Ohlone College  
Program Review Report

- **Program Description and Scope:**

  1. **Program Review Title:** Physical Therapist Assistant
  2. **Academic year:** 2012/2013
  3. **Review Type:** Instructional Disciplines
  4. **Program/Departments:** Physical Therapist Assistant (12002)
  5. **Authority Code:** 43-Dean, Health & Environmental Sciences
  6. **External Regulations:** Yes X No

**Describe:** CAPTE - the accrediting arm of the APTA

7. **Provide a brief narrative that describes the instructional program/discipline.**

The Physical Therapist Assistant (PTA) program is an accredited, two year, associate degree, by admission, professional program. Students accepted into this program are eligible to earn an Associate in Science degree as well as complete the requirements necessary to sit for the National Physical Therapist Assistant Exam (NPTAE) upon graduation. Upon passing both the NPTAE and the California State Laws and Regulations Exam, students are awarded a license/certificate to practice as a Physical Therapist Assistant in the state.

The program currently accepts 24 to 30 new students annually. The entire program curriculum is a 40.5 unit program that includes a 640 hour (12.5 units) clinical experience component. Students are required to complete a variety of clinical experiences including hospitals, rehabilitation agencies, private practices, skilled nursing facilities, and home health agencies. The Ohlone College PTA program is one of two accredited PTA programs in the San Francisco Bay Area and is one of three PTA programs available in Northern California. Accreditation was determined by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). The PTA program’s current accredited status is valid until 2016.

The PTA program is one of three, two year, AS degree programs in the Health Sciences division offered at the new Newark Health Sciences and Technology campus. After a year long self study process, the program faculty successfully achieved re-accreditation of the PTA program by CAPTE for a 10 year term. Receiving a 10 year program accreditation is a positive achievement for the PTA program and the college. Accreditation is a requirement for all PT and PTA programs nationally.

8. **Describe how the program specifically serves students, faculty and staff.**

The program serves students, faculty and staff in many aspects. Students in the PTA program are specifically interested in the physical therapy (PT) profession and have taken pre-requisite courses in preparation for admission to the program. The program serves the students by offering them a professional education at the community college level which is both exemplary and affordable. The student to faculty ratio is 1:16 or less. Upon acceptance into the PTA program, students enroll in courses directly associated with the practice and procedures of the physical therapy profession. PTA’s are licensed to work directly with patients in a variety of health care settings and to administer the Plan of Care that is established by the PT. As one of two programs in the SF Bay Area, this program is an employment source for hospitals, physical therapy clinics, skilled nursing facilities, and other facilities that employ Physical Therapist Assistants in the area. Faculty and staff benefit from having the PTA
Program at Ohlone by receiving PT treatments from the PTA faculty.

The program serves faculty by employing two full-time faculty members. Program accreditation requires two full-time faculty members, a Program Director, Sheryl Einfalt, MPT, and an Academic Coordinator of Clinical Education (ACCE), Carol Morodomi, MPT, to administer the program. The professional skills of these 2 faculty members who possess over 30 years of experience between them, serves to enhance the quality of life for the community, other faculty and staff as well as the students at Ohlone College. The adjunct faculty instructing in this program are also outstanding professionals in the physical therapy profession. It is through their sharing of their years of knowledge and experience, that the PTA students are exposed to both current and historic trends and approaches in physical therapy.

And as a result of the quality of the education that the students in the program are receiving, clinical sites such as Stanford Hospital have called seeking to establish clinical affiliations with the Ohlone College PTA Program. The partnerships that the program has established with the medical community for clinical experiences has grown 200% since 2005, allowing the program to have a larger presence in the community and the ability to better support clinical education. The growth of our clinical partnerships within the community has positively impacted the program’s ability to expand clinical relationships and experiences for our students. In fact, several of the program’s graduates now serve as Clinical Instructors (CI’s) for the current classes of students. By serving as mentors to future graduates, the CI’s that are themselves past graduates of the Ohlone PTA program, provide motivation for success as well as serve as professional role models for the current students in the program.

9. Describe how the program addresses current needs and applies current technologies.

The program addresses current needs within the PT profession by supplying quality graduates into the community. Due to large shortage of PTA’s nationally, in addition to the PTA profession being one of the top ten growing professions according to Business Week, the program is contributing to the current market’s professional needs. The PTA program utilizes current technology within the program curriculum by two methods. The faculty has adopted multi-media tools to enhance academic learning, in addition to having current clinical technology as part of the laboratory learning, such as low level laser technology. The program utilizes Blackboard for both theory and clinical education.

10. Discuss the impact of the program on the college and/or other programs.

The impact of the PTA Program on the college lies in the benefit the college receives from the excellent reputation for physical therapy education. The PTA Program graduates have posted a 6 year in a row 100% pass rate on the National Physical Therapist Assistant Exam since 2007. As one of two other outstanding health science programs at Ohlone, Nursing and Respiratory Therapy, the PTA Program is the most recently established and accredited health science program, and this also contributes to the college's reputation. The benefit to other programs is derived from the undergraduate courses that are pre-requisite to entry into the health science courses. In addition, faculty within the different health science programs instruct in each others programs. For example, the PTA Program Director lectures in the RT Program and the former RT Program Director lectures in the PT Program. In this way, a truly interdisciplinary health team is modeled for the students.
11. Discuss the impact of the program on the community and the impact of the community on the program.

The program is able to serve the community through the clinical partnerships the program has established within the medical community throughout northern California, in addition to supplying quality graduates into the community for employment. Also of note, the PTA Program Director and ACCE both have established ties within the community to facilitate both learning and service. Currently, the PTA program students have observational privileges at the Silliman Center and at the Whiteford School in Newark where both pediatric and geriatric therapeutic classes are taught. In addition, the students will be providing Blood Pressure Screens and Balance Screens for seniors at the Silliman Center during the Annual Health and Resource Faire for Seniors. This event is hosted by the City of Newark Senior Center.

- **College Mission**
  1. **Mission Statement**
     
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  
  2. **Vision Statement**
     
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  
  3. **Core Values, Goals & Objectives:**
    
    - **College Core Values**
      
      - We promote diversity and inclusiveness.
      - We maintain high standards in our constant pursuit of excellence.
      - We value trust, respect and integrity.
      - We promote teamwork and open communication.
      - We practice innovation and actively encourage risk-taking and entrepreneurship.
      - We demonstrate stewardship for our human, financial, physical and environmental resources.
    
    - **College Goals/Objectives**
      
      1. **Through innovative programs and services, improve student learning and achievement.**
         
         1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
         2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
         6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
      
      2. **Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**
         
         1. By 2011, produce a local strategic plan for Career Technical Education to
include an inventory and assessment of our current programs, environmental scan data, a SWOT analysis, and a five-year set of goals, objectives and action plans.

2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.

3. By 2013 create a curriculum which enhances the availability of programs that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor’s high growth, high demand job training initiative.

4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

4. Briefly describe how the program supports the college mission, vision selected college values.

The PTA Program meets the college mission by offering instruction for career technical education and entry into physical therapy as a licensed PTA. The program also fosters the college core values of diversity and inclusiveness through its enrollment of students from diverse cultures and backgrounds. The statistics for this can be located in all attached Annual Accreditation Reports. In addition, the CA Employment Development Department (EDD) has stats on their website that reports projections of employment demands for PTA's are estimated to increase by 30.4% by 2020. The program constantly monitors and updates curriculum in our constant pursuit of excellence which is exemplified by the student success rates of 100% on the National Physical Therapist Assistant Exam (NPTAE) since 2007.

5. Briefly describe how the program supports selected college goals.

All program faculty strive to embrace the green technology and culture at Ohlone College while meeting the college and program goal of training and educating future physical therapist assistants. These PTA's will seek employment in the community and will serve to assist the community with their rehabilitation needs. The PTA Program graduates have a 6 year in a row 100% pass rate on the National Physical Therapist Exam!

6. Briefly describe how the program supports selected college objectives.

1.1 Both Ohlone College and CAPTE require an extensive annual program review that identifies and assesses student learning outcomes. Any changes to curriculum that are highlighted may then be further assessed and enacted. All data for these changes can be found in both this document and in attached reports.
1.2 Please see the attached Progress Report 2012 that was sent to CAPTE.

1.6 Please see the attached Progress Report 2012 that was sent to CAPTE.
(Note: the Program graduated 10 students in 2012)

- **Program SLOs & Assessment**
  1. **Program SLO -**
     
     **Practice within the laws and regulations of California and the ethical tenets of the American Physical Therapy Association.**

     a. *Indicate program assessment strategies used.*
        i. Vendor or Industry certification examination
        ii. Other

        All PTA Program courses with labs (PTA 101, PTA 103, PTA 104, PTA 105A, PTA 105B, PTA 108, PTA 109, PTA 110, PTA 111, PTA 119) have laboratory exams that will test for knowledge of PT laws and regulations.

        The ultimate measure of success is passing the National Physical Therapist Assistant Exam (NPTAE) and the California State Board of Physical Therapy Laws and Regulations Exam.

     b. *Describe the criteria and standards used to appraise student work.*

        Criteria and standards that are used are dictated by the California State Board of Physical Therapy and the American Physical Therapy Association.

     c. *Enter assessment results and analyze student success in achieving this program SLO.*

        For the past 6 years, all graduates of the PTA Program (100%) have passed the NPTAE on their first attempt.

     d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

        Over the past 9 years, there have been numerous changes in the program curriculum to promote student success. As an example, PTA 110-Neurology was moved from the 4th semester to the third semester to bring this knowledge onboard sooner. This allows the student to achieve improved patient outcomes when working with neurologically involved patients in their clinicals. In addition, the clinical portion of the program was completely revamped. Students now complete 3 full-time clinical placements, including two 5 week clinicals and one 6 week practicum for a total of 640 hours of clinical work experience in the program.
e. Future Action (Improvements)
   Maintain current student learning plan

2. Program SLO -

Apply evidence based knowledge, skills, and demeanor that engender comprehensive assistance to the patient and a supervising physical therapist so that treatment goals may be reached effectively and expeditiously.

a. Indicate program assessment strategies used.
   i. Capstone course
   ii. Performance Assessment
   iii. Skills Assessment
   iv. Vendor or Industry certification examination

b. Describe the criteria and standards used to appraise student work.

Students are clinically assessed through the use of the Clinical Performance Instrument (CPI) which was developed by the APTA.

c. Enter assessment results and analyze student success in achieving this program SLO.

Students are successful in completing all areas of the tool. In the past, Clinical Instructors (CI's) pointed out the need for further practice of documentation skills by the students.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

After CI's requested more emphasis of documentation skills, several courses in the curriculum added more practice sets for documentation. Specifically, PTA 103, PTA 104, PTA 105A, PTA 105B, PTA 106, PTA 108 and PTA 109 had documentation exercises added to them. In addition, beginning in the fall semester 2012/spring 2013, the CPI will be moving to an online document.

e. Future Action (Improvements)
   Maintain current student learning plan

3. Program SLO -

Effectively communicate with patients, colleagues, and other members of the health care team using oral, written, and non-verbal communication skills.

a. Indicate program assessment strategies used.
   i. Skills Assessment
   ii. Performance Assessment
   iii. Other

Students are clinically evaluated using a combination of laboratory examinations and successful completion of the Clinical Performance Instrument (CPI). In the classroom/lab students are videotaped performing various patient scenarios. Passing of the clinical experience is determined by the CPI.
b. **Describe the criteria and standards used to appraise student work.**

The CPI was developed by the APTA and all of its criteria are driven by the accrediting body of the APTA which is CAPTE. A sample CPI is attached at the end of this report.

c. **Enter assessment results and analyze student success in achieving this program SLO.**

Overall, students are performing above expectations in this objective. The program has a very good reputation in the community for the quality of student that it is producing on all levels. One area of challenge in communication has been assisting students who have previously worked as PT aides in transitioning to their role as a PTA. The change requires more assertiveness and the ability to effectively communicate with staff and PT Aides.

d. **Describe revisions in curriculum or teaching strategies implemented to promote student success.**

Students who require individual counseling or instruction in more effective communication techniques are tutored by the ACCE or CI while they are out on clinicals. Other instructors may also encourage and provide opportunities to practice new strategies for patient and co-worker communications in the laboratory setting.

e. **Future Action (Improvements)**

Maintain current student learning plan

4. **Program SLO -**

   **Self-evaluate learning needs to advance in the profession and improve skills for providing patient care.**

   a. **Indicate program assessment strategies used.**
      
      i. Skills Assessment
      
      ii. Performance Assessment
   
   b. **Describe the criteria and standards used to appraise student work.**

   The student will self-evaluate as part of the CPI. The CI will evaluate the student using the CPI. Then the ACCE meets with both the student and the CI to determine future learning needs to advance in the profession and improve skills for providing patient care.

c. **Enter assessment results and analyze student success in achieving this program SLO.**

PTA Program students are given many opportunities to be self-evaluators. Students who are more introverted personalities may have difficulty with this process initially due to a lack of self-confidence. Other students may lack the ability to accurately self-evaluate and may tend to overrate their abilities. This exercise of co-evaluation between the student, the CI and the ACCE helps teach the students how to accurately self-evaluate
their skills. During this past year (2012) 12 students were sent out on
clinicals and 10 successfully completed their clinical skills requirements as
outlined in the CPI.

d. Describe revisions in curriculum or teaching strategies implemented to
   promote student success.

   The Clinical Instructors (CI's) are gradually being trained and certified by
   the APTA to be more effective mentors to the students in the clinic. This
   training includes all aspects of clinical training including working with
   students on self-evaluation skills.

e. Future Action (Improvements)
   Maintain current student learning plan

5. Program SLO -

   Practice in a variety of settings that serve diverse patient populations.

   a. Indicate program assessment strategies used.
      i. Performance Assessment
      ii. Skills Assessment

   b. Describe the criteria and standards used to appraise student work.

      Clinical Performance Instrument (CPI) available through the American
      Physical Therapy Association (APTA) website.

   c. Enter assessment results and analyze student success in achieving this
      program SLO.

      Individual students results maintained in the CPI through the APTA. Student
      success rates in clinical courses is reflective of the final grades in PTA 301,
      PTA 302 and PTA 303. The PTA Program is required to submit an Annual
      Accreditation Report (AAR) to the accreditation department of the APTA
      (CAPTE) which also contains relevant data. An updated report will be
      attached annually.

   d. Describe revisions in curriculum or teaching strategies implemented to
      promote student success.

      No changes needed at this time.

   e. Future Action (Improvements)
      Maintain current student learning plan

• SLO Matrix

   Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
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SLO Matrix Comments

Please see the attached Curriculum Compliance Documentation Form 1 from the Self Study Report 2006.

Course SLO & Assessment
PTA 105A Therapeutic Exercise I
1. Define and identify the various therapeutic exercises used for rehabilitation in a physical therapy setting.
2. Define the parameters of exercise program design and explain the interrelationships that exist between them.
3. Design a variety of therapeutic exercise protocols for orthopedic, neurologic, cardiovascular pediatric and geriatric patients.
4. Demonstrate good patient/therapist communication skills, both written and verbal, via instructing mock patients on home exercise programs (HEP’s), in-patient/out-patient exercise protocols and considering the cultural/language variations in the patient population.
5. Document physical therapy treatment results in SOAP (Subjective, Objective, Assessment and Plan) and grid format(s), and report any changes in patient status to the supervising physical therapist, using a case study.

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Indicate planned course assessment strategies

Describe the criteria and/or performance standards used to appraise student work.

In the previous Self-Study Report that was completed in 2006 for the PTA Program re-accreditation exercise, there is ample data and documentation to be found in both the Section 3 - Curriculum description and the Curriculum Compliance documentation grid. Both of these documents are attached.

Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

Maintain current student learning plan
PTA 105A Therapeutic Exercise I

1. Define and identify the various therapeutic exercises used for rehabilitation in a physical therapy setting.
2. Define the parameters of exercise program design and explain the interrelationships that exist between them.
3. Design a variety of therapeutic exercise protocols for orthopedic, neurologic, cardiovascular pediatric and geriatric patients.
4. Demonstrate good patient/therapist communication skills, both written and verbal, via instructing mock patients on home exercise programs (HEP’s), in-patient/out-patient exercise protocols and considering the cultural/language variations in the patient population.
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- Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.
  1. List expected student achievement outcomes:

    The most recent Progress Report to CAPTE regarding the above requested info is attached.

    2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

    Pass the NPTAE and the California Laws and Regulations Exams

    3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

    Please see attached Annual Accreditation Report 2012 (AAR) for CAPTE.

    4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.
Please see attached AAR 2012.

5. Describe any additional notable program achievements (optional).

6 years in a row 100% pass rate on the NPTAE!!

6. Additional Program Table Data

7. Future Action

Current levels of student achievement indicators maintained.

**Program Analysis**

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

1. Describe program achievements and successes.

   - 6 years in a row 100% pass rate on the NPTAE.
   - Participated in the Newark Senior Health Faire 2012

2. According to the evidence, what are the areas needing improvement?

   - Increasing PTA 110 Neurology to a 2 semester course

**Program Improvement Objectives:**

1. Objective:

   Develop a new course, PTA 110B, that will expand the Physical Therapist Assistant Program Neurology course curriculum to a full year (2 semesters) to improve student competency within the neurological component of the required PTA skill set.

   a. Action Plan

   Year 1:

   1. Talk to faculty, PTA Advisory Board members and CAPTE to determine feasibility and unit values. (PTA 110B would be 2 unit course, 54 hours, 1.5 hour lecture = 27 hours and 1.5 hours lab = 27 hours)
   2. Write the course and get it approved through Curriculum Committee.

   3. Approximate cost for adjunct faculty expert to write the course would be $75.00/hour for 10 hours of course development.

Year 2:

Implement the course

Year 3:
Assess the course

b. Staffing
   Year 1:
   The two current adjunct instructor's would continue teaching PTA 110. In addition, adjunct faculty content expert FTE's would be 2.29 load and FTEF of .24.

   Year 2:
   The adjunct faculty content expert in addition to the current adjunct course instructors would begin teaching the additional course. This would require salary moneys to be budgeted as well as scheduling of the classroom and lab.

   Year 3:
   The adjunct faculty content expert in addition to the current adjunct course instructors would continue to teach the new course PTA 110B. This would necessitate salary money to be budgeted as well as scheduling of the classroom and lab.

c. Equipment (Include items that fit under department budget codes)
   Year 2:
   Purchase DVD's for classroom instruction.

   Year 3:
   Purchase DVD's for classroom instruction.

d. Facilities (Include items that fit under the Facilities budget codes)
   Year 2:
   Classroom access and PT Lab access

   Year 3:
   Classroom access and PT Lab access.

e. Assessment Plan: List Assessment Strategies
   Year 1:
   Initially, the student assessment would occur within the course and the laboratory. Successful completion of the Skills Checkoff Manual would also indicate student achievements within the course.
Year 2:
Successful completion of the Clinical Performance Instrument while out on Neurological clinical practicums.

Year 3:
Through interviews with the students and the Clinical Instructors.

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
1. Through innovative programs and services, improve student learning and achievement.
Rationale:
Due to the compressed semester and the change in the clinical curriculum timing students have lost classroom and lab time for effective learning of neurological theory and skills. By improving/extending the curriculum of the neurological portion of the PTA Program, the students will be better able to perform physical therapy skills both within the clinical setting and in the community. This is related to college goal 1 (Objective 1) and college goal 2 (Objective 4).

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:
By improving/extending the curriculum of the neurological portion of the PTA Program, the students will be better able to perform physical therapy skills in the clinical setting and in the community.

2. PIO Assessment
   a. Enter assessment results with analysis.

As of 11/30/11, the Program Director has discussed this course extension with the current PTA 110 adjunct faculty and they have agreed to instruct a full year course if and when the college can afford to pay their salaries.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.
The PIO has yet to be financed and therefore has not yet been implemented (8/2012).

c. *Future Action*
Current level of focus maintained. Describe.

1. **Objective:**

Increase the PTA Program retention and ultimately graduation rates which will increase the number of employable PTA's in the community.

   a. *Action Plan*
   **Year 1:**

   Please see the attached Progress Report 2012.

   b. *Assessment Plan: List Assessment Strategies*
   **Year 1:**

   Monitoring retention and graduation rates which are available in the the attached AAR's.

   c. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

   **Rationale:**

   Through increasing the graduation rate of the PTA Program students, there will be more employable PTA's meeting the community's physical therapy needs.

2. **PIO Assessment**
   a. *Future Action*

   • **Outside Review Results**

   1. List each team members name and title.

      Sheryl Einfalt, MPT: Program Director
      Carol Morodomi, MPT: ACCE
      Deb Parziale
      PTA Advisory Board (Marijean Piorkowski, DPT)
      CAPTE

   2. Discuss key feedback provided by team and how it was incorporated into the
A lot of this report is taken from the Self Study Report to CAPTE in 2006 and the subsequent Annual Accreditation Reports (AAR) 2011 and the forthcoming AAR 2012. The Program Director and ACCE have followed all recommendations given by the advisory committee above and the program has maintained a 100% pass rate on the NPTAE for the past 6 years.

- Attached Files
  1. Curriculum Compliance Documentation Form1.doc
  2. Self Study Report-Section 3.doc
  4. AAR 2011.pdf