

Instructional Program Review 2019/20 UPDATE

Physical Therapist Assistant

**Created on: 10/04/2019 04:40:00 PM PST
Last Modified: 01/24/2020 11:30:56 AM PST**

Table of Contents

General Information	1
2019/20 Instructional Program Review	2
Submission Information and Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis for Equity and Excellence (REQUIRED)	2
Program Goals (REQUIRED)	2
Action Plans for Goals (REQUIRED)	6
Goal Status Report (REQUIRED)	10
Request Forms	15
Classified Position, BARC and Faculty Position Request	15
Reviewers	16
Liaison's Review	16
Manager's Review	16
Appendix	17

General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Amanda Johnston
- Name of Liaison: Mark Abajian
- Department Chair: Christine Balderas and Danielle Lauria
- Name of Manager/Service Area Supervisor: Tina Recalde
- Is this a CTE program? Yes

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

Physical Therapist Assistant Program Goals 2018-2019

Second Cohort

Establishing a second PTA cohort that is part-time and includes lectures in an online format and lab in the lab space to increase the number of students accepted into the PTA program, meet the needs of the community by increasing the number of graduates, and improve retention by offering a part-time program for completion.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Core Indicator Activity 5, Perkins Core Indicator Activity 6, Perkins Permissive Use 10.1, Perkins Permissive Use 10.12, Perkins Permissive Use 10.13, Perkins Permissive Use 10.15, Perkins Permissive Use 10.2, Perkins Permissive Use 10.3, Perkins Permissive Use 10.4, Perkins Permissive Use 10.6, Perkins Permissive Use 10.7, Perkins Permissive Use 10.8, Perkins Permissive Use 10.9, Perkins Requirement 2, Perkins Requirement 4, Perkins Requirement 5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 6, Perkins Requirement 7, Perkins Requirement 8, Perkins Requirement 9, Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7, Strong Workforce Recommendation 9,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior,

Physical Therapist Assistant Outcome Set: Communication, Intervention Selection, Interventions, Professional Behaviors, PT Regulations,

Program Learning Outcomes for Physical Therapist Assistant: PLO #1, PLO #2, PLO #3, PLO #4, PLO #5, PLO #6

Curriculum

Program curriculum was redesigned to meet the new requirements that were adopted in November of 2014 by the Commission on Accreditation for Physical Therapy Education (CAPTE) and went into effect on January 1st, 2016. The curriculum will be evaluated to ensure necessary content is included with follow-up utilization after the class of 2019 graduation to review two years of data. The courses are mapped appropriately to align with our program, college, and district mission and vision.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Core Indicator Activity 5, Perkins Core Indicator Activity 6, Perkins Permissive Use 10.1, Perkins Permissive Use 10.12, Perkins Permissive Use 10.13, Perkins Permissive Use 10.2, Perkins Permissive Use 10.3, Perkins Permissive Use 10.4, Perkins Permissive Use 10.5, Perkins Permissive Use 10.6, Perkins Permissive Use 10.7, Perkins Permissive Use 10.9, Perkins Requirement 2, Perkins Requirement 4, Perkins Requirement 5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 6, Perkins Requirement 7, Perkins Requirement 8, Perkins Requirement 9, Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7, Strong Workforce Recommendation 9,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior,

Physical Therapist Assistant Outcome Set: Communication, Intervention Selection, Interventions, Professional Behaviors, PT Regulations,

Program Learning Outcomes for Physical Therapist Assistant: PLO #1, PLO #2, PLO #3, PLO #4, PLO #5, PLO #6

Reassigned Time

More reassigned time for our program to complete accreditation requirements for a substantial change for the addition of a second cohort and to market and network with community partners and develop affiliation agreements to meet the needs of a larger PTA student population. Additional time would allow the program director to complete the accreditation requirements and market the program and allow the clinical coordinator to support our current community partners and create a mutually beneficial relationship that would accommodate more students.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Core Indicator Activity 5, Perkins Core Indicator Activity 6, Perkins Permissive Use 10.1, Perkins Permissive Use 10.12, Perkins Permissive Use 10.13, Perkins Permissive Use 10.15, Perkins Permissive Use 10.16, Perkins Permissive Use 10.2, Perkins Permissive Use 10.3, Perkins Permissive Use 10.4, Perkins Permissive Use 10.6, Perkins Permissive Use 10.7, Perkins Permissive Use 10.8, Perkins Permissive Use 10.9, Perkins Requirement 2, Perkins Requirement 4, Perkins Requirement 5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 6, Perkins Requirement 7, Perkins Requirement 8, Perkins Requirement 9, Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7, Strong Workforce Recommendation 9,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior,

Physical Therapist Assistant Outcome Set: Communication, Intervention Selection, Interventions, Professional Behaviors, PT Regulations

On Site Clinic

Plan and establish an on site clinic which could serve as a site for student DCP. Preparation includes researching requirements and space availability and travel to current functioning clinic within a PTA program and review day to day functions. Having an on site clinic would meet the needs of underserved and special populations within the community and allow for a larger cohort size to be accepted into the PTA program.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Core Indicator Activity 5, Perkins Core Indicator Activity 6, Perkins Permissive Use 10.1, Perkins Permissive Use 10.11, Perkins Permissive Use 10.13, Perkins Permissive Use 10.15, Perkins Permissive Use 10.16, Perkins Permissive Use 10.3, Perkins Permissive Use 10.4, Perkins Permissive Use 10.6, Perkins Permissive Use 10.7, Perkins Requirement 2, Perkins Requirement 4, Perkins Requirement 5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 6, Perkins Requirement 7, Perkins Requirement 8, Perkins Requirement 9, Strong Workforce Recommendation 1, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior,

Physical Therapist Assistant Outcome Set: Communication, Intervention Selection, Interventions, Professional Behaviors, PT Regulations,

Program Learning Outcomes for Physical Therapist Assistant: PLO #1, PLO #2, PLO #3, PLO #4, PLO #5, PLO #6

Application Process

The application process for the PTA Program was changed to first come, first serve every two years per recommendation by the advisory committee. The change was implemented for the cohort which began in Fall 2019. Upon completion of the 2 cohorts accepted (graduates of Spring 2021 and 2022), the retention rates, graduation rates, and licensure exam rates needs to be examined to determine the best application process for the program.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 3.1, Strategic Goal 3.2,

CTE 2018/19: Perkins Core Indicator Activity 4, Perkins Permissive Use 10.15, Perkins Permissive Use 10.16, Perkins Permissive Use 10.4, Perkins Requirement 7, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3,

Institutional Learning Outcomes 2016/17: Communication, Global Consciousness

ACTION PLANS FOR GOALS (REQUIRED)

Actions

Physical Therapist Assistant Program Goals 2018-2019

Goal

Goal: Second Cohort

Establishing a second PTA cohort that is part-time and includes lectures in an online format and lab in the lab space to

increase the number of students accepted into the PTA program, meet the needs of the community by increasing the number of graduates, and improve retention by offering a part-time program for completion.

Action: Second, Part-time Cohort

Describe the actions needed to achieve this objective:	Completion of substantial change documentation and approval from external accreditation. Research on payment policies for health care/rehabilitation services.
Who will be responsible for overseeing the completion of this objective:	Program Director
Provide a timeline for the actions:	Fall 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Employment needs/percentages, Current political climate for reimbursement of health care services.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Reassigned time to complete administrative requirements.

Goal: Curriculum

Program curriculum was redesigned to meet the new requirements that were adopted in November of 2014 by the Commission on Accreditation for Physical Therapy Education (CAPTE) and went into effect on January 1st, 2016. The curriculum will be evaluated to ensure necessary content is included with follow-up utilization after the class of 2019 graduation to review two years of data. The courses are mapped appropriately to align with our program, college, and district mission and vision.

Action: Course Learning Outcomes

Describe the actions needed to achieve this objective:	Course learning outcomes need to be updated for PHYR 210, 215, 225, 225L, 260, and 260L.
Who will be responsible for overseeing the completion of this objective:	Program Director, Director of Clinical Education, PTA faculty.
Provide a timeline for the actions:	Fall 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Retention rates and feedback from clinical support.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Faculty meetings

Goal: Reassigned Time

More reassigned time for our program to complete accreditation requirements for a substantial change for the addition of a second cohort and to market and network with community partners and develop affiliation agreements to meet the needs of a larger PTA student population. Additional time would allow the program director to complete the accreditation requirements and market the program and allow the clinical coordinator to support our current community partners and create a mutually beneficial relationship that would accommodate more students.

Action: Reassigned Time

Describe the actions needed to achieve this objective:	Reassigned time is needed to complete the substantial change documentation required by external accreditation.
Who will be responsible for overseeing the completion of this objective:	Program Director
Provide a timeline for the actions:	Fall 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Response from external accreditation and Mesa College leadership.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Reassigned time.

Goal: On Site Clinic

Plan and establish an on site clinic which could serve as a site for student DCP. Preparation includes researching requirements and space availability and travel to current functioning clinic within a PTA program and review day to day functions. Having an on site clinic would meet the needs of underserved and special populations within the community and allow for a larger cohort size to be accepted into the PTA program.

Action: Sabbatical

Describe the actions needed to achieve this objective:	Director of Clinical Education is on sabbatical in Spring 2020 to research onsite clinic.
Who will be responsible for overseeing the completion of this objective:	Director of Clinical Education
Provide a timeline for the actions:	Spring 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Implementation of onsite clinic into curriculum (assignments, learning objectives).
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Travel and Conference, In services, Research needs, Faculty FTE to run clinic, supplies to run clinic (TBD).

Goal: Application Process

The application process for the PTA Program was changed to first come, first serve every two years per recommendation by the advisory committee. The change was implemented for the cohort which began in Fall 2019. Upon completion of the 2 cohorts accepted (graduates of Spring 2021 and 2022), the retention rates, graduation rates, and licensure exam rates needs to be examined to determine the best application process for the program.

Action: Application Assessment

Describe the actions needed to achieve this objective:	Determine the effectiveness of the change in application process for the PTA program to 1st come 1st serve accepting 2 cohorts at once.
Who will be responsible for overseeing the completion of this objective:	Program Director, Director of Clinical Education, PTA faculty, Clinical partners.
Provide a timeline for the actions:	October 2023
Describe the assessment plan you will use to know if the objective was achieved and effective:	Retention rates, graduation rates, licensure examination pass rates, employment rates, and feedback from clinical partners.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer	advisory committee

Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Physical Therapist Assistant Program Goals 2018-2019

Goal

Goal: Second Cohort

Establishing a second PTA cohort that is part-time and includes lectures in an online format and lab in the lab space to increase the number of students accepted into the PTA program, meet the needs of the community by increasing the number of graduates, and improve retention by offering a part-time program for completion.

Action: Second, Part-time Cohort

Describe the actions needed to achieve this objective:

Completion of substantial change documentation and approval from external accreditation. Research on payment policies for health care/rehabilitation services.

Who will be responsible for overseeing the completion of this objective:

Program Director

Provide a timeline for the actions:

Fall 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Employment needs/percentages, Current political climate for reimbursement of health care services.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Reassigned time to complete administrative requirements.

Status for Second, Part-time Cohort

Current Status:

In Progress

If the Current Status was marked Completed, what

was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Substantial change documentation is in progress. The next step is to complete the required documentation and submit in the external accreditation.

Goal: Curriculum

Program curriculum was redesigned to meet the new requirements that were adopted in November of 2014 by the Commission on Accreditation for Physical Therapy Education (CAPTE) and went into effect on January 1st, 2016. The curriculum will be evaluated to ensure necessary content is included with follow-up utilization after the class of 2019 graduation to review two years of data. The courses are mapped appropriately to align with our program, college, and district mission and vision.

Action: Course Learning Outcomes

Describe the actions needed to achieve this objective:

Course learning outcomes need to be updated for PHYR 210, 215, 225, 225L, 260, and 260L.

Who will be responsible for overseeing the completion of this objective:

Program Director, Director of Clinical Education, PTA faculty.

Provide a timeline for the actions:

Fall 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Retention rates and feedback from clinical support.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Faculty meetings

Status for Course Learning Outcomes

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on

your program:

If the Current Status was not marked Completed, what are the implications and next steps:

The curriculum was reviewed and the next step is to update the course learning outcomes to reflect conversations/assessment from faculty.

Goal: Reassigned Time

More reassigned time for our program to complete accreditation requirements for a substantial change for the addition of a second cohort and to market and network with community partners and develop affiliation agreements to meet the needs of a larger PTA student population. Additional time would allow the program director to complete the accreditation requirements and market the program and allow the clinical coordinator to support our current community partners and create a mutually beneficial relationship that would accommodate more students.

Action: Reassigned Time	
Describe the actions needed to achieve this objective:	Reassigned time is needed to complete the substantial change documentation required by external accreditation.
Who will be responsible for overseeing the completion of this objective:	Program Director
Provide a timeline for the actions:	Fall 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Response from external accreditation and Mesa College leadership.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Reassigned time.

Status for Reassigned Time

Current Status: Not started

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was

not marked Completed, what are the implications and next steps:

1 ESU was provided in the summer 2019 however the required paperwork is not yet completed. The next step request additional time to complete the paperwork.

Goal: On Site Clinic

Plan and establish an on site clinic which could serve as a site for student DCP. Preparation includes researching requirements and space availability and travel to current functioning clinic within a PTA program and review day to day functions. Having an on site clinic would meet the needs of underserved and special populations within the community and allow for a larger cohort size to be accepted into the PTA program.

Action: Sabbatical	
Describe the actions needed to achieve this objective:	Director of Clinical Education is on sabbatical in Spring 2020 to research onsite clinic.
Who will be responsible for overseeing the completion of this objective:	Director of Clinical Education
Provide a timeline for the actions:	Spring 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Implementation of onsite clinic into curriculum (assignments, learning objectives).
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Travel and Conference, In services, Research needs, Faculty FTE to run clinic, supplies to run clinic (TBD).

Status for Sabbatical

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Director of Clinical Education and Program Director attended conferences and met with advisors regarding the onsite clinic. The DCE will be completing sabbatical in Spring 2020 to research the onsite clinic needs.

Goal: Application Process

The application process for the PTA Program was changed to first come, first serve every two years per recommendation by the advisory committee. The change was implemented for the cohort which began in Fall 2019. Upon completion of the 2 cohorts accepted (graduates of Spring 2021 and 2022), the retention rates, graduation rates, and licensure exam rates needs to be examined to determine the best application process for the program.

Action: Application Assessment

Describe the actions needed to achieve this objective:	Determine the effectiveness of the change in application process for the PTA program to 1st come 1st serve accepting 2 cohorts at once.
Who will be responsible for overseeing the completion of this objective:	Program Director, Director of Clinical Education, PTA faculty, Clinical partners.
Provide a timeline for the actions:	October 2023
Describe the assessment plan you will use to know if the objective was achieved and effective:	Retention rates, graduation rates, licensure examination pass rates, employment rates, and feedback from clinical partners.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	advisory committee

Status for Application Assessment

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	The assessment cannot take place until graduation of cohorts in Spring 2022.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

-
- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
-

Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Physical Therapist Assistant

(REQUIRED) Program name

Physical Therapist Assistant

(REQUIRED) Are you on target with your assessment schedule?

Yes.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

The course assessments have revealed that the Course Learning Outcomes and Program Learning Outcomes are being met. As mentioned in the comprehensive program review in 2018/19 academic year, the first semester courses have a lower retention rate compared to second through fifth semester courses. This could be due in part to the rigor of the program and outside responsibilities (work, family, etc.) and the requirements of the application process which do not allow ranking of applicants. The application process for the cohort that will complete in Spring 2021 transitioned to first come, first serve. Assessment will continue to include retention rates to determine the effectiveness of the new application process.

(REQUIRED) Based on your assessments, what resource needs have you identified?

Based off of the assessments, it has been determined that resources such as tutoring are needed, especially in the first semester of the program. Tutoring specific in anatomy and study skills/techniques are necessary for successful completion for many students entering the PTA program.

Open lab time is also essential to success in the PTA program. Open lab will allow students to practice techniques learned in class and lab. Supervision is required for open lab time.

Due to the increased cohort size to 30 students, increased numbers of current equipment is necessary (blood pressure assessment equipment, applications for iPads including Complete Anatomy, Lung Ossilation, and Gait Assessment, braces commonly seen in acute care, SNF, and out-patient settings)

Increased number of clinical site agreements to offer a variety of clinical experiences and meet the external accreditation requirements (acute care hospital, rehab, skilled nursing facility, out-patient, and specialty settings).

Please provide any other comments.

To improve the retention rates in the first semester of the program and prepare students for entering the PTA program, prerequisite courses were changed and are effective for the next

applicaiton cycle which is in 2021. The change was a result of assessment of student retention rates, feedback from PTA faculty, feedback from clinical partners, communication with counselors and review of current PTA curriculum. The updated PTA program prerequisites are:

Anatomy/Physiology - minimum of 4 units covering all systems with a lab, C or better, completed within the past 5 years, **BIOL 160** (will accept BIOL 230 and BIOL 235)

Communication - **COMS 135** Interpersonal Communications 3 units preferred, will accept any IGETC area 1C, COMS

Psychology - **PSY 112** Interpersonal Relations *or* **PSY 111** Psychological/Social Aspects of Aging, Death and Dying *or* **PSY 125** Introduction to Behavior Modification strongly recommended 3 units, will also accept PSY 101 General Psychology *or* PSY 245 Abnormal Psychology

Introduction to Physical Therapy - **PHYR 210** 2 units

English Placement of 50 in both reading and writing. If your English placement is lower than 50 you will need to take **English 47A** or a higher English course.

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Physical Therapist Assistant

Program Name

(REQUIRED) Type your program name.

Physical Therapist Assistant

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

After reviewing the course success metrics, the following data was found for the Physical Therapist Assistant Program:

Gender - 95% success rate for both male and female gender with 0% equity gap in the PTA Program (compared to a 70% success rate for males and 74% success rate for females and a 2% equity gap for male gender over all programs) since summer 2014 term.

Race - 7% African American, 1% Asian and 1% Latinx equity gap in the PTA Program (compared to 9% African American, 1% American Indian, 5% Latinx, 3% Pacifica Islander equity gap over all programs) since summer 2014 term. It is important to note that there were only 17 valid enrollments listed for African American population.

The course assessments have revealed the following about the courses in the PTA program:

- PHYR 230 has the lowest retention rates (88%)
- PHYR 215 and 225 have a retention rate of 90% and PHYR 250 has a retention rate of 91%

The following ethnicities have been identified with the course success rates and equity gap data:

- African American gap of 7%

- Asian and Latinx gap of 1%

The overall course success rates for the PTA program are at 72% with the last two academic years being 73%.

The grade distribution for the PTA program has stayed between 94%-100% with earned A, B, or C since 2014/2015. The number of student enrollment has increased by almost 100 since 2014/15 (from 344 to 454). The number of non-passing grades in 2018/2019 was 4%. The withdraw percentage has decreased to 2% from 4% in 2014/2015.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

The following populations demonstrated equity gaps in the PTA program:

FA 2014 - 5% Asian, 5% Latinx, 3% in Filipino

SP 2015 - 22% Latinx

FA 2015 - 1% Asian, 1% White

SP 2016 - 13% Asian, 1% Latinx

FA 2016 - 18% Asian

SP 2017 - 3% Filipino, 3% Latinx

FA 2017 - 8% White

SP 2018 - 1% White

FA 2018 - 8% Filipino

SP 2019 - 10% Filipino, 1% Latinx

The equity gaps by race/ethnicity have fluctuated over the last 5 years. The largest change has been a decrease from 22% to 1% or 3% in Latinx. Equity gap in Asian population has also decreased without having a gap since FA 2016. Filipino equity gap has increased over the past 5 years.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

The equity gaps by race/ethnicity have fluctuated over the last 5 years. The largest change has been a decrease from 22% to 1% or 3% in Latinx. Equity gap in Asian population has also decreased without having a gap since FA 2016. Filipino equity gap has increased over the past 5 years.

Factors that could have influenced these results may be increased in support services for all populations (tutoring services, increased resources such as financial aide and food services). The PTA program director continues to meet each semester with all students individually to

discuss any barriers to success. If any challenges are found, the student is referred to the appropriate services.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

To decreased equity gaps I will continue to counsel each student and refer to appropriate services. I can learn more about the services offered at Mesa College to better refer students as well as reach out to local communities with higher percentages of populations that have low registration in PTA program courses. The community outreach would focus on the PTA program benefits including employment opportunities and the best path for successful completion.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

The PTA program offers an opportunity for all who enroll to complete to be eligible for living wage employment. Specifically related to Hispanic Serving Institution, the PTA program has decreased the Latinx equity gap, encourages students to complete the Medical Spanish course in order to serve the Spanish speaking community, and provides counseling and resources to students to aid in successful completion. We also encourage all students to share/teach each other relative clinical terms that emphasize the Hispanic cultures in order to serve this population within our local community.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Consistent tutoring in LRC and S building

Access to resources in S building (academic and health counseling, food such as Farmers market)

Access to physical therapy resources to accommodate the increased cohort size

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

The program goal of adding a second, part-time cohort would address the above mentioned gaps by offering an opportunity for successful completion that allows for blending outside requirements (work, family) with educational program requirements. The program goal of an onsite clinic would provide access to clinical experiences that would improve students learning by providing real patient interactions with an eventual goal of providing a directed clinical practice opportunity.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Second Part-Time Cohort:

The substantial change document required by external accreditation has been started. However, due to extensive nature of the requirements, the document is not complete.

Onsite Clinic:

The Director of Clinical Education will be completing a sabbatical research the onsite clinic and implementation needs.

Curriculum Review:

Prerequisite courses have been updated to reflect current needs (see previous discussion).

New curriculum success rate per academic year is 0.94 compared to the previous curriculum which was 0.96 with 1252 graded enrollments and 1182 success counts and 1213 retention counts in 2016/17-2018/19 and 845 graded enrollments and 822 success counts and 823 retention counts in 2014/15-2016/17 respectively.

	2014/15-2017/18	2016/17-2018/19
Success Rate Average	0.96	0.94
Graded Enrollments	845	1252
Success Counts	822	1182
Retention Counts	823	1213