

Academic unit: Physical Therapy College: Health Professions

Date of last review 5/02/17 Date of last accreditation report (if relevant) 2011

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

Degree: Clinical Doctorate of Physical Therapy CIP* code: 51.2308

Degree: _____ CIP* code: _____

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>

Certificate (s): N/A

Faculty of the academic unit (add lines as necessary)

(If interdisciplinary, please list your core teaching faculty and department name if external to academic unit)

NAME (List department –if external to unit)	SIGNATURE	TENURE OR NON-TENURE TRACK
M’Lisa L. Shelden – Chair & Program Director	On file	NTT – 12 month
Jennifer Celso – Assistant Program Director	On file	NTT – 12 month
Christina Ashbrook – Director of Clinical Education	On file	NTT – 12 month
Lisa Garcia, Assistant Teaching Professor	On file	NTT – 12 month
Bryan Lehecka, Associate Professor	On file	TT – 9 month
Robert Manske, Professor	On file	TT – 9 month
Ken Pitetti, Professor	On file	TT – 9 month
Barbara Smith, Professor	On file	TT – 9 month
Elizabeth Tew, Assistant Professor (2020)	On file	NTT – 9 month

Submitted by: M’Lisa L. Shelden, Chair & Program Director
(Name and title)

Date 06/25/2020
(Date)

In yellow highlighted areas,
data will be provided

Part 1: Departmental Purpose and Relationship to the University Mission

Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

A. Program Purpose Statement - formerly Mission

The WSU DPT Program is a recognized leader in advancing the physical therapy profession by cultivating life-long learners through excellence in clinical practice, research, leadership, and service.

B. The role of the program (s) and relationship to the University mission:

To graduate competent, compassionate, progressive physical therapists capable of serving diverse populations through direct access and collaborative care across a variety of settings.

The WSU DPT program supports the University's mission as an essential educational, cultural, and economic driver for the state of Kansas and greater public good by exceeding a 90% graduation rate and 100% employment rate of approximately 40 physical therapy clinical doctorate students annually. Upon graduation, our students maintain a first time pass rate on the physical therapy licensure exam of 94%, above the national average. The majority of our students seek and accept positions in the state of Kansas across a wide variety of settings.

C. Has the purpose of the Program (s) changed since last review? Yes No

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

No need to change at this time.

D. How does the Program support the university strategic plan?

Describe in 1-2 concise paragraphs.

The Department of Physical Therapy supports the WSU strategic plan with a shared purpose, goals, and key performance indicators focused on student centeredness, research and scholarship, inclusive excellence, and cultivating and expanding strong community partnerships. A hallmark of the PT program is expansive and challenging applied learning experiences that immerse students in evidence-based practices to prepare them for clinical experiences and future work environments. PT students begin developing research questions and planning studies in their first semester in the program. With guidance from skilled faculty, students participate in ongoing applied research experiences throughout the program. The PT program has also served as one of the leaders in the College of Health Professions to seek out, develop, and expand interdisciplinary professional experiences for our students.

In addition to shared goals, the core and distinctive values embraced by the PT program clearly align with CHP and the University. Our curriculum is based upon collaboration with community partners to insure our students experience cutting edge instruction to support patients from diverse backgrounds and populations. As faculty model the way for students in innovation, creativity, and positive risk-taking, students are involved in all aspects of ongoing curricular review and development to insure the most

current information is routinely infused into our nationally accredited curriculum. The PT department has engaged in critical review and strategic planning to identify strengths and areas for improvement. One such area, was the need to improve the cultural diversity of our faculty, staff, and student body. We have already made progress in the area of increasing student diversity through specific modifications to admissions criteria to insure transparency, access, and equity for all.

E. Provide an overall description of your program (s) including any changes made since the last review?

The Department of Physical Therapy (PT) offers a 124 credit hour Doctor of Physical Therapy degree that provides the graduate a solid foundation of requisite knowledge to be eligible for licensure as a physical therapist upon graduation and successful passing of the National Physical Therapy Examination (NPTE). Our PT program is designed to prepare students as entry-level physical therapists while supporting the development of future leaders within and outside our profession. Physical therapy students are guided by skilled faculty members with a wide range of interests and experiences to support students in acquiring a depth of knowledge across neuromuscular, cardiovascular, musculoskeletal, and sensorimotor systems. This core knowledge prepares graduates to succeed across a variety of physical therapy settings with a strong foundation in evaluation, assessment, and intervention.

Our program is home to nationally recognized faculty in the areas of orthopedics and pediatrics. Faculty-supported research opportunities are woven throughout our three-year program as well as student clinical experiences tailored to individual strengths and interests. Our program participates in a non-profit, community-based, inter-professional clinic in which students are supervised by faculty as they design and implement patient treatments. Interprofessional student experiences comprise an important part of our curriculum designed to prepare our graduates to be effective team members that embrace patient-centered, evidence-based practice.

The Program goals and outcomes are listed below: PLEASE SEE APPENDIX 1-6

1. Communication

Goal: Effectively communicate with our constituents (including, but not limited to students, faculty and employers).

Outcome: Effective communication to students in the PT Department; and to its consistencies regarding such items as physical therapy education, policies and accreditation standards.

2. Prerequisites and Admissions Criteria

Goal: Prerequisite and admission requirements allow yearly qualified applicants.

Outcome: Admittance of 40 qualified applicants to the DPT program each year.

3. Resources

Goal: To have resources necessary to meet course, faculty, and student needs.

Outcome: Ensure adequate resources to meet course, faculty, student, student services, support staff, financial support, library, facilities and equipment for teaching and research needs.

4. Clinical Education

Goal: Clinical education program will be effective.

Outcome: The clinical education program will meet the needs of students, department and local and distant affiliates.

5. Faculty

Goal: Core faculty will engage in lifelong learning and professional development.

Outcome: Engagement in lifelong learning and professional development.

6. Students

Goal: Graduates will be prepared to practice physical therapy as autonomous practitioners at entry level competencies consistent with the *Guide to Physical Therapists Practice* and the American Physical Therapy Association *Standards of Practice*.

Outcome: Students will be prepared to sit for and pass the National Physical Therapy Examination (NPTE).

In 2013 (based on the previous accreditation review), the department strategic planning process and faculty review in the Department of Physical Therapy made significant changes in its program outcomes. These goals and objectives were more clearly defined to demonstrate academic success via successful completion of the National Physical Therapy Examination (NPTE) licensure pass rates and assessment of sub-scores attained while taking that examination. The program faculty and chair continue to annually review and add to our goals and make improvements to our learning outcomes. To review program goals and outcomes see Section 1,e and for more detailed view see appendices 1-6 (please note Goals 3 and 4 have not been updated). In 2020 – new goals were developed and will be submitted on the next program review.

Part 2: Faculty Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section).

Complete the table below with program level data.

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Presentations submitted not accepted		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	Number of Grants submitted not funded	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref					
Year 1 - 2016	7	3	17	0	8	0	5	0	0	0	0
Year 2 - 2017	11	2	26	0	1	0	3	0	0	0	0
Year 3 - 2018	2	2	44	0	10	0	2	0	0	0	0
Year 4 - 2019	5	0	37	0	13	0	2	1	1	2	\$500

A. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity. If an interdisciplinary program, please list the program where faculty research has been recorded and provide narrative related to productivity.

The Physical Therapy Department follows the CHP Tenure and Promotion policy. In 12/2019 the following goals were developed and adopted by faculty during our strategic planning retreat.

1. WSU DPT program faculty are recognized as contemporary practitioners, leaders, and scholarly contributors to the physical therapy profession.
 - 1a. 50% of WSU DPT Program faculty are ABPTS Certified Specialists by 2023. (2019 = 30%)
 - 1b. 60% of WSU DPT Program faculty have earned academic doctoral degrees by 2021. (2019 = 50%)
 - 1c. 50% of WSU DPT Program faculty serve the state and/or national professional associations as leaders and/or committee volunteers. (2019 = 40%)
 - 1d. Each (100%) WSU DPT faculty member will publish or present at least 2 peer-reviewed submitted products every 2 years. (2019 = 90%)
 - 1e. All (100%) WSU DPT Faculty will participate annually as a learner in at least 1 continuing education and/or conference related to his/her course content. (2019 = 100%)

B. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Please provide details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.

In 2019, the DPT program was supported by 8 full-time faculty (see details in table below).

Last Name	First Name	Rank	Credentials	Hire Year	Appointment
Ashbrook	Christina	Assistant Professor NTT	DPT	2018	12 month
Celso	Jennifer	Associate Professor NTT (PhD expected 12/21)	tDPT, PhD(c)	2008	12 month
Garcia	Lisa	Assistant Professor NTT	MS	2006	12 month
Lehecka	Bryan	Associate Professor Tenured (PhD completed 5/19)	DPT, PhD	2010	9 month
Manske	Robert	Professor Tenured	tDPT	1998	9 month
Pitetti	Kenneth	Professor Tenured	PhD	1987	9 month
Shelden	M'Lisa	Clinical Professor NTT	PT, PhD	2018	12 month
Smith	Barbara	Professor Tenured	PT, PhD	1985	9 month
Tew	Elizabeth	Assistant Professor NTT	tDPT	2020	9 month

Since the last program review, our department has hired a new chair with a PhD (2018). Dr. Lehecka completed his PhD in 2019 and Dr. Celso has progressed to Candidacy for her PhD with expected completion in 2021. The entire faculty have doctoral degrees with the exception of the clinical anatomist position. The clinical anatomist and PhD pathophysiologicalist also teach other courses for the College of Health Professions. Pitetti, Manske, & Shelden publish at least annually and Lehecka has made steady progress with scholarly activity since obtaining his PhD. Manske and Shelden are nationally recognized specialists in the areas of orthopedics and pediatrics. All faculty who are physical therapists are active in the field with the exception of Smith. Dr. Ashbrook was hired in 2018 selected as the most qualified among four strong applicants to expand our teaching expertise in the area of general physical therapy and neuro-rehabilitation. In late 2019, Dr.

Elizabeth Tew was hired (start day 1/2020) via an internal hiring process. The position was transferred from the SON and Dr. Tew had been teaching HS courses for years as an adjunct. Dr. Tew is a physical therapist with expertise in acute care and cardiopulmonary rehabilitation. The department is also supported consistently by 6-10 adjunct faculty with active clinical licensure. The adjuncts are needed primarily for work load purposes, but 2-3 bring expertise not held by current full-time faculty.

Part 3: Academic Program(s) and Emphases

Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix **SEE APPENDICES 1-6** (refer to instructions in the WSU Program Review document for more information).

A. Undergraduate programs:

1. Please review the table provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)? Yes X No

If yes, please explain.

B. Graduate programs:

2. Please review the table provided. Please review the table provided by the Office of Planning and Analysis. Is the program GPA below the university average? NO

If yes, please explain.

C. Accreditation status: If accreditation is previously noted, please add:

1. Accrediting Body: Commission on Accreditation in Physical Therapy Education (CAPTE)
Next Review Date: Fall 2021 – CAPTE has requested change of dates due to COVID19 – exact dates pending

2. Commendations and concerns from the last review:

In 2013, following the onsite review, CAPTE placed the WSU physical therapy program on probation accreditation status. The program was in a non-compliance situation for only one criterion identified during the review. The issue was implementation of a process of ongoing internal departmental assessment. Probationary status was removed within a six month period as the department was deemed to be in compliance with the proposed ongoing assessment process.

D. Assessment of Learning Outcomes

1. Complete the table below with program level data.

You may add an appendix to provide more explanation/details. (If this specialty accreditation has been conferred within 18 months of this process, programs can append the information from the accreditation document to this self-study and cite, with page number, the appropriate information. If specialty accreditation has not been affirmed within 18 months, please complete the table or submit an updated version of your accreditation information. If not accredited, please complete the table below.)

Learning Outcomes (most programs will have multiple outcomes)	Assessment Artifact (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
<i>Students will have a basic understanding of human anatomy.</i>	<i>Comprehensive Exam</i>	<i>Rubric</i>	<i>80% of students will score 80% Or <</i>	<i>90% of students scored 80% or better.</i>	<i>Proficient knowledge of anatomy has been demonstrated.</i>
Students in the Department of Physical Therapy will demonstrate knowledge of diseases/conditions (including system interactions) to ensure appropriate treatment and management decisions.	Examination	Overall pass rate of the NPTE Licensure Exam	95% of graduated students will pass the NPTE the first time taken	Overall Pass rate (first time) 2016 = 92.1% 2017 = 97.6% 2018 = 94% 2019 = 93.18%	We continue to struggle to meet our goal of an overall pass rate being > 95% only meeting this goal in 2017. The minimal acceptable pass rate is 85% for accreditation, so we far exceed accreditation requirements. Our ultimate pass rate exceeded our goal of >95% in all four years. Our first time pass rate exceeded the national average in 2017 and 2019. Our ultimate pass rate (beyond first time) also exceeded the national average in 2017 and 2019.
Interpret knowledge of diseases/conditions (including system interactions) to ensure appropriate treatment and management decisions.	Examination NPTE Sub-scores	NPTE licensure exam	Mean scale scores of >600 on first time NPTE licensure exam	Mean Scaled Scores (first time) 2016=682.8 2017=685.6 2018=657.5 2019=674.3	We easily met our initial goal of > 600 on all mean scaled scores. These scores are above the national average in 2016, 2018, and 2019.

<p>Develop interventions to support patient/client management for rehabilitation, health promotion, and performance across the lifespan. Select and use appropriate equipment and devices to support patient/client management for rehabilitation, health promotion, and performance across the lifespan.</p> <p>Ensure that patient/client management and health-care decisions take place in a secure and trustworthy environment.</p> <p>Utilize evidence-based methods in practice.</p>					
<p>Graduates from WSU PT program will demonstrate lifelong learning through advanced certification in specialty tracks of APTA.</p>	<p>Tracked through ABPTS website specialty certification areas yearly to determine number of certified specialists that have graduated from WSU program.</p>	<p>ABPTS specialist examinations through APTA</p>	<p>3% of graduated students for years 2008-2018 will become specialty certified over a 10- year period.</p> <p>5% for years 2018-2028.</p>		<p>We are awaiting results from our 2019 graduate survey. This item was added to survey as no other means of obtaining these data are available.</p>
<p>See appendices 1-6 for all program goals, outcomes and data.</p>					
<p><i>Definitions:</i></p> <p><u>Learning Outcome:</u> Learning that should result from instruction.</p> <p><u>Assessment Artifact:</u> One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).</p> <p><u>Assessment Tool:</u> Instrument used to evaluate the achievement of learning outcomes.</p> <p><u>Criterion/Target:</u> Percentage of students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).</p> <p><u>Result:</u> Actual achievement on each learning outcome measurement (e.g., 95%).</p> <p><u>Analysis:</u> Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised</p>					

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in tables XXX and #XXX.

Analysis is summarized in far right column of table above. Based on the previous program review, the PT department implemented a required comprehensive examination for students following their second year in the program. The requirement of obtaining a grade of 70 on the comprehensive exam was implemented for approval for students who wanted to take the Early-Spring (April) NPTE. All other students making lower than a 70 would not be able to take the NPTE until following graduation. Students were not required to take the comprehensive exam.

3. Provide aggregate data (below) on how students are meeting primary learning outcomes (i.e., the skills with which your Program expect students to graduate) in the following table. Data should relate to the goals and objectives of the program as listed in 1e.

The 3rd Comprehensive Examination is not required of all students in the cohort. The examination is a requirement for any student who desires to take the April NPTE (National Physical Therapy Examination). A student must pass the 3rd year comprehensive examination to obtain permission to take the April Exam. Passing the NPTE is a requirement for licensure to practice.

Data Sources (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1 2016		a) 3 nd Year Comprehensive Exam*	a) 59.5%	a) None Available
		b) NPTE 1 st time Pass Rate	b) 97.4%	b) 93%
2 2017		a) 3 nd Year Comprehensive Exam	a) 48.8%	a) None Available
		b) NPTE 1 st time Pass Rate	b) 100%	b) 93%
3 2018		a) 3 nd Year Comprehensive Exam	a) 54.8%	a) None Available
		b) NPTE 1 st time Pass Rate	b) 93.2%	b) 91%
4 2019		a) 3 nd Year Comprehensive Exam	a) 56.4%	a) None Available
		b) NPTE 1 st time Pass Rate	b) 94%	b) 91%

4. Provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys, table XX from the Office of Planning and Analysis), capstone results, licensing or certification examination results (if applicable), 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 outcomes of the program as listed in 3c) to illustrate student satisfaction with the program and perceptions of program value.

Student Performance on National Physical Therapy Examination

				Summary Performance for the School by Graduation Year			Summary Performance for All U.S.-Accredited Candidates by Graduation Year		
Graduation Year	Group	Number of Candidates	Number of Passing Candidates	Pass Rate	Mean Scale Score	Confidence Interval of the Mean	Pass Rate	Mean Scale Score	Standard Deviation Scale Score
2019	First Time	35	33	94.3%	674.3	9.5	90.5%	669.8	55.4
	Ultimate	35	35	100.0%	677.2	8.9	98.6%	675.3	48.2
2018	First Time	44	38	86.4%	657.5	9.7	90.9%	671.2	54.2
	Ultimate	44	43	97.7%	667.1	7.2	99.1%	676.3	47.3
2017	First Time	38	36	94.7%	685.6	9.6	92.5%	678.5	55.3
	Ultimate	38	38	100.0%	687.1	9.3	99.3%	682.7	49.1

Student Satisfaction (e.g., exit survey data on overall program satisfaction)

*Graduate exit survey results. (Scale 5 is highest)

Year	N	% Satisfied Department	% Satisfied College	% Satisfied University	Mean Department	Median Department
1) 2016	38	86.8	86.4	85.4	4.2	4.0
2) 2017	38	86.8	78.1	86.8	4.2	4.0
3) 2018	44	77.3	77.5	77.3	3.9	4.0

The physical therapy program satisfaction data are typically at or above those ratings of both the college and university.

E. General Education and Concurrent Enrollment

1. Does your program support the university General Education program? Yes XNo

2. If yes, please complete the table below. If no, skip this question.

General Education Outcomes	Majors or Non-Majors	Have acquired knowledge in the arts, humanities,	Think critically and independently	Write and speak effectively	Employ analytical reasoning and

Course		and natural and social sciences			problem solving techniques
<i>Calculus I</i>	<i>Non-Majors</i>		x		x

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/>

3. Use the table above and aggregate data to explain how the goals of the *WSU General Education Program* and **KBOR 2020 Foundation Skills** are assessed in undergraduate programs (optional for graduate programs).

4. Does the program offer concurrent enrollment courses? Yes No

If yes, provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections. If no, skip to next question.

F. Credit Hours Definition

1. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18? Yes No

The Curriculum and Assessment Committee meets monthly during fall and spring semesters to evaluate individual courses and assess overall courses based on feedback from students, the PT Advisory Council, and self-study for the annual review required by CAPTE our accrediting body.

G. Overall Assessment – Define the overall quality of the academic program.

Based on review of available data, the physical therapy has continued to attract strong graduate candidates. Our admitting graduate GPA is substantially higher than that of the rest of the university. Although we have failed to meet our target goal of 95% of graduates to pass National Physical Therapy Examination the first time taken, we continue to routinely exceed national averages. Our first time pass rate has risen and stabilized since the last program review most likely due to the implementation of a comprehensive examination that determines if the student will be allowed to take the early NPTE in April. Additionally, we have set a minimum threshold for the GRE score for admissions.

Our faculty are well-respected within the physical therapy community and two faculty members are nationally recognized experts, authors, and speakers. WSU physical therapy students have a positive reputation and are eagerly welcomed into the field for clinical rotations. Our applicant pool continues to expand routinely exceeding four times the number of qualified students that we can accept into the program. Upwards of 95% of our third year students have obtained employment prior to graduation.

Part 5: Student Need and Employer Demand

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

1. Complete the table below.

Employment of Majors							
	Avg. Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**
2016	\$84,040	90%	100%	N/A	N/A	N/A	20%
2017	\$88,080	90%	100%	N/A	N/A	N/A	22%
2018	\$88,880	90%	100%	N/A	N/A	N/A	20%
2019	\$89,440	89%	100%	N/A	N/A	N/A	18% (higher than avg) between 2019-2029

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

2. Provide a brief assessment of student need and demand using the data from **tables 11-15 from the Office of Planning and Analysis** and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Quick Facts: Physical Therapists	
2019 Median Pay	\$89,440 per year \$43.00 per hour
Typical Entry-Level Education	Doctoral or professional degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	258,200
Job Outlook, 2019-29	18% (Much faster than average)
Employment Change, 2019-29	47,000

According to the US Bureau of Labor and Statistics, as of 2019, Physical Therapy had 258, 200 jobs. Growth of 50,000 jobs since the previous program review. The job outlook is 18% for 2019-2029, which is much faster than average. The employment change in that same period is 47,000 jobs.

Wichita State Physical Therapy graduates are prepared to accept positions as entry level physical therapists. The most common practice setting is outpatient orthopedics, however, WSU DPT students are accepted in any number of other settings also including acute care, geriatric, pediatric, and neurologic settings. By graduating near 40 students per year the department is continues to respond to the needs of the community, state, and field at large. WSU DPT students (100%) are able to find jobs immediately

upon graduation (most have jobs procured even before graduation). Demand continues to be high for physical therapists in a variety of settings.

Part 6: Program Service

Analyze the service the Program/certificate provides to the **discipline, other programs at the University, and beyond**. Complete for each program if appropriate. **Data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production)** can be used to partially address this section. (Refer to instructions in the [WSU Program Review document for more information on completing this section](#)).

- A. *Provide a brief assessment of the service the Program provides using SCH by majors and non-majors. (Use table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day)*

Students outside of our major are not allowed to take classes in the physical therapy program. The last five year rolling average shows a slight increase in SCH production. In general, doctoral students in the Department of Physical Therapy carry a high load of credit hours during their didactic semesters (17—21 SCH in spring/fall of years 1-2), well beyond that of what is considered a full load for most graduate students with the exception of their clinical rotation semesters, which are between 8-12 credit hours.

- B. *Provide a brief assessment of the service the Program/certificate provides to other university programs.*

Our department has been active within the college and university during interdisciplinary activities. Several faculty members in the Department of Physical Therapy have been instrumental at the college level during CHP interdisciplinary activities such as Autism screenings, Guadalupe Clinic, IPE, and Go Baby Go. DPT students annually provide training to PA, DH, and SON students to help them learn how to safely transfer patients, help patients with assistive devices, and use good body mechanics to avoid injuries when working with patients.

- C. *Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.*

Service to the larger community includes, but is not limited to participation in Guadalupe clinic providing free and reduced physical therapy services to patients who would not otherwise receive these services. WSU DPT students routinely participate in blood drives, Special Olympics, and other University sponsored activities.

Part 7: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(e) template.

A. Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.

At the time of this program review, the Chair became aware of this GEM plan. I had developed the SEM plan with Dr. Bibb, but had never heard of or seen this document. We now have plans in place to collect these data and will report on progress in our next program review. Please see the plan below:

GEM Goals

Although our desire in the past has been primarily having GTAs assist in teaching coursework for our program, in 2018 the department of physical therapy identified that the role of the GTA should be a secondary priority and was interested in evaluating how the GTA teaching position affected their experience as a student within and after leaving the program. The student success in and following graduation would be the primary goal while their teaching in the program would be a secondary value gained. The plan was for these data to be gathered moving forward and evaluated annually to assess compare the success of the WSU DPT GTA students to non GTA students within the program. Because the DPT program cannot expand enrollment and is making progress on improving program quality, the focus of the goals will shift to increase research rigor and productivity. The GEM objective will be to increase the quality of our graduate students graduate school experience and promote research opportunities. The department strategic plan has allocated significant resources (up to 40-50K) per year for new research equipment over the next 7-8 years to get our research lab up to speed with other labs in surrounding KS and MO PT programs. These monies will come from the newly developed student fees collected each semester.

As new equipment is being obtained within the physical therapy lab, GTAs will be trained to use equipment and will then be able to assist first year students with research projects, design, and data collection. The program will begin to track quality of research by not only evaluating the number of state and national research presentations given each year by faculty, but also by students.

Goal #1: GTAs will be successful with program completion with elevated overall GPA operationally defined as >3.75 at program completion.

Outcome #1: GTA's overall GPA will be tracked and compared with overall average from non-GTA students at program end.

Indicator	Data Source	Data Type	Data Available	Who Will Collect Data	Who Will Analyze/Interpret Data	What is Target Threshold Criteria
1. GTA success in PT Program	Overall GPA upon completion of PT program	Quantitative	Yes	Program Director	Program Director and Faculty	GPA > 3.75 by GTAs

Goal #2: GTAs will be successful with program completion and pass licensure on first attempt to allow joining workforce soon after graduation.

Outcome #2: GTAs 1st time pass rate will be higher compared to those of non-GTAs.

Indicator	Data Source	Data Type	Data Available	Who Will Collect Data	Who Will Analyze/Interpret Data	What is Target Threshold Criteria
2. GTA Successful with licensure	First time pass rate of GTA's compared to non-GTAs	Quantitative	Yes	Program Director	Program Director and Faculty	GTA 1 st time pass rate > non-GTA 1 st time pass rate

Goal #3: Program faculty and students will increase productivity of scholarly activity.

Outcome #3: Total number of research presentations will increase over the next 10 years.

Indicator	Data Source	Data Type	Data Available	Who Will Collect Data	Who Will Analyze/Interpret Data	What is Target Threshold Criteria
3. Increased research presentation acceptance	Total number of departmental research presentations yearly	Quantitative	Yes	Program Director	Program Director and Faculty	Increase overall research production by: 2 (0-5) years 4 (6-10) years

B. Discuss how graduate assistantships are being used to advance the GEM goals.

GTA positions are currently available for second year students to assist faculty and students. GTAs assist with classroom instruction across the program, conduct examination reviews, provide additional opportunities for students to practice clinical skills, and assist faculty with data collection for research projects.

C. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.

As mentioned above, the fact that the new Chair was unaware of this GEM plan likely speaks to the lack of progress with specific GEM goals. To be specific, our program depends on the GTAs for our program to be able to run smoothly. The students selected often express interest in pursuing a terminal doctorate in order to teach at the University level in the future.

- 1) Success – The Chair is now aware of the plan and has in place data collection methods to identify data and determine progress.
- 2) Challenges and deficiencies – lack of progress on data collection and analysis related to GEM goals. The previous Chair is unable to locate the GEM evaluation, so the current Chair will contact the Graduate College to locate the information.

D. Summarize how the GEM plan is being updated going forward based on the findings above.

The following information is what the new Chair compiled related to enrollment management in 2019:

Department and Programs:

Department of Physical Therapy

- Pre-Physical Therapy
- Doctorate of Physical Therapy (DPT)

Summary of Enrollment Trends across past Academic Year:

Pre-Physical Therapy

Pre-professional major numbers for graduate programs in CHP fluctuate across academic years based on student action to declare pre-physical therapy as a major along with other undergraduate degree program majors (i.e., athletic training, kinesiology, etc.).

Physical Therapy

The DPT program has mandated enrollment at 40 students for each class. We have three concurrent classes annually, so we should have a total of 120 students. Due to student deceleration, that number can fluctuate within each cohort. In terms of timely enrollment, most of the PT students enroll as soon as enrollment is opened. Others wait on the availability of financial aid, and unfortunately we typically have a few stragglers. The curriculum is a lock-step curriculum with a required number of credit hours each semester for all active cohorts. We do offer elective courses for third year students, and this past year we increased elective offerings for second year students.

Summary of Retention/Attrition Trends across Past Academic Year:

Pre-Physical Therapy

The fluctuation in pre-physical therapy majors over the course of the previous academic year was less than 5 students.

Physical Therapy

A 100% retention rate would mean that each DPT class would be graduating 40 students.

Class of 2019	35	Class of 2020	39	Class of 2021	38	Class of 2022	41
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Summary of Application Data for Upcoming Academic Year:

Pre-Physical Therapy

Next year will be our first acceptance of the five slots we have saved for the athletic training to physical therapy pathway.

Physical Therapy

Total # Applicants: 222 (total) 142 (qualified)

Waitlist #: This year we chose our top 40 students and due to declinations, we have accepted applicant number 30 from our waitlist. We announced our accepted applicants earlier this year and have received a positive response for this strategy. We have no application fee and our tuition deposit is \$100.

	Male	Female	GPA (last 60 hrs)	GPA (Math/Sci)	GPA	GRE	KS residents
All Applicants	84	138	3.59	3.26	3.22	298.8	141
Class of 2022	10	30	3.82	3.63	3.7	300.73	39

Analysis:

Pre-Physical Therapy

Upon my arrival last year as the new Chair of the Department of Physical Therapy, I realized that the current faculty did not perceive the pre-physical therapy majors to be a part of the PT department. I have provided information to the faculty about enrollment management and have also increased support to the pre-physical therapy organization. I have also worked harder to include and demonstrate that Health Sciences faculty members are equal and important members of the Department of Physical Therapy and their contributions to the undergraduates are recognized on a regular basis and included on our monthly agenda at faculty meetings.

Physical Therapy

Enrollment/Retention/Attrition: Over the last six months of 2019, I have reviewed courses that have historically served as barriers to retention. I identified that these courses are taught by a specific faculty member who is responsible for 75% of the academic warnings issued to students and has contributed to all of the dismissals over the last eight years with the exception of one student. As a result of this review, at the May faculty meeting we reconsidered the academic warning policy currently in place and consider other less punitive options to insure student competency.

In preparation for our upcoming accreditation self-study, I also became aware that our student to faculty ratio is not where it should be. We are in need of additional faculty, but with the faculty we have we are able to decrease the discrepancy in labs to have a stronger faculty presence during the applied learning lab experiences. Through our curricular mapping process we have identified a need to increase applied learning experiences in the barrier courses and are also considering a complete curricular revision that would integrate content with lab experiences and clinical education. We feel this will increase retention in those classes in which students historically demonstrate poor performance.

As a result of participating in the Academic Forum focused on retention as well as conducting a subsequent literature review regarding the importance of advising and the correlation with retention, our department has reconsidered assigning faculty advisors. We will be assigning departmental advisors this summer with the new student cohort.

Application: We are revised our supplemental survey for the next applicant cohort. These changes were finalized in our May 17, 2019 faculty meeting. We know that student applicants are accepting our offers, paying the tuition deposit, and rescinding their acceptance if they hear from another school they wish to attend more than WSU. We are considering implementing an application fee and raising our tuition deposit fee to that comparable of similar programs at other universities.

Department/Specific Plan of Action for Upcoming Academic Year:

Pre-Physical Therapy

Enrollment/Retention: Recognizing that the numbers fluctuate and students change majors or may not get into professional programs; we have intensified our focus on incorporating pre-majors into our departmental culture. We have assigned co-leads (Dr. B.J. Lehecka and Professor Elizabeth Tew) as our faculty liaisons to the WSU pre-physical therapy organization. They will attend all meetings with the students, arrange tours, conduct question and answer sessions, and provide presentations requested by the student organization. We are also requesting active support from current DPT students to participate in the pre-physical therapy organization activities.

As part of our enhanced focus on the pre-physical therapy undergraduates, we are monitoring enrollment and will be actively encouraging the students to stay in contact with us through the pre-physical therapy student organization. We would like for all pre-physical therapy students to join the student organization. Currently, the organization has 45 members. We would like to increase that membership by at least 25% over the coming year.

Application: Existing recruitment efforts for graduate students will be further expanded to include presentations to target undergraduate students who are interested in a pre-physical therapy major. We plan to present at local high schools, community colleges, and participate in University-wide undergraduate career events.

Physical Therapy

Below are specific action steps that are in place or will be implemented in the upcoming academic year, which will be reported on in the next program review.

Enrollment:

- 1) Implement systematic emails each semester to students who have not enrolled in a timely manner to encourage them to enroll.
- 2) Implement our recruitment plan that embraces the Shocker City Initiative. We have a specific goal to increase our out-of-state applicant pool.
- 3) Strategic planning in 8/19 to develop goals related to our applicant pool (e.g., diversity, first generation, out-of-state).

Retention/Attrition

The review of the academic warning process and courses that have served as barriers to student retention has resulted in the following steps:

- 1) Barrier course instructor reassignment
- 2) Professional development plan in place for course instructors in need of enhanced understanding of evidence-based pedagogical practices
- 3) Increased number of faculty in all labs

- 4) Increased number of applied learning experiences in all courses
- 5) Increased participation in and number of inter-professional experience (IPE) opportunities
- 6) Assignment of PT faculty advisors
- 7) Pilot competency exam for 1st years in lieu of academic warnings
- 8) Major curricular change for integrated curriculum/clinical education experiences

Application:

- 1) Assessing the implementation of a DPT application fee
- 2) Assessing the implementation of an increased tuition deposit
- 3) Eradication of GRE minimum score
- 4) Revision of our DPT Supplemental Survey
- 5) Implementation of our DPT Shocker City Initiative Recruitment Plan

Part 8: Undergraduate Enrollment Management – N/A

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

A. Briefly describe how the department and faculty have engaged in strategic enrollment management including both recruitment and retention initiatives and activities.

B. Provide an assessment of successes, challenges, and deficiencies with departmental activities

Part 9: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Complete the table.

Recommendation	Activity	Outcome
Obtain external grant funding (recommendations of Grad School Dean on first memo page)	Faculty with research responsibilities will apply for grants and have FAR goals related to specific number.	No external grant funding obtained at this date. Dr. Mankse has two grants in process and Dr. Sheldon has one.
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship		The UNISCOPE model was adopted as a component of the annual FAR process by all faculty members.
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.		A plan is now in place to collect data on the previous written (but not implemented) GEM plan. A new enrollment management plan was put into effect in May 2019.

Part 10: Program Goals from Last Review

Report on the Program's/certificate'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](#)).

Complete the table.

(For Last 4 FYs)	Goal (s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
2016-2019	Successful move of department to WSU Old Town (S)		2017 – successful move to Old Town	Complete
	Obtain additional two pieces of research equipment for Old Town Research Lab (S)		Purchased: -Terason Ultrasound -Portable 16-channel EMG	Complete
	100% First time pass rate of our graduating class (W)		Not achieved	Replace with new Strategic Plan SMART goals
	Enhance department research activity from faculty and students (W)	Number of research projects completed, number of publications, number of presentations	Progress – see faculty productivity data.	Replace with new Strategic Plan SMART goals
	Enhance faculty level (W)		Progress – Lehecka achieved PhD in 2019.	Replace with new Strategic Plan SMART goals

Part 12: Forward-facing Goals

Identify goal (s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)** and should be tied to the university and college strategic plans.

Complete the table. See ATTACHED SPREADSHEET IN APPENDICES – APPENDIX #7

Program/Certificate Goal	Objective	Specific	Measurable	Attainable	Realistic	Time-bound
<i>Ex. To improve student learning outcomes (exam scores) by supporting Supplemental Instruction from four sections to seven by fall 2020.</i>		<i>Yes – Exam Scores</i>	<i>Yes – How many sections.</i>	<i>Yes – budget approved. Discussed with OSS.</i>	<i>Yes – Within the scope of responsibility.</i>	<i>Yes – Fall 2020</i>