2014-15 Proposal to Fill a Full-Time Faculty Position

1. Faculty position being proposed
   PTA

2. Proposal Being Made by (List Name(s) and Title(s))
   Sheryl Einfalt, PTA Program Director

3. Summary description of the position
   Responsible for teaching the pediatric and/or neurological physical therapy content in lecture, lab and clinical setting in addition to assisting the ACCE with clinical site visits and evaluations and the negotiation of clinical contracts. Responsible and accountable for the development, implementation and evaluation of the pediatric and/or neurological physical therapy curriculum and evaluates how the content fits in the total curriculum plan. Serves as the content expert as required by the Commission on Accreditation of Physical Therapy Education (CAPTE). Supervises and evaluates students to ensure delivery of safe patient care in the clinical area. Prepares and administers exams, counsels students on their progress, and maintains records of student classroom and clinical experience. Participates in developing program goals and objectives, overall curriculum development and evaluation, development of policies and procedures, participates in decision making regarding the direction and nature of the PTA program along with the Program Director and ACCE, and facilitates and ensures individual/collective faculty compliance with specified regulations governing continuing approval of the program. Contributes to yearly Annual Accreditation Reports (AAR’s) and other mandatory written evaluations. Contributes to the Ohlone College yearly program review. Participates in PTA Program and college committees.

4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals
   Please see descriptive rationales in boxes 5 and 6 below. This position relates to college goal 1: Through innovative programs and services, improve student learning and outcomes; objectives 1, 2, and 7. It also relates to goal 2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs; objective #4.

   The California Economic Development Department estimates between 2012 and 2020 a need for an additional 1,300 PTA to be added into the workforce due to retirement and replacements. Currently 5,900 PTAs are employed with an additional 7,900 projected.

5. Are there any externally imposed requirements such as a specialized program accreditation that would put this program in jeopardy if a full time position is not filled? If so, please explain.
   CAPTE has just recently proposed updated accreditation standards and one of the standards pertains to the number of full-time faculty that the program employs. As a reminder, the PTA Program is up for re-accreditation by CAPTE in 2016. The next onsite visit is scheduled for October 26th – October 29th, 2015. The proposed PTA criteria #25 states:

   “The collective core faculty is sufficient in number to allow each individual core faculty member to meet teaching and service expectations and to achieve the expected program outcomes. The program employs a minimum of two full-time core faculty members and the equivalent of a third FTE. One of the full-time core faculty members must be a licensed physical therapist.”

   **Rationale Statement for adding of a third FTE:**
   Physical Therapist Assistant programs have historically been required by CAPTE to have a minimum of two full-time faculty members. Many programs have staffed at the minimum and all teaching, administration, clinical coordination, mentoring, remediation and college required activities have been performed by these two faculty members.

   As the Commission has reviewed and revised the PTA criteria it became clear that many programs staffed their programs based on the requirements of CAPTE. The accreditation visits and self-study
materials of programs with only two full-time faculty members have consistently demonstrated that neither students nor the programs are served well in these situations. The level of administrative, accreditation, assessment and management activities of the Program Director and the clinical coordination, supervision, assessment, contract management and development and training performed by the Academic Coordinator of Clinical Education (ACCE) require significant time and intensive coordination to create and maintain a successful program. When these responsibilities are combined with a full, and sometimes overload, teaching schedule the success of both the programs and students are at risk.

Therefore, as part of the new proposed PTA criterion all PTA programs would be **required** to have three FTE for the program. Two full-time faculty would still be required, however the third FTE could be composed of one or more faculty to total one FTE. This increase in the minimum required faculty will allow all faculty additional opportunities to ensure the success of both the individual student learning outcomes and the overall program goals.

6. Any other rationale to support the position proposal:

Ten years ago when I was hired to serve as both the Program Director and ACCE during my first year of employment with the college; following the abandonment of the program by the then core faculty members, Sharon and Elizabeth, I had only one class of 12 students to attend to. This class was in its second year of the program and in that year, 2004, no students were admitted into the program. I was responsible for not only getting the program ready for an onsite visit in 2006, hiring faculty, teaching classes, but also finding clinical sites and placing the students into those sites, visiting each clinical site to meet with the Clinical Instructors and evaluate each student’s progress and outcomes. During that first year I had two other PT’s, Dina Schnelliger and Pam Whitman, who assisted me with student evaluations on the clinical side of the program. So there were 3 PT’s who were managing 12 students out on clinical assignments.

In 2005, the first class of students under my direction was admitted. They numbered 19. Carol Morodomi, the current ACCE, was hired in July 2005. This allowed me to focus solely on the Program Director’s responsibilities of the program and Carol became responsible for the clinical side of the program. In 2006, with the admission of another freshman class of 18 students, the program was now running at almost full capacity with 2 cohorts of students numbering approximately 35. In 2007, Carol made a change to the timing and duration of the clinical assignments and this changed the program’s curriculum significantly. By increasing the duration of the clinicals, the didactic instruction was compressed prior to the students being sent out during the last 5-6 weeks of the semester for full-time clinical assignments. This was fine, but what happened was that Carol became responsible for ALL of the students in the program being out on their clinicals during the final weeks of each spring semester. And she has never had anyone else helping her with any of this! That means that the instructor to student ratio has been upwards of 1:30 for multiple courses. CAPTE’s minimal acceptable faculty to student ratio is 1:16, so when they come out next year and see how she has been running the clinical side of things, I am afraid that we are going to be sited for this. It is impossible for her to physically visit 35 sites twice (for a midterm and final evaluation) and have a face to face meeting with the Clinical Instructor and the student to determine how things are going. (This is how clinical assessments were being done prior to Carol being hired. And there were a couple of times, when I was serving as the ACCE, that I had to go out to a site and counsel both the student and the CI to overcome some issues. Both Dina and Pam also were also physically on site at the clinical at least twice during their students’ clinical assignments.) So, if there are any issues with a student out on clinical that demand Carol’s time and attention, this also takes her away from being able to effectively evaluate the other students. She definitely needs to have at least one more faculty person to help her with the clinical side of the program or I am afraid that we are going to be found to be out of compliance with CAPTE’s minimum faculty to student ratio of 1:16. By hiring a third full-time faculty person, the college would be setting the PTA Program up for a successful reaccreditation next year and also improve the clinical experiences for the students. Carol needs help one way or another!
7. A statement by the Dean of the division housing this position, which includes data, evidence, and analysis.

CAPTE has just recently proposed updated accreditation standards and one of the standards pertains to the number of full-time faculty and full time equivalent faculty (adjunct) that the program employs. If ratified, these changes will become a standard during the 2016-2017 academic year. Two full-time faculty would still be required, however the third FTE could be composed of one or more faculty to total one FTE. The PTA Program has an accreditation site visit scheduled for October 26th – October 29th, 2015.

The clinical placement for PTA students consumes a large amount of time. With over 1200 students in the San Francisco, San Mateo, Santa Clara, Alameda counties, the program is placing students are far north as Shasta and to the east in the Fresno areas. The ACCE is working exorbitant number of hours to assure students are placed in the correct clinical sites so they can achieve their SLOs.

The PTA program is one of Ohlone College’s CTE programs. For the past 16 years every student who completes the PTA program successfully passes the national certification exam. Ohlone College is the only community college in the Bay Area to offer a PTA program. The other four community college programs are located in Sacramento, San Diego, Cerritos and Loma Linda. There is one private for profit program in Pleasant Hill and another on scheduled to open in San Mateo in 2015.

DATA SUMMARY:

8. What is the department FTES?
27.37

9. What is the ratio of full-time to part-time faculty in the department?
49:51

10. What is the ratio of full-time faculty to department FTES?
17

11. What is the current WSCH/FTEF in the department?
310

12. What is the number of sections taught by full-time faculty and number taught by part-time faculty?
Full time 5 and part time 5

13. Does the position address an area of growth? If yes, include a three year trend line for FTES.
The PTA program is one of Ohlone College identified CTE programs and one of the Health Science programs included in the Bay Area’s Emergent Sectors. At this point of time, the program is at capacity for resources, however, growth cannot be discounted in the future.