

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>The Physical Therapist Assistant Program has had many successes since the last comprehensive review including:</p> <ul style="list-style-type: none"><li>• Maintains a positive reputation within our community as evidence by responses from industry advisory committee, employer surveys, graduate surveys and clinical instructor feedback.</li><li>• 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.</li></ul>

- 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 (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

		<p>questions quickly.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Technology – due to the Wifi challenges in the lab and classroom, exams are taken in the computer lab on the 3<sup>rd</sup> floor. This continues to present challenges as the computers restart in the middle of an exam increasing student stress.</li> <li>• 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.</li> </ul>
<p>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.</p>	<p>Optional</p>	<p>The 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</p>

		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.	Optional	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 community clinic. Currently the 2 contract faculty have an increased work load to manage the clinic (administrative responsibilities, treating clients and supervising students). An additional faculty position would allow the clinic to grow which would increase the learning opportunities for students to better prepare them for clinical rotation and employment.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input checked="" type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b>Data Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course &amp; program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>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).</p> <p>Course and Program Learning Outcomes – The outcomes remain positively completed however the number of graduates has decreased due to students not completing the program.</p> <p>Labor Market Analysis – The current LMI shows an increase of approximately 37% for PTA job opportunities.</p>
Describe any equity gaps you see in these data. Are there differences and/or patterns	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and	Equity gap for male students (underrepresented in the profession of PTA), Latinx students, 1st generation students,

observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	other demographic traits and intersectionalities.	multi-ethnicity students, DSPS students and EOPS students (extended opportunities and services. Support through counseling, book services, school supplies, parking permits, and more.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	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 1 <sup>st</sup> semester so support is in place to assist with retention.
<b>Practice Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	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?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	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. Th 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.
<b>Unit Goals and Action Plans</b>		

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>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.</p> <p>Goal 2: Research a holistic application process that meets state legislative requirements while improving demographics within the program.</p> <p>Goal 3: Increase retention strategies to graduate a full cohort of 28-30 students.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1:</p> <ul style="list-style-type: none"> <li>SO: Completion: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes</li> <li>SO: Scholarship: Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success.</li> </ul> <p>Goal 2:</p> <ul style="list-style-type: none"> <li>SO: Completion: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes</li> <li>SO: Scholarship: Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units.</li> </ul> <p>Goal 3:</p> <ul style="list-style-type: none"> <li>SO: Completion: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</li> <li>Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</li> <li>SO: Scholarship: Expand and prioritize professional</li> </ul>

		learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <ol style="list-style-type: none"> <li>1. Hire a contract faculty member to run the clinic</li> <li>2. Implement remediation plans to improve student success as appropriate.</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. Review state legislature for potential inclusion of holistic admissions process.</li> <li>2.</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Use of PEAT Exam, ICE Videos and PhysioU.</li> <li>2. Maintain embedded tutoring in 1<sup>st</sup> semester and awareness/reminders of available services to promote student success.</li> </ol>
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Amanda Johnston	
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Submission Date of Program Review Draft to Manager for feedback	4/28/23	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness		

