

Form: "IE Data Analysis - Program Review 2017/18 - Instructional Questions"

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* = Response is required

Closing the Loop (following up on last year's questions). If you would like to attach supplemental documents, exit this form and use the "Attachments" button (bottom left-hand corner).

1. In your 16-17 program review update, you reflected on your program's contributions to the College's overall goal of improving student success. You identified strategies and activities your program planned to engage in to address this goal. Please describe your program's progress over the past academic year.

*** a. What is the status of the project/activities/program improvements?**

To improve student success, we have implemented all projects that were mentioned in the 16-17 program review. We have employed faculty who are experts in their field and maintained the external accreditation mandated lab instructor-student ratio. The program director has also met with each student to provide student-specific guidance and study techniques. The program has also instituted a mandated library instruction session during scheduled class time, referral to tutoring services specific to the Allied Health department, and collaborated with DSPS to provide assessment as needed.

*** b. What improvements (if any) do you notice in your success data?**

The PTA program has a high success count and retention count that continues to be maintained within the program (2014-15 94%, 2015-16 97%, and 2016-17 96%).

*** c. What barriers or obstacles have you encountered?**

We do not have any control over the demographics of our program as students are accepted through random lottery. Recognizing the demographics of the students we do have, we have employed the use of multiple modalities of teaching to assist those students that may be at a disadvantage. We also encourage and assist with the creation of study groups to assist students with success. We have also been seeking videos and online tools that will allow students access to multiple demonstrations of material and techniques to assist with their understanding and retention of material. The main obstacle has been a lack of funding to continue to purchase the online tools that are available and must be paid for annually. The PTA program would like to develop our own video tools and online resources, but insufficient time and resources to create the materials has also been a stumbling block. Assistance to develop these instructional tools such as a NANCE or ESU would improve student success and retention.

To lessen this gap we will continue to have individual meetings with all students for advising recommendations and refer to other services as needed early in the program to increase success rates.

Looking Forward

*** 2. Identify one major area of focus for your program (e.g. integrating adjunct faculty, enhancing cultural competency, collaborating with high schools, etc.)**

Adjunct faculty in the PTA Program also work in the clinical setting, making them content experts. The addition of teaching methodology would be beneficial however many flex training's are held while the adjunct are working in clinic. The addition of teaching methodology to faculty meetings or online learning option would be beneficial and meet external accreditation guidelines. Specifically incorporating instruction design for millennial students and cultural competency would benefit the current student population. This knowledge would also increase adjunct desire and ability to participate in program decisions.

*** 3. In what ways does this focus contribute to the College's goals of improving student success and what shifts have you seen (or do you hope to see) in your program data that you would attribute to this focus?**

This focus would provide educational theory knowledge to expert clinicians, providing tools to foster student success. Given that our success rates are high, I would hope to see changes in GPA in ethnicities such as African American (3.32) and Filipino (3.36) equal that of our highest performing group (Asian/Pacific islander 3.68). This would contribute to the College's goal of student success.

*** 4. In what ways does this focus contribute to the College's goals of reducing equity gaps and what shifts have you seen (or do you hope to see) in your equity data that you would attribute to this focus?**

Our lottery entry process contributes to the lack of control and gap in ethnicities present in our program. Increasing knowledge of teaching methodologies would provide varying opportunity for those accepted to be successful as instructors would have additional tools to guide students.

*** 5. What other trends or patterns do you notice in the data that warrant further exploration?**

Gap in enrollment between ethnicities may be decreased by collaboration with high schools or community groups in which students of African American and Asian/Pacific Islander ethnicity are prevalent. This collaboration would result in program exposure and opportunity to those ethnicities.