

TITLE: Casper Assessment Integration: Fostering Diversity in Tennessee State University's Doctorate of Physical Therapy Program Admissions

Abstract

The utilization of the Casper assessment by Tennessee State University (TSU) as a tool for evaluating applicants' social intelligence and professionalism to its Doctorate of Physical Therapy program is associated with an enhancement in the ethnic diversity of the admitted student population. **PURPOSE:** Implementation of the Casper assessment in the admissions process of TSU's Physical Therapy program has a positive correlation to the diversity of accepted candidates. **METHODS:** Traditionally, admission criteria heavily weighed GRE scores, accounting for 60% of the assessment, while prerequisite and overall GPAs constituted the remaining 40%. However, the 2026 cohort marked a pivotal shift by incorporating the Casper assessment, adjusting the criteria to allocate a weight of 30% GPA, 30% prerequisite GPA, 30% for Casper, and 10% for GRE. The applicants from the 2022-2023 application cycle were then categorized based on ethnicity to quantify diversity of the admitted class. **RESULTS:** Inclusion of the Casper assessment correlates to an increased number of under-represented minorities being admitted into the DPT program at TSU, resulting in the most diverse class the university has had to date. **CONCLUSION:** This comparative analysis underscores the efficacy of the Casper assessment in enhancing diversity within the admitted student body. The statistically significant association between the use of Casper and increased diversity substantiates its role as a valuable tool in the admissions process for the Physical Therapy program at Tennessee State University.