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Degree: \_\_\_\_\_ CIP\* code: \_\_\_\_\_

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\*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 department name if external to academic unit)

NAME(List department if external to unit)	SIGNATURE	TENURE OR NON TENURE TRACK
D [ > ] • > X ↑ Chair & Program Director	On file	NTT t 12 month
Jennifer Celsd Assistant Program Director	On file	NTT t 12 month
Christina Ashbrok t Director of Clinical Education	On file	NTT t 12 month

Lisa Garcia



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 ~~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 operates in a non-profit, community-based, interprofessional 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 on all 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 educyp/n program will meet the needs of students, department and local and distant affiliates.

5. Faculty

Goal: C/re Typulty will engage in lifelong learning and professional development.

Outcome: Engagement in lifelong learning and professional development.

6. Students

Goal: Graduates will be prepared to prypeice physical therapy as autonomous prypeitioners at entry level competencies consistent with the Guide to Physical Therapists Prapraice the American Physical Therapy Association Standards of Prapraice

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

In 2013 (based on the previous accreditation review), department strategic planning process and Typulty review in the Department of Physical Therapy made significant changes in its program outcomes. These goals and objectives were clearly defined to demonstrate academic success via successful completion of the National Physical Therapy Examination (NPTE). To ensure pass rates and assessment of 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 2 and for more detailed view see appendices 1-6 (please note Goals 3 and 4 have not been updated). In 2020 t new goals were developed and will be submitted on the next program review.



*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.*

Elizabeth Tew was hired (start day 1/2020) via an internal hiring process. ~~She~~ 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 610 adjunct faculty with active clinical licensure. The adjuncts are needed primarily for work load purposes, but ~~2~~ bring expertise not held by current ~~full~~ time faculty.

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*D.*



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.

Ensure that patient/client



## Student Performance on National Physical Therapy Examination

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 the college and university.

### *E. General Education and Concurrent Enrollment*

1. Does your program support the university's General Education program?  Yes  No

2.





upon graduation (most have jobs procured even before graduation). Demand continues to be high for

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

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*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 and 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 secondary priority and was interested in evaluating how the GTA teaching time 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 the data to be gathered moving forward and

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



*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



Application: We are revising our supplemental survey for the next application 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

- 4) Increased number of applied learning experiences in all courses
- 5) Increased participation in and number of interprofessional experience (IPE) opportunities
- 6) Assignment of PT faculty advisors
- 7) Pilot competency exam for 1<sup>st</sup> 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

## WORKSHOP: How Do We Measure Our Success? DVPUS

For each undergraduate program, summarize and reflect on the progress you have made toward your college 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

## WORKSHOP: How Do We Measure Our Success? DVPUS

At the conclusion of the last program 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 scholarship	• •	



Complete the table. See ATTACHED SPREADSHEET APPENDIX #7

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