



Program Review Self-Study Template

Academic unit: Physical Therapy

College: College of Health Professions

Date of last review July 2014

Date of last accreditation report (if relevant) December 2016 Annual Accreditation Review (AAR)

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

Degree: Doctor of Physical Therapy 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 \_\_\_\_\_

Robert C. Manske, Professor and Chair – Signature on file

Kenneth H. Pitetti, Professor

Barbara Smith, Professor

Bryan Lehecka, Assistant Professor

Jennifer Celso, Director of Clinical Education

Mike Rogers, Assistant Director of Clinical Education

Camilla M. Wilson, Associate Professor

Lisa Garcia, Clinical Instructor

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Submitted by: Robert C. Manske, Professor and Chair  
(name and title)

Date: 5/2/2017

In yellow highlighted areas,  
data will be provided

**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:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. **The mission of the Program and the Department of Physical Therapy at Wichita State University is the same, to educate professional entry-level generalist's 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's 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 mission of Wichita State University is to be an essential educational, cultural and economic driver for Kansas and the greater public good. The Physical Therapy Program supports the University mission in several ways.**

**The Physical Therapy Program provides entry-level therapists that have the basic skills, knowledge, and attitudes to function effectively in the multidisciplinary role of a physical therapist. Once graduated students from the WSU program are able to work in a variety of settings in Kansas and states across the nation. Program clinical coordinators have connections with clinical sites to collaborate with licensed physical therapists in clinical practices across Kansas and beyond in a variety of communities to prepare students to practice effectively and ethically in diverse settings. Faculty and students utilize applied learning through clinical rotations to allow students to gain critical knowledge regarding treatment of actual patients with guidance from clinical instructors in a variety of settings. Additionally, faculty and student excellence in advanced knowledge has been demonstrated in areas of scholarly productivity, and through honors at Graduate Research and Scholarly Projects and via presentations at both poster and platform presentations at our national meetings.**

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 students well and has not changed since the last review.**

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

Yes  No

If yes, describe the changes in a concise manner.

**The Doctoral of Physical Therapy 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. The graduate program 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. In the third and final year of the program the students practice 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, students, local clinicians, and other guests.**

**The Program goals and outcomes are listed below:**

**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).

Through the department strategic planning process and faculty review the Department of Physical Therapy has made significant changes in its Program outcomes. These goals and objectives are more clearly defined to demonstrate academic success via successful completion of the National Physical Therapy licensure pass rates and assessment of sub-scores attained while taking that examination. 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 appendixes.

**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/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).**

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 2014	5	8		33	0	0	0	0	0	0	0	0	0		2	0	
Year 2 2015	6	0		15	0	0	0	0	0	0	0	0	0		12	0	
Year 3 2016	7	3		17	0	0	0	0	0	0	0	0	0		5	0	

\* Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. 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 Program is supported with eight faculty positions, several GTA positions and two administrative classified staff positions. Four of the faculty positions are 9-month appointments, and the other four are 12 month appointments. Two of the 9-month faculty members are tenured (Professors), while**

another is an Associate Professor, and the last is an Assistant Professor on tenure track. The chair presently has a 12-month tenured appointment (Professor). Three of the remaining faculty have 12-month clinical track appointments and are responsible for the clinical education portion of the program, while another teaches anatomy. The entire faculty is doctorally prepared with either the PhD or transitional DPT degree credentials, with the exception of the clinical anatomist position. Our clinical anatomist and our PhD prepared pathophysiologicalist also teach other health science courses at the undergraduate and graduate level for the college of health professions.

In regard to scholarship the Department is on a slightly slower track than previous years. In 2013 the department lost a tenured faculty member who was a prolific writer who left for Duke University and another that same year has moved to role of chair taking away from available writing productivity. We have a good mix of clinicians and researchers in our department presently. Several of our faculty members annually submit scholarly activity and have several manuscripts and book chapters accepted each year. Several faculty members are working on their PhDs and will hopefully increase their scholarly productivity in the next year or so. A search is in place to find a PhD faculty member to replace a retired former chair of the department.

3. **Academic Program: 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 (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. **NA**
- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.

Last 3 Years	Total Admitted	Ave GPA of Admitted	Ave GPA University
2014	39	3.7	3.5
2015	43	3.7	3.5
2016	40	3.8	3.5

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students in Department of Physical Therapy program will:	Overall pass rate of the FSBPT Licensure	95% of graduated students will pass the FSBPT	<b>Overall Pass rate</b> 2014 = 100% 2015 = 97.6%	We met our goal of overall pass rate being > 95% except for 2016, only .3% under.

<p>Demonstrate knowledge and application of body system-based physical therapy examination.</p> <p>Interpret knowledge of diseases/conditions (including system interactions) to ensure appropriate treatment and management decisions.</p> <p>Develop interventions to support patient/client management for rehabilitation, health promotion, and performance across the lifespan.</p> <p>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>Examination</p> <p>FSBPT Sub-scores:</p> <p>Physical therapy examination</p> <p>Foundations for Evaluation, Differential Diagnosis, and Prognosis</p> <p>Interventions</p> <p>Non-System Domains</p>	<p>Licensure Examination.</p> <p>FSBPT Sub-scores:</p> <p>Mean scale score &gt; 600 on FSBPT Licensure Examination</p>	<p>2016 = 94.7%</p> <p><b>First time pass rate</b></p> <p>2014 = 81.6%</p> <p>2015 = 85.7%</p> <p>2016 = 92.1%</p> <p><b>Examination</b></p> <p>2014 =669.6</p> <p>2015 =669.6</p> <p>2016 =703.4</p> <p><b>Foundations</b></p> <p>2014 =659.6</p> <p>2015 =681.8</p> <p>2016 =690.1</p> <p><b>Interventions</b></p> <p>2014 =652.2</p> <p>2015 =674.4</p> <p>2016 =673.3</p> <p><b>Non-System</b></p> <p>2014 =638.7</p> <p>2015 =657.0</p> <p>2016 =649.8</p>	<p>However, our first time pass rate has exceeded our expectations jumping from 81.6% in 2013 to 92.1% in 2016.</p> <p>We easily met our initial goal of &gt; 600 on all sub-scores and have shown 5-7% increases in pass rate over the last 3 years. Our sub-scores in two of the categories Examination and Foundations have moved to above the national averages. While Interventions and Non-Systems are very close to the national averages. We continue to review data from student feedback and focus groups. We have also made changes within our program and admissions process to which will continue to help our program.</p>
<p>Graduates from WSU PT program will demonstrate lifelong learning through completing 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>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>10-year period not up yet.</p>	<p>Finding difficulty in obtaining data. Have contacted American Board of Physical Therapy Specialties to see if they can help pull data from their application process to allow us to better track.</p>

\* Please see Appendix 1-6 for full list of Program Goal, Outcomes and Data collected to date.

Provide aggregate data on student majors satisfaction (e.g., exit surveys), 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).

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 (2014)	37	86.5	77.3	82.1	4.0	4.0
2 (2015)	44	75.0	79.3	84.9	3.9	4.0
3 (2016)	38	86.8	86.4	85.5	4.2	4.0

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years						
Year	N	Name of Exam	Program Result 1 <sup>st</sup> Time	Program Total % Passed	National Comparison 1 <sup>st</sup> Time	National Comparison Total % Passed
1 (2014)		NPTE	81.6%	100%	91.3%	NA
2 (2015)		NPTE	85.7%	97.6%	91.3%	NA
3 (2016)		NPTE	92.1%	94.7%	93.5%	NA

- d. 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).

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> <li>○ Have acquired knowledge in the arts, humanities, and natural and social sciences</li> <li>○ Think critically and independently</li> <li>○ Write and speak effectively</li> <li>○ Employ analytical reasoning and problem solving techniques</li> </ul>		
Not applicable.		
Graduates of our Program come from Undergraduate programs where foundational skills and knowledge have been met based on graduation from those programs.		

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/>

- e. For programs/departments with concurrent enrollment courses (per KBOR policy), 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.  
Provide information here: Not applicable
- f. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.  
Provide information here:

**The Physical Therapy Program has been granted accreditation status until the year 2022. The Physical Therapy Program was placed on probation in the spring and summer of 2013 due to the inability to accurately articulate how it was determining departmental outcomes. Extensive work was done over the summer and subsequently the probation was lifted and full accreditation status was given back effective December 4, 2013.**

- g. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.  
Provide information here: through comprehensive review of each graduate faculty member, all **syllabi were reviewed for accurateness of the definition and assignment of credit hours in the summer (2016) during the departments Advanced Meeting and again by chair of the program during fall (2016) semester in preparation of HLC visit (2016). Changes were made where needed based on template syllabus that was forwarded to all faculty from academic affairs.**
- h. Provide a brief assessment of the overall quality of the academic program using the data from 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).  
Provide assessment here:

**Based on review of our available data we appear to be attracting strong graduate candidates. Our admitting graduate GPA is substantially higher than that of the rest of the university.**

**Although we have met our target goal of 95% of graduates to pass Federation of State Boards of Physical Therapy licensure examination, one of our last review goals was to increase our first time pass rate. Our first time pass rate has consistently risen over the last 3 years from 81% in 2014 to 92% in 2016. This has occurred more than likely due to several changes. First we have instituted a comprehensive examination that determines if the student will be allowed to take the early examination in April. If the student does not achieve a score of 70 or greater they are not allowed to take the early examination. Additionally, we have set a minimum threshold for our GRE score for admissions. Students who the GRE score has affected have not yet gone through program and taken exam, however I am certain that this will continue to help our 1<sup>st</sup> time pass rate scores. I would like to change our goal to obtain a first time pass rate of 100% for our school within the next 3 years. If one of our wishes is to become the premier Physical Therapy department in Kansas we need to improve our outcomes.**

**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. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.
- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							
	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** Current year only.
Year 1 (2014)	\$50,000/Yr WSU Data	~90%+	100%	100%	NA	NA	

Year 2 (2015)	\$84,020/Yr Dept Labor Statistics	~90%+	100%	100%	NA	NA	
Year 3 (2016)	NA	~90%+	100%	100%	NA	NA	

\* 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)

- 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.

Provide assessment here:

**According to the US Bureau of Labor and Statistics, Physical Therapy had 209,690 jobs in 2015. The job outlook is 34% for 2014-2024 which is much faster than average. The employment change in that same period is 71,800 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 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 still responding to the needs of the community and state. Our 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 Therapy position is a variety of settings.**

**Applications to the Wichita State University Physical Therapy Program continue to rise. Our number of competitive applications for the class of 2015 was 352, while the number was slightly lower for the class of 2016 at 334.**

**5. Analyze the 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).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- Provide a brief assessment of the 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:

**Students outside of our major are not allowed to take classes in the Physical Therapy program. Over our last 3 years we have seen slight increases in SCH production as we have taken several students from other programs and re-admitted students that required extra time due to early academic challenges. Department of Physical Therapy Summation of Credit Hour production for the years 2012-2016 reported by the Office of Planning Analysis is 4662 hours.**

**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, interdisciplinary courses and medical trips to Haiti.

Service to the larger community, state and nationally include graduation of competent students who practice physical therapy providing a means of improving function for many with a variety of disabilities. Wichita itself has a high number of clinics, hospitals and schools that employ physical therapists. Therapists in Wichita help hundreds to thousands of patients daily in the Wichita and surrounding areas.

**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).**

Goal (s)	Assessment Data Analyzed	Action Taken	Outcome
Improve Research Equipment and Space (W)	3 major research devices purchased over last 2 years	Diagnostic Ultrasound Unweighting Device Balance Master	Diagnostic Ultrasound purchased and being used for research and classroom activities. Ordered Unweighting device and Balance Master These will be housed in new research laboratory in new WSU Old town.
Improve Downtown Security (W)	2014 = 2 cars broke into 2015 = 1 car stolen 2016 = 0 incidents	Secured security guard from Cintas Security who comes to cover parking lot on late class days.	Decreased acts of vandalism at downtown parking lot
Fill Faculty Vacancy (W)	2 searches unable to result in external hire.	Internal hire to fill vacant position.	Lisa Garcia hired as anatomist.
Improve Office Staff (W)	2 searches for new office staff	Successful hire of 2 office staff members	Hire of Annie Lessard and Sharon Collins
Support Faculty Advancement (S)	3 faculty members pursuing advanced professional development opportunities	Funding from department helping to finish manual therapy certifications and obtain advanced degrees.	Faculty are being supported to pursue continue professional development opportunities.
Increase Student Acceptance Rate (W)	Number of Declines Admittance Year 2015 = 23 2016 = 24 2017 = 17	Made changes to admissions process. Added cutoff score for GRE. Taking average of repeat grades rather than highest completed	Number of declines lowering

Following departmental Progress Review, it was indicated that goals should be more measurable. We maintained working toward these goals and our goals for next review cycle are more objective and measurable. Please see goals for next review listed below.

## 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:

### **Strengths:**

Through assessment of the number of program student denials following our admissions process, and our increasing first time pass rates we know that the WSU Physical Therapy Program continues to obtain very high quality students.

At the end of summer 2017 semester the Physical Therapy Department will be moving to a new location with the Physician Assistant Program in the new Old Town location. A new Physical Therapy research laboratory will hopefully allow students and faculty within our department to continue to perform high quality research investigations and further dissemination of knowledge.

### **Improvements:**

The faculty of the Physical Therapy Department are currently performing a large scale review of curricular content and are comparing it to the Commission on Accreditation in Physical Therapy Education standards. After this formal review the faculty will make curricular changes to further enhance our program to help further improved learning of our graduate students.

Three years ago, due to low first time pass rates, the program implemented a comprehensive examination that the third year students must pass prior to sitting for their board examination. This has helped improve our first time pass rate from upper 80% to 93% in 2016.

### **Summary:**

Physical Therapy Program students and faculty continue to work collaboratively with other College of Health Professions departments and community partners. This allows the students to get a well-rounded view of collaborative integrated health care. Following critical review of the departments admissions process the program has seen high quality students enter our program. These students have helped to improve our pass rate to near or above national averages. The faculty continue to look at ways to improve student education and retention of knowledge that will result in continued improvement in graduation rate and first time board pass rate. These changes will hopefully allow our students to achieve a 100% first time pass rate within the next 3 years. The department is well positioned to continue to progress the vision and mission of both the CHP and the larger University.

**Please see new overall department goals for the next 3-year review cycle.**

<b>Goals for Next Review (Identified Strength [S] and Weaknesses [W])</b>	<b>Plan to Address or Action Taken</b>
Successful move of department to WSU Old Town (S)	Construction underway at WSU Old town. Planned move is end of summer 2017.  <i>Outcome: will be successful move to WSU Old Town</i>
Obtain additional 2 pieces of research equipment for Old Town Research Lab (S)	Seek approval from Dean and Provost to order Research Equipment  <i>Outcome: will be attainment of equipment in WSU Old Town Research Lab</i>
100% First time pass rate of our graduating class (W)	Continue to work on ways to enhance student learning and attract and attain the best PT students in Kansas and the USA.  <i>Outcome: will be at least one of the next 3 graduating classes will achieve 100% first time pass rate</i>
Enhance department research activity from faculty and students (W)	Work to enhance research ideas with use of new Old Town Research laboratory.  <i>Outcome: will be to obtain 6 successful poster or platform presentations at the national level in next 3 years</i>
Enhance faculty level? (W)	Continue to support faculty advancement as they pursue PhD level training.  <i>Outcome: will be to obtain 50/50 Academic doctoral degree to nonacademic doctoral degree status of faculty per CAPTE requirements dated 1/1/2017.</i>