“Wicked Problems”
Assessing Excellence in Physical Therapy Education
Collaborators

- Amy E. Heath, Western Michigan University
- Peter Altenburger, Indiana University
- Jacklyn Brechter, Chapman University
- Kimberly Topp, University of California San Francisco
- Gary Chleboun, Ohio University
- Diane U. Jette, MGH Institute of Health Professions
- Denise Schilling, Western University of Health Sciences
- Barbara Tschoepe, Whitworth University
Objectives

• After this presentation, participants will be able to:
  • Understand the process of developing an assessment tool for professional education
  • Identify challenges for developing an assessment tool for a wide/ disparate audience
  • Discuss the importance/ significance of utilizing a framework when developing an assessment tool
  • Evaluate the barriers to creating a culture of shared programmatic assessment
“If you build it, they will come”

- Kevin Costner, “Field of Dreams”
Or will they?
Wicked Problems

• Ill-defined
• Changes frequently
• Multiple solutions depending on which stakeholder’s perspective you consider.

Benchmarking for Excellence
Task Force

Established in 2014
Theory

• Engagement Theory of Program Quality
  • Validated for graduate programs

• Others
  • Transformative Model of Quality (Harvey & Knight, 1996)
  • University of Learning Model (Bowden & Marton, 1998)
  • A Model for a Responsive University (Tierney, 1998)
Clusters, Attributes, and Elements...oh, my!

5 Clusters with Attributes

1. Diverse & Engaged Participants
   Faculty; Students; & Leaders
2. Participatory Cultures
   Shared Program Direction; Community of Learners; &
   Risk taking environments
3. Interactive Teaching and Learning
   Critical dialogue; Integrative Learning; Mentoring; Cooperative Peer
   Learning; & Out of Class activities
4. Connected Program Requirements
   Planned Breadth & Depth of Coursework; Professional Residency; &
   Tangible Product
5. Adequate Resources
   Support for Students, Faculty, and Basic Infrastructure
Physical Therapist Measure of Educational Program Quality (PT-MEPQ)

- Development
- Validation
Developing an Outcome Measurement Tool

*Physical Therapy Measure of Educational Program Quality*

- Combination of ....
  - Elements of Academic Physical Therapy Excellence
  - Engagement Framework
## Physical Therapy Measure of Educational Program Quality

<table>
<thead>
<tr>
<th>Cluster 1</th>
<th>Cluster 2</th>
<th>Cluster 3</th>
<th>Cluster 4</th>
<th>Cluster 5</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement Theory</td>
<td>Diverse and Engaged Participants</td>
<td>Participatory Cultures</td>
<td>Interactive Teaching and Learning</td>
<td>Connected Program Requirements</td>
<td>Adequate Resources</td>
</tr>
<tr>
<td>Diverse Community</td>
<td>Institutional Support</td>
<td>Extramural Activities</td>
<td>Integration of Academic and Clinical Ed.</td>
<td>Integration of Research and teaching</td>
<td>Program Performance</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Financial Autonomy</td>
<td>Curricular Development</td>
<td>Professional Development</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Clear Vision</td>
<td>Student Engagement</td>
<td>Effective learning environments</td>
<td>Clinical Internships</td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td>Collaborative Partnerships</td>
<td>Scholarly Activity</td>
<td>Post Professional Ed</td>
<td>Infrastructure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IPE</td>
<td>Mentoring</td>
<td>Culminating Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholarly Activity</td>
<td>Service Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Elements of Academic PT Excellence

Conrad 1997; Warden 2012
## Benchmarking Taskforce Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>2012 - 2013</th>
<th>Fall 2013 – Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>• Adopt a Framework</td>
<td>• Instrument Development • Testing</td>
<td>• Survey Review  • Pilot Test Phase 2</td>
<td>• Beta Test 2 Review  • Survey Review</td>
</tr>
<tr>
<td>Outcome</td>
<td>• Engagement Theory of Program Quality • Elements of Academic PT Excellence</td>
<td>• Instrument completed  • Pilot Test Phase 1 completed</td>
<td>• Initiated Pilot Test Phase 2</td>
<td>• Scale Assessment • Element and Cluster Review</td>
</tr>
<tr>
<td>Support</td>
<td>• Website development</td>
<td>• Psychometric Analysis</td>
<td>• Psychometric Analysis • Website development</td>
<td>• Reporting tools</td>
</tr>
</tbody>
</table>
Development of the *PT Measure of Educational Program Quality*

• Survey Parts
  • Student
  • Faculty
  • Administrator
  • Demographic Survey

• Survey Implementation
  • 2016 - 2018
    • Full ACAAPT Membership Implementation
Reports Output

• Interactive Online Portal

• *Primary output*
  • Institution's performance from
    • Student, faculty, Administrator data
  • Student/faculty comparisons
  • Comparison of institutional performance to all participants
SURVEY analysis

COMPARE RESULTS:
- Internal Assessment
- External Assessment

COMPARE:
- Students
- Faculty

BASED ON:
- All Other Universities
- Similar Faculty Size
- Similar Class Size
- Carnegie Classification
- First Time Pass Rate
- Overall Pass Rate
- Regional
- Urban
- Rural
- Public
- Private
- Total Budget

AVERAGE RESULTS

Your University, Other, Class Size, Ftp, Urban, Public

Participants

Show Range of Results

OVERALL

82 79 88 79 79 77

SHARED PROGRAM DIRECTION

COMMUNITY OF LEARNERS

RISK
Why is assessment useful?
Programmatic Assessment Data

• Are we achieving the Graduate Outcomes we created?
  • Are students developing into competent healthcare professionals?

• Are we meeting Accreditation standards?
  • Does the evidence indicate graduates are meeting all expected standards?
  • Can we show that the program provides the necessary training to produce competent professionals?

• Are we Advancing Professional Practice “Striving for Academic Excellence”?
  • Ability to respond to changes in Health Care environment
  • What are the standards for professional assessment that promote excellence?
  • Why are such standards important?
Programmatic Assessment Data

Graduate Outcomes
• Graduate Survey
• Alumni Survey
• Signature Assignments
• National Board Exam

Accreditation
• Signature Assignments
• National Board Exam
• Clinical Competency

Advancing Excellence
• National Board Exam
• Does not describe learning
## Assessment of Graduate Outcomes

<table>
<thead>
<tr>
<th>DPT Program Student Learning Outcomes</th>
<th>Program Outcome Measures and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post Clinical Survey</strong>&lt;br&gt;(Scores are an average out of 5)&lt;br&gt;Scores for Class of 2019</td>
<td><strong>Focus Group Interviews</strong>&lt;br&gt;Conducted at the end of the three year program&lt;br&gt;<strong>Digital Stories</strong>&lt;br&gt;Class of 2019</td>
</tr>
<tr>
<td><strong>Board Exam</strong>&lt;br&gt;Taken after completion of the program,&lt;br&gt;Class of 2017-18</td>
<td><strong>Post-Graduation Survey</strong>&lt;br&gt;Performed 6 months following graduation,&lt;br&gt;(Percentage scores reflect aggregate of Adequate, Well or Very Well responses)&lt;br&gt;Class 2017 - 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Thinking Critically</strong></th>
<th><strong>Thinking Critically</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark: 3.5 or above&lt;br&gt;(Red indicates areas of needed improvement)</td>
<td>Benchmark: Meet or exceed National Average&lt;br&gt;(Red indicates areas of needed improvement)&lt;br&gt;Score is out of 800&lt;br&gt;Passing is 600 or &gt;</td>
</tr>
<tr>
<td>Benchmark: Consistent student reporting that correlates with other objective data&lt;br&gt;(Red indicates areas of needed improvement)</td>
<td>Benchmark: 75% or above&lt;br&gt;(Red indicates areas of needed improvement)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Examination</strong></th>
<th><strong>Thinking Critically</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-707 2018 – 722</td>
<td>2016 – 100%&lt;br&gt;2017 - 100%&lt;br&gt;2018 – 95%</td>
</tr>
<tr>
<td><strong>Self-Reflective</strong></td>
<td><strong>There were no significant areas of deficit noted for this content by recent graduates and alumni</strong></td>
</tr>
<tr>
<td>2016 – 100%&lt;br&gt;2017 - 100%&lt;br&gt;2018 – 95%</td>
<td></td>
</tr>
</tbody>
</table>

### Demonstrate decision-making skills including clinical reasoning, clinical judgment, and reflective practice.

- **Thinking Critically:** 4.71

  - Overall students felt prepared to handle most environments. Students also felt they are prepared to handle the unexpected. Students reported that reflective practice is critical for successful clinical practice.

<table>
<thead>
<tr>
<th><strong>Examination</strong></th>
<th><strong>Self-Reflective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-707 2018 – 722</td>
<td>2016 – 100%&lt;br&gt;2017 - 100%&lt;br&gt;2018 – 95%</td>
</tr>
<tr>
<td><strong>There were no significant areas of deficit noted for this content by recent graduates and alumni</strong></td>
<td></td>
</tr>
</tbody>
</table>

---
## Assessment of Graduate Outcomes

<table>
<thead>
<tr>
<th>DPT Program Student Learning Outcomes</th>
<th>Program Outcome Measures and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post Clinical Survey <em>Scores are an average out of 5</em></td>
</tr>
<tr>
<td></td>
<td>Scores for Class of 2019</td>
</tr>
<tr>
<td><strong>Benchmark:</strong> 3.5 or above (Red indicates areas of needed improvement)</td>
<td>Benchmark: Consistent student reporting that correlates with other objective data (Red indicates areas of needed improvement)</td>
</tr>
<tr>
<td>4 Demonstrate decision-making skills including clinical reasoning, clinical judgment, and reflective practice.</td>
<td>Thinking Critically 4.71 Overall students felt prepared to handle most environments. Students also felt they are prepared to handle the unexpected. Students reported that reflective practice is critical for successful clinical practice.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Physical Therapy Measure of Educational Program Quality (PT-MEPQ)*

*Evaluation of Attribute Scores*
## Assessment of Graduate Outcomes

<table>
<thead>
<tr>
<th>DPT Program Student Learning Outcomes</th>
<th>Program Outcome Measures and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post Clinical Survey</strong>&lt;br&gt;<em>(Scores are an average out of 5)</em>&lt;br&gt;Scores for&lt;br&gt;Class of 2019</td>
<td><strong>Board Exam</strong>&lt;br&gt;Taken after completion of the program,&lt;br&gt;Class of 2017-18</td>
</tr>
<tr>
<td><strong>Focus Group Interviews conducted at the end of the three year program</strong>&lt;br&gt;Digital Stories&lt;br&gt;Class of 2019</td>
<td><strong>Benchmark: Meet or exceed National Average</strong>&lt;br&gt;(Red indicates areas of needed improvement)&lt;br&gt;Score is out of 800&lt;br&gt;Passing is 600 or &gt;</td>
</tr>
<tr>
<td><strong>Digital Stories</strong>&lt;br&gt;Class of 2019</td>
<td><strong>Benchmark: 75% or above</strong>&lt;br&gt;(Red indicates areas of needed improvement)</td>
</tr>
</tbody>
</table>

- **Benchmark: 3.5 or above**<br>(Red indicates areas of needed improvement)

### Professional Development

<table>
<thead>
<tr>
<th><strong>Professional advocacy</strong></th>
<th><strong>Professional Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.67</td>
<td>2018&lt;br&gt;Student – 96&lt;br&gt;Faculty – 81</td>
</tr>
</tbody>
</table>

- **17**<br>**Demonstrate social and professional responsibility through mentoring and participation in professional and community organizations and activities.**

- **Digital Story/Portfolio**<br>Class of 2019<br>100% of students identified strongly with the programs civic engagement activities.<br>Students felt “Fostered professional development and encompassing professional values”<br>Students also valued “Opportunities for leadership”“Love the variety and exposure to patient care”

- **Not Measured**

- **Professional Development**<br>2018<br>Student – 96<br>Faculty – 81

### Physical Therapy Measure of Educational Program Quality (PT-MEPQ)

- **Evaluation of Attribute Scores**

- **External Assessment**
  - Professional Development Integration<br>2018<br>Internal – 67%<br>National 73%
Evaluating Strategic Plan

1. Graduate a Workforce that Will Address the Priority Health Needs of the Nation

- **2013 Percentiles**
  - % Practicing In-state: 81
  - % Practicing in Primary Care: 37
  - % Estimated to Practice Primary Care: 37
  - % Practicing in Rural Areas: 26
  - % Estimated to Practice Family Medicine: 22
  - % Practicing in Underserved Area: 13

- **Trends**
  - Percent of Graduates Practicing In-state
    - 2009: 73
    - 2010: 72
    - 2011: 72
    - 2012: 77
    - 2013: 81
  - Miami-Miller

- **Actual Values (Percentage of Graduates)**

Association of American Medical Colleges, 2013
## Participation – Composite Data

### Benchmarking - Percentile Ranks

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Diverse and Engaged Participants</th>
<th>Engaged Leaders</th>
<th>Shared Program Direction</th>
<th>Community of Learners</th>
<th>Risk Taking / Interactive Learning</th>
<th>Mentoring / Peer Learning</th>
<th>Experiential Learning</th>
<th>Planned Depth and Breadth of Coursework</th>
<th>Professional Integration</th>
<th>Tangible Product</th>
<th>Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>89</td>
<td>87</td>
<td>89</td>
<td>90</td>
<td>100</td>
<td>84</td>
<td>84</td>
<td>86</td>
<td>82</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td>80</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>86</td>
<td>100</td>
<td>81</td>
<td>81</td>
<td>83</td>
<td>79</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>70</td>
<td>80</td>
<td>81</td>
<td>81</td>
<td>83</td>
<td>96</td>
<td>78</td>
<td>79</td>
<td>81</td>
<td>77</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>60</td>
<td>79</td>
<td>80</td>
<td>79</td>
<td>81</td>
<td>92</td>
<td>77</td>
<td>77</td>
<td>79</td>
<td>73</td>
<td>76</td>
<td>77</td>
</tr>
<tr>
<td>50</td>
<td>77</td>
<td>78</td>
<td>78</td>
<td>80</td>
<td>86</td>
<td>73</td>
<td>75</td>
<td>76</td>
<td>65</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
<td>40</td>
<td>76</td>
<td>77</td>
<td>76</td>
<td>78</td>
<td>81</td>
<td>73</td>
<td>74</td>
<td>77</td>
<td>0</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>30</td>
<td>74</td>
<td>75</td>
<td>73</td>
<td>77</td>
<td>78</td>
<td>72</td>
<td>72</td>
<td>74</td>
<td>0</td>
<td>69</td>
<td>72</td>
</tr>
<tr>
<td>20</td>
<td>72</td>
<td>73</td>
<td>71</td>
<td>74</td>
<td>75</td>
<td>69</td>
<td>71</td>
<td>72</td>
<td>0</td>
<td>62</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>71</td>
<td>72</td>
<td>65</td>
<td>71</td>
<td>72</td>
<td>65</td>
<td>65</td>
<td>69</td>
<td>0</td>
<td>49</td>
<td>62</td>
</tr>
<tr>
<td>Mean</td>
<td>78</td>
<td>78</td>
<td>76</td>
<td>79</td>
<td>86</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>39</td>
<td>68</td>
<td>73</td>
</tr>
</tbody>
</table>

#### Attribute Percentile Range

- **Average Percentile Distribution**: 20 pts.
- **High**: 100 pts.
- **Low**: 62 pts.
Benefits of Benchmarking

• **Value of Participation**
  • *Allows a program to:*
    • Define its exemplary qualities
    • Identify areas of improvement
    • Assess impact of new idea implementation
    • Generate like program comparisons
    • Align outcomes with programmatic and CAPTE requirements
    • Enables ACAPT to define and encourage our members to achieve benchmarks for excellence in DPT programs
Professional Assessment

• Striving for Academic Excellence
  • Advancing the profession – put aside competition for the good of the profession
  • “Leadership involves thinking beyond the narrow confines of one's own institution and one's self interests and working toward improving the education enterprise for the benefit of us all. This requires courage, knowledge, and risk-taking. Leadership involves, but is not synonymous with, power. Real power is directed toward achieving a collective vision.”
    • Jules Rothstein, PTJ Editorial 1998

• Educational quality improvement and sustained excellence
  • can only be achieved through collaboration,
  • collective data sharing,
  • and commitment to wide-spread assessment practices.
Sustained Professional Assessment

• A crucial factor to success
  • Development of a culture of assessment that is based
    • A sound theoretical framework
    • Integration of multiple sources of data

• Commitment from leadership within the profession
  • Orientation to assessment practice
  • Establishing an ongoing expectation
Culture of Shared Programmatic Assessment

• What is it?
• How does it compare to programmatic assessment
• What are the Barriers to shared programmatic assessment?
  • Cultural
  • Instrument
Levels of Assessment

- Programmatic – Program Assessment (one program)
- Institutional - All programs at one Institution
- Professional - Single program (DPT in this case) using shared professional Accreditation Standards
- Shared Programmatic (Shared Professional) – ALL education programs resulting in the same degree (professional degree) over defined area (i.e. National)
Professional Assessment vs shared Professional Assessment

• Professional assessment is...
  • specialized assessment for a profession (DPT)
  • unique to the programmatic and institutional culture
  • Requires a collective (but independent) commitment to each other
  • Ability to respond to changes in Health Care environment

• Shared Professional Assessment is..
  • specialized
  • part of a defined culture of the profession as a whole
  • requires the same assessment tools to be completed on a regular basis
  • May or may not collect the same data as used for accreditation purposes, but should be usable for accreditation
  • Collective and shared commitment, with a collective data set resulting
Current Assessment **Culture** in DPT programs: Professional Assessment

- Professional Accreditation
  - Commission on Accreditation in Physical Therapy Education (CAPTE)
- Accreditation Standards are **not** a pathway to excellence - rather define minimum standards
- Education Programs have little say in the development of these standards
- While everyone answers and provides data for the same accreditation standards, each program uses **individual** interpretation
- ACAPT developed to drive effort towards the ACADEMY having the major say in educational Excellence
American Council of Academic Physical Therapy (ACAPT)

• a not-for-profit association dedicated to excellence in physical therapist education as a whole

• Developed in 2014 by the contemporary DPT Program Directors

• Still no significant sharing of assessment data to date
  • Even with the Benchmarks project

• Role of ACAPT as the body to oversee Academics remains shared; who decides?
  • American Physical Therapy Association (APTA); Academy of Education; Commission on Accreditation in Physical Therapist Education (CAPTE); Education Leadership Partners (ELP)
Aspiration: SHARED Culture of Assessment

Shared Programmatic Assessment across

- All DPT programs in the Nation
- Currently there are 256 accredited programs

“"The time is ripe for educators, especially assessment professionals, to step in and do what we do best: shift culture, bolster hope, and design experiences—both curricular and co-curricular—that turn humans toward one another.” Frank Shushok, Jr., Virginia Tech (Keynote)
Barriers to Shared Assessment = Wicked Problems

- Establishing and sustaining a culture of assessment requires a change to the values and beliefs of the department and faculty.
  
  Kenneth L. Rigler, Jr., Fort Hays State University (Stem track) Assessment Institute 2020

- Or.....Establishing and sustaining a shared culture of assessment requires a change to the values and beliefs of each of the departments/programs and all DPT faculty....AND the profession.
Culture Of Shared Assessment Examples

DPT is Not Alone!

- Association of American Medical Colleges (AAMC) founded in 1876
- American Association of Colleges of pharmacy (AACP) founded in ~ 1900
- ACAPT – founded in 2014!
AAMC CULTURE OF ASSESSMENT

This is a part of AAMC’s web presence - data and reports page

https://www.aamc.org/data-reports
• AAMC Selected Projects Schedule Fiscal Year 2019-2020
• “This is list of selected data projects at AAMC to help your institution understand when surveys and data reports are scheduled for release”
• 38 Different Data Collection Tools and timing for them comprise this list!

AACP provides data with a portal for creating your accreditation self-study

AACP – Accreditation Requirements include that developing programs adopt the Pharmacy Education Culture of Assessment

https://www.aacp.org/research/assessment-accreditation-management-system-aams
ACAPT is new

Will DPT education need to wait until we are more than 100 years old?

• What is possible for physical therapy given what other professions have accomplished?
Instrument Barriers?

- Benchmarking PT MEPQ
  - Theoretical Foundation
  - Quantitative Data
  - Qualitative Data
  - Triangulation Built in
- National Study on Excellence and Innovation in PT Education (NSEI)
  - Near simultaneous with PT MEPQ development
  - a Carnegie-type study investigating... excellence & innovation in academic Physical Therapy
- Comparisons of PT MEPQ & NSEI found similarities (Jette et al. 2020)

Is This Duplication of Effort? Or Advancing the Culture?
National Study on Excellence and Innovation in PT Education (NSEI) Results

Part 1: Excellence was defined and disseminated

Part 2: a call for reform was made for 3 core categories:

(1) creating a culture of excellence, leadership, and partnership
(2) advancing the learning sciences and understanding and enacting the social contract
(3) implementing organizational imperatives.

New Task forces were developed to decide on how to proceed to fulfill this call for reform, including SHARED DATA COLLECTION
Where are we now?

EXCELLENCE
Transform learners
Advance knowledge
Improve societal health

INCLUSION

INNOVATION

INQUIRY
Excellence is ...

“An aspiration rather than a destination and is characterized by continual improvement. An excellent academic program demonstrates a culture of excellence by continually and intentionally striving to transform learners, advance knowledge, and improve societal health.”

“Excellence in transforming learners, advancing knowledge, and improving societal health is achieved when the academic culture supports the ongoing development and integration of three domains: Inquiry, inclusion, and innovation.”
Excellence is also...

“A multi-faceted construct that respects and supports differences among academic programs while inspiring ongoing self-assessment and growth.”
Interprofessional Education -- Community Service
Explore what data are currently available versus that which need to be acquired, along with the technology, systems, and costs needed for ACAPT to assess program outcomes relative to the criteria for excellence.
TASKFORCE TO EXPLORE DATA & TECHNOLOGY TO EVALUATE PROGRAM OUTCOMES

PROGRAM CHARACTERISTICS
- Strong and visionary leadership
- Access to appropriate resources and clinical practice
- Motivated, engaged learners
- Culture of continual assessment and improvement
- Continual faculty growth and development
- Faculty and administrators serve as role models

CURRICULUM ATTRIBUTES
- Signature pedagogy
- Strong pedagogical underpinnings
- Interprofessional education and practice
- Practice-based learning within and outside the classroom
- Creates adaptive, life-long learners
- Invests in professional formation
- Fosters leadership development

COMMUNITY ENGAGEMENT
- Authentic, collaborative, inclusive community partnerships
- Leadership and modeling skills to transform communities
- Responsive to contemporary societal needs
- Invested in local, regional, and global health
- Invested from pre-admission through professional and post-professional education
- Responsive to societal health needs

ONGOING ASSESSMENT OF OUTCOMES
- Includes relevant stakeholders
- Reflects the continuum of education through practice
- Reflects shared vision, transformation of learners, community collaboration, and institutional commitment
Transformed learners, advanced knowledge and improved societal health

Accredited!

Great!

Excellent!
Transformed learners, advanced knowledge and improved societal health

Accredited!

Great!

Excellent!

PROGRAM CHARACTERISTICS

- Strong and visionary leadership
- Access to appropriate resources and clinical practice
- Motivated, engaged learners
- Culture of continual assessment and improvement
- Continual faculty growth and development
- Faculty and administrators serve as role models
4H -- The program director provides effective leadership for the program including, but not limited to, responsibility for communication, program assessment and planning, fiscal management, and faculty evaluation.

- A vision for physical therapist professional education;
- Understanding of and experience with curriculum content, design, and evaluation;
- Employing strategies to promote and support professional development;
- Proven effective interpersonal and conflict management skills;
- Abilities to facilitate change;
- Negotiation skills (relative to planning, budgeting, funding, program faculty status, program status, employment and termination, space, and appropriate academic and professional benefits);
- Effective experience in strategic planning;
- Active service on behalf of physical therapist professional education, higher education, the larger community, and organizations related to their academic interest;
- Effective management of human and fiscal resources;
- Commitment to lifelong learning;
- Active role in institutional governance;
- Program accomplishments.
Where does this leave us?

• Continue to work on the culture of excellence
• Data collection!
• Advocate for a user-friendly dashboard to display year-over-year national data and enable programs to compare with peer programs
• Advocate for connection of the data to annual reports and accreditation needs
We’re still building...