



Instructional Program Review

Program: Physical Therapist Assistant

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Approved by: Tracy Hickman

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Purpose of Program Review

Program review is part of Florida Gateway College's (FGC) ongoing institutional effectiveness process to achieve its mission and goals through strategic planning, research, evaluation, and the use of information and data to guide decisions and actions. Educational programs, administrative, and education and student support departments are systematically reviewed as part of the process.

The purpose of program review is to improve student learning, support the curriculum, and provide useful information to inform institutional decisions. The quality of education, efficiency of services and processes, adequacy of institutional resources, and achievement of goals and objectives are evaluated. The results of evaluation are analyzed and actions are taken to address areas that need improvement.

There are **two parts** to the Program Review Process:

- **Comprehensive Program Review**, occurring approximately every five years, focuses on each area's courses, pedagogy, assessment plan, and future goals and objectives related to the improvement of student learning.
 - **Annual Program Review Update** asks each area to address its needs for resources (faculty, space, equipment, etc.) and to provide a report on outcomes assessment activities for the prior year.
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- SACS CS 3.4.1: "The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes."
 - SACS CS 3.4.10: "The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty"

SACS Comprehensive Standard 3.3.1

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate. **(Institutional Effectiveness)**

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*The **Program Review** should reflect the consensus of the faculty and staff within the program or department. It is meant to provide a broad understanding of current trends related to student learning and how the program or department serves to meet the overall mission and goals of Florida Gateway College.*

1. Overview

Mission:

To provide an opportunity for area students to acquire superior, affordable, quality education and training necessary for graduation, licensure, and entry into the field of physical therapy as a physical therapist assistant. To prepare students to become competent and patient-centered rehabilitation practitioners who by virtue of their diverse training will be receptive to the concept of rural physical therapy practice.

Program Goals:

- 1) To prepare entry level PTAs as designated by meeting terminal competencies.
- 2) To prepare the graduates to pass the national licensing examination allowing for state licensure to practice as a PTA.
- 3) To maintain PTA program accreditation by the Commission on Accreditation in Physical Therapy Education.

Program Functions:

- 1) To produce educated, well trained individuals who possess the attitudes and values consistent with the highest ethical practice standards.
- 2) To prepare students to understand and appreciate the collaborative relationship between the physical therapist and the physical therapist assistant.
- 3) To promote exceptional practice standards through lifelong professional development.
- 4) To provide a solid foundation by which students will mature and prosper.

Degrees and Certificates Awarded:

Associate in Science, Physical Therapist Assistant

Course Delivery Methods

Lecture, class discussion, laboratory experiences, clinical experiences, online

Special Admission Requirements: (If applicable)

Admission is selective and students must fulfill criteria in order to be considered for entry into the Physical Therapist Assistant program. In addition to the basic requirements for admission to the college, applicants are required to complete Phase I (general education portion) by the application deadline; as well as the following requirements: overall GPA of 2.5; minimum of 50 volunteer/observation hours or work verification form; submit an essay.

Specialized Accreditation Body and Status: (If applicable)

The PTA program is fully accredited until 2017 by the Commission on Accreditation in Physical Therapy Education.

Industry Certification: (If applicable)

Not applicable

Student Licensure: (If applicable)

State licensure upon successful completion of the National Physical Therapy Examination for Physical Therapist Assistants.

Curriculum

- SACS CS 3.4.10: *“The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty”*

What is the process for the development, evaluation, and improvement of the curriculum?

- 1) The Program Coordinator reviews annual data provided by the Federation of State Boards of Physical Therapy that assesses student knowledge in all content areas from the national licensing examination. This information is used to determine the overall effectiveness of the content in the curriculum/courses within the program.
- 2) The program faculty annually review the course objectives and course content for each course in the technical phase of the program to ensure all relative content is included. Course syllabi are updated as needed and when necessary forwarded to the Educational Activities Committee for approval.
- 3) Student feedback is reviewed by the program faculty as a means of determining the need for improvement to any course. This is achieved through the Student Preparedness survey completed by the student at the end of each clinical rotation as well as course evaluations from didactic courses.
- 4) Feedback from Clinical Instructors is reviewed following all clinical placement to determine student preparedness for completion of the clinical affiliation. This is achieved through the Student Preparedness survey completed by clinical instructors at the end of each clinical rotation.

How do you ensure that the number of credit hours is appropriate for your program-including general education credit hours?

The Florida State Framework is followed for guidance with the total number of credit hours for the Physical Therapist Assistant AS degree. College guidelines are adhered to for the general education requirements for the degree awarded by the college.

Adequate Facilities/Equipment/ Support Services

Describe the resources in the following areas and indicate whether or not they meet the needs of the program. Briefly describe insufficiencies in any area.

Classroom Space: 968 net square foot. This space is adequate for the number of students in the program.
Laboratory Space: 1716 net square foot. This space is adequate for the number of students in the program.
Office Space: private office space for both full time faculty members and 1 adjunct faculty member. All office space adequate.
Overall Physical Environment: In general, the space allotted to the PTA program is adequate and meets the needs of the faculty and the students.
Equipment: Equipment needs have been sufficiently met. Additional funding through grants has supplemented the program to provide additional equipment to benefit the students in the program.
Technology: The technology available meets and often exceeds the needs of the program faculty and students. The faculty consistently work to integrate the technology available to serve the students in their learning.

Describe interactions/collaborations with other college departments and programs. Briefly describe insufficiencies with collaborations.

Library: The library has served as a good resource to the students as well as the program faculty. They have also allowed program faculty to utilize their computer lab for testing purposes.
Advising: Frequent interaction with the advising staff related to questions about transfer credits, etc. for those students interested in applying to the program. The advising staff does an excellent job advising the pre-PTA students.
Admissions: Occasional interaction with the Admissions Office for assistance with student questions related to the admission process. All interactions with the admissions office have been positive.
Registration: Frequent interaction with the registration office. They have been an excellent resource for the program coordinator for questions related to registrations, overrides, etc. Have also interacted with the staff for graduation requirements, course substitutions, degree completion, etc.
Other Programs: Collaboration with the Patient Care Technician and PN programs. Program faculty guest lectured for these groups. Also collaboration with the ASDN program , demonstrating the use of the simulation lab for the PTA students. Dr. Guzman in the Anatomy & Physiology department has allowed program faculty to bring students into the cadaver lab, integrating content from the Kinesiology course.

Other: Program faculty participation in Science Olympiad. Also participate in on-campus student recruitment activities for middle and high school students.

2. Student Success

- SACS CS 3.4.1: “The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.”

- SACS Comprehensive Standard 3.3.1

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- 3.3.1.5 community/public service within its mission, if appropriate. (**Institutional Effectiveness**)

Outcomes Assessment

Community/Public Service Outcomes Assessment

Describe the community/public services your program provides. Include services provided to external customers as well as college faculty and staff. How do you assess their effectiveness? How do you use the results of assessment?

Community/Public Service	Intended Outcome Student Learning	Intended Outcome Community Service	Assessment/Effectiveness Measure/Results
In-service to clinical affiliates during the clinical rotation.	Students will: 1) Seek out opportunities for continued growth from staff and communities. (PHT 1810L Syllabus: Objective 14). 2) Demonstrate a commitment to meeting the needs of patients and	Students will provide continuing education at the clinical site at the direction of the Clinical Instructor for each of the clinical rotations.	<i>Student Learning:</i> Assessment: Student Clinical Performance Summary Measure: 100% of students participating in Clinical Experience will present a clinical in-service to the clinical staff on at least 1 of the clinical rotations. Results: During the period of 2009-2013, 100% of students presented a clinical in-service on either the first or second clinical

	<p>consumers (PHT 1801L Syllabus: Objective 30). 3) Identifies career development and lifelong learning opportunities. (PHT 1801L Syllabus: Objective 31).</p>		<p>rotation. <i>Community Service:</i> Assessment: Student Clinical Performance Summary Measure: Students will achieve no less than Needs Experience in the Communication: Healthcare Provider Education section of the assessment tool for each clinical rotation. Ratings include Excellent, Entry level, Needs Experience, Needs Improvement, and Unacceptable. Results: In the 2012 cohort, all students scored at a minimum Needs Experience. No students were rated as Needs Improvement or Unacceptable.</p>
<p>Attendance/participation in activity at the Lifestyle Enrichment Center.</p>	<p>Demonstrate the ability to recognize, respond, and adjust the effectiveness of teaching behavior/verbal cueing by analyzing patient performance during therapeutic exercise progressions.</p>		<p><i>Student Learning:</i> Assessment: Service Learning Experience Assessment Survey Measure: 100% of students will achieve a minimum score of 4 out of 5 on the survey completed by the faculty member. Results: 100% of students achieved a minimum score of 4 out of 5 on the survey completed by the faculty member in the Spring 2014 term.</p>

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			achieved a minimum score of 4 out of 5 on the survey completed by the facility clients in the Spring 2014 term.
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Student Learning Outcomes Assessment

Summarize the results of learning outcomes assessment and how the results will be used to improve learning. This can include program improvements related to results of faculty developed Learning Enhancement Plans.

<u>Learning Outcome</u>	<u>Assessment</u> <i>(Research Paper, Speech, Essay, Departmental Exam National Exam)</i>	<u>Results</u> <i>What was the actual result of the assessment?</i>	<u>Use of Results</u> <i>What strategies will you use to make changes?</i>
Mean scores of no less than 600 in all content areas of the national exam for program first time test takers	National Physical Therapy Exam for Physical Therapist Assistants: Content Area School Report	<p>Graduation year 2012- 22 students: all categories exceed 600 (low = 604.2; high= 673.6)</p> <p>Graduation year 2012- 4 students: 50% of the content areas less than 600. (low = 580.5; high = 658.5)</p> <p>Graduation year 2013-18 students: all categories exceed 600 (low =647.5; high = 683.4)</p>	<p>Continue review of individual content areas to determine the areas of weakness within the curriculum. Program changes are driven in part by these results.</p> <p>Improved scores among the 2013 test takers would indicate that the changes to the curriculum in early 2013 were effective, but this will continue to be an ongoing assessment.</p>
A minimum of 90% of clinical instructors will indicate that students were above average or superior in preparedness to effectively perform selected components of data collection and interventions by the conclusion of the clinical experience.	Program Preparedness Survey for Clinical Instructors	<p><i>Results of the 2012</i> CI Preparedness Survey: In 1/10 categories=100%; 5/10 categories=50%; 1/10 categories=33%; 1/10 categories=25%; 2/10 categories=0%. Overall, 9/10 categories indicate that students were only average in preparedness to perform selected</p>	<p>The collected data will drive the recommended changes or enhancements to the curriculum.</p> <p>Improvements in scoring noted between the 2012 and 2013 cohorts. This is likely due to changes in the format and scheduling of lab time for courses that include the interventions listed on the CI survey. Changes in format allow for more individual student remediation than in previous cohorts.</p>

		<p>interventions.</p> <p><i>Results of the 2013 survey: 1/10 categories=100%; 4 categories=90%; 2/10 categories=83%; 2/10 categories=82%; 1 category=75%. Overall, 5 of 10 categories achieved the above average or superior rating.</i></p>	
<p>On a scale of 1 (poor) to 5 (superior), 85% of students will rate the program's effectiveness in preparing them for the clinical experience as 4 (above average) or better.</p>	<p>Program Preparedness Survey for Students</p>	<p><i>Results of the 2012 Survey from PHT 1801L:</i> Of the 10 categories, scores ranged from 14% to 72% (average 54.2%). Benchmark not met in this cohort in this clinical rotation.</p> <p><i>Results of the 2012 Survey from PHT 2810L:</i> Of the 10 categories, scores ranged from 31% to 84% (average 62.5%). Benchmark not met with this cohort in this clinical rotation.</p> <p><i>Results of the 2013 Survey from PHT 1801L:</i></p>	<p>The collected data will drive the recommended changes or enhancements to the curriculum.</p> <p>Improvements in scoring noted between the 2012 and 2013 cohorts. This is likely due to changes in the format and scheduling of lab time for courses that include the interventions listed on the CI survey. Changes in format allow for more individual student remediation than in previous cohorts.</p> <p>The primary area of weakness noted on the survey is Aquatic Instruction. This area of the curriculum will be enhanced to improve these scores in the next cohort. Faculty will make every effort to secure a</p>

		<p>Of the 10 categories, 5 received scores of 4 or 5 in over 85% of the students. The remaining 5 categories ranged from 33% to 82% (average 67.2%).</p> <p><i>Results of the 2013 Survey from PHT 2810L:</i></p> <p>Of the 10 categories, 4 categories received scores of 4 or 5 in over 85% of the students. The remaining categories ranged from 37.5% to 83% (average 75.4%).</p>	<p>location where students can participate in a water exercise program.</p>
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Program Outcomes Assessment

Program Success / Completers		
Expected Results	Results	Use of Results
<p>3 year average graduation rates no less than 60% to remain compliant with Evaluative Criteria.</p>	<p>2010-2011-2012: 69/90 students (76.7%)</p> <p>2011-2012-2013: 68/85 students (80%)</p>	<p>This data is reviewed annually to determine why students are not retained from one semester to the next or do not graduate (personal vs. academic). When the data reflects academic deficiencies this will drive a review of admission requirements, selection parameters, as well as availability of student support systems (typically in the fall semester).</p>
<p>Student retention will meet or exceed 90% in the first term of Phase II indicating that the selection criteria is sufficient to meet the demands of the curriculum.</p>	<p>2012: 28 students started the Fall semester of Phase II. Of these, 3 voluntarily withdrew (10.7%); 5 failed (17.9%); 20 progressed to the spring semester (71.4%). Of the 20 students that progressed to the spring term, 100% graduated. (Data related to the 2013 graduating class)</p> <p>2013: 27 students started the Fall semester Phase II. Of these, 2 voluntarily withdrew (7.4%); 3 failed (11.1%); 22 progressed from the fall to the spring semester (81.5%). This cohort graduates in 2014. Of special note, 3 of the 5 students that were unsuccessful in the fall term were returning students from the previous cohort and readmitted without</p>	<p>Retention rates are reviewed to aid in assessing the effectiveness of the admission process and selection of students. Program faculty will continue to monitor retention as a good measure of the academic standards that are in place to select the most academically prepared students.</p>

	<p>exception. It should be noted that this cohort started with 23 new students, of which 21 progressed to the spring term (91.3%). It should be noted that of the 23 new students, only 1 failed the course work while the other student did not fail but rather withdrew early in the term. This would realistically reflect a retention rate of 95.5%</p>	
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Industry Certification/Licensure Exam Performance (If Applicable)		
Expected Results	Results	Use of Results
<p>Graduates will maintain or exceed the 3 year cumulative pass rate of 80% established by CAPTE in order to maintain compliance with Evaluative Criteria.</p>	<p>2010-2011-2012: 59/67 (88%) 2011-2012-2013: 59/68 (87%)</p>	<p>This data is reviewed annually along with content area reports from the Federation of State Boards of Physical Therapy. This data drives programmatic and curriculum/content changes.</p>

Job Placement Rates (If Applicable)		
Expected Results	Results	Use of Results
<p>The Program will maintain or exceed the 3 year cumulative employment rate established by CAPTE in order to maintain compliance with Evaluative Criteria.</p>	<p>2010-2011-2012: 96% 2011-2012-2013: 96%</p>	<p>This data is reviewed annually. This data can be used to determine if the need exists to modify the number of students accepted into the program each year.</p>

Student Recruitment (If Applicable)		
Expected Results	Results	Use of Results

Comments on program outcomes assessment:

As per the Evaluative Criteria from the Commission on Accreditation in Physical Therapy Education, the program has multiple assessments in place that occur annually, biennially, or per semester. Changes are occurring with the data collection methods in comparison to what may have been reported in previous years.

3. Qualified Faculty/Staff

List faculty/staff; indicate status - full-time/part-time, courses taught, position, and their qualifications.

Indicate the program coordinator.

<u>Name</u>	<u>FT/PT</u>	<u>Courses Taught or Position</u>	<u>Qualifications</u>	<u>Verify official credentialing documentation is on file in HR</u>
Kimberly Salyers	FT	Program Coordinator; PHT 1007, PHT 2301, PHT 1224C, PHT 2252C, PHT 2162C, PHT 2931	PTA, MA Ed	Yes, per Ms. Peggy Slocumb
Chad Caswell	FT	Academic Coordinator of Clinical Education; PHT 1175C, PHT 1200, PHT 1200L, PHT 1801L, PHT 1217, PHT 1217L, PHT 2220, PHT 2220L, PHT 2810L	DPT	Yes, per Ms. Peggy Slocumb
Jennifer Pitman	PT	Lab Assistant for PHT 1175C, PHT 1224C, PHT 1200L, PHT 1217L, PHT 2162C, PHT 2252C, PHT 2220L	PTA, BS	Yes, per Ms. Peggy Slocumb

List professional development of faculty/staff:

<u>Name</u>	<u>Professional Development, Awards, Recognition</u>
<p>Kimberly Salyers</p>	<p>Professional Development: Combined Sections Meeting of the American Physical Therapy Association, February 2012, 18 hours</p> <ul style="list-style-type: none"> • Beginning with the end in mind: Evaluating outcomes of cultural competence instruction • Fear of falling in older adults: Evidence based strategies • Maximizing patient motivation: Uncovering the hidden barriers to patient adherence (moderator) • Finding the lesson in fun: Innovative teaching strategies for the PTA • PTA Lab Practicals: A time to panic or a meaningful learning opportunity <p>Prevention of Medical Errors, August 19, 2012, 2 hours</p> <p>MPS Ultimate Pain Therapy, January 12-13, 2013, 16 hours</p> <p>Prevention of Medical Errors, August 18, 2013, 2 hours</p> <p>HIV/AIDS: A Mini-course, August 22, 2013, 1 hour</p> <p>Florida Physical Therapy Association Annual Conference, September 28-29, 2013</p> <ul style="list-style-type: none"> • Gait and Balance Standardized Assessment in Geriatric Fallers, 8.5 hours • Exercise Progression Strategies for the Knee & Shoulder: An Evidence-Based Approach, 3 hours <p>Recognition: Recognition of Advanced Proficiency in Physical Therapy Education, American Physical Therapy Association</p>
<p>Chad Caswell</p>	<p>Professional Development: Credentialed Clinical Instructor Program presented by the APTA – February 2014</p> <p>Professional Behavior in the Clinic presented by Nova Southeastern University – January 2014</p> <p>Exercise Progression Strategies for the Knee and Shoulder: An Evidence Based Approach presented at 2013 FPTA Annual Conference – September 2013</p>

	<p>Functioning, Functional Limitation, and Medicare Requirement: Translating Concepts into Action presented at 2013 FTPA Annual Conference – September 2013</p> <p>Gait and Balance Standardized Assessment in Geriatric Fallers presented at 2013 FPTA Annual Conference – September 2013</p> <p>2013 FPTA Annual Conference – September 2013</p> <p>New Faculty Development Workshop presented by the Education Section of the PTA – May 2013</p> <p>A Clinician’s Guide to the Collaborative Model of Clinical Education presented by the Department of Physical Therapy at the University of Florida – April 2013</p> <p>Item Writing and Test Development Workshop for the National Physical Therapist Assistant Examination presented by the Federation of State Boards of Physical Therapy – March 2013</p> <p>Healing of Magic presented by Kevin Spencer – February 2013</p> <p>Leading the Team: A Practical Guide to Working with PTAs presented by APTA – January 2013</p> <p>Defining Skilled Therapy: How to Document and Justify the Need for Physical Therapy presented by APTA – January 2013</p> <p>Howard H Steel Conference: Pediatric Spinal Cord Injuries and Dysfunction – November 2012</p> <p>EPI 0002 Instructional Strategies presented by Educator Preparatory Institute at Florida Gateway College – October 2012</p> <p>EPI 0001 Classroom Management presented by Educator Preparatory Institute at Florida Gateway College – September 2012</p> <p>Recognition: Credentialed Clinical Instructor, American Physical Therapy Association</p>
Jennifer Pitman	<p>Professional Development: Anatomy and Physiology of Common Sports and Overuse Injuries—November 2013</p> <p>Cultural Competency—November 2013</p>

	<p>Working with Patients with Health Problems—November 2013</p> <p>Therapeutic Strategies in Osteogenesis Imperfecta—November 2013</p> <p>Prevention of Medical Errors—November 2013</p> <p>Practical Strategies for Occupational and Physical Therapists to Strengthen Students Functional Vision and Visual Perception Skills to Increase School Success—September 2013</p> <p>Positioning Complex Bodies to Support Engagement, Performance, and Access to Assistive Technology—May 2013</p>
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Describe the faculty evaluation process:

Faculty members complete the self-assessment portion of the Faculty Evaluation; the Executive Director performs a Classroom Observation of the faculty member; the Executive Director completes their assessment of the faculty member; the faculty member and the Executive Director meet to discuss the evaluation and future plans for development.

4. Summary

Response to previous review

Summarize the status of objectives identified in the last program review.

The goals established during the last program review were intended to improve retention and graduation rates. This was to be achieved by creating lab time for students, developing focused study hall time, and developing practice/online quizzes. Upon review of the Data Analysis: Student Success reports as well as graduation rates, retention remains an issue. This is consistently evident in semester 1 of phase 2 with the PHT 1175C Functional Anatomy and Kinesiology course. Retention and graduation rates need to continue to be assessed and addressed.

List major events/accomplishments since the last program review.

Overall retention and graduation rates have improved since the last program review. Since the last review period, there has been transition within the program with the departure of the past program coordinator and the academic coordinator of clinical education. The program was placed on probationary accreditation for a short period, but all deficiencies were addressed and corrected, new program faculty and leadership have been secured, accreditation is fully reinstated.

Strengths and Weaknesses

Considering the information provided above, evaluate the program's strengths and weaknesses. Include results from student learning outcomes assessment, adequacy of facilities and equipment, qualified faculty and staff, major accomplishments, and achievement of goals and objectives.

Strengths:

1. Strong faculty team working in collaboration with one another to promote the success of the students and the program.
2. Strong curriculum that is well organized and sequenced to prepare students for clinical placement, graduation, and entry level performance as physical therapist assistants.
3. Pass rates that exceed the national benchmark.
4. Improving student preparedness noted by clinical faculty and students.

Challenges

1. A sluggish economy that impacts graduate employability.
2. Retention of students from the first term of the technical phase.
3. Maintaining adequate clinical site placements for students that do not require driving outside the service area.

What is happening external to the college (e.g., in the community, with technology, industry demand for graduates, legislation, etc.) that might affect what you do in the future as a program?

1. Changes in legislation that allow programs to open without CAPTE accreditation which in turn impacts availability of clinical sites.
2. Changes in insurance/payor limitations on physical therapy services provided by physical therapy services in some areas.
3. The U.S. Department of Labor projects 41% growth in the physical therapy profession from 2012 to 2022. This should support future enrollment in the program.
4. The American Physical Therapy Association has begun a formal process to determine the appropriateness of transitioning the PTA Associate Degree to a Bachelor's degree. A Task Force has been formed and is in the process of evaluating the strengths and weaknesses of the current level of education to determine if the need exists to advance the educational requirements.

What is happening internally at the college (e.g., changing student demographics, declining enrollment) that might affect what you do in the future as a program?

The program continues to maintain a selective enrollment with strict criteria for acceptance into the program. The program continues to see high numbers of eligible applicants, typically 2-3 times the number of available seats. In 2013 the average age of accepted students was 33; the average GPA was 3.68; 4 students have previously earned Bachelor degrees.

5. Recommendations for improvement

Based on the information in this report, briefly summarize your recommendations for improvement.

1. Continue to monitor student retention and consider revision of admission standards to seek improvement in this area.
2. Continue to monitor ultimate pass rates on the national licensing exam of recent graduates and seek to improve to no less than 90% annually.
3. Grow the area of Service Learning with additional activities incorporated into the curriculum.
4. Continue to monitor student preparedness for clinical placement through surveys to the student and the clinical site to achieve established benchmarks.

6. Future Plans

Student Learning

Student Learning Outcomes: Identify student learning outcomes for targeted assessment over the next 5 years.

<u>Learning Outcome</u>	<u>Assessment and Related Courses</u>	<u>Expected Results</u>
Success on the national licensing examination.	National Physical Therapy Licensing Examination. All courses within the program support this assessment.	At least 90% of graduating students will ultimately pass the national licensing examination.
Successful completion of the clinical portion of the program.	Student Clinical Performance Summary; Student Preparedness Survey for Clinical Instructors. All courses in the program support and lead to this achievement.	A minimum of 90% of clinical instructors will indicate that students were above average or superior in preparedness to effectively perform selected components of data collection and interventions by the conclusion of the clinical experience.
Successful completion of the didactic portion of the program.	Unit Exams, Final Exams, Lab Practical Exams; Student Preparedness Survey for Students. All courses in the program support and lead to this achievement.	On a scale of 1 (poor) to 5 (superior), 85% of students will rate the program's effectiveness in preparing them for the clinical experience as 4 (above average) or better.

Service Learning: Identify service learning projects

<u>Service Learning Activity</u>	<u>Assessment and Related Courses</u>	<u>Expected Results</u>
Provide Clinical In-service during each Clinical Experience	Student Clinical Performance Summary; PHT 1810L and PHT 2810L	100% of students will receive a score of no less than 3 (on a scale of 0 to 5) during PHT 1801L and a score of no less than 4 (on a scale of 0 to 5) during PHT 2810L.

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Volunteer at the Lifestyle Enrichment Center	Service Learning Experience Assessment Survey; PHT 2252C	100% of students will achieve a minimum score of 4 out of 5 on the survey completed by the facility clients indicating that clients were satisfied with the activities performed by the students.
Participation in a Health and Wellness Fair	To be established; tentatively for the fall term.	To be established

Action Plan

Based on the program goals and the summary of strengths and weaknesses, develop an action plan. The action plan should focus on objectives and outcomes that will improve student learning and strengthen program processes.

Action Plan

<p><u>Objectives</u> <i>What do you want to do?</i></p>	<p><u>Expected Outcome</u> <i>What do you expect to happen?</i></p>	<p><u>Assessment Measure/Standard</u> <i>How will you know if you are successful?</i></p>
<p>Improve retention from the fall semester of Phase II to the spring semester of Phase II</p>	<p>A drop in the number of students that fail a course in the fall term of Phase I.</p>	<p>Student retention will meet or exceed 90% in the first term of Phase II as evidenced by program data comparing the roster of students in the fall term to the roster of students in the spring term.</p>
<p>Improve student preparedness for the clinical portion of the program</p>	<p>An increase in self-reported and CI-reported student preparedness when students enter the clinical portion of the program.</p>	<p>On a scale of 1 (poor) to 5 (superior), 85% of students will rate the program’s effectiveness in preparing them for the clinical experience as 4 (above average) or better.</p> <p>A minimum of 90% of clinical instructors will indicate that students were above average or superior in preparedness to effectively perform selected components of data collection and interventions by the conclusion of the clinical experience.</p>
<p>Improve first time pass rates</p>	<p>An increase in the number of students that pass the licensing exam on their first attempt.</p>	<p>A minimum of 90% of students will pass the licensing exam on the first attempt.</p>

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<p>Improve 3 year cumulative ultimate pass rates</p>	<p>An increase in the ultimate pass rate annually and over 3 years.</p> <p>Ultimate pass rates will exceed the CAPTE benchmark as well as the state and national averages.</p>	<p>Annual and 3 year cumulative ultimate pass rates will achieve or exceed 95%.</p> <p>Annual ultimate pass rates will exceed the CAPTE benchmarks, the state average, and the national average.</p>
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<u>Tasks/Activities</u> <i>What are you going to do to achieve the outcome?</i>	<u>Timeline</u> <i>When will you do it?</i>	<u>Responsibility</u> <i>Who will do it?</i>
<p>Retention: continue to monitor student selection parameters for entry into the program to determine impact on student success.</p>	Ongoing	Core Faculty
<p>Retention: continue to monitor the effectiveness of the strategies that were put into action in 2013 to determine effectiveness.</p>	Ongoing	Core Faculty
<p>Student Preparedness: continue with the increased lab time/open lab time/one on one remediation during lab to ensure student preparedness for clinical placement.</p>	Ongoing	All Faculty
<p>Pass Rates: continue with early, integrated preparation for the national licensing exam. May consider HESI as a measure in addition to or instead of the PEAT.</p>	Ongoing	Core Faculty