

Summary

This retrospective observational study evaluated the validity and reliability of the Learning and Study Strategies Inventory (LASSI) for use with Doctor of Physical Therapy (DPT) students. Using data from 1,541 learners across five U.S. DPT programs, the researchers applied confirmatory and exploratory factor analyses to assess the standard 60-item LASSI (3rd Edition).

Results showed that the original 60-item version had moderate explanatory power, accounting for 46.7% of total variance and demonstrating acceptable reliability. However, exploratory factor analysis produced a revised 47-item version (LASSI-DPT) with stronger psychometric performance. This shorter version explained 58.1% of variance, demonstrated good model fit, and showed excellent internal consistency (Cronbach's alpha = 0.92), significantly outperforming the original (alpha = 0.78).

The study concludes that the 47-item LASSI-DPT is a more efficient, reliable, and valid tool for assessing self-regulated learning in DPT students. Its reduced length may decrease survey fatigue while improving accuracy, making it a practical instrument for identifying students who may need additional academic support.

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