

SAN DIEGO
MESA COLLEGE



Program Review

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

Instructional Program - Physical Therapist Assistant (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

Summary and Reflection

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.

Summary and Reflection

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.

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.

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.

Related Documents for Charts and Graphs

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.

Summary and Reflection

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

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

Are there any edits or updates to the Data Reflection above?

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

Are there any edits or updates to the Practice Reflection above?

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

Summary and Reflection

Goal 1: Bachelor Degree Program

Unit Goal: Finalize the bachelor degree program in PTA including curriculum development, admission 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: 2024 - 2025

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Summary and Reflection

Action Plans	Action Plan Update
<p>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.</p> <p>Action Plan Cycle: 2023 - 2024, 2024 - 2025</p>	

Goal 2: Research a Holistic Application Process

Unit Goal: Goal 2: Research a holistic application process that meets state legislative requirements while improving demographics and overall retention within the program.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Review state legislature for potential inclusion of holistic admissions process.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

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

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Purchase detailed analysis from FSBPT (PTA license testing organization) to complete a thorough curriculum analysis.</p>	

Summary and Reflection

Action Plans	Action Plan Update
Action Plan Cycle: 2023 - 2024 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: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 5: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan:</p> <ol style="list-style-type: none"> 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. <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

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: (X - Highlight the X to Align)

- Community - Objective 4: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p>	

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan: For the graduates of 2024, licensure exam fees will be paid reimbursed by a grant opportunity.</p> <p>For the graduates of 2024, licensure exam prep fees will be paid for by a grant opportunity.</p> <p>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 eligible 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.</p> <p>Action Plan Cycle: 2024 - 2025</p>	