty and personnel in the university is effective the majority of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Communication	University Handbook  DPT Program Manual  Minutes of faculty meetings  Minutes from Advisory Board meetings  Minutes of interdepartmental meetings	Individual Core Faculty Members	Annually in Spring	Faculty Self-Evaluation  Faculty Plan for the Year  Faculty Evaluations	Report of data collected DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Committee and CAPTE (through requested documentation).	Discussion with DPT Department Head/Director or Academic Dean at the annual evaluation	Any noted improvements from changes to be noted here

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<b>F-11. The ACCE/DCE: Qualifications and Position</b>				<p><b>Defining Characteristics:</b> The <i>ACCE/DCE</i> is a physical therapist and <i>core faculty</i> member with an understanding of contemporary physical therapist practice, quality clinical education, the clinical community, and the health care delivery system.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The ACCE will have proper academic background and clinical experience for the job 100% of the time.</li> <li>2. The ACCE will demonstrate experience with clinical teaching and/or clinical coordination 100% of the time.</li> <li>3. The ACCE actively stays current with contemporary physical therapist practice, quality clinical education, the clinical community and the health care delivery system 75% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
ACCE	University Handbook  DPT Program Manual  CV's of ACCE and Core Faculty with responsibilities in clinical education  Annual performance appraisal  ACCE performance evaluations from self, student, and clinical education faculty	DPT Department Head/Director  Academic Dean	Upon Hiring and then annually	Review of credentials and experience by the DPT Department Head/Director.	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of ACCE to be listed here.	Any noted improvements from changes to be noted here

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<b>F-12. The ACCE/DCE: Clinical Education Program</b>  <b>F-13. The ACCE/DCE: Communication</b>  <b>F-14. The ACCE/DCE: Written Agreements</b>				<p><b>Defining Characteristics:</b> The <i>ACCE/DCE</i> is effective in developing, conducting, coordinating, and evaluating the clinical education program. The <i>ACCE/DCE</i> maintains effective communication and effective written agreements with clinical sites that describe the rights and responsibilities of both, including those of their respective agents.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. Average Ratings of 3.5 or higher on all sections of the ACCE/DCE performance assessment student survey.</li> <li>2. ACCE will have current affiliation agreements with all active clinical sites prior to student placement 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
ACCE performance	University Handbook  DPT Student Manual  DPT Clinical Education Manual  Affiliation agreements  Minutes of faculty meetings  ACCE assessments (Evaluations) from students, faculty, CI's, and others	Academic Dean	Annually in Spring	ACCE Self-Assessment  Annual performance appraisal by DPT Department Head/Director  Assessment by CI's and Students	Report of data collected by DPT Department Head/Director; various aspects reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of ACCE printed here.	Any noted improvements from changes to be noted here

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<b>F-15. The ACCE/DCE: Policies and Procedures</b>				<p><b>Defining Characteristics:</b> The <i>ACCE/DCE</i> uses a process to determine if the academic regulations, <i>policies</i>, and <i>procedures</i> related to clinical education are upheld by <i>core faculty</i>, students, and <i>clinical education faculty</i> (CCCEs and CIs) and takes appropriate corrective actions, when necessary.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. There is a process in place for the ACCE to determine if policies and procedures related to clinical education are being followed 100% of the time.</li> <li>2. The ACCE follows the process to determine if policies and procedures are being followed 90% of the time.</li> <li>3. The ACCE takes appropriate corrective action 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core faculty with special responsibilities (ACCE)	DPT Student Manual  DPT Clinical Education Manual  DPT Policies and Procedures Manual  Minutes of faculty meetings	ACCE  DPT Department Head/Director	Annually with ACCE assessment or as needed	Annual ACCE performance evaluation	Report of data collected by DPT Department Head/Director and reported to Academic Dean.	Any violations with be documented here.	Any noted improvements from changes to be noted here

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<b>F-16. The ACCE/DCE: Assessment of Students</b>				<p><b>Defining Characteristics:</b> The <i>ACCE/DCE</i>, using information provided by the <i>clinical education faculty</i> and other information as needed, is ultimately responsible for assessment of student learning in the <i>clinical education experiences</i>.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The ACCE assigns clinical education grades 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core faculty with special responsibilities (ACCE)	DPT Student Manual  DPT Clinical Education Manual  DPT Policies and Procedures Manual	ACCE  DPT Department Head/Director	At the conclusion of every clinical rotation	Grade report form  DPT Program ACCE Performance Assessment forms	Any abnormalities will be reported to the DPT Department Head/Director and Academic Dean	Results to the evaluations to be published here.	Any noted improvements from changes to be noted here

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<b>F-17. The ACCE/DCE: Assessment of Clinical Faculty</b>				<p><b>Defining Characteristics:</b> The <i>ACCE/DCE</i> determines if the <i>clinical education faculty</i> are meeting the needs of the program. This determination is based at a minimum on the assessment, in collaboration with the CCCE, of the clinical education provided by CIs who supervise the same student for at least 160 hours in a given <i>academic year</i>.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. ACCE evaluates clinical faculty effectiveness 100% of the time.</li> <li>2. Clinical faculty meet the needs of the program 75% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core faculty with special responsibilities (ACCE)	DPT Student Manual  DPT Clinical Education Manual  Minutes of faculty meetings	ACCE  DPT Department Head/Director	Annually	Physical Therapist student evaluation: Clinical experience and clinical instruction  Self-Assessments for Clinical Education  Mid-term conferences		Results of to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-18. Collective Core Faculty</b>				<p><b>Defining Characteristics:</b> The core faculty will include a blend of individuals with doctoral preparation or clinical specialization that is sufficient to meet both the program's goals and the expected program outcomes.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The core faculty will include a mix of individuals with doctoral and clinical experience 100% of the time.</li> <li>2. The core faculty will meet and support the Program's goals 100% of the time.</li> <li>3. The core faculty will meet and support the expected Program outcomes 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Given that the collective faculty is made up of individuals, 75% of the core faculty agree that a faculty candidate does not have adequate clinical specialization or doctoral education sufficient to meet DPT Program goals and expected Program outcomes.</li> <li>2. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core Faculty	Core Faculty CV's  University Handbook  DPT Program Policies and Procedure Manual	DPT Department Head/Director  Academic Dean	Annually in Spring	Review and compare core faculty CV's for congruency by DPT Department Head/Director and Academic Administration.  Review core faculty performance and congruency with Program goals and expected Program outcomes.  Review course syllabi of core faculty for congruency with Program goals and expected Program outcomes.	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-19. Collective Core Faculty</b>				<p><b>Defining Characteristics:</b> The collective core faculty will initiate, adopt, evaluate, and uphold academic regulations such as admissions requirements, the clinical education program, grading policies and minimum performance levels, including those related to professional and ethical behaviors, student progression through the program, and any other academic regulations specific to the program and compatible with institutional rules and practices.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The core faculty will initiate, adopt, evaluate, and uphold academic regulations specific to the DPT Program 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. 75% of the DPT Core Faculty agree that an academic regulation is not compatible with either the DPT Program or the institution's mission and goals.</li> <li>2. DPT Department Head/Director, Academic Dean, or other feedback indicates faculty members are not upholding regulations.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core Faculty	University Handbook  DPT Program Manual  Minutes at Academic Administration meeting  Minutes at DPT Faculty meetings  Faculty Handbook	DPT Department Head/Director  Academic Dean	Annually	Evaluate Core Faculty syllabi for congruency with Academic regulations.  Evaluate Core Faculty grading policies for congruency with University regulation.  Review student ratings related to Academic assessment.  Annual performance appraisal	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here



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<b>F-20. Collective Core Faculty</b>				<p><b>Defining Characteristics:</b> The collective core faculty will be primarily responsible for the curriculum plan. The core faculty will develop, review, and revise the curriculum plan in conjunction with the clinical education faculty, associated faculty, the clinical community, and students.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The core faculty will assist with developing, reviewing, and revising the curriculum plan of the DPT Program 100% of the time.</li> <li>2. The core faculty will receive input from the clinical education faculty, associated faculty, the clinical community, and students 75% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. 75% of the DPT Core Faculty agree that the current curriculum plan is inadequate.</li> <li>2. 75% of DPT Faculty and Administration agree that the core faculty is not seeking sufficient input from the clinical education faculty, associated faculty, the clinical community, and students in regards to curriculum planning.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core Faculty	University Handbook  DPT Program Manual  Minutes at Program meeting  Minutes at DPT Faculty meetings/annual retreat  Faculty Handbook  DPT Program Policies and Procedure Manual  Course syllabi	DPT Department Head/Director  Academic Dean	Annually	Survey clinical education faculty, associated faculty, and students about participation in curricular development.  Review current course syllabi and content for congruency with the Program curriculum plan.	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-21. Collective Core Faculty</b>				<p><b>Defining Characteristics:</b> The collective core faculty will determine each student's readiness to engage in clinical education, including review of performance deficits and unsafe practices of the students.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The core faculty will review student performance deficits and unsafe practices of the students 100% of the time.</li> <li>2. The core faculty will determine each student's readiness to engage in clinical education 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. 75% of the DPT core faculty members agree that a student has performance deficiencies or safety concerns and needs remediation prior to engaging in clinical education.</li> <li>2. 75% of the DPT core faculty members agree that a student has performance deficiencies or safety concerns and should not engage in clinical education.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core Faculty	University Student Handbook  DPT Student Manual  DPT Program Clinical Education Manual  Minutes at DPT Faculty meetings	ACCE  DPT Department Head/Director  DPT Core Faculty	Annually	Review student clinical experiences.  Student grade reports and practical examinations.  Student year end academic assessment to determine level of progression after each semester.  Review student records for any remedial and/or disciplinary issues.  Review student performance when doing "mock" clinicals.	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-22. Collective Core Faculty</b>				<p><b>Defining Characteristics:</b> The collective core faculty will be sufficient enough in number to allow each individual core faculty member to meet the teaching, scholarship, and service expectations (Criteria F1-F4) and to achieve the expected program outcomes through student advising and mentorship, admissions activities, educational administration, curriculum development, instructional design, coordination of the activities of the associated faculty, coordination of the clinical education program, governance, clinical practice, and evaluation of expected student outcomes and other program outcomes.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The core faculty will be sufficient enough in number to complete all tasks and expectations outlined in Criteria F1-F4 and F-22 90% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. 75% of the DPT core faculty members agree that the collective faculty are insufficient in number to meet teaching, scholarship, and service expectations.</li> <li>2. 75% of the DPT core faculty members agree that teaching, scholarship, and service expectations are incongruent with the Program's expected outcomes.</li> <li>3. 75% of the DPT core faculty members agree that teaching, scholarship, and service expectations of the collective faculty are not being met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Core Faculty	University Student Handbook  DPT Student Manual  DPT Program Policies and Procedure Manual  Faculty Minutes  Core Faculty Workload distribution form  Curriculum Summary Form	DPT Department Head/Director	Annually in Spring	Conduct a faculty survey on allocation of time for teaching, scholarship, and service.  Review scholarship output, classroom time/contact hours taught, and service record of core faculty.  Review each core faculty curricular plans and job reviews for congruency with the expected Program and student outcomes.	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-23. Clinical Education Faculty (CCCEs and CIs)</b>				<p><b>Defining Characteristics:</b> The clinical education faculty (CCCEs and CIs) will have a minimum of 1 year of clinical experience and will demonstrate clinical competence in the area of practice in which they are providing clinical instruction.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The clinical education faculty will have at least 1 year of clinical experiences 100% of the time.</li> <li>2. The clinical education faculty will demonstrate clinical competence in practice and instruction 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Clinical Education Faculty	Clinical Site Information Forms  Abbreviated resume for CCCEs  Clinical faculty mid-term visits  Annual site and CI self-evaluations  Student evaluations  Faculty meeting minutes	ACCE	Annually in Spring	Clinical Instructor and site evaluations by ACCE.  Review student evaluations of clinical faculty members and feedback from core faculty	Report of data collected DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-24. Clinical Education Faculty (CCCEs and CIs)</b>				<p><b>Defining Characteristics:</b> The clinical education faculty (CCCEs and CIs) will demonstrate the ability to be effective clinical teachers, including the ability to assess and document student performance, including deficits and unsafe practices.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The clinical education faculty will demonstrate that they are effective clinical teachers 75% of the time.</li> <li>2. The clinical education faculty will demonstrate their ability to successfully assess and document student performance 75% of the time.</li> <li>3. The clinical education faculty will demonstrate their ability to detect deficits and unsafe practices in students 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Any clinical instructor does not complete CPI training or evaluations correctly.</li> <li>2. Students provide a majority of negative feedback for any one instructor.</li> <li>3. CIs are unable to articulate or document safe/unsafe practices or student deficits.</li> <li>4. Using the ACCE/DCE Assessment of CI Form, the ACCE will determine that a CI is not effective.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Clinical Education Faculty	ACCE mid-term assessment  Student evaluations of Clinical Instructors  Faculty meeting minutes  Student CPIs  DPT Program Student Manual  DPT Program Clinical Education Manual	ACCE	Annually in Spring	Evaluations of Clinical Education Faculty members.  Review student evaluations of clinical faculty members in all relevant courses.  Review student grade reports for recurring performance deficits of CIs to use evaluation format.  ACCE/DCE Assessment of CI Form	Report of data collected by ACCE and reported to DPT Department Head/Director and DPT core faculty	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-25. Clinical Education Faculty (CCCEs and CIs)</b>				<p><b>Defining Characteristics:</b> The responsibilities of the clinical education faculty (CCCEs and CIs) will be delineated and communicated to them and to other program faculty, as needed. The participation of clinical education faculty in program activities and curriculum review will be consistent with institutional policy and with their level of participation in the program.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The responsibilities of the clinical education faculty will be delineated and communicated to them 100% of the time.</li> <li>2. The clinical education faculty will participate in Program activities that are consistent with institutional policy 100% of the time.</li> <li>3. The clinical education faculty will participate in curriculum review that is consistent with institutional policy 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. The ACCE determines that the expected levels of achievement are not being met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Clinical Education Faculty	DPT Program Student Manual  DPT Program Clinical Education Manual  Clinical Affiliation agreements  Faculty meeting minutes  Clinical contact log and Mid-term feedback	ACCE	Annually	Review meeting minutes for clinical faculty participation in curricular decisions and delineation of responsibilities.	Report of data collected DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-26. Clinical Education Faculty (CCCEs and CIs)</b>				<p><b>Defining Characteristics:</b> The clinical education faculty (CCCEs and CIs) will be afforded rights and privileges that are appropriate for their level of participation in the program and that are similar to the rights and privileges afforded to the clinical education faculty in other programs throughout the institution. The rights and privileges of the clinical education faculty will be delineated and communicated to core and clinical education faculty.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The clinical education faculty will be afforded rights and privileges according to their level of Program participation 100% of the time.</li> <li>2. These rights and privileges will be communicated and delineated to the clinical education faculty 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. The ACCE determines that the expected levels of achievement are not being met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Clinical Education Faculty	DPT Program Clinical Education Manual  DPT Policies and Procedure Manual	ACCE	Annually	Conduct a survey relating to faculty satisfaction with the rights and privileges afforded them.  Review the rights and privileges of faculty members and revise if necessary.	Report of data collected by ACCE and reported to DPT Department Head/Director, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-27. Associated Faculty</b>				<p><b>Defining Characteristics: Associated faculty will have contemporary expertise in assigned content areas and in assigned teaching responsibilities, including effectiveness in teaching and student evaluation.</b></p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The associated faculty will have current expertise in assigned content areas/teaching responsibilities 100% of the time.</li> <li>2. The associated faculty will be effective in teaching 100% of the time.</li> <li>3. The associated faculty will be effective in student evaluation 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. The ACCE determines that the expected levels of achievement are not being met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Associated Faculty	University Handbook  Faculty Handbook  DPT Program Policies and Procedure Manual  Annual Performance appraisals  Course evaluation results from peer/supervisor and students  Faculty personnel files and CVs	DPT Department Head/Director  Academic Dean  course coordinators  or designated faculty evaluators	Annually in Spring	Review the associated faculty CV's and credentials.  Review course syllabi for content and necessary areas of expertise.  Review faculty licensures.  Review clinical expertise, if relevant.  Review student and peer/supervisor rating and comments.  Review grade reports and student performance and achievements in courses taught by associated faculty.	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here



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<b>F-28. Associated Faculty</b>				<p><b>Defining Characteristics:</b> The responsibilities of the associated faculty and the relevant academic policies will be delineated and communicated to them. The participation of associated faculty in program activities and curriculum review will be consistent with institutional policy and with their level of participation in the program.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The responsibilities of the associated faculty will be delineated and communicated to them 100% of the time.</li> <li>2. The associated faculty will participate in Program activities that are consistent with institutional policy 100% of the time.</li> <li>3. The associated faculty will participate in curriculum review that is consistent with institutional policy 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. The Department Head/Director determines that the expected levels of achievement are not being met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Associated Faculty	University Handbook  Faculty Handbook  DPT Program Policies and Procedure Manual  DPT Program Student and Clinical Education Manuals  Faculty meeting minutes	DPT Department Head/Director  Academic Dean	Annually	Review meeting minutes for faculty participation in curricular decisions.  Signature forms returned indicating receipt, understanding and agreement to uphold responsibilities	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board, and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>F-29. Associated Faculty</b>				<p><b>Defining Characteristics:</b> The associated faculty will be afforded rights and privileges that are appropriate for their level of participation in the program and similar to the rights and privileges afforded to associate faculty in other programs throughout the institution. The rights and privileges of the associated faculty will be delineated and communicated to core and associated faculty.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The associated faculty will be afforded rights and privileges according to their level of program participation 100% of the time.</li> <li>2. These rights and privileges will be communicated and delineated to the associated faculty 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. The Department Head/Director determines that the expected levels of achievement are not being met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Associated Faculty	University Handbook  Faculty Handbook  Faculty meeting minutes  DPT Program Policies and Procedures Manual	DPT Department Head/Director  Academic Dean	Annually	Conduct a survey relating to faculty satisfaction with the rights and privileges afforded them.  Review the rights and privileges of faculty members and revise if necessary.	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board, and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>R-1. The Enrolled Student Body</b>				<p><b>Defining Characteristics:</b> The enrolled student body is consistent with the <i>mission</i> and <i>goals</i> of the program, the profession's need for qualified, competent practitioners, and the societal need for diversity among physical therapists.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. DPT Program students meet all admissions criteria 100% of the time.</li> <li>2. DPT Program admissions criteria ensure that students matriculating have qualifications and characteristics to meet the Program mission and goals.</li> <li>3. DPT Program student demographics represent diversity appropriate to the location, mission, and goals of the Program.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met 100% of the time on number 1.</li> <li>2. 75% of faculty agree that admissions criteria do not ensure students have qualifications and characteristics to meet Program mission and goals.</li> <li>3. 75% of faculty agree that the diversity of students in the Program are not appropriate to the Program or professional needs.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Resources, Students	University Handbook  DPT Program Manual  Student admissions documents and demographic summary information  Minutes of faculty meetings  Minutes from Advisory Board meetings	DPT Department Head/Director	Annually in Spring	Annual review of student qualification and demographics  Review of admission criteria by Program Director and core faculty with input from advisory committee	Report of data collected by DPT Department Head/Director and reported to Academic Dean, DPT faculty, Advisory Board, and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>R-2. Student Services</b>				<b>Defining Characteristics: Counseling services, academic services, disability services, and financial aid services are available to students.</b>  <b>Expected Level(s) of Achievement:</b> <ol style="list-style-type: none"> <li>1. Available Student services are communicated to students 100% of the time.</li> <li>2. Student services adequately meet needs of the students appropriate to university resources 75% of the time.</li> </ol> <b>Decision Rule for Action:</b> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Student Services	University Handbook  DPT Program Student Manual  Student services materials  Minutes of faculty meetings  Minutes of student services meetings  Annual student satisfaction survey	DPT Department Head/Director  Student faculty advisors  Vice President for Student Services	At the conclusion of each semester	Student Survey  Review of how student services information is communicated to students	Report of data collected by DPT Department Head/Director, student services director and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis of the survey to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>R-3. DPT Program Support Staff</b>				<p><b>Defining Characteristics:</b> The program has, or has access to, administrative, secretarial, and technical support staff to meet its professional education, scholarship, and service goals and <i>expected program outcomes</i>.</p> <p><b>Expected Level(s) of Achievement:</b></p> <p>1. The DPT Program faculty have adequate support staff to meet all obligations.</p> <p><b>Decision Rule for Action:</b></p> <p>1. 75% of faculty agree that there is insufficient support staff to meet obligations.</p>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Support Staff	University Handbook  DPT Program Manual  DPT Program Policies and Procedures Manual  Faculty meeting minutes	DPT Department Head/Director	Annually	Review of faculty input and faculty ability to meet obligations/ performance of support staff	DPT Department Head/Director reports data to Program faculty, Academic Dean, and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>R-4. Financial Resources</b>				<p><b>Defining Characteristics:</b> Financial resources are adequate to achieve the program's stated <i>mission, goals, and expected program outcomes</i> and to support the academic integrity and continuing viability of the program.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. Financial resources available for all Program activities are adequate to meet Program mission, goals, and expected outcomes.</li> <li>2. Financial resources are available to support continued viability of the Program.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Mission goals and expected outcomes are not met 20% of the time due to lack of funds.</li> <li>2. Administration and/or a majority of Program faculty agree that financial resources are inadequate to support continued viability of the Program.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Financial Support	Program Budget and projected budgets	DPT Department Head/Director  Vice President for Finance  Vice President of Academic Affairs	Annually	Budget review by Program director with general financial report to program faculty and staff with solicited feedback.	Report of data collected by DPT Department Head/Director and financial office and reported to Academic Dean, DPT faculty, Advisory Board and CAPTE (through requested documentation).	Results of analysis to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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R-5. Library				<p><b>Defining Characteristics:</b> The resources of the institutional library system and associated learning resources are adequate to support the educational and scholarship goals of the program, including both <i>program faculty</i> and student activities.</p> <p><b>Expected Level(s) of Achievement:</b></p> <p>1. 75% of students and faculty express satisfaction with available library services.</p> <p><b>Decision Rule for Action:</b></p> <p>1. Expected level of achievement is not met.</p>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Library Services	University Handbook  DPT Program Student Manual  Faculty Handbook  Annual library resources survey  Faculty meeting minutes	DPT Department Head/Director  Librarian	At the end of every semester	Survey of students and faculty annually	Report of data collected by Librarian and reported to DPT program faculty, Academic Dean.	Results of analysis of the survey to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>R-6. Classrooms and Lab Space</b>				<p><b>Defining Characteristics:</b> The program has, or has ensured access to, classroom and laboratory space of sufficient quality and quantity to carry out program <i>goals</i>. The physical environment is supportive of effective <i>teaching</i> and learning processes.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>Classroom and laboratory space is adequate to meet the needs of the DPT Program's faculty and students.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>75% of Program faculty and/or students agree that classroom and laboratory space is inadequate to support effective teaching and learning.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Facilities	Building layout and specifications documents  Faculty meeting minutes	DPT Department Head/Director	Annually	Survey of students and faculty regarding classroom and laboratory resources.	Data summary to be reported by DPT Department Head/Director to faculty, students, Academic Dean, and CAPTE (through requested documentation).	Analysis results go here with any plans for improvements	Any noted improvements from changes to be noted here



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<b>R-7-9. Classroom, Lab, and Other Available Space</b>				<p><b>Defining Characteristics:</b> The program has offices and other space of sufficient quantity and quality for core and <i>associated faculty</i> to carry out their <i>teaching</i>, advisement, and <i>service</i> activities effectively and efficiently; to fulfill roles as scholars; and for administrative and support staff purposes, including storage.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>Office and other space are adequate to meet the needs of the DPT Program's faculty and staff.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>75% of program faculty and staff agree that space is not adequate for Program needs.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Facilities	Building layout and specifications documents  Faculty meeting minutes	DPT Department Head/Director	Annually	Survey of faculty and staff	Data summary to be reported by DPT Department Head/Director to faculty, students, Academic Dean, and CAPTE upon request	Analysis results go here with any plans for improvements	Any noted improvements from changes to be noted here

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<b>R-10-12. Program Equipment, Supplies, Materials and Technology</b>				<p><b>Defining Characteristics:</b> The program has, or has ensured use of administrative assistance, equipment, technology, and materials necessary to meet the curricular <i>goals</i> and <i>expected student outcomes</i>, including for <i>scholarly activities</i>. The program is responsible for ensuring that equipment and materials are typical of those used in contemporary physical therapist practice, are sufficient in number, and are available when needed.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. Equipment, technology, and materials available to the Program are adequate to meet the needs of the DPT Program faculty, staff, and students in achieving goals and expected outcomes.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. 75% of Program faculty and staff agree that equipment and technology available to the Program is not adequate for Program needs.</li> <li>2. Program expected outcomes are not met and analysis reveals that lack of equipment, technology, or materials are contributing factors.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Equipment, technology, and materials	Equipment list  DPT Program Policies and Procedures Manual  Faculty meeting minutes	DPT Department Head/Director	Annually	Survey of faculty and staff	Data summary to be reported by DPT Department Head/Director to faculty, students, Academic Dean, and CAPTE upon request	Analysis results go here with any plans for improvements	Any noted improvements from changes to be noted here

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<b>CP-1-2. Curriculum Plan</b>				<p><b>Defining Characteristics:</b> The <i>curriculum plan</i> is based on: (1) information about the <i>contemporary practice</i> of physical therapy; (2) standards of practice; and (3) current literature, documents, publications, and other resources related to the profession, to physical therapy professional education, and to educational theory. It contains a philosophy statement, expected student outcomes, and other components required by CAPTE.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The Curriculum plan is documented.</li> <li>2. The curriculum is based on contemporary practice, standards of practice, and current professional educational theory.</li> <li>3. The curriculum plan contains all components required by CAPTE.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Item # 1 is not met 100% of the time.</li> <li>2. Item # 2 is not met at least 100% of time.</li> <li>3. Item # 3 is not met 100% of the time.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Curriculum Plan	DPT Student Manual  DPT Program Policies and Procedures Manual  DPT Program Clinical Education Manual  Faculty meeting minutes  Advisory Board meeting minutes	DPT Department Head/Director	Every 3 years	Review of curriculum plan documents; consensus of Program faculty with input from Advisory Board	Advisory Board, Faculty meeting	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<p><b>CP-3. Curricular Evaluation and</b></p> <p><b>CP-4. Clinical Education Program Evaluation</b></p>				<p><b>Defining Characteristics:</b> There is on-going and formal evaluation of the <i>professional curriculum and the clinical education program</i>. The curriculum evaluation plan is written and addresses individual courses within the curriculum, as well as the <i>curriculum plan as a whole</i>. The plan incorporates consideration of the changing roles and responsibilities of the physical therapist practitioner and the dynamic nature of the profession and the health care delivery system. Data are collected from appropriate stakeholders, including, at a minimum, <i>program faculty</i>, current students, graduates of the program, and at least one other stakeholder group such as employers of graduates, consumers of physical therapy services, peers, or other health care professionals. The evaluation plan is used to determine strengths and weaknesses of the curriculum and to determine if the practice expectations and specific <i>mission, goals, and expected student outcomes</i> of the curriculum are met.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. The Curriculum plan is documented.</li> <li>2. The curriculum is based on contemporary practice, standards of practice, and current professional educational theory.</li> <li>3. The curriculum plan contains all components required by CAPTE.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Item # 1 is not met 100% of the time.</li> <li>2. Item # 2 is not met at least 100% of time.</li> <li>3. Item # 3 is not met 100% of the time.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Curriculum Plan	<p>DPT Student and Clinical Education Manuals</p> <p>DPT Program Policies and Procedures Manual</p> <p>Faculty meeting minutes</p> <p>Advisory Board meeting minutes</p>	<p>DPT Department Head/Director</p> <p>ACCE</p>	Annually	Review of curriculum plan documents; consensus of Program faculty with input from Advisory Board; input from CI's and CCCE's; input from students	Advisory Board, Faculty meeting	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>CC-1-CC-3. Curriculum Content: Didactic Education</b>				<p><b>Defining Characteristics:</b> The physical therapist <i>professional curriculum</i> includes content and <i>learning experiences</i> in the biological and physical sciences necessary for initial practice of the profession (e.g., anatomy/cellular biology, histology, physiology, exercise physiology, exercise, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). <i>Learning experiences</i> in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations; in the behavioral sciences necessary for initial practice of the profession (e.g., applied psychology, applied sociology, communication, ethics and values, management, finance, <i>teaching</i> and learning, law, clinical reasoning, evidence-based practice, and applied statistics), including laboratory or other practical experiences; in the clinical sciences (e.g., content about the cardiovascular, pulmonary, endocrine, metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal, and neuromuscular systems and the medical and surgical conditions frequently seen by physical therapists), including laboratory or other practical experiences.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>100% of courses in the curriculum will include requisite content and learning experiences appropriate to that course according to CAPTE evaluative criteria, institutional accreditation standards, and current/best practice standards. This will include for the curriculum as a whole: biological and physical sciences, behavioral sciences, clinical sciences, and practical clinical education experiences.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>75% of DPT core faculty agree that the expected levels of achievement are not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Didactic education	CAPTE Handbook  Syllabi for individual courses  Faculty Meeting/retreat minutes  Curriculum committee minutes	DPT Department Head/Director  curriculum committee chair	Annually-ongoing	Review of courses by faculty and students, curriculum committee; overall curriculum by DPT Department Head/Director, curriculum committee, and faculty at faculty retreat. Review and feedback from external sources (Advisory Board and clinical education faculty).	Annual report to Academic Dean, faculty, Advisory Board.	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>CC-4. Curriculum Content: Clinical Education</b>				<p><b>Defining Characteristics:</b> The physical therapist <i>professional curriculum</i> includes <i>clinical education experiences</i> for each student that encompass:</p> <p>a) Management of patients/clients representative of those commonly seen in practice across the lifespan and the continuum of care;</p> <p>b) Practice in settings representative of those in which physical therapy is commonly practiced;</p> <p>c) Interaction with physical therapist role models whose practice is consistent with the program's <i>philosophy of practice</i>;</p> <p>d) Opportunities for involvement in interdisciplinary care; and</p> <p>e) Other experiences that lead to the achievement of <i>expected student outcomes</i>.</p> <p><b>Expected Level(s) of Achievement:</b></p> <p>1. The clinical education experiences for each student meet, as a whole, all criteria required by CAPTE 100% of the time.</p> <p><b>Decision Rule for Action:</b></p> <p>1. Expected level of achievement is not met.</p>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Clinical Education	Clinical Education syllabi,  DPT Program Clinical Education Manual  Faculty meeting minutes	ACCE	Annually	Review of clinical education documentation	Report to Program faculty and DPT Department Head/Director	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>CC-5. Curriculum Content: Educational Outcomes</b>				<p><b>Defining Characteristics:</b> The physical therapist <i>professional curriculum</i> includes content and <i>learning experiences</i> designed to prepare students to achieve educational outcomes required for initial practice of the profession of physical therapy.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>The content and learning experiences in the program are deemed adequate to prepare students to achieve educational outcomes for entry level practice 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Curricular Content	Curriculum plan  Course syllabi  Alumni surveys	Individual course instructors	Annually after first graduating class	<p>Review of course content in conjunction with CAPTE standards and student performance in licensing exams related to individual content areas.</p> <p>Review of student and alumni surveys related to curricular content and achievement of expected student outcomes</p>	Report to DPT Department Head/Director and Program faculty	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>CO-1. Outcomes: Expected Student Outcomes</b>				<b>Defining Characteristics: Graduates of the program meet the <i>expected student outcomes</i> of the program, including those related to the program's unique <i>mission</i>.</b>  <b>Expected Level(s) of Achievement:</b>  1. 100% of graduates meet Program expected student outcomes.  <b>Decision Rule for Action:</b>  1. Expected level of achievement is not met.			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Expected Student Outcomes	DPT Program Student Manual  Exit survey forms summaries	DPT Department Head/Director	Annually after first cohort graduates	Exit survey filled out by students, Professional Abilities self-assessment summaries, Review of GPA/academic and clinical performance data	DPT Department Head/Director reports to Program faculty, Advisory Board, Academic Dean and CAPTE	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here



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<b>CO-2. Outcomes: Competence and Advocacy</b>				<b>Defining Characteristics: Graduates of the program meet the healthcare needs of patients/clients and society through ethical behavior, continued competence, and advocacy for the profession.</b>  <b>Expected Level(s) of Achievement:</b>  1. 100% of graduates demonstrate ethical behavior, the ability to maintain continued competence, and advocate for the profession.  <b>Decision Rule for Action:</b>  1. Expected level of achievement is not met.			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program Expected Student Outcomes	DPT Program Student Manual  Exit survey forms summaries	DPT Department Head/Director	Annually after first cohort graduates	Exit survey filled out by students, Professional Abilities self-assessment summaries, Review of GPA/academic and clinical performance data	DPT Department Head/Director reports to Program faculty, Advisory Board, Academic Dean and CAPTE	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>CO-3. Outcomes: Licensure Pass Rates</b>				<b>Defining Characteristics: When averaged over 3 years, 80% or more of all graduates pass the licensure exam.</b>  <b>Expected Level(s) of Achievement:</b>  1. When averaged over 3 years, 80% or more of all graduates pass the licensure exam.  <b>Decision Rule for Action:</b>  1. Expected level of achievement is not met.			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program outcomes	FSBPT summary reports of licensure exam pass rates  CAPTE annual reports  Faculty Meeting Minutes	DPT Department Head/Director	Annually	Review of reports	DPT Department Head/Director reports to Program faculty, Advisory Board, Academic Dean, CAPTE	Results of analysis of mission to be listed here with any planned changes.	Any noted improvements from changes to be noted here

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<b>CO-4. Outcomes: Graduation and Employment Rates</b>				<p><b>Defining Characteristics:</b> <i>Graduation rates</i> and <i>employment rates</i> are consistent with the program <i>mission, goals, and expected student outcomes</i>.</p> <p><b>Expected Level(s) of Achievement:</b></p> <ol style="list-style-type: none"> <li>1. 75% of matriculated students graduate within 150% of the normal Program length.</li> <li>2. 75% of graduates actively seeking employment are employed in positions related to their degree within 6 months of graduation.</li> <li>3. The Program's graduation rate will be consistent with contemporary norms 100% of the time.</li> </ol> <p><b>Decision Rule for Action:</b></p> <ol style="list-style-type: none"> <li>1. Expected level of achievement is not met.</li> </ol>			
Component	Where is documentation found	Person(s) Responsible	Time/frequency of assessment	Assessment Methods/Tools	Report of the Data	Assessment results/ Implementation Plan	Program Improvements
Program outcomes	Reports from registrar  CAPTE annual reports  Faculty Meeting Minutes	DPT Department Head/Director	Annually	Review of reports	DPT Department Head/Director reports to Program faculty, Advisory Board, Academic Dean, CAPTE	Program outcomes	Any noted improvements from changes to be noted here