Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Physical Therapist Assisstant (PHYR)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

The Physical Therapist Assistant Program has had many successes since the last comprehensive review including:
Maintains a positive reputation within our community as evidence by responses from industry advisory committee, employer surveys, graduate surveys and clinical instructor feedback.
Maintains qualified faculty that covers the required depth and breadth outlined by our external accreditation.
Contact and adjunct faculty completed ample continuing education to ensure students are learning current treatment techniques to pass the national licensure examination and be employed in our community.
Integrated technology to improve student learning and develop critical thinking necessary for employment in a healthcare setting (PhysioU, ICE Videos, electronic documentation).
Integration of the San Diego Mesa College Health and Wellness Community Clinic into program curriculum. This allows students an opportunity to apply skills as they are learned (experiential learning) and increases their preparation for clinical rotations and employment.
Maintains 100% employment rate for graduates who seek jobs as a PTA.

The Physical Therapist Assistant Program has also experienced challenges including:
Graduating class size – Since the pandemic, the graduating class size for the Physical Therapist Assistant Program has decreased. Students have made personal decisions to drop from the program within the first month which is too late to offer acceptance to an alternate. This has caused the number of graduates to decrease and an increased need for PTA's within our community (program not meeting the employment needs in the region).

Maintaining appropriate support for students in the program that can transition to employment in a healthcare field – PTA program prerequisites include Anatomy and Physiology which in previous years, adequately prepared students for the rigor of a CTE program. Since the pandemic, students have entered the PTA program being less prepared in Anatomy and Physiology content causing increased need for academic support and psychological support to manage stress (this challenge has been seen nation-wide in PTA education). The program has offered embedded tutors in the first semester to offer support, consistent office hours, technology resources with audio and visual information to assist in learning and live online anonymous question and answer documents to provide students responses to questions quickly. Even with these resources and others, the number of students that complete the PTA program and enter the work force is not sufficient to meet the needs of employers within our community. Finally, with the decreased retention, the program graduation rate calculated by our external accreditation CAPTE, has decreased by 10%. The PTA Program is required to maintain particular percentages for graduation rate and licensure pass rate in order to maintain accreditation.

Technology – lack of consistent internet connectivity to accommodate use of appropriate tech for student learning in the classroom and lab (students cannot take exams or quizzes in Canvas within our lab and classroom space). We have Wifi access exclusively for the physical therapist assistant classroom and lab however the signal is too low to allow for 30 students to use the internet for learning/testing at one time.
Technology – due to the Wifi challenges in the lab and classroom, exams are taken in the computer lab on the 3rd floor. This continues to present challenges as the computers restart in the middle of an exam increasing student stress.

Faculty – The addition of the San Diego Mesa College Health and Wellness Community Clinic has provided a positive learning opportunity for the PTA students but it has also provided a challenge for the program faculty. Contract faculty have experienced a significant increase in work load and some adjunct faculty have experienced an increase in work load. The administrative responsibilities that come with running a healthcare clinic are a full-time job. While reassigned time has been provided through Strong Work Force and has been much appreciated, the continuous need for an additional position within the program to assist in running the clinic and using it for a teaching tool for students is needed. Due to state laws related to the provision of physical therapy services as well as external accreditation requirements that students must be taught by faculty holding a valid PT or PTA license to

practice in California, the person working in the clinic with the students must be a licensed PT or PTA.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

One major change in the Physical Therapist Assistant program is the provisional approval for a Bachelor degree. This will provide students the opportunity to advance their degree at a more affordable option increasing equitable education opportunities (currently only for profit private institutions offer a bachelor degree in PTA). The addition also significantly increase the program FTEF.

Another major change in the Physical Therapist Assistant Program is the inclusion of the San Diego Mesa College Health and Wellness Community Clinic. The clinic allows students an experiential learning opportunity for immediate application of skill sets learned in lecture and lab courses. The clinic also increases equitable learning as not all students have the ability to volunteer and gain exposure to the professions. The clinic also improved equitable learning because students who are having difficulty with concepts can utilize the clinic to apply skills with real patients/clients to improve their learning and receive immediate feedback.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

A potential negative aspect in this area is the need for an additional faculty member to assist with the provision of services and student learning within the bachelor degree and the health and wellness community clinic. Currently the 2 contract faculty have an increased work load to manage the clinic (administrative responsibilities, treating clients and supervising students) in addition to their 1.0 teaching load. An additional faculty position would allow the bachelor degree plannign and implementaion as well as the clinic to grow which would increase the learning opportunities for students to better prepare them for clinical rotation and employment.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.

Enrollment Trends – The PTA program continues to receive more applications that available spaces in the cohort (although the number of qualified applicants did decrease during the pandemic).

Course and Program Learning Outcomes – The outcomes remain positively completed however the number of graduates has decreased due to students not completing the program.

Labor Market Analysis – The current LMI shows an increase of approximately 37% for PTA job opportunities. According to our recent COE report for PTA program, 48% of PTA's in CA have a bachelor degree while only 13% of PTA's in San Diego County have a bachelor degree. Currently there is no affordable option for a bachelor degree in PTA in San Diego County.

Summary and Reflection

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

Equity gap for male students (underrepresented in the profession of PTA), Latinx students, 1st generation students, multi-ethnicity students, DSPS students and EOPS students (extended opportunities and services. Support through counseling, book services, school supplies, parking permits, and more.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Ways to decrease equity gaps - focus on retention, completion and 1st time licensure exam pass rate at 100%. Include PhysioU, TherapyEd bundle, PEAT exams and professional development that includes industry specific content and teaching/support strategies.

Also discussed early intervention for PTA students in the 1st semester so support is in place to assist with retention.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

The PTA Program currently uses embedded tutors, an Allied Health Orientation where all new students see the support services available at Mesa and meet an individual at each of the departments to have a contact point for assistance. The PTA program also has a program orientation to go over support tactics and program details to assist with a smooth start to their education. Faculty are encouraged to participate in a Loft activity for equitable teaching practices.

What other factors (internal or external) might also impact the above data trends and equity gaps?

Retention practices are in place to assist student completion of the PTA program and also prepare them to maintain patient safety in the medical community.

A barrier is the current application process of random lottery. There have been many students who identify as a person of underrepresented populations within the PTA program who have not been accepted due to the random lottery process. The development of a holistic application process that is becoming more common in physical therapy education would assist in decreasing equity gaps within our profession and program. This holistic admissions process could also extend to the upcoming bachelor degree in PTA.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Edits were made in the areas above to include the provisional approval for the bachelor degree in PTA.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
Edits were made in the areas above to include the provisional approval for the bachelor degree in PTA.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
Edits were made in the areas above to include the provisional approval for the bachelor degree in PTA.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
The Physical Therapist Assistant Program continues to experience challenges with retention. Students still choose to withdraw for personal reasons while others are not successful academically. To attempt to improve retention and increase the number of graduates entering the workforce, the PTA program will move to a holistic admissions process for the 2025 application cycle.

While there has been someimprovement in technology, students still mention challenges when connecting to wifi in the classroom for quizzes. Written exams are now scheduled in the computer labs upstairs to ensure better internet connection.

With upcoming budget cuts to Strong Work Force funding, there is still a significant budget concern for a faculty to run the Health and Wellness Community Clinic. While reassigned time has been provided through Strong Work Force and has been much appreciated, the continuous need for an additional position within the program to assist in running the clinic and using it for a teaching tool for students is needed. Due to state laws related to the provision of physical therapy services as well as external accreditation requirements that students must be taught by faculty holding a valid PT or PTA license to practice in California, the person working in the clinic with the students must be a licensed PT or PTA. Assistance with grant funding is needed as faculty do not have the time in their workload to seach for these opportunities nor the training to write a grant.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Enrollment Trends – The PTA program continues to receive more applications that available spaces in the cohort (although the number of qualified applicants have decrease).

Course and Program Learning Outcomes – The outcomes remain positively completed however the number of graduates has decreased due to students not completing the program.

Labor Market Analysis – The current LMI shows an increase of approximately 37% for PTA job opportunities. According to our recent COE report for PTA program, 48% of PTA's in CA have a bachelor degree while only 13% of PTA's in San Diego County have a bachelor degree. Currently there is no affordable option for a bachelor degree in PTA in San Diego County.

Current equity gaps include: Male students - 3% (underrepresented in the profession of PTA), Latinx students - 7.5%, Black/African American students - 9.2%

DSPS students and EOPS students (extended opportunities and services - no longer an equity gap.

Action Items - focus on retention and implementation of a holistic admissions process, completion and 1st time licensure exam pass rate at 100%. Include PhysioU, TherapyEd bundle, PEAT exams and professional development that includes industry specific content and teaching/support strategies.

Summary and Reflection

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

In review of the Outcomes Report, courses are meeting the stated outcomes and do not require many additional resources. Discussions have focues on student support within the classroom, promptness of feedback on assignments and exams, increased opportunities to practice new skills in an environment that mimics a clinical setting and ways to support students who struggle in first semester courses.

The PTA Program is doing well on course assessments. All PHYR courses have been assessed. There were 4 sections that did not have benchmarks in Nuventive (the benchmarks have now been added). I will follow up to ensure that the data that was entered populates to show the accurate percentage of CLOs with assessments).

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

As previously mentioned, the PTA Program will begin a holistic admissions process in 2025 to improve retention.

We continue to hold the Allied Health Orientation as well as a PTA Program orientation where all new students see the support services available at Mesa and meet an individual at each of the departments to have a contact point for assistance. The PTA program orientation teaches support tactics and program details to assist with a smooth start to their education. Both of these will continue and faculty have discussed additional ideas to improve student preparedness and increase retention.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

The Physical Therapist Assistant Program utilized a multi-criterion screening process for holistic admissions to improve retention and increase the number of graduates entering the workforce. The retention rates will be reviewed when the students graduate in 2027. We will continue to use this admissions process for the Fall 2026 application to gather data and make an informed decision on the effectiveness of the new process.

With budget cuts to Strong Work Force funding, there is still a budget concern for maintaining the Health and Wellness Community Clinic. While reassigned time has been provided and has been much appreciated, the continuous need for funding to assist in running the clinic and using it for a teaching tool for students is needed. Due to state laws related to the provision of physical therapy services as well as external accreditation requirements that students must be taught by faculty holding a valid PT or PTA license to practice in California, the person working in the clinic with the students must be a licensed PT or PTA. Additionally, a PT must be present in the lab space when students are working with clients to maintain state compliance. Assistance with grant funding is needed as faculty do not have the time in their workload to seach for these opportunities nor the training to write a grant.

The PTA Program continues to receive positive feedback from clinical partners regarding the preparedness of our graduates related to professionalism and clinical skills.

The PTA Program graduation rate in 2025 increased to 80.77%. This is increased from 2024 and is in line with pre-pandemic numbers. Maintaining student supports (acedemic and support services) are essential to guide students through the program. Student preparedness in relation to anatomy continues to be a challenge with students reporting lack of knowledge of musculoskeltal and nervous systems.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Enrollment Trends – The PTA program continues to receive more applications that available spaces in the cohort (although the number of qualified applicants has decreased since the pandemic). Potential reasons for this decrease include profession challenges of reimbursements.

Course and Program Learning Outcomes – The outcomes remain positive and all course learning outcomes have been assessed.

Labor Market Analysis – The current LMI shows an employment outlook estimated at 600. There are an estimated

Summary and Reflection

1,030 total job openings. PTA is one of the fastest growing occupations according to the EDD with an increase of 33% between 2023 and 2033.

Current equity gaps include: Latinx students - 4.6% (improved from 7.5%), Black/African American students - 8.1% (slight improvement from 9.2%). DSPS - 2% equity gap (disproportionate impact) & EOPS - 20.5% equity gap (disproportionate impact)

Male students (underrepresented are the profession of PTA) is no longer an equity gap. .

Action Items - focus on retention completion and 1st time licensure exam pass rate at 100%. Include PhysioU, TherapyEd bundle, PEAT exams, ScoreBuilders licensure prep course, counseling support and professional development that includes industry specific content and teaching/support strategies for adult learners.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

In review of the Outcomes Report, courses are meeting the stated outcomes and do not require many additional resources. Discussions have focused on student support within the classroom, promptness of feedback on assignments and exams, increased opportunities to practice new skills in an environment that mimics a clinical setting and ways to support students who struggle in first semester courses.

The PTA Program is doing well on course assessments. All PHYR courses have been assessed.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

As previously mentioned, the PTA Program utilized a holistic admissions process in 2025 to improve retention. We will use the same application process in 2026 to determine if there is improved retention and graduation rates while maintaining a diverse student body.

We continue to hold the Allied Health Orientation (updated format in 2025 to increase student engagement) as well as a PTA Program orientation where all new students see the support services available at Mesa and meet an individual at each of the departments to have a contact point for assistance. The PTA program orientation teaches support tactics and program details to assist with a smooth start to their education. Both of these will continue and faculty have discussed additional ideas to improve student preparedness and increase retention.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Bachelor Degree Program

Unit Goal: Finalize the bachelor degree program in PTA including curriculum development, admisssion process and hiring of a faculty member with appropriate expertise to instruct bachelor level courses.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities,

departments, schools, and administrative units (✓)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Hire a faculty member who is qualified to teach at the bachelor degree level. 2. Continue with the approval requirements to offer the bachelor degree program in PTA. 3. Complete the curriculum development process for the bachelor degree courses. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024	**Submission Date**: 12/02/2024 **Action Plan Update**: The position of an additional PTA Faculty member was approved. CSU San Bernadino has objected and the PTA program is going through the process to proceed with offering the degree. Once additional information is provided, this goal will be updated. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

Goal 2: Research a Holistic Application Process

Unit Goal: Goal 2: Review the holistic application process to ensure effectiveness and sustainability.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)

Unit Goals, Action Plans, and Updates

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Review state legislature for potential inclusion of holistic admissions process.	**Submission Date**: 09/07/2025

Action Plans	Updates
Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: The PTA Program utilized a holistic admissions application process for the 2025 application cycle. The process involved creation of an applicaiton packet and online application in Jira, disseminating information to potential students and campus, and creating a committee to review the applications. The process was completed in 2025 however will benefit from continued discussion as a committee approach is necessary to ensure thorough and timely review of applications. Discussions should be focused on a collaborative review process incorporating admissions, counseling and faculty as well as outcomes for students to ensure an appropriate and sustainable application process. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 12/02/2024 **Action Plan Update**: A holistic admissions process has been created for the PTA program and plans to be implemented with the 2025 application. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** The process was completed in 2025 however will benefit from continued discussion as a committee approach is necessary to ensure thorough and timely review of applications. Discussions should be focused on a collaborative review process incorporating admissions, counseling and faculty as well as outcomes for students to ensure an appropriate and sustainable application process. **Action Plan Cycle:** 2026 - 2027	

Goal 3: Improve Retention Strategies

Unit Goal: Goal 3: Improve retention strategies to graduate a full cohort of 28-30 students.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Unit Goals, Action Plans, and Updates

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 12/02/2024 **Action Plan Update**: Funding is needed to purchase the reports from FSBPT.

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Purchase detailed analysis from FSBPT (PTA license testing organization) to complete a thorough curriculum analysis. **Action Plan Cycle:** 2023 - 2024	**Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** 1. Use of PEAT Exam, ICE Videos, Complete Anatomy and PhysioU. 2. Maintain embedded tutoring in 1st semester and awareness/reminders of available services to promote student success. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: PEAT exams have been implemented into the final course in the PTA Program. In Spring 2025, we will mimic the testing environment while students complete a PEAT exam to increase their preparedness. We continue to use ICE Videos and PhysioU however do not have funding for Complete Anatomy. We do not have an embedded tutor as there has not been a student able to complete the tutor training process. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 4: Sustainability Plan

Unit Goal: Goal 1: Further develop a sustainability plan for the San Diego Community College Health and Wellness Community Clinic that includes a third contact faculty to promote experiential student learning opportunities.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)

Unit Goals, Action Plans, and Updates

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Provide FTE/reassigned time to a faculty member who is a DPT to manage the implementation of the clinic. 2. Implement remediation plans as appropriate that involve the clinic to improve student success. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: While funding has been provided through Spring 2025, support from a grant is necessary to maintain the clinic. Implementation of a remediation plan for clinic to improve student success is paused because the volume of clients treated in the clinic is not large enough. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

Financial Assistance for Students

Unit Goal: Research methods to provide financial assistance for PTA students for licensure exam prep fees, licensure exam fees and financial assistance for non-traditional students who do not qualify for other campus support.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage

in and design professional learning (✓)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** For the graduates of 2024, licensure exam fees will be paid reimbursed by a grant opportunity. For the graduates of 2024, licensure exam prep fees will be paid for by a grant opportunity. For future years, the action plan is to seek assistance from district support for continued fee reimbursement related to licensure examination for all PTA graduates. Additionally, many PTA students are not eligble for financial support due to circumstances such as having already earned a bachelor degree, previous tax year earning make them exempt, or other reasons. The transition to a program such as the PTA program causes financial stress on students because they can no longer work a full time job. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 12/02/2024 **Action Plan Update**: Financial support was received for graduates of 2024. Additional grants will be required to maintain this support to students and it is unclear if the donor will continue to fund. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered