



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).

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

2. Describe the quality of the

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).

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

-

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 1à	43 (08)	3.32	3.60	3.52
Year 2à	56 (09)	3.52	3.57	3.49
Year 3à	42 (10)	3.70	3.56	3.49

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	<p><u>Graduating Class of 2010:</u> 30 students completed all degree requirements and graduated on May 14, 2010 The 31st and 32nd students completed all degree requirements and graduated on August 1, 2010</p> <p><u>Graduating Class of 2011:</u> 30 students completed all degree requirements and graduated on May 13, 2011</p> <p><u>Graduating Class of 2012:</u> 29 students completed two academic years with a 3.0 or above and no grades below C</p> <p>For the classes graduating in 2008, 2009, and 2010 the licensure exam passing rate for all takers is 99%.</p>

<p>To achieve acceptable job placement rate within one year of graduation (either in jobs or in graduate programs for further study.)</p>	<p>Graduate and employer surveys</p>	<p>2008 (n = 29) 100% 2009 (n = 30) 96.6% / One graduate unable to pass licensure exam 2010 (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</p>
---	--------------------------------------	--

<p>Student Satisfaction (e.g., exit survey data on overall program satisfaction).* If available, report by year, for the last 3 years</p>	<p>Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year,</p>
---	--

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

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).

yYear_0 1 Tf 0.514 0 Td <0080 1 Tf 0 Tc 2.481 0 Td <0003>4 0 Td [(y1_0 1 Tf 0.514 0- Tf 0.005C2_0>Tj /TT[Td <037

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)

. Summary and Recommendations

Strengths(S) and Weaknesses(W)	Plans to Address or Actions Taken
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.