



Program Review Self-Study

Academic unit: Physical Therapy

College: Health Professions

Date of last review Fall 2001 [site visit]; Current visit on July 10-13, 2011

Date of last accreditation report (if relevant) December 2009 [Annual Accreditation Review (AAR)]

List all degrees described in this report (add lines as necessary)

Degree Doctor of Physical Therapy (DPT) CIP\* code 51.2308

Degree \_\_\_\_\_ CIP code \_\_\_\_\_

Degree \_\_\_\_\_ CIP code \_\_\_\_\_

\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)

Name \_\_\_\_\_ Signature \_\_\_\_\_

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Submitted by: Camilla M. Wilson, Associate Professor and Chair Date June 30, 2011  
(name and title)

**1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).**

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission):

The mission of the Department of Physical Therapy at Wichita State University is to educate professional entry-level generalist practitioners who practice in a variety of settings. The educational program, through academic and clinical course work, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for safe and ethical practice. Program faculty guide students to become professional entry-level generalist practitioners who are lifelong learners capable of integrating professional knowledge, skills and proper attitudes in ethical practice providing physical therapy services to a diverse population in an ever-changing social and health care environment.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The Department of Physical Therapy supports the University mission by:

- Preparing entry-level physical therapists that have the basic skills, knowledge, and attitudes to function effectively in the multifaceted role of a physical therapist.
- Collaborating with licensed physical therapists in clinical practices in a wide variety of communities to prepare students to practice effectively and ethically in diverse settings.
- Advancing the field of physical therapy research through scholarly endeavors.

d. Has the mission of the Program (s) changed since last review?  Yes  No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The mission statement continues to serve the Department and its students well and was not changed during the current accreditation self-study.

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

Yes  No

e. If yes, describe the changes in a concise manner.

The DPT degree is a 124 credit hour program which provides the graduate student with the requisite knowledge and skills to be eligible for licensure as a physical therapist upon graduation and successful passing of the National Physical

Therapy Examination (NPTE.) The first two years of the program combine didactic and clinical practice. It begins with preparation in the foundation sciences such as anatomy, pathophysiology, pharmacology, clinical kinesiology, biomechanics, etc. and then progresses to the clinical sciences in physical therapy dealing with the musculoskeletal, neuromuscular, cardiac and pulmonary, and integumentary systems. The third and final year of the program has the students practicing under the supervision of licensed physical therapists in three full-time clinical internships. The students also complete their capstone coursework by presenting a patient case to the Department faculty and students, local clinicians and other guests.

More specifically the Department focuses on the student and specifically how they will become those competent entry-level practitioners who:

1. are competent general practitioners throughout the continuum of care.
2. are resourceful lifelong learners during personal and professional activities.
3. are sensitive and flexible to the inevitable changing health care environment.
4. maintain a balanced life for self, family, community, and the profession.
5. use critical decision making processes for clinical, ethical, legal, professional, and management decisions.
6. significantly understand and apply appropriate scientific foundation sciences.
7. interact and collaborate with other health care practitioners.
8. provide education to consumers, governmental agencies, insurers, and other health care practitioners.
9. are willing to advocate for improvements in health care systems and individual patients' rights.
10. are responsive toward needs of special groups: culture, race, age, color, gender, and disability.
11. will promote prevention and wellness.
12. communicate effectively to consumers of health care, the general public, and persons associated with the health care industry.

**2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.**

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads - by FY									
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE												
			TTF	GTA	O												
Year 1 →	7 (Fl 2007)	5 (Fl 2007)	8.0	--	0.5	4,949 (08)	93 (07)	28 (08)									
Year 2 →	6 (Fl 2008)	4 (Fl 2008)	7.0	--	2.5	3,812 (09)	94 (08)	30 (09)									
Year 3 →	6 (Fl 2009)	4 (Fl 2009)	6.0	--	2.3	3,851 (10)	96 (09)	31 (10)									
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE									
↓																	
Year 1 →						8.5	582	10.9	3.3								
Year 2 →						9.5	401	9.9	3.2								
Year 3 →						8.3	464	11.6	3.7								
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
	Year 1 → CY08	17	0	2	26	8	0	0	0	0	0	0	0	0	1	3	2
Year 2 → CY09	10	0	8	0	6	2	0	0	0	0	0	0	0	1	5	1	74940
Year 3 → CY10	16	0	6	14	15	0	0	0	0	0	0	0	0	3	8	0	0

\* Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The Department is staffed with eight faculty positions, several GTA positions, and two administrative classified staff positions. Five of the faculty have 9-month appointments, with one of these being a vacant position to be filled in the coming academic year. Four of the 9-month faculty are tenured (two at the professor level and two at the associate professor level). Two of the remaining faculty have 12-month appointments which are clinical track appointments. They are responsible for the clinical education portion of the program, in addition to teaching a number of courses, and one is the newest faculty member. This position was added to support the clinical education portion of the curriculum and was made possible by the new College of Health Professions tuition fee. The eighth faculty member is the chairperson, who has a 12-month appointment with administrative and teaching assignments and is tenured at the associate professor level. All faculty are doctorally prepared with either the PhD or transitional DPT degree credentials. Two of the 9-month faculty also teach health sciences and health professions courses at the undergraduate and graduate level for the College.

The faculty members demonstrate their competence in teaching in many ways. From an institutional prospective, three

members have received promotion, tenure or positive professor incentive reviews since the last accreditation site visit. In addition, faculty have received numerous teaching awards over the course of their careers—both from WSU and other institutions. Two members have received clinical specialization from the American Physical Therapy Association in sports physical therapy and in women's health. Teaching excellence is documented through student course and curriculum evaluations, student performance in clinical settings as measured by the Clinical Performance Instrument (CPI)—a nationally used data collection instrument to track physical therapy students' performance, and student performance on the national licensure examination (NPTE).

All faculty are expected to do scholarly activity and do so at different levels, as determined by the faculty contracts. Each faculty member contributed articles and professional presentations shown in the preceding table. Each faculty member is responsible for advising and mentoring a research group for each cohort of students, as well as for advising a student group for the capstone clinical conference presentations. Faculty also serve in editing positions for various journals, research committees for professional organizations, and as members of interdisciplinary and/or faculty groups from other institutions who are pursuing a variety of research agendas.

Student GTAs provide teaching assistance in the gross anatomy course (particularly in the cadaver dissection lab) and in a variety of other courses, especially when adjunct instructors (local physical therapist clinicians) are teaching courses. Both classified staff support departmental operations, but one is primarily tasked for clinical education activities and the other for all other department activities. In addition, both provide services for other departments in the College of Health Professions in areas such as timekeeping, clinical contracts, and student records, etc.

**3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students
Year 1 →	N/A		
Year 2 →	N/A		
Year 3 →	N/A		

KBOR data minima for UG programs: ACT<sub>≤</sub>20 will trigger program

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.\*

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with ≥54 hr reported) By FY		
		GPA of those Admitted	College GPA	University GPA
Year 1 →	43 (08)	3.32	3.60	3.52
Year 2 →	56 (09)	3.52	3.57	3.49
Year 3 →	42 (10)	3.70	3.56	3.49

\*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principle learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
Students will fulfill the minimum competencies of the Commission on Accreditation for Physical Therapy Education, the standards of the Department of Physical Therapy Education and Graduate Education at WSU.	Students' satisfactory completion (cumulative GPA of 3.00 and no grades below C) of all required courses.          Graduates pass licensure exam	<b><u>Graduating Class of 2010:</u></b> 30 students completed all degree requirements and graduated on May 14, 2010 The 31 <sup>st</sup> and 32 <sup>nd</sup> students completed all degree requirements and graduated on August 1, 2010 <b><u>Graduating Class of 2011:</u></b> 30 students completed all degree requirements and graduated on May 13, 2011 <b><u>Graduating Class of 2012:</u></b> 29 students completed two academic years with a 3.0 or above and no grades below C  For the classes graduating in 2008, 2009, and 2010 the licensure exam passing rate for all takers is 99%.

To achieve acceptable job placement rate within one year of graduation (either in jobs or in graduate programs for further study.)	Graduate and employer surveys	<b>2008</b> (n = 29) 100% <b>2009</b> (n = 30) 96.6% / One graduate unable to pass licensure exam <b>2010</b> (n = 32) 96,8% / One graduate is on active deployment and is not currently working in physical therapy and has not taken the licensure exam
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- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction). <sup>*</sup> If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison <sup>±</sup>
1 (2008)	29	Not done this year as new survey being developed for graduates one year post graduation	1 (2008)	29	NPTE	100%	85.01% **
2 (2009)	30	Insufficient response rate from this class	2 (2009)	30	NPTE	83.33%	87.75% **
3 (2010)	30	Surveys are in process at this time, so summary data is not yet available	3 (2010)	30	NPTE	90%	88.24% **

<sup>\*</sup>Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. <sup>±</sup> If available.

<sup>\*\*</sup>First time takers passing rates

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of:	Results	
	Majors	Non-Majors
-Oral and written communication		
-Numerical literacy		
-Critical thinking and problem solving		
-Collaboration and teamwork		
-Library research skills		
-Diversity and globalization		
Not done as this is a new requirement		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:

<http://www.aacu.org/value/rubrics/>

- f. Provide a brief assessment of the overall quality of the academic program using the data from tables in 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention). Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide assessment here:

The Physical Therapy program is currently undergoing review by the Commission on Accreditation of Physical Therapy Education (CAPTE). The self-study was submitted in May of 2011 and the site visit is scheduled for July 10-13, 2011.

The program transitioned to offering the Doctor of Physical Therapy degree (following KBOR approval in December of 2004) and graduated its first class in 2008. Since this transition, the program has filled all cohorts and currently is receiving approximately 200 applications each year. In addition, with the support of funding from the CHP tuition fee, the program has increased its class size by 25% and is now accepting 40 students. Entering GPAs continue to average in the 3.5 range and applicants are competitive with other programs. Performance on all measures of academic and clinical performance remain strong and program graduates have no difficulties in finding employment upon graduation. Scores on the national licensure examination for first time takers and repeat takers show a 99% overall passing rate.

Results of the current CAPTE review will be cited in the next KBOR review.



**4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

- a. Utilize the table below to provide data that demonstrates student need and demand for the program.
- b.

Majors						Employment of Majors*															
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS**									
Year 1→	69	33	31	9.4%	28 (08)	NA	NA	100%	0	0	NA	Current year only									
Year 2→	94	32	30	9.4%	30 (09)	NA	NA	97%	0	3%	NA	↓									
Year 3→	117	32	31	3%	31 (10)	NA	NA	100%	0	0	NA										
Race/Ethnicity by Major***										Race/Ethnicity by Graduate***											
		NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK		
Year 1→																					
Year 2→																					
Year 3→																					

\* May not be collected every year

\*\* Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

\*\*\* NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

Physical Therapy graduates are prepared to accept positions as entry level physical therapists. The two most common practice settings are outpatient orthopedics or acute care, but students accept positions in a number of other settings also. The Department is beginning to track graduates who accept employment opportunities in Kansas. For the class that graduated in May of 2011, four (13.3%) have taken positions outside of Kansas, 24 (80%) have taken positions in Kansas or were seeking employment in Kansas, and two (6.7%) were undecided. The Bureau of Labor Statistics predicts a 30% job growth in positions for physicals therapists by 2018. The Department’s 25% increase in class size will help to meet the need in Kansas and elsewhere for physical therapists and the Department is responding to the needs of the community and state.

Applications to the program show continued increase. For the current year, 200 applications were received. Diversity of applicants remains a challenge, but the Department is seeing gradual improvement in this regard.

**5. Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 - 2007	Year 2 - 2008	Year 3 - 2009
UG Majors	0.0	0.0	4.1
Gr Majors	74.7	100.0	95.9
Non-Majors	25.3	0.0	0.0

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

The program admits students only in the summer semester, and students proceed through the DPT curriculum for the next nine semesters, until they have completed 124 credit hours. Students have access to approximately 300 clinical sites for their clinical rotations during the program.

The department's cost per credit hour was \$202.00/SCH for FY 2010, which compares favorably to other programs within CHP. With the transition to the DPT degree (124 credit hours) from the MPT degree (89 credit hours) and the 25% increase in class size for FY2012, the department's credit hour production has increased since 2005.

The department strives to meet the needs of employers and students/graduates. It seeks multiple sources of information about the development and progression of the physical therapy profession including the American Physical Therapy Association, clinical sites for student rotations, employers, the PT Advisory Committee, and students and graduates. This information is analyzed and action plans are developed and employed to modify the curriculum when and where needed.

**6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Become a competent general practitioner throughout the continuum of care	Course written and practical examination results CPI performance results for clinical experiences Graduate Focus Group reports Graduate Surveys Employers Surveys PT Advisory Committee Reviews Student course evaluations and curriculum evaluations NPTE licensure examination scores	Coursework in the Program covers all four practice patterns found in the <i>Guide to Physical Therapist Practice</i> , as well as the lifespan of patients and clients. Students successfully complete a series of clinical experiences in a variety of clinical practices including acute care, inpatient and outpatient practices, and specialty settings. Thus they are prepared to practice in a variety of settings with any patient population or age group. Several core faculty members model the delivery of physical therapy services throughout the continuum of care
	Implement DPT	KBOR approval	First class began in summer 2005
	Increase class size by 25%	Applications for program over past five years Qualifications of applicants during same time frame Demand within the community	Class of 2014 (admitted Summer of 2011) has 40 members (25% increase)

**7. Summary and Recommendations**

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The Physical Therapy Department has identified the following specific strengths and weaknesses in its self-study, and how it plans to address (or has addressed) the concerns identified.

<b>Strengths(S) and Weaknesses(W)</b>	<b>Plans to Address or Actions Taken</b>
New Graduate Program Evaluation (W): Poor response rate; questionnaire is too lengthy	New questionnaire has developed and tested. Is being used for the graduating class of 2010 who are now one year post graduation.
Therapeutic Exercise (W): Too early in program to address development of patient programs	Continue to modify course content to assist new students in managing the content. Follow up at end of first year with “Therapeutic Exercise Boot Camp” to review material and apply it to use of equipment and patient scenarios. Utilization of second and third year students has been well received and is viewed positively by first year students.
Academic Dishonesty policy (W): Reports of students cheating on exams; Passing exam questions from class to class	Department goal to move all written exams to computer format with randomization of questions and lock down browser capabilities to help minimize opportunities for cheating during exams. New policy instituted to help address these concerns.
Online Assessment response for Individual Student Course evaluations(W): Very limited completion rate by current students of all courses using the Survey Monkey instrument	Continued discussion with student representatives and faculty to address this issue. Will also seek advice from on-site team for other approaches being used in other programs.
Computers and Student Computer/Copy Machine (W): In the move to downtown facility, there have been numerous technology problems with faculty and classroom computers as well as the newly donated student computer and the student copy machine/printer	Extensive work by technology services has helped to resolve the problems. Both units are closely monitored by department staff.
Physician Owned Physical Therapy practices (POPTs) in Clinical Education (W): Numerous clinical facilities in the Wichita area are POPTs and this poses an ethical problem as well as a logistical problem for student clinical experiences, since many students wish to stay in the Wichita area for their clinical experiences.	Plan to involve PT community in discussions of this issue. Possibly will ask the Kansas Physical Therapy Association for assistance also.
Licensure exam pass rates (S for Class of 2008; S/W for class of 2009—with one student who has been unable to pass the examination)	Modifications have been made in the licensure review course. Movement towards all computer testing may help graduates be more comfortable with that format of testing.

Course load in fall semester, year 1 (W)	This has been decreased from 19 credit hours to 17 credit hours with curriculum revision that became effective for Class of 2013.
Equipment/Furnishings (W); S-2010)	Department move to the downtown center and successful fund raising activities plus CHP support has made this a strength for the program.
Faculty (S)	Intensive recruitment in the fall of 2011 will result in the successful filling of the remaining faculty opening.
Musculoskeletal courses (S)	Support of the current faculty plus positive recruiting as cited in previous strength will help the program to remain strong in this area.
Cardiovascular and pulmonary course (W) in 2008; (S) in 2010	Continued modifications and excellent use of technology has enabled the faculty member teaching this course to move it from a weakness to a strength.
Orthotics/prosthetics Course (W)	Curriculum revision has made this a separate course. Student evaluations will be monitored closely.
Communication with students(W)	Implementing better electronic communication between students and faculty is helping. Continuing with student representation on Department committees is also important. Department chair is also instituting regular meetings with class officers to help facilitate better communications.
Full-time Clinicals (S) but need more time (W)	Full time clinicals have been increased from eight to ten weeks with curriculum revision, effective for Class of 2013.
Associate faculty (S)	Continue to support clinicians in teaching roles for the program.

Goals for next three years:

1. Go paperless for all written examinations
2. Receive continued accreditation for the program
3. Complete migration to electronic student database from application to graduation