



ACADEMIC PERIODIC PROGRAM REVIEW

Date: 8/30/2019

Name of degree(s) and/or certificate(s): AAS, Physical Therapy Assisting

Department: PTA Program

Department Program Director or Lead: Elizabeth Briere

Review participant's names and affiliations: Elizabeth Briere

[1st Annual Update Date:](#) Click here to enter text.

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[3rd Annual Update Date:](#) Click here to enter text.

I. Program Elements and Resources

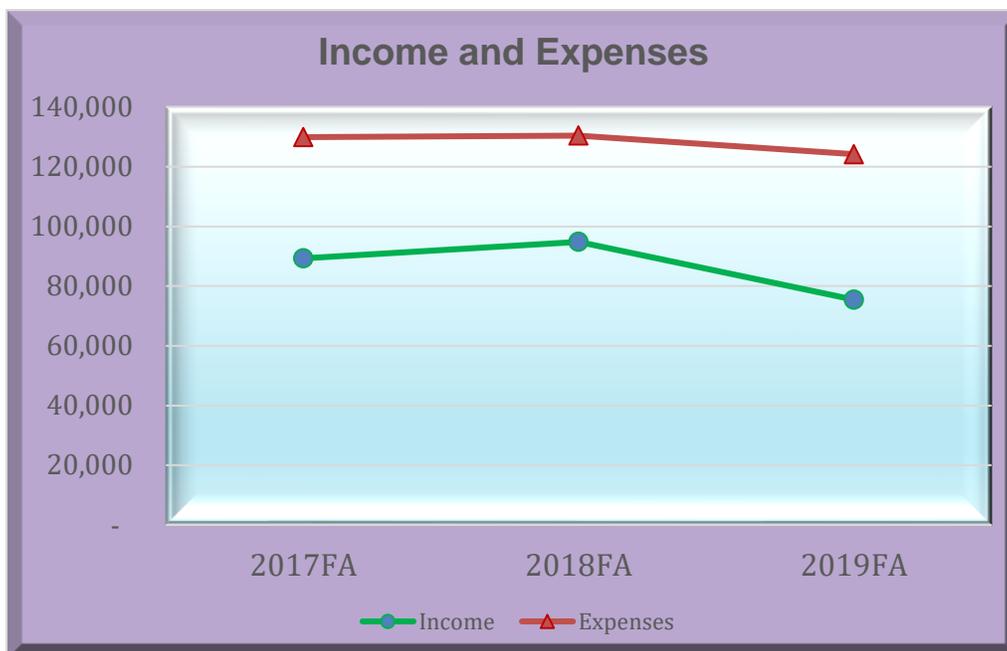
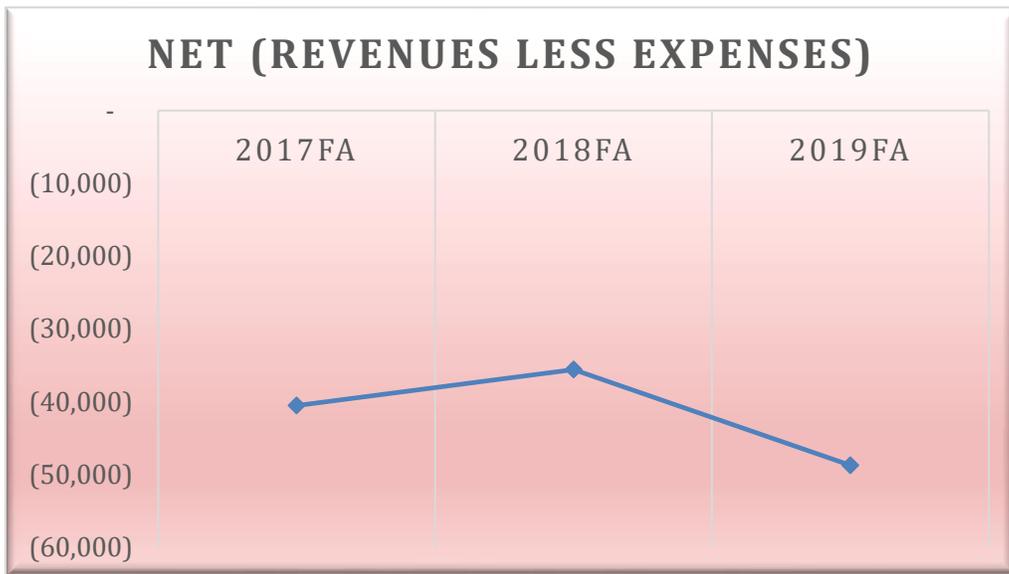
How are you achieving your plan and purpose? How effectively are elements and resources being used?

A. BUDGET

1. Provide a summary of total budget revenues and program expenditures (salaries, benefits, operating expenses) for the last 2-3 years as available (Appendix C). Describe any significant increases or decreases in the cost of the program over the review period, noting factors that may be influencing costs. Include copies of annual budgets, as available. The PTA program generates approximately \$90,000.00 yearly in instructional revenue. This includes tuition for both in-state and out-of state, general fees, and a pro-rated state allocation. There was a slight increase in instructional revenue for the budget year of 2018 due to an increase in enrollment. There was a drop-in enrollment for the fall of 2019 and 2020 which has resulted in a drop in instructional revenue. Program expenses have also slightly declined due to low enrollment numbers by approximately 4.75% drop between 2018 and 2019 despite increases in salaries. Due to low enrollment in 2019 and 2020, there was a drop-in profit margin between the 2 years. Please see detailed budget below.

PTA				
Physical Therapy Assistant				
				2017-18-19 →
COUNTS	2019FA	2018FA	2017FA	Trend Line
Program (Prefix)	PTA	PTA	PTA	PTA
Number of All Sections	6	6	6	
Number of Online Sections	-	-	-	
Unduplicated Student Head Count	23	30	30	
Duplicated Count (Enrollment)	69	90	90	
Credit Hours	263	344	340	
FTSE (@ 12 hours per FTE)	22	29	28	
Number of Majors	22	26	24	
Number of Graduates in the most recent academic year	10	13	9	
REVENUE SOURCES	2019FA	2018FA	2017FA	

Tuition (Adjusted for in-state, out-of-state, WUE, and so forth)	\$28,188	\$35,883	\$34,425	
Course_Fees (from each year's catalog)	\$35,390	\$46,290	\$45,750	
Instructional Income (Tuition + Course Fees)	\$63,578	\$82,173	\$80,175	
General Fees (\$7 per credit hour)	\$1,841	\$2,408	\$2,380	
State Allocation pro-rated by credit hours	\$10,033	\$10,224	\$6,763	
Revenues (Instructional Income+General Fees+State)	\$75,452	\$94,805	\$89,318	
EXPENSES	2019FA	2018FA	2017FA	
Expenses	\$124,186	\$130,389	\$129,844	
Net (Revenues less Expenses)	(\$48,734)	(\$35,584)	(\$40,526)	
RATIOS	2019FA	2018FA	2017FA	
Course Fees as Percentage of Total Revenue	46.9%	48.8%	51.2%	
State Allocation as a percent of Revenue	13.3%	10.8%	7.6%	
Income to Expense Ratio (Higher is good)	0.61	0.73	0.69	
Expense to Income Ratio (Lower is good)	1.65	1.38	1.45	
Revenue per credit hour	\$287	\$276	\$263	
Cost per credit hour	\$472	\$379	\$382	
Profit Margin	-64.6%	-37.5%	-45.4%	
Tuition only per credit hour	\$107.18	\$104.31	\$101.25	
Instructional income per credit hour	\$241.74	\$238.88	\$235.81	
Hours per student	11.4	11.5	11.3	
Average number of students per section	11.5	15.0	15.0	
Percent Student Success (A, B, C, S)	90%	81.0%	94.0%	
Percent Online Sections	0%	0%	0%	
Fill Rate(# seats used divided by reported capacity)	66%	68%	66%	
Revenue per unduplicated student	\$3,281	\$3,160	\$2,977	
Cost per unduplicated student	\$5,399	\$4,346	\$4,328	
Net per unduplicated student	(\$2,119)	(\$1,186)	(\$1,351)	
Revenue per section	\$12,575	\$15,801	\$14,886	
Cost per section	\$20,698	\$21,732	\$21,641	



Note: The number of majors in each prefix includes any student for which the selected prefix/major was active or current for that student in the given year. Because of those students with multiple active majors, the count of majors may exceed or be less than the unduplicated count of students in a given term or year because some such students did not take any courses in that prefix/major in that term.

Graduates Count: The count of graduates will increase substantially from the current term report for most prefixes with majors in the spring Program Report because we will count the May graduates in that report.

2. How are decisions about program funding and expenditures made? Describe your department budget process and engagement of faculty in that process. Request for program funding is generated by the program director who gathers the information on required supplies from the faculty and assistive personnel based on the number of incoming students. This information is based on a supply list which is reviewed annually. The program director and resident faculty complete an inventory during the summer to determine the number of items to be re-ordered. We also review our durable equipment supply to determine items that need to be replaced or updated. We also receive feedback on changes in physical therapy practice and updates in physical therapy equipment from clinical site reviews, advisory group, and students following clinical placement. Changes we made to our budget included increase use of pass-through costs to cover fees for national board testing after receiving comments from graduates on the costs and impact it had with graduates scheduling for the exam in a timely manner.

B. FACULTY

1. Does the department assess and plan for the need for future faculty hires? What kind of challenges has the department faced in terms of recruitment, hiring, and retention? Describe the department's projected faculty hiring needs within the next four years. Reflecting on the teaching contributions, scholarship, service, and areas of expertise of the current faculty how well are the overall needs of the program being met? The current faculty needs for the program are being met. The PTA program currently has 2 fulltime-core faculty to include the Program Director and the Academic Clinical Coordination for Education. This meets the basic standards for specialized accreditation and instructional needs for the PTA courses with lab components. The program has additional qualified associate faculty to assist with instruction throughout the program. There does not appear to be need for additional core faculty or associated faculty at this time.

C. FACILITIES, EQUIPMENT, AND INFORMATION RESOURCES

1. Facilities

Describe any specialized facilities of the program. Do these facilities meet the current needs of the program? Describe any proposed changes and improvements to resources. The PTA program currently has a dedicated classroom for instruction for PTA students, and a dedicated open lab. The lab is shared between the 2 different cohorts and is used for both instructional purposes during lab, and for students who are needing additional practice time. The program also has a storage area for supplies and student lockers. The PTA program has access to other classrooms on a scheduled basis for testing and instruction. There are 3 offices. Two of the offices are for the core faculty to include the Academic Clinical Coordinator for Educator, and the PTA Program Director. The third office is for the program secretary but is separated from the PTA program. The classroom has a traditional classroom structure with podium and computer with 2 drop down screens for presentations. This structure does not reflect the interactive learning setting. There is a plan for restructuring of the PTA program to enable direct access to the classrooms and PTA lab. The plan also includes restructuring to create a more interactive classroom environment, and create an office for the program secretary at the entrance of the program. The date for these changes is pending.

2. Equipment, Technology, and Information Resources

- a. Does the current equipment and technology meet program needs? What plans or funds exist for obtaining new resources, maintenance, repair, and replacement? Provide a ranked list of high-priority equipment needs. The PTA program has a good supply of equipment to include anatomy models, modality equipment, exercise equipment, and miscellaneous supplies for students to practice with. Most of the equipment was purchased in 2008 when the program had first started. Some of the equipment was updated in 2014 when the PTA program had access to Perkins funds. Equipment that is currently not operational is the tractions table and unweighing system. In addition, 3 of the full-size skeletons have hardware that is no longer able to keep the limbs together and also need to be replaced. The Program would benefit from replacement of this equipment. Ranking of the supplies are from listed from top priority to least priority: traction table, anatomy skeletons, unweighing system.
- b. Describe key information and technology resources — books, journals, databases, etc. — used by the program. Do the resources meet program needs? Provide a ranked list of high-priority information-resource needs. The PTA Program has the following resources specific to the program: VH1 exercise program, anatomy software program, WEB clinical performance instrument for student's clinical assessment, and WebPT electronic medical record documentation system. There is also a selection of books that the library holds for our students, and updates yearly when there are new editions or additional recommended resources. There is also a book case of older editions of current books and previously used books. The PTA program has limited access to virtual training programs specific to the field. This appears to be a growing area in allied health programs and may help meet the needs for students with the transition to distance educational format. The items that would be helpful are ranked from top to least priority. ICE learning videos, ICE StrokeHelp Video Courses, SimUcase.
- c. What is the role of the library in relation to your program? To what extent does your faculty interface with library faculty, CELT, IT? The library works with the PTA Program to provide copies of all current books used for each semester to loan out to students while they are on-campus. The library also provides additional resources such as skeletons and training on accessing evidence-based research. The library also provides a guest speaker on the development of a resume and in-person training for our students on how to use their online search engines. Lastly, the library put together a training for students on the understanding of research terms. The PTA Program faculty frequently research out to the librarians but also the CELT tomorrow to help with instructional training, learning management training and other information technology that can be used in the classroom and online. The Program staff also utilize the IT department to help with equipment issues, access to equipment, and assisting students with IT issues for both on and off campus.

II. Program Effectiveness

How Well Do You Achieve Your Plan and Purpose?

A. STUDENT LEARNING ASSESSMENT

1. Program Student Learning Outcomes

- a. State the Program Student Learning Outcomes (SLOs) as they exist on the degree Guided Pathway (Appendix A). Explain any changes that have been made during the last four years. Beyond the catalog and Guided Pathway, how are these expectations communicated to students?
1. Demonstrate safe and effective application of treatment techniques established within the plan of care. (G.E. 3, 5, 6) 2. Demonstrate effective oral, written, and nonverbal communication in a culturally competent manner with patients, their families, colleagues, and the public. (G.E. 2, 4)3. Demonstrate their ability to contribute as a functional team member within the physical therapy profession. (G.E. 3, 5, 6)4. Demonstrate safe, effective, moral, ethical and legal behaviors within the scope of physical therapy. (G.E. 1, 3)5. Demonstrate their role in physical therapy by implementing a comprehensive treatment plan to promote optimal patient outcomes. (G.E 3, 5)6. Recognize the relationship between concepts learned from liberal arts and basic science coursework and physical therapy knowledge and skills. (G.E. 1)7. Demonstrate clinical skills necessary to practice at the entry level for the physical therapist assistant prior to graduation. (G.E. 3). The program goals were changed in 2018/19 to make them more measurable, applicable to the program of student, and better aligned to the industry standards. The program goals are communicated with students in multiple formats. The program goals are outlined in the PTA Program Orientation Manual. The program goals are also aligned with individual PTA courses and are reiterated in each semester.
- b. Program SLO alignment to General Education Philosophies: Review the General Education Philosophies alignment to the Program SLOs. Are there any alignments that need to be addressed or modified? The PTA program student learning objectives are aligned with the general education philosophies. Critical thinking and techniques of inquiry are well addressed within the PTA program. Cultural diversity is addressed in the PTA Program's communication course, it is also a required element in the program's terminal clinical experiences. Technological literacy is addressed is integrated throughout the curriculum in respect to utilization of multiple software programs, PT equipment, and medical record documentation. The general education philosophies and PTA program goals are reviewed annually. Please see included PTA program Outcome Map.
- c. Provide an overview of your program-level assessment efforts (see Program Outcome map to determine where mastery and assessment take place) during the last four years. How comprehensive were your assessment efforts? Can you state with confidence that your graduates are achieving the Program SLOs at the expected levels? Topics are introduced in the first semester of the PTA program to build the foundational skills and understanding of the physical therapy profession. Information is reinforced in the second semester to build upon the basic behavioral and psychomotor skills to begin practicing in a physical therapy setting. The information continues to be reinforced in the 3rd and 4th semesters, ending with mastery of the information in the final 5th semester when the students are attending the terminal clinicals working under the direction of a licensed physical therapist or physical therapist assistant. The program also has an integrated 4-week clinical experience in the 3rd semester which introduces and reinforces the skills they learned in the 1st and 2nd semester. Faculty utilize varying formats of assessment to include skill performance, comprehensive testing, groups projects, and

comprehensive lab practical testing. PTA student mastery of entry level skills sufficient to practice in physical therapy is reassessed clinically and is completed by clinical instructors during the PTA students' terminal clinical experiences. An industry standardized assessment tool is completed by the student and clinical instructor at midterm level. The course instructor meets with both the student and clinical instructor to discuss student's progression and appropriate interventions followed by a final assessment at the end of the clinical experience. Students who do not meet the basic entry level competencies are required to extend or repeat the clinical experience. Lastly, the PTA program examines graduate's performance with the national physical therapy assistant exam required for licensing to practice and alignment with the national average. MCC PTA graduates meet or exceed the national average with graduate performance for the last 4 years. This is a continued process and is re-evaluated yearly to identify weaknesses within the curriculum. The program also tracks graduate employment following graduation and provides surveys to both employers and graduates to examine overly graduate outcome and consistency with industry standards.

- d. Review degree Program Outcome Map (Appendix B). If one has not been created. Create one from the template in Schoology with guidance from the Director of Assessment and Curriculum and attach as Appendix B. Analyze any patterns, imbalances, or gaps. Evaluate the SLOs in the context of the curriculum, assessment planning, and the student experience. Detail specific revisions that can be/have been made to strengthen your Program SLOs? The PTA program reviewed student learning outcomes in 2019 and updates were made to address measurability of the outcomes, decrease repetition and update to reflect industry standards. The updated SLOs were aligned to the general education philosophy, and determined the course where the material was either introduced, reinforced or mastered in the PTA courses. The goal is to have an adequate level at the introduction level to help students develop an understanding of the material, followed by reinforcement in order to help students develop the connection and explore application of the information they are learning in the field, ending with the demonstration of mastery to prepare for entry level practice as a physical therapist assistant. There appears to be a good balance for each SLO, however, objective 4 is not introduced until the second semester. This will need to be considered with the next course package updates that we will be completing this summer and will include this material in the updates. See PTA program outcome map in the appendix

2. Assessment Efforts

Describe your Cycle of Learning assessment efforts. Include the Impact on Student Learning and Action plan of the last 3 Cycle of Learning Assessment reports for each in Appendix D. (Copies can be found in the Schoology Curriculum and Assessment group resources). Generally consider the following questions:

- Which General Education Philosophy(s) did the assessments address? In 2016/17, The PTA program assessment addressed general education philosophy competency 5, techniques of inquiry, objectives 5.4: Selects and applies recognized methods of the field in interpreting characteristic discipline based problems and 5.6: Identifies, categorizes, evaluates, and cites multiple information resources necessary to engage in projects, papers, or performance in his or her program. In 2017/18, general education philosophy competency

2, communication skills and were assessed, objectives 2.4. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to challenge a non-academic setting; evaluates, using evidence and examples, the learning gained from the application; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of the learning outside the classroom. 2.5. Read and comprehend at a college level. In 2018/19, general education competency 4, cultural competency was assessed, objective General education competency 4, 4.2. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations, and general education competency 3, critical thinking and problem solving, objective 3.1. Presents accurate calculations and symbolic operations, and explain how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.

- When and where in the curriculum did the assessment take place? The assessments took place in the 1st and 2nd semesters from 2016 to 2019.
- What form did the assessment take? The form of the assessment varied depending on the competency and the assessment chosen. In 2016/17, the assessment was a writing projects which examined students approach to inquiry. In 2017/18, the assessment was a group project which examined students' level of cultural competency. In 2018/19, the assessments were demonstration of use of data collection tools.
- What were the results of the assessment? Did students meet expected levels of performance? The results demonstrated that the students were met competency for each area with a midterm intervention. This was identified in the 2017/18 and 2018/19 reports. It also revealed that additional reinforcement was necessary to assist with critical reasoning and problem solving.
- How were the results used to improve the program? The results are utilized to determine weaknesses in the PTA program, and the alignment of the program with general education philosophy.

3. Writing Across the Curriculum

Describe your Writing Across the Curriculum assessment efforts. Include your WAC data worksheets in Appendix E. (located in the Schoology Curriculum and Assessment group resources). In each case, consider the following questions:

- When and where in the curriculum did the assessment take place? Writing across the curriculum assessment took place in the second semester of the PTA program.
- What form did the assessment take (portfolio, collection of smaller writing samples, large essay/term paper)? In 2016/17, the writing assignments were a series of essays based on case studies. The assessment occurred in a series of 3 separate essay questions at the beginning of the semester, midterm, and at the end of the semester. Students were provided feedback for each submission. In 2018/19, the writings assignments consisted of a research paper format. Students were required to submit a rough draft at midterm for feedback, and a follow-up final submission at the end of the semester.

- What were the results of the assessment(s)? Did students meet expected levels of performance? The results of the assessment identified deficits with utilizing proper citation formats, paragraph structures, and spelling. Overall PTA students demonstrated understanding of feedback and were able to address deficits.
- How were the results used to improve the program? PTA faculty have utilized library resources to assist students with accessing reliable resources and understanding the appropriate format for citations and referencing.
- Will the Identified course change based on your analysis? We plan to change the assessment for writing across the curriculum to the 5th semester of the PTA program to determine progress in writing for our students.

4. Assessment Planning

- a. Draft or revise the 4-year program assessment plan, drawing on the Program SLOs and their mapping to the curricula on the Program Outcome Map. Include this plan in Appendix F. If you don't have a current plan, contact the Director of Assessment and Curriculum for a template. Will the draft plan allow you to state with confidence that your graduates are achieving the Program SLOs at the expected levels? The updated format will address each semester of the PTA program starting with a project involving the areas of practice for the physical therapist assistant in the first semester, progressing to the second semester assessing critical reasoning and problem solving with patient care in the second semester, ending with a capstone project in the final fifth semester of the PTA program. See updated timeline in the appendix.

B. CURRICULUM

1. Summarize the program degree requirements as published in the current catalog. What is the relationship between major and GE courses? Are there any free or defined electives? Are courses reliably offered in the required/recommended sequences? If not, why not? How does the overall curriculum compare with those of colleges in Arizona? The degree requirement for the PTA program is an associate of applied science in physical therapy assisting. The program has integrated general education courses that are having in sciences to assist PTA students to develop an understanding of the human anatomy and pathologies, English composition and Communication to develop in understanding of the expected writing and oral communication skills for a graduate, and Intro to psychology to assist students to appreciate the psychological concepts in healthcare. The curriculum also includes a progression with the development of skills appropriate for entry level practice as a PTA. There is an integrated clinical experience between the first and second year of the program, ending with 12 weeks of clinical experience in the final 5th semester of the program. The curriculum currently prepares our graduates for entry level practice. Our graduates are successfully completing the necessary testing to become licensed and are currently obtaining a 100% first time pass-rate for the last 2 years. Our graduates are also obtaining employment within a timely manner. Graduate and employer surveys state they are obtaining entry level criteria and are prepared for employment.
2. Describe any significant changes made to the curriculum since the previous program review — delivery, mode, prerequisites, structure, etc. Have you adopted any new practices in course design such as “flipping,” or the conversion of traditional face-to-face courses to online or hybrid modes? Have any of these changes been successful? How do you know? The faculty within the PTA program have been

instituting changes to the delivery of information over the last three years to increase student engagement, improve retention, and facilitate a deeper understanding of the information. The changes that have occurred are use of games, case studies, pre and post assessments, and increase use of learning management system. The PTA program has also utilized software program such as anatomy TV, web-based medical record documentation, and twine to build branching case scenarios within the learning management system. Since these changes there has been an overall increase in graduation rate for a 3-year average of 15%. Most recently, the program was able to purchase anatomy clay to provide a kinesthetic learning approach for the musculoskeletal system. This was utilized in the fall semester of 2019. Assessment of the institute of tool will be assessed over the next year to determine effectiveness. Due to recent events, the program transitioned to a distance education format. Since this transition, the program has utilized zoom for class time meetings, pre-recorded videos for demonstration and YouTube videos of physical therapy interventions, and, on-line student skill assessment. Student success is pending progress in the 4th and 5th semesters of the PTA program, and success with national board licensing exam.

3. What process does the department use to revise and update curricular content? How does the department assure the currency of course documents, e.g., proposals, syllabi, and outlines? How do you provide for course alignment of the same course taught by multiple instructors? The PTA curriculum is reviewed yearly following outcomes from the national board examining, assessment of terminal clinical experiences, and feedback from advisory board and clinical instructors. Identified weakness are addressed by with the faculty and reinforced in the appropriate areas of the curriculum. An example are comments from clinical instructors and advisory board members regarding documentation weaknesses identified during clinicals and at entry level practice. Feedback identified issues in which students and graduates were not addressing progression in the rehab process successfully in the documentation. This was addressed by increasing the time spent on medical record documentation in the 1st semester, and incorporating the requirements for students to demonstrate competency with medical record documentation in midterm and final lab practicals in the 2nd and 4th semesters. Instituting these changes has improved students and graduate's performance.

C. STUDENT SUCCESS: ENROLLMENT, PERSISTENCE, AND GRADUATION

1. Enrollment

Analyze trends in enrollment data for each of the last four academic years (Appendix C). How does the student enrollment in your program compare to college enrollment? How does the quality of students enrolled (in looking at GPA, SAT, placement exam scores) compare to that of the college? The PTA program accepts up to 20 students yearly for an incoming cohort. The program is a 2-year program consisting of 5 semesters of coursework. The program experienced a 23% increase in enrollment from the fall of 2016/17 to fall of 2017/18, but a decline of 23% from 2018/19 from 2017/18. There was an additional decline in enrollment of 12% from 2019/20 from 2018/19. This may be largely due to an increase in economy and a decrease in unemployment during this period of time. However, there was an increase in overall enrollment for MCC from 2016 to 2020 by 0.4%, 0.2%, and 8% respectively. TEAS VI is the assessment test required for the application

for the program with a minimum requirement of 50%. The average for PTA applicants is 64%. There was a noticeable trend with a higher average with student retention. The grade point average for the PTA program from 2016 to 2020 is 3.18.

2. Fail Rates

Do you have any courses that have high fail rates (Ds, Fs, and Ws > 10%)? List courses and supporting data. Have you explored the reasons and possible solutions to improve student success? The PTA program has an 79% graduation rate average based on student completion and those who did not progress forward due to academic failure. The courses with a higher fail rate in 2016/17 were PTA 103, Kinesiology, and PTA 203, Clinical Pathology, and PTA 202, Physical Modalities. Changes were made to address student success to PTA 103, Kinesiology in which we awarded higher points for applicants to complete BIO 202, anatomy and physiology to better prepare incoming students. This resulted in a 0% failure rate for the class. The program also changed assessment for PTA 203 from 2 comprehensive exams to 3 comprehensive exams. There was no change in pass rate. There is still approximately 9% failure rate for the class. PTA 202 also continues to have approximately 9% failure rate from 2016 to 2020. The program requires PTA students to maintain a minimum 80% average for PTA courses. The failure grades are typically in the 70% range.

D. STUDENT ENGAGEMENT AND SATISFACTION

1. How are students engaged in the program review process (e.g. do reviewers have the opportunity to meet with students, is there a student review team, etc.)? The PTA program utilizes student semester surveys and graduate surveys to identify consistent weaknesses in the program. We also utilize clinical site surveys and clinical instructor surveys to examine equity among clinical experience. We utilize semester to make changes within the program regarding books, class time versus lab time, adequate resources within the lab, and alignment of assignments to assist students with meeting course goals. We utilize graduate surveys to identify areas of changes in practice and ability to prepare graduates for entry level experience. The program also utilizes employer surveys and clinical performance assessment tools to entry level criteria are met. The review team consists of PTA core faculty consisting of program director and academical clinical coordinator.
2. In what ways does the department engage students about their experience in the program or involve them in the development of the program? Are students involved in the operations and/or policy development for the department (e.g., committee membership, other formal and informal input)? What has been learned from student input? The program invites students from each class to attend advisory board meeting, along with 1 program graduate. We also encourage the students to complete semester surveys are typically at 100% completion. We also encourage the PTA students to become members of the PTA club and have quarterly fund-raising events. Furthermore, PTA students are encouraged and often heavily involved with campus wide events such as welcome back bash, Spooktacular, and winter festival. Overall, graduates are pleased with the program and the skills and success they acquire upon completion.
3. How satisfied are students with their experience of the curriculum, faculty, learning resources and environment, and administration? Describe methods used to collect student input such as focus groups, surveys, etc. Student semester surveys typically identify challenges in respect to managing

curriculum, assignments, and lab time. We adjusted the lab requirements merging two of the classes practical testing to a coordinated 1-day event which merges both topics and is more reflective of patient care. The program also eliminated a video assignment in the first semester which was time consuming and replaced it with anatomy clay to be completed during class time. Overall, graduates are pleased with their progress, success with the national board exam, and their preparation for successful employment.

4. Co-Curriculum

Describe any significant co-curricular opportunities for students in the major. How do these opportunities support student learning in the curriculum? The co-curricular opportunities the program provides for our students are the PTA club, fund-raising events, MCC events, volunteer opportunities, class events such as AZ PT/PTA student conclave events and Bodies Exhibit.

E. GRADUATE SUCCESS

1. Recent Graduates

- a. Describe the most recent program-level results of the completion rate (Appendix C). Consider the numbers and percentages of graduates employed full/part-time, seeking/not seeking employment, or transferred to the universities; as well as other information about their jobs or schools. How successful are students in obtaining jobs or university transfer after completion of their degree? The PTA program currently has a 100% employment rate since 2016. The PTA program tracks our graduates up to 1 year as advised by specialized accrediting agency. Graduates obtain an associate of applied science in physical therapy assisting allowing them to sit for a national board exam and work in their field of study. Our graduates do not transfer to a 4-year university for continuation of their education, unless there is a change in degree seeking status.
- b. Describe any other feedback from graduates or measures of graduate success used by the department, e.g., the results of professional exams, certification/ licensing/ registration rates, and numbers of graduate degrees awarded. What do these measures suggest about the program and its graduates? The PTA program does collect graduate surveys and employers' surveys to exam graduate performance after 6 months of employment. Our graduates find they have obtained entry-level skills necessary for successful employment.
- c. Describe the results of any alumni surveys from the last four years. To what extent do respondents report that their experience of the program has helped them to succeed in their personal and professional lives? The survey results indicated that the graduates believed they received the necessary skills for entry level experience.
- d. Describe any other measures used to obtain feedback from alumni. What do these measures suggest about the program and its graduates? Other measures we obtain from graduates are those who are members of the advisory board. Feedback received during the events is typically directed at program development centered around changes in documentation, increasing the student exposure to complicated case studies, and integrating interprofessional training into the program to include other disciplines such as occupational therapy, nursing, and physical therapy students.

2. Employers

- a. Describe the results of any community employers' feedback. What does their feedback suggest about graduate success in terms of Program SLO achievement, industry readiness, employer values, salary scales, etc.? Employers surveys are indicative of the program providing adequate education for the entry level PTA. A clinic in Oregon believed our graduate exceeded entry-level criteria and frequently sends us annual reminders to notify future graduates of employment opportunities. A local clinic requested additional time to be spent on electronic medical record documentation. Another clinic, advised us of the need to include expected salary range for a new graduate. All of the above areas have been addressed and implemented into the program.
- b. Describe any other measures used to obtain feedback from employers. What do these measures suggest about the program and its graduates? Measures include advisory board members, surveys, and other means of contact such as phone calls and emails.

F. S.W.O.T ANALYSIS

After assembling an Advisory Committee consisting of department resident faculty, associate faculty, non-discipline faculty, student, alumni, academic support staff, community/industry members (if applicable), and faculty from departments in which your courses feed into(if applicable), answer the following questions:

1. What are the strengths of your program according to advisory committee members? Strengths include well-rounded curriculum, integrated and terminal clinical experiences. Curriculum strengths are in the musculoskeletal and neuromuscular areas.
2. What are the weaknesses of your program according to the advisory committee members? Weaknesses identified were documentation, preparation for employment in respect to realistic salary expectations, and working with patients with dementia.
3. What opportunities exist according to the advisory committee members? Increasing interprofessional opportunities, complex case studies reflective of the aging population, and development of protocol for patients with dementia.
4. What threats exist for your program according to the advisory committee members? Competition from PT and PTA programs (256 PT programs, 11 developing programs, and 374 PTA programs, 43 developing). The average class size for PTA programs is 24 new students per cohort with a retention rate of 80% or higher. The average class size for PT programs is 45 students per new cohort with a similar retention rate. Risks also include competition for clinical sites which has increased with the issues surrounding the recent pandemic that resulted in cancellation of many sites. Another weakness is the limitation with offering an associate degree in applied science with an increase in the number of private schools who offer a Bachelor's in Science for Physical Therapist Assisting. Projected lower reimbursement rates for physical therapist assistants by Medicare and other third party pay sources. Lastly, another weakness is the increase in housing costs with minimal change in starting salary for the PTA in the surrounding areas.

III. Future Trends and Capacity

How are current and future trends being taken into account by the program?

A. FUTURE OF THE FIELD AND CAREER OPPORTUNITIES

How is the program meeting the current and potential future needs and trends in the labor market, industry, and society? What is the bureau of labor statistics (as well as other sources) predicting? What other new areas/fields do you predict will be developing in the future related to your discipline? What will be the jobs of the future? Future areas of growth for the PTA is in telehealth/telemedicine. The VA has been researching the area for the last several years identifying improved patient access for those in remote areas and improved outcomes for a wide range of healthcare issues. Access to telerehabilitation has increased during the recent pandemic for the physical therapy profession. Other trends is in regards to reimbursement. Changes in reimbursement resulted in a decrease for physical therapy services with a projected decrease for services provided by a physical therapist assistant. This has resulted in an increase in cash-based outpatient physical therapy clinics that is focused on providing higher patient outcomes, lowered expense for services, and removed billing/office expenses. Other projected trends are increase use of technology for rehab services, expanding use of assessment data to track patient outcomes, and avenues to increase referrals as well as community involvement for patient recruitment. According to the Bureau of Labor statistics there is an expected growth for employment opportunities of approximately 26% from 2018 to 2028, with an expected salary average just under \$49,000 annually for fulltime employment. This range is consistent with the national average and average salary range for physical therapist assistants per salary.com.

B. PROGRAM CAPACITY

What is the program's capacity to educate more students? Are there adequate faculty, staff, facilities and other resources to meet the demand? If not, describe what additional resources are required. The program is currently approved to accept up to 20 students annually. The program currently recruits 14 to 20 new students yearly, with a one-time approved increase of 21 students. We have seen a downward trend in applicants from 2019, with the last two class sizes of 16 and 14 students for 2020 and 2012 respectively. In order to increase class size, an approval needs to be requested by specialized accreditation. The organization considers faculty to student ratio, equipment, and classroom size. Given the decrease in new applicants over the last two years, requesting an increase in class size does not seem necessary at this time, however, this may change over the next few years with a predicted increase in employment opportunities per Bureau of Labor Statistics.

C. FACULTY PROFESSIONAL DEVELOPMENT

1. What continuing education and/or professional development activities have program/unit members attended during the current cycle? PTA core faculty have attended annual training offered by Mohave Community College, technology training provided by the CELT department, PT and PTA educational training offered by APTA, and clinical training required for licensing.
2. How did this benefit your department and the College? The recent training events sponsored by MCC

and the APTA has improved PTA faculty's understanding of the role of technology with the

recent transition to remote classrooms. It has also improved our understanding of the integration of remote lab assessment strategies and recourses available for distance education. APTA educational sponsored events have facilitated the programs development with trends in PT/PTA education and new opportunities for development. An example is the integration of visible bodies, ICE learning videos and anatomy clay into the PTA curriculum.

3. What are the plans for continuing education and/or professional development in the upcoming cycle? The plan is to increase student access and opportunities with interprofessional activities, exploration into telehealth for the PTA, and rehab opportunities and development for patients suffering from dementia.

IV. College Mission and Goals

What Are the Critical Issues? How Do They Impact the Department and Program?

A. COLLEGE MISSION AND VISION:

MISSION: of Mohave Community College is to be a learning-centered institution, serving all constituencies, inspiring excellence through innovation and empowering students to succeed.

VISION: Mohave Community College strives to provide high quality, affordable and accessible higher education to all who seek it. Educational: Mohave Community College supports an academic learning-centered community through implementation of quality teaching initiatives, professional development, integration of learning technology, development of partnerships, delivery of effective student support services, and by providing accurate information and advising. Cultural: Become a conduit between businesses, organizations, foundations and the arts to strengthen understanding of the world through education. Civic: Promote active citizenship within the college community.

1. How current and relevant is the mission and goals to your program? The PTA program faculty review the programs mission and vision statements annually. The current mission and vision statements were updated to reflect changes with MCCs mission and vision statements.
2. How do the college mission and goals shape the decisions and direction of the department and program? This has shifted some change in the program to increase student engagement and community involvement opportunities. It has also developed a change in the delivery of the curriculum with increased emphasis with student engagement activities to promote a greater understanding of the material and to improve student outcomes.

B. PREVIOUS PROGRAM GOALS

Briefly describe the results of the previous program review -issues identified, recommendations made, and goals. Describe significant achievements and progress made since the last program review. What proposed changes have not been made and for what reasons? The previous program review identified weaknesses with program outcomes with graduate success with the national board exam. This has since improved to a success rate from 90% to 100%. It also identified issues with competition

from PT and PTA programs in respect to student placement and employment. This continues to be an issue that the program examines annually. There was also a goal to increase student retention for the program. From 2016 to 2019 there was a 5% to 12.5% increase in student retention. A slight decrease of 1% from 2018 to 2019.

V. Looking Forward

What Are Your Findings? What Issues Need to Be Addressed During the Next Four Years?

A. TAKING STOCK: SIGNIFICANT FINDINGS

Based on the discussion and analysis in this Program Review:

1. What are the strengths of the program? Strengths of the program include student outcome data of a 100% success rate with national board exam and licensing over the last 4 years. A 100% employment rate over the last 4 years, and improved feedback from employers and graduates.
2. What aspects of the program should be improved? Continued development of the PTA program to reflect changes in employment, practice, and new areas of growth. Continued development in the delivery of education exploring trends towards hybrid and flipped classrooms in PT and PTA education.

B. STRATEGIC THINKING

After reviewing this Program Review with your faculty:

What issues should be addressed by administration immediately? In the near future?

New program goals. Based on data, assessment, and curriculum analysis completed above, identify 2 or more Specific, Measurable, Attainable, Relevant, Timely (S.M.A.R.T) Goals, measurable outcomes, and

activities that you would anticipate resulting in improvements to the program in the next two years.

Setting SMART Goals

The research shows that specific and challenging goals lead to better performance (Locke, 1968). In this lesson we will be working on designing a plan and creating SMART goals to help us achieve a healthier lifestyle.



You goal should be as specific as possible and answer the questions: **What** is your goal? **How** often or how much? **Where** will it take place?



How will you measure your goal? Measurement will give you **specific feedback** and hold you accountable.



Goals should push you, but it is important that they are **achievable**. Are your goals attainable?



Is your **goal and timeframe realistic** for the goal you have established?



Do you have a **timeframe** listed in your SMART goal? This helps you be **accountable** and helps in **motivation**.

ACTION PLAN

GOAL		ALIGNMENT WITH MCC MISSION AND VISION	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	ALIGNMENT WITH OUTCOMES and ASSESSMENTS	
#1	Implementation of telehealth/medicine into the PTA program curriculum by 2021/22 to align with current trends in healthcare.	Integration of the use of technology for patient care and trends in the healthcare system.	#1	PTA faculty to explore PTA access to telehealth in rehab settings	Continuing education for program faculty	Program outcome 3: Demonstrate their ability to contribute as a functional team member within the physical therapy profession. (G.E. 3, 5, 6)
			#2	PTA faculty to examine supervisor requirements for delivery of services by the PTA	Examining varying supervisory requirements.	Program outcome 4: Demonstrate safe, effective, moral, ethical and legal behaviors within the scope of physical therapy. (G.E. 1, 3)
			#3	PTA faculty to implement foundations into PTA curriculum		Assessment tool: Clinical performance instrument for terminal clinicals.
	Additional Information:	Expanding telehealth in physical therapy has provided patient access to many rural and underserved areas.				
#2	Integration of interprofessional activities within the PTA program to improve PTA student's awareness of healthcare practitioners in their field of study and improve communication skills to necessary for entry level skills by 2023.	Civic involvement and development of professionalism for PTA students.	#1	Explore interprofessional opportunities between PT and PTA programs.	Increase involvement in DPT programs.	Program outcome 1: Demonstrate safe and effective application of treatment techniques established within the plan of care. (G.E. 3, 5, 6)
			#2	Examine interprofessional opportunities between allied health disciplines.	Increase PTA student access to interprofessional experiences.	Program outcome 7: Demonstrate clinical skills necessary to practice at the entry level for the physical therapist assistant prior to graduation. (G.E. 3)
			#3	Implement interprofessional experiences for PTA students.	Explore areas of collaborative work	Assessment tool: Clinical performance instrument for terminal clinicals.
	Additional Information:	Interprofessional development is a CAPTE criteria for PTA student education.				
#3	Integrate professional development for all PTA faculty on the integration of learning technology in the classroom setting to improve engagement and retention.	Promotion of professional development to increase integration of learning technologies within the PTA curriculum	#1	Examine innovations with technology and teaching within PTA and PT curriculum	Faculty continuing education specific to PT and PTA education.	PTA program goal 1: Develop and deliver integrated academic program leading to licensed or certificate to practice as an entry level physical therapist assistant.
			#2	Implement technology into PTA curriculum	Utilizing CELT and IT department for implementation of technology.	PTA program goal 5: Promote faculty involvement with continuing personal and professional development through life-long learning opportunities and

					membership with professional organizations.
			#3 Assess implemented changes to curriculum.	Development assessment tool.	TBD
	Additional Information:				

Complete the following table with your Program's ACTION PLAN, which must include a minimum of 3 goals

C. RESOURCES REQUIRED TO COMPLETE ACTION PLAN

1. List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.
2. List any professional development resources or needs based on an assessment analysis.
IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required?	If No, indicate funding source
1 & 3	1 for both goals	Continuing education for PTA faculty	\$1500.00	Yes	This is typically allocated on a yearly basis and is a requirement for specialized accreditation.
2	2	Student transportation to PT programs for interprofessional experience	\$200	No	Campus funds or PTA student club funds.

Appendices –attach the following documents

A. Guided Pathway(s): Attach all guided pathways for degrees and certificates under the review



PTA Guided
Pathway.pdf

B. Program Outcome Map – Attach an updated or created program outcome maps for each degree or certificate.



PTA Program
Outcome Map.pdf

C. Institutional Research Data – Attached data provided by IR or other data to support the Budget, Enrollment, Course and Degree completion and success rates sections-**Data is included in text**

D. Assessment Results & Closing the Loop – Attach last 3 years of Cycle of Learning reports' Impact and Action plan section review



4-year_assessment_pl
an_TEMPLATE_2020-2

E. Assessment Results & Closing the Loop – Writing Across the Curriculum Data analysis



PTA_2016-17_COLrea
dingcomprehensionre



PTA_2018-19_COL
report.docx



PTA_COL_2017-18
2.docx



PTA_COL_Report_201
6.docx



PTA_WAC_Rubric_Dat
a_Worksheet_2016-17



WAC Worksheet
2018.xlsx



PTA WAC_Worksheet_PTA
_2019-20.xlsx

F. Assessment Plans – Looking Ahead – Draft next 4-year Assessment plan

1st Year Annual Update

1. Summarize your course and programmatic level assessment efforts in the last year. PTA 214-121, Electromodalities spring 2016, integrating use of evidence-based research with the delivery of physical therapy interventions.
2. What updates have been made for the next assessment cycle? Increasing student's awareness of the role of evidenced-based medicine, available resources, and weakness with reading comprehension.
3. Were there any curricular changes in the last year? First semester of the program introducing research in the first semester and appropriate search engines for physical therapy research. An assignment to help students read and interpret the findings.
4. What progress have you made toward your stated goals? Improved understanding of research data and identifying higher-quality research.
5. If you received resources to accomplish goals, how has the resource contributed to the goal to this point? We utilized the library to assist with the project and with developing a tutorial for interpreting research terms.
6. Are additional, unexpected resources needed this year to complete your stated goals from last year?
IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested. None at this time.

2nd Year Annual Update

1. Summarize your course and programmatic level assessment efforts in the last year. PTA 202-121, Physical Modalities, examining reading comprehension for the PTA students. It was determined that most of the PTA students had met the minimum expectations for reading comprehension in respect to tissue healing and physical therapy interventions. A few students demonstrated weakness with the application of physical therapy interventions given the stage of tissue repair at the midterm level of the assessment. The intervention resulted in increased classroom time on the topic which demonstrated an improved level of understanding of all students.
2. What updates have been made for the next assessment cycle? Continue to assess student's comprehension of the material. Continue to provide activities challenging students reading comprehension of evidence-based medicine, and the integration of medical terminology in the PTA program. Lastly, exploring a change in pre-requisites with the PTA to include medical terminology.
3. Were there any curricular changes in the last year? Spring of 2017
4. What progress have you made toward your stated goals? Met the above goals.
5. If you received resources to accomplish goals, how has the resource contributed to the goal to this point? Utilization of online medical terminology activities offered through FA Davis for PTA students.
6. Are additional, unexpected resources needed this year to complete your stated goals from last year?
IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested. None at this time.

3rd Year Annual Update

1. Summarize your course and programmatic level assessment efforts in the last year. PTA 205-121, Communication in Physical Therapy, exploring student's competency with cultural differences in

healthcare. The review demonstrated that PTA students from MCC have an appropriate understanding of cultural competency and the role in healthcare.

2. What updates have been made for the next assessment cycle? Spring of 2018

3. Were there any curricular changes in the last year? Curricular changes were not necessary.

4. What progress have you made toward your stated goals? Continue to review this area and measure graduate outcomes with the NPTE.

5. If you received resources to accomplish goals, how has the resource contributed to the goal to this point?

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested. Increases in budget are not necessary.

6. Are additional, unexpected resources needed this year to complete your stated goals from last year? None at this time.