



One Year Periodic Program Review Report

Academic Programs

Physical Therapist Assistant Program

Associate of Applied Science

Statement of Collaboration

The program faculty, college staff, students, and community members listed below collaborated in an open and forthright dialogue to prepare this Periodic Program Review. Statements included herein accurately reflect the conclusions and opinions of this group.

Participants in the review:

Department Faculty: Liz Briere, PT, DPT, Tamra Coleman, PT, DPT, Joanelle Kerekes, PTA

Non-discipline Faculty: Kim O'Connor, Doug Meyer, John Twomey, Lisa Alexander

Associate Faculty: Amanda Miller, Brett Qualls

Student/Alumni: Kathy Nielson, Jacob Hendry, Kelly Pankratz, Victoria McLaren, Julie Hofman

Academic Support Staff: Jennine Ramirez

Date Submitted to the Dean of Instruction

2/17/2016

Authorization

After the document is complete, print just this page and submit it to the Office of Instruction for the Dean's signature.

Signature of Dean _____

Report Sections and Guidelines

The report sections are described below. If you have questions on any section, please contact the [Office of Instruction for assistance](#).

1. Mission and Goals

Associate of Applied Science in Physical Therapy Assisting

The mission of Mohave Community College PTA Program is to be a learning-centered institution to foster the professional and academic development of the PTA program to better serve the students and the community. The Mohave Community College PTA Program will provide an environment for educational excellence for students to become competent and professional Physical Therapist Assistants. Students will become aware of the world of physical therapy as they develop the structured skill set to perform as a Physical Therapist Assistant under the supervision of a licensed Physical Therapist. The students of the PTA program will develop into safe, competent healthcare practitioners, thus providing a much needed service to Mohave County, surrounding communities and states.

The goal and mission of the faculty with the PTA program is similar to the mission of the college in which faculty strive to provide a learning-centered environment that fosters student retention and success.

Certificates and Degrees

Associate of Applied Science in Physical Therapy Assisting

Mission and Goals

1) Graduates will demonstrate the safe and effective application and modification of appropriate treatment techniques established within the plan of care developed by the licensed Physical Therapist (PT). " Reviews and Understands plan of care written by licensed PT prior to patient intervention. " Provides safe treatment within the scope of the plan of care written by the licensed PT. " Describes the rationale and effectiveness of appropriate treatment interventions to patients to achieve the goals and outcomes as described in the plan of care. " Effectively and safely progresses a patient through the plan of care written by the licensed PT. " Documents any changes in the treatment plan secondary to patient status in addition to documenting any discussion with the supervising PT. " Demonstrates critical thinking when working with patients who have adverse responses to PT intervention and how/when the treatment is modified or requires cessation based on data. 2) Graduates will demonstrate effective communication, critical thinking and planning skills necessary to work in the field of PT. " Effectively communicates with patients and family in order to provide clear, concise instructions and patient education to ensure safety and achieve functional outcomes. " Communicates with supervising PT in a timely manner. 3) Graduates will demonstrate proficiency in teaching patients, co-workers, family, classmates and community about physical therapy. " Effectively educates others using teaching methods commensurate with the needs of the learners. " Communicates clearly with patients, staff, supervising physical therapists to effectively represent their role in the physical therapy continuum of care. 4) Graduates will demonstrate their ability to contribute as a functional team member within the PT profession, the healthcare team and society. " Participates in physical therapy committees for staff, professional development, program development, and quality improvement. " Completes full case load of work in time allotted. 5) Graduates will demonstrate the skills and attitudes necessary for life-long learning, including involvement in APTA and state chapters. " Participates in continuing education and/or in-service programming to stay current in their knowledge base, life-long learning plan, and treatment techniques. " Participates in and responds to self-assessment activities. 6) Graduates will demonstrate safe, effective, moral, ethical and legal behaviors within the scope of physical therapy. " Adheres to appropriate legal and ethical standards as well as state practice acts. " Utilizes APTA's "Guide for Conduct of the Physical Therapist Assistant" as the standard for professionalism and

conduct. " Changes behavior in response to understanding the consequences. 7) Graduates will demonstrate their role in the delivery of physical therapy. " Places patient's needs above the PTA's self-interests. 8) Graduates will demonstrate traits that enhance active patient involvement. " Exhibits compassion, caring and empathy in providing services to patients. " Promotes active involvement by the patient in his or her care. 9) Graduates will identify and appreciate cultural diversity and will behave accordingly. " Identifies and respects cultural diversity issues when communicating with patients, doctors and other staff members and act with consideration when delivering all PT activities. 10) Graduates will behave according to the APTA Guide for Conduct for Physical Therapist Assistants and promote the practice of physical therapy through community and state involvement. " Demonstrates behaviors, conduct, actions, attitudes and values consistent with the roles, responsibilities and tasks of the Physical Therapist Assistant. " Participates in community health fairs, institutional opportunities for promoting physical therapy, APTA membership and state chapter activities. 11) Graduates will interact toward others (doctors, nurses, co-workers, patients, customers) with honesty, openness, sincerity and compassion. " Demonstrates integrity in all interactions with patients, family members and caregivers, supervising PT's, co-workers, other healthcare providers, students, other consumers, employers and payers. 12) Graduates will support the practice of physical therapy through a commitment to community, chapter and life-long learning. " Values and supports the physical therapy profession in society. " Demonstrates citizenship.

2. Program Data and Trend Analysis

Data will be supplied by Institutional Research. Faculty will be asked to respond to the trends found within the data. (See *Appendix B in the Periodic Program Review Guide for Faculty 2015* for detailed listing of the data sets.)

2.1. Data

2.1.1. *Program Resources (Profit/Loss)*: Please provide commentary on the program resources data points related to program revenue and expenses. Please comment on the adequacy of program resources, including such things as classroom and office space, laboratory space (if applicable), library and technology resources, and personnel.

Based on the data collected by institutional research department, the PTA program experienced a loss in revenue between the year 2013 and 2014, which was largely due to an increases in faculty wages and benefits from \$162,254.50 in 2013 to 193,843.00 in 2014. The increase in wages was partly due to increase in salaries for core faculty and the addition of a temporary 9 month resident faculty position. The loss in revenue was also due the program not starting a new class in the fall of 2014 which resulted in an approximate loss of \$31,000.00 in the fall of 2013/14 academic year. See charts below for details on revenues sources and expenses.

REVENUE SOURCES	2012	2013	2014
Tuition	\$ 70,148	\$ 56,082	\$102,960
Course_Fees (2014 includes Program Fees where applicable)			\$128,565
Program Fees: 2012 and 2013 only	\$ 118,400	\$ 94,350	-
Instructional Income: Tuition + Course Fees + Program Fees	\$188,548	\$150,432	\$231,525
State Allocation based on hours	\$ 18,022	\$ 12,865	\$21,236

Revenues: Instructional Income + State Allocation	\$206,570	\$163,297	\$252,761
State Allocation as a % of Revenues	9%	8%	8%

EXPENSES	2012	2013	2014
Expenses	\$153,089	\$135,531	\$278,663
Net: Revenues – Expenses	(\$2,019)	\$1,866	(\$35,867)
Non-Faculty Costs: Those not related to faculty wages or benefits			\$96,988
2nd Net: Net + Non-Faculty Costs			\$61,121

The program has adequate resources to meet the needs of the students and changes within the PTA education. The program has adequate space with an additional 1600 square feet which was acquired in the summer of 2015. This has given the program a total of 3919 square feet. The program also gained an additional \$97,000.00 in new equipment, software programs, and supplies from the Perkins Grant and funds from the Lake Havasu City Campus. The library provides updated resources to the PTA students with updated books and anatomical models. The program has a dedicated secretary to the PTA program and a lab assistant for electro therapy class and provides sufficient personnel support for student safety and operation of the program.

There is limited and out dated technology resources in respect to desktops in which students access an exercise software program. The students could benefit from updated desktops to be used in the PTA lab. There are also some challenges with having adequate number of computers in the testing center when the program admits 22 students to a class. Increasing the number of desktops in the testing center to a minimum of 23 desktops would improve the efficiency with testing. See chart below for details on program resources

Program Resources	
Equipment: lab equipment, software & supplies	\$97,000
Space	3913 square feet
Technology 4 desktops (2008)	\$1000

Lastly, employment outlook for PTA program graduates continues to be strong with all graduates obtaining employment following completion of the National Physical Therapy Assistant exam and state law exams. There is also a continued expected job growth rate of 40% according to the Bureau of Labor Statistics. Please see data in the chart below and employment outlook per the Bureau of Labor Statistics.

Gainful Employment			
Year of Graduation	2012	2013	2014

% employed within 6 months of passing the National PTA exam	95%	100%	100%
Total % of employment to include employment after 6 months of passing the exam	100%	100%	100%

Quick Facts: Physical Therapist Assistants and Aides	
2014 Median Pay	\$41,640 per year \$20.02 per hour
Number of Jobs, 2014	128,700
Job Outlook, 2014-24	40% (Much faster than average)
Employment Change, 2014-24	51,400

Data from Bureau of Labor Statistics February 9, 2016

2.1.2. *Student Metrics:* Please provide commentary on the student metrics related to program success. Please comment on the adequacy of student metrics as the effect the program under review. The majority of the students in the PTA program are meeting and attaining the required minimum GPA of 2.5 or higher. The students applying into the PTA program are meeting the minimum compass requirements for reading and writing but the mean average is scoring below the minimum requirements for pre-algebra and algebra requiring many of the applicants to complete TRM 091 or Math 151. The demographics of the students admitted to the PTA program is reflective of the demographics in the community; however, the program tends to have a higher percentage of women in comparison to men for 2014 with approximately a 93% of students were women in comparison to 2012-13 with a 60% of the students were women. The Program's 3 year average retention rate is approximately 79% with the highest retention in 2012-13.

PTA

Physical Therapy Assistant

	2014
Demographic	Count
Ethnicity	
2 or more races	3
Asian	2
Black	1
Hispanic	9

Native American	0
Nonresident Alien	0
Pacific Islander/Hawaiian	0
Unknown	2
White	23
Age Group	
18-19	0
20-21	1
22-24	7
25-29	7
30-39	11
40-49	4
50-59	3
60-100	4
Gender	
Female	22
Male	15
Unreported	0

The following data is based on Major, not Prefix as above.

Physical Therapy Assistant	
Retention	
2013FA to 2014FA Retention Rate	79
Graduation	
July 1, 2014 to June 30, 2015 Graduates (Count)	0
2013FA continued to 2014FA	15
2013FA Count of this major	22
Retained Count	15

Note: *Retained Count* may not equal "continued" plus "graduates" because some students graduated and returned.

AVG COMPASS by Degree Declaration	2011-2012	2012-2013	2013-2014
Reading	90.3333	81.75	87.16667
Writing	86.474	80.471	74.75
PreAlgebra	52.45455	43.166667	49.8
Algebra	40.267	34.615	37.273
College Algebra	26.8	N/A	39.8
Trigonometry	N/A	33	67

Ethnicity in declared majors		2011-2012	2012-2013	2013-2014
African-american/ black (non-hispanic)		0	1	0
American Indian/Alaskan native		2	0	0
Asian/pacific islander		0	1	1
Hispanic/latino		2	5	3
White (non-hispanic)		28	24	11
Other		0	0	0
Unknown		0	0	0
Total		32	31	15
Gender in declared majors		2011-2012	2012-2013	2013-2014
Cumulative GPA				
	Male	11	9	1
Total	Female	21	22	14
Total		32	31	15
Number of degrees awarded		2011-2012	2012-2013	2013-2014
		20	11	14
Licensure pass rates on professional certificate exams		2011-2012	2012-2013	2013-2014
Total		90%	100%	100%

Retention Rates Per Cohort	2011-2012	2012-2013	2013-2014
	61%	91%	85%

Instructional Productivity: Please provide commentary on the instructional productivity related to program success. Please comment on the trends found in this data. Based on the data provided by the institutional research department there was a drop in sections

number and number of students per faculty in the fall of 2013. As mentioned previously there was a delay in the start of a new class in the fall of 2013 which lowered the number of students for the fall semester. However, due to loss in core PTA faculty, the program was placed in the position to hire 4 associate faculty in order to teach out the class that started in the fall of 2012. This is evident with the increase in PTA courses in the spring of 2014, fall of 2014 and spring of 2015. The PTA program has never dropped below 9 students per class. The student per associate faculty ration for 2013 appears to be low, but this was due the program using 4 associate faculty to teach out the courses in the spring semester; however, one of the courses was covered by two separate faculty in which one of the instructors covered the lecture component of the class, and the other instructor covered the lab portion of the class. The PTA program has one semester in which 3 sections are over 20 students. The average class size is approximately 16 students. These sections traditionally occur in the fall semesters. The PTA program continues to offer a total of 23 credits in the fall semester and 26 credits in the spring semester. The summer consists of 6 credits. See below data for details.

	2012FA	2012SP	2013FA	2013SP	2014FA	2014SP
Program (Prefix)	PTA	PTA	PTA	PTA	PTA	PTA
COUNTS	COUNTS					
Number of Sections	6	7	3	5	8	9
Unduplicated Student Headcount	33	31	15	36	37	30
Duplicated Student Enrollment	99	118	45	92	145	128
Credit Hours	375	401	180	401	456	426
Sum of Each Section's Credit Hours	40	29	16	23	25	30
Associate Faculty	4	2	4	1	2	2
Resident Faculty	1	1	0	1	2	2
Total Faculty	5	3	4	2	4	4
Associate Faculty Hrs (sum of each section's hrs)	28	25	16	4	6	7
Associate Faculty Students (Duplicate Enrollment)	33	19	15	22	37	27
Resident Faculty Hrs (sum of each section's hrs)	12	4	0	19	19	23
Resident Faculty Students (Duplicate Enrollment)	0	12	0	14	0	3
RATIOS	RATIOS					
Student to Faculty Ratio (Note 2)	20:1	39:1	11:1	46:1	36:1	32:1
Students per Associate Faculty (Note 1)	8	10	4	22	19	14
Students per Resident Faculty (Note 1)	0	12	0	14	0	2
Hours per Faculty (Note 4)	8	10	4	12	6	8
Hours per Associate Faculty (Note 3)	7	13	4	4	3	4
Hours per Resident Faculty (Note 3)	12	4	0	19	10	12
Sections taught by Associate Faculty	2	1	1	1	2	2
Sections taught by Resident Faculty	4	6	2	4	6	7

Sections per Associate Faculty	1	1	0	1	1	1
Sections per Resident Faculty	4	6	0	4	3	4
Sections per Faculty	1	2	1	3	2	2

Instructional Productivity Report						
Semester/Year	2012 FA	2013 SP	2013 FA	2014 SP	2014 FA	2015 SP
Credit hour by semester	375	401	180	401	456	426
Number of sections by prefix	6	7	3	5	8	9
Number of sections < 9 students	0	0	0	0	0	0
Number of sections >20 students	3	0	0	3	3	0
Average Class size by prefix	33	31	15	36	37	30
Number of credits offered in academic year	55	55	55	55	55	55

2.1.3. *Enrollment Trends:* Please provide commentary on the enrollment trends for the program(s). The PTA program accepts 16 to 20 new students for each new cohort that traditionally starts every fall. The PTA program is a 2 year program with a new class graduating at the end of every spring semester. The program has consistently admitted an average of 21 new students per year and has an approximate retention of 68%. The students are culturally diverse and represent the diversity of the Lake Havasu community. See below data.

PTA

Physical Therapy Assistant

	2014
Demographic	Count
Ethnicity	
2 or more races	3
Asian	2
Black	1
Hispanic	9
Native American	0
Nonresident Alien	0
Pacific Islander/Hawaiian	0
Unknown	2

	White	23
Age Group		
	18-19	0
	20-21	1
	22-24	7
	25-29	7
	30-39	11
	40-49	4
	50-59	3
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Gender		
	Female	22
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	Unreported	0

The following data is based on Major, not Prefix as above.

Physical Therapy Assistant	
Retention	
2013FA to 2014FA Retention Rate	#VALUE!
Graduation	
July 1, 2014 to June 30, 2015 Graduates (Count)	#VALUE!
2013FA continued to 2014FA	#VALUE!
2013FA Count of this major	#VALUE!
Retained Count	#VALUE!

PTA	
Physical Therapy Assistant	
	2014
Demographic	Count
Ethnicity	
2 or more races	3
Asian	2
Black	1
Hispanic	9
Native American	0
Nonresident Alien	0
Pacific Islander/Hawaiian	0
Unknown	2
White	23

Age Group	
18-19	0
20-21	1
22-24	7
25-29	7
30-39	11
40-49	4
50-59	3
60-100	4
Gender	
Female	22
Male	15
Unreported	0
Physical Therapy Assistant	
Retention	
2013FA to 2014FA Retention Rate	79%
Graduation	
July 1, 2014 to June 30, 2015 Graduates (Count)	0
2013FA continued to 2014FA	15
2013FA Count of this major	22
Retained Count	15

Faculty Data Points: Please provide commentary on the faculty data points related to program success. Please comment on any trends or gaps found in the data. The PTA program has maintained a minimum of 2 core faculty expect for the fall semester of 2013 in which the program dropped down to 1 core PTA faculty. The program had increased core PTA program faculty in the fall of 2014 in which the program added a temporary 9 month resident faculty position to address the increase in load hours from 2014 to 2015. The position did not continue in the spring of 2015. The PTA program has traditionally had 2 to 4 associate faculty to assist with courses in the fall, spring and summer semesters. Please see data below:

	2012FA	2012SP	2013FA	2013SP	2014FA	2014SP
Program (Prefix)	PTA	PTA	PTA	PTA	PTA	PTA
COUNTS	COUNTS					
Number of Sections	6	7	3	5	8	9
Unduplicated Student Headcount	33	31	15	36	37	30
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Sum of Each Section's Credit Hours	40	29	16	23	25	30
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Associate Faculty Students (Duplicate Enrollment)	33	19	15	22	37	27
Resident Faculty Hrs (sum of each section's hrs)	12	4	0	19	19	23
Resident Faculty Students (Duplicate Enrollment)	0	12	0	14	0	3

2.1.4. *Other Data Points*: Please provide commentary on any additional data points reviewed for this review. No additional data was reviewed.

2.2. Strengths, Weaknesses, Opportunities, Threats (SWOT)

2.2.1. What are the strengths of your program as indicated in the above data?

- Diverse Faculty
 - Orthopedic Specialist
 - Neurological Specialist
 - Acute Care Specialist
 - Physical Therapy Management Specialist
- Faculty to student ratio greater than other PTA programs
- Faculty >15 years of clinical experience
- Employment opportunities
 - 100% employment rate
 - Receive weekly notifications regarding employment opportunities for PTAs
 - Bureau of labor statistics predicts a 40% national job growth
- Affordable occasion
 - \$13,000 to \$28,000 for potential income of \$31,000 to \$75,000 per year income
- Educational environment
 - Ample space & opportunities for student success
 - Around 4000 square feet of classroom and lab space
 - Updated technology Video recording system, primal pictures
- National Board Pass Rate
 - 95% for class of 2014
 - 3 year average 95%
 - Exceeds CAPTE standards of 90%

2.2.2. What are the weaknesses of your program as indicated in the above data?

- Rural location limits number of applicants to the program
 - Approx. 30 applicants for 20 seats but only 75% meet program requirements
 - Housing for out of area students is a challenge
 - ASU prefers 19 to 24 year old students for dorms
- Continue to work on educating public on quality of program
 - Graduation rate of 70% is intimidating
 - Public have reported they heard the program was in trouble
 - Is not accredited
 - Instability in faculty
 - Students not passing national licensing exam
- Rural area limits student placement for clinicals
 - Increases cost of housing for students during the 16 weeks of clinicals
 - Placing students in less than desirable clinical sites
 - Loss in clinical placements
 - Competition with other PT and PTA programs
 - Clinical sites prefer to use their own contracts and unable to meet agreement between MCC and clinical site
 - Lost 2 sites in Nevada due to this
 - Unable to continue to work with clinical sites in Colorado and Texas

2.2.3. What opportunities exist for your program based on the above data?

- Continued employment opportunities
 - Receive weekly employment opportunities from local employers
 - Clinical sites pleased with student performance which gives our program a better edge over others
- ASU housing will improve access for out of area students
- 1 of PTA programs in Phoenix area is having difficulty with accreditation
 - Market their students
 - Reach out to the Phoenix area
 - Reach out to other areas that have limited number of PTA programs
 - Oregon
 - Nevada
 - Washington
 - Colorado
- Addition of 3 new associate faculty to the PTA program

2.2.4. What threats exist for your program based on the above data?

- Competition from PT and PTA programs
 - 31 PT programs in the Southwest & Southeast regions
 - 34 PTA programs in the Southwest & Southeast regions
 - Nationwide: 317 accredited PTA program
 - Concerns with eventually flooding the market
 - Florida has approximately ½ dozen of unaccredited PTA programs which allow students to take the national exam and become licensed
 - 23 developing PTA programs
- Number of PT and PTA programs limits access to clinical sites
- Losing Fulltime faculty position

3. Assessment of Student Learning

3.1. What percentage of courses have identified student learning outcomes (SLOs)? (comment of progress/lack of progress)

13% of the PTA courses have been involved with student learning outcomes. It was determined that the program is meeting program goals with clinical courses. However, the course that was chosen for the writing assessment was not appropriate and we were unable to gather sufficient data adequate to do an appropriate assessment. The goal will be to choose a better course to assess writing skills for PTA students.

3.2. What percentage of courses have ongoing SLO assessment? (comment on progress/lack of progress)

We currently do not have any PTA courses that have on-going assessment for the student learning outcomes. However, the program does an annual review of student outcomes through examination of pass rate with the national physical therapy assistant exam, employment rate and graduation rate.

3.3. How has assessment of course level SLOs led to improvements in student learning and achievement?

There has not been any noticeable difference in student learning and student success at this time.

3.4. How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

There has not been any noticeable improvements with transfers or degree awards at this time.

3.5. What challenges remain to make course and program level SLOs more effective?

Challenge is having the time with performing assessment for the student learning outcomes in addition to performing required assessment necessary for accrediting agency for the PTA program.

4. Evaluation of Progress Toward Previous Goals

4.1. Evaluate steps taken to achieve goals established in the last periodic program review.

Unable to answer this question due to not having a goal to refer to.

4.2. In cases where resources were allocated towards goals, evaluate the efficacy of that spending.

N/A

5. Program Goals and Plan

5.1. Short-term Goals (2 year cycle):

Goal 1: Student graduation rate for PTA program will increase from 60% to 65% within a 2 year period.

Measurable Outcome: Student graduation rate will increase by 5%

Plan: Early identification of students who are struggling and not meeting program grade requirements. Provide students with supplemental teaching and a clear plan for improvement.

Utilize college resources to facilitate student learning

Responsible Party(ies): All PTA program faculty

Goal 2: Graduate 1st time pass rate for the NPTE will increase from 85% to 90%

Measurable Outcome: Graduate first time pass rate for the National Physical Therapy Assisting Exam will increase to 90%

Plan: All students will be required to meet the minimal competency of 77% grade average for comprehensive exams and 85% for clinical testing. All students will be required to complete a practice national physical therapy assisting exam prior to graduation.

Responsible Party(ies): All PTA program faculty

What specific aspects of these goals can be accomplished without additional financial resources? First goal should be able to be accomplished without additional financial resources. The second goal will require the purchase of a PEAT exam but this fee is already structured in the student program fees.

5.2. Long-term Goals (4 year cycle):

Goal 1: Graduation rate for the PTA program will increase from 60% to 70%.

Measurable Outcome: Graduation rate will increase by 10%

Plan: (Briefly describe how you will accomplish this goal.) Early identification of students who are not meeting minimal requirements. Implementing a specific plan for student success through tutoring services and utilization of college resources.

Responsible Party(ies): All PTA program faculty

Goal 2: Employer surveys on graduate performance will demonstrate increase in graduate performance with the demonstration of entry level skills from 85% to 90%.

Measurable Outcome: 100% compliance with employers of graduate surveys indicating that graduates are performing at or above entry level performance.

Plan: All students will adhere to the minimal requirements for lab practical and clinical testing. All students who are identified as having below average performance during clinicals will receive remediation by the clinical coordinator of clinical education and the clinical instructor.

Responsible Party(ies): ACCE and Program Director.

What specific aspects of these goals can be accomplished without additional financial resources? All aspects should be accomplished without additional financial resources.

6. Requests for Resources

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware	\$20,000	Perkins Grant
Computer Software		
Training	\$5000	PTA Program Budget
Other		
Total Requested Amount	\$25,0000	Perkins Grant and PTA Program Budget

- 6.1. Describe the resource request(s). New computers for the PTA area would assist with student testing and provide students with greater access to software programs, library and on-line resources. It would also assist with greater student time management.
- 6.2. What program outcome(s) does the resource request(s) address? Increasing student access to software programs and MCC resources
- 6.3. What measurable outcome(s) will result from filling this resource request? Student retention

7. Executive Summary

- Please list 3 – 5 strengths of the program(s). Employment outlook, current employment rate, affordability of education, educational environment, and faculty to student ratio
- Please list 3 – 5 areas of enhancement for the program(s). Rural location limits clinical sites, graduation rate is just above 60%, reputation that the program had in the past
- Please identify ways the department will address student learning (assessment efforts, curricular redesign, etc.). Early identification of borderline students, tutoring services, providing students with clear instructions for success, and utilizing college resources
- Based on programmatic analysis, please list 2 – 3 specific questions or areas which you would like the program reviewers to comment on or make recommendations. Nothing at this time.
- Identify any requests for resources that result from this review. Do not have any additional requests besides what was listed above.

Who to Call?

Questions about any of the report sections.	Office of Instruction	Jill Loveless, Dean of Instruction ext. 1918
Questions about resource allocations/budget requests.	Office of Instruction	Jill Loveless, Dean of Instruction ext. 1918
Questions about assessment of student learning.	Office of Instruction	Assessment Director ext. 1934
Need more data?	Institutional Research	Bob Faubert, IR Director ext. 1140