What are the strengths of your area?: The Physical Therapist Assistant program has several strengths:

1. Graduation rate at 98% three year average from 2012-2015.
2. Pass rate on national licensing examination at 91.26% three year average from 2012-2015.
4. Faculty engagement on SLO Assessments: 100% of PTA courses in 2015-2015 assessed at least 3 SLO per course.
5. General Fund budget dedicated to PTA program was utilized to meet college and program goals.
6. PTA program successfully applied for VTEA funds to supply equipment replacement.
7. COS Foundation grants were awarded to PTA program to provide students opportunity to attend California Physical Therapy Association Legislation Day in Sacramento.
8. Strong employer support through 69 contracts and over 200 clinical instructors that provide in clinic instruction.
9. Strong participation from PTA Advisory Board; two meetings held per year.
10. PTA program aligns well with District Goals and Objectives with emphasis on student success in the classroom as well as a transition to employment.
11. Successful implementation of PT Aide certificate program. Approximately 150 students have been trained to work as a Rehab aide, which is an entry level job for students interested in the field of Physical Therapy.

What improvements are needed?:
1. Low FTE ratio of full time to adjunct at 48%. This is low as compared to other programs on campus such as Nursing, which has over 80% of the courses taught by full time faculty. The PTA depends on adjunct instructors for several of core courses.
2. Course surveys indicate some of PTA labs are overcrowded; lab space is limited and some lab courses have to be split into two sections to accommodate student/instructor ratio.
3. Faculty have expressed concern about level of critical thinking and want to develop activities into the classroom and lab activities as well as increase critical thinking level required in test questions.
4. Ongoing need to replace and update equipment in lab; primarily met through VTEA funding.
5. Faculty training for critical thinking and test writing strategies.
6. Faculty development as adjunct make transition to the classroom from the clinic.

Describe any external opportunities or challenges:
Commission on Physical Therapy Education (CAPTE) accreditation standards require that PTA programs employ a two core faculty FTE dedicated to the PTA curriculum and recommends a third FTE. The rationale for this increase is that Program Director has accreditation duties and ACCE (Academic Coordinator of Clinical Instruction) administrative duties are significant and do not allow enough time for emphasis on teaching, student success, student learning assessment. The increase in faculty will allow additional opportunity to ensure success of both individual student learning outcomes as well as overall program goals. By employing a third FTE in the PTA program, it would greatly improve our FTE ratio of full time faculty to adjunct with expertise developed in classroom engagement such as flipped classroom and active learning strategies.

Overall Outcome Achievement: All Program Level outcomes were met:
1. Pass rates on National Physical Therapy Examination at 90%; three year average is 91.26%.
2. Graduation rate at 90%: three year average is 98%.
3. Professional behaviors average above 90%: 100% of PTA 161 students were rated at entry level professional behaviors.
4. Demonstrate patient safety: 100% pass rate on critical safety measures; 100% pass rate of 2015 graduates on skill checks.
5. Successful transition to employment at 90%; three year average is 95% employment.

Changes based on outcome achievement: The PTA faculty team would like to engage in further training on how to teach and embed critical thinking activities into the classroom and lab setting. Training for faculty on test writing is also being explored through grant requests. Faculty development is the priority of the program for 2015-2016.

Outcome cycle evaluation: The assessment process for the PTA program includes SLO/PLO assessments completed each year. Additionally, course and program surveys required by our accrediting body are completed each year. Data analysis from the surveys indicate a need to implement pharmacology SLO to PTA 139; HIPAA certification to PTA 121; explore hybrid options for PTA 140 instead of guest speakers; consistent office hours of ACCE during PTA 160, 161, which is when students are off site at clinical affiliations; increase lab space for PTA 130.
Action: 2014-2015; 2015-2016  Improve FTE to adjunct ratio

Increase percent of core PTA courses taught by full time faculty to 70%. With a new PTA full time faculty FTE would increase from 48% to 70%. Program Director will be assigned 100% administrative and accreditation duties.

Implementation Timeline: 2015 - 2016
  Start Date: 09/10/2014
  Completion Date: 06/09/2015
  Status: Continued Action

Identify related An additional full time PTA faculty position would support the following Program Goals:
  course/program outcomes: 1. Students will pass the national physical therapist assistant licensure exam, after graduating from a CAPTE accredited program.
  3. Adhere to professional behaviors set by the APTA's Code of Ethics and Guideline for Conduct of the Physical Therapist Assistant. This includes maintaining CAPTE accreditation.

Person(s) Responsible (Name Jonna Schengel, PTA Program Director
  and Position):

Rationale (With supporting data): 1. The faculty growth template confirms that the PTA program has high student success rates (100% in 2011, 2012; 95% in 2013). Although we are a relatively small program with FTES at approximately 70 per year, we serve those students will only 48% of full time faculty. The efficiency of our program is low compared to other general education courses due to the external accreditation mandate, but relatively high compared to other similar health care programs such as Nursing. See attached Faculty Growth Template.
  2. The CAPTE Criterion (8A) requires that two FTE be core faculty members dedicated to the expected program outcomes of student success.

Priority: High
  Safety Issue: No
  External Mandate: Yes

Mandate Explanation: Commission on Physical Therapy Education (CAPTE) reviewed and revised the PTA criteria, it became clear that many programs staffers their programs 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 director and the clinical coordination, supervision, assessment, contract management and development and training performed by the Academic Clinical Coordinator require significant time and intensive coordination to create and maintain a successful program. When these responsibilities are coming with a full and sometimes overload teaching schedule, the success of both the program and the students are at risk. This increase in the minimum required faculty will allow all faculty additional opportunities to insure the success of both individual student learning outcomes and the overall program goals.

See CAPTE Accreditation Criteria attached in the Document section (8A, pg. 30)

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<th>Add Resource Request for Action</th>
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<tr>
<td>Resource Description</td>
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<tr>
<td>Full time faculty tenure track to teach core curriculum courses in PTA program.</td>
</tr>
</tbody>
</table>

Resource Type: Faculty- New/Replacement

Link Actions to District Objectives

District Objectives: 2013-2015
* 2013-2015: District Objective #1 - District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.
* 2013-2015: District Objective #2 - District Objective #2 for 2013-2015: Increase the percentage of faculty who use the Early Alert System to provide feedback on student progress
* 2013-2015: District Objective #7 - District Objective #7 for 2013 - 2015: Allocate resources based on an accountable and systematic District-wide planning and budget development process that links this allocation to Institutional Program Reviews and the Strategic Plan.

District Objectives: 2015-2018
* District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
* District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.
* District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.
* District Objectives - 3.2 - Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.

80% of students in PTA 121 and PTA 140 will correctly use EMR in PTA documentation.

**Implementation Timeline:** 2014 - 2015  
**Start Date:** 08/18/2014  
**Completion Date:** 05/13/2015  
**Status:** Completed

**Identify related course/program outcomes:**

PTA 121: Students will be able to recognize the roles of the Physical Therapist and the Physical Therapist Assistant, and identify supervisory requirements necessary to implement the Physical Therapist Plan of Care (POC). Access and use EMR resources to implement the POC.

PTA 140: Student will define the components of documentation, describe the importance of documentation and practice documentation techniques. Utilize EMR for daily SOAP note.

**Person(s) Responsible (Name and Position):** Jonna Schengel, PTA Program Director

**Rationale (With supporting data):** Current standard of documentation in the hospital and outpatient setting requires that students have an introductory level of experience with electronic medical records. Institution of the Affordable Care Act of 2012 requires that health care facilities to use electronic medical records.

**Priority:** Medium  
**Safety Issue:** No  
**External Mandate:** No

**Resource Description** | **Why is this resource required for this action?** | **Notes (optional)** | **Active**
--- | --- | --- | ---
No funds are being requested. |  |  | No

**Resource Type:** Technology

**Link Actions to District Objectives**

**District Objectives: 2013-2015**

* 2013-2015: District Objective #1 - District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

**Action: 2014-2015 Maintain high student success in skills labs**

PTA program will seek funding through VTEA to purchase new equipment and replace broken equipment for skills lab, specifically a hydroculator(hot pack machine); electrical stimulation for muscle re-education, and a treadmill.

**Implementation Timeline:** 2014 - 2015  
**Start Date:** 01/12/2015  
**Completion Date:** 12/01/2015  
**Status:** Completed

**Identify related course/program outcomes:** The purchase of this equipment would support the following course outcomes:

PTA 130: 1. Demonstrate competency in application of all physical agents and modalities as determined by the Physical Therapist evaluation, short and long term goals and stated expected outcomes.

PTA 152: 5. Describe the continuum of cardiac rehabilitation, including exercise programming and patient progression through cardiac rehabilitation.

The equipment would also support the PTA program goal of:

Patient Safety - students will perform all skill checks with 100% pass completion and pass rate on lab practicals.

**Person(s) Responsible (Name and Position):** Jonna Schengel, PTA Program Director

**Rationale (With supporting data):** Inventory and calibration of all PTA equipment is required for ongoing accreditation by CAPTE, criteria 8D4. This performed by the program director in July of each year. It was determined that the hydroculator and treadmill were both in non-working order. Feedback from PTA 130 faculty noted that more electrical
stimulation units are needed in skills lab, to reduce the amount of time students have to wait for equipment to be available for practice.

**Priority:** High  
**Safety Issue:** Yes  
**External Mandate:** Yes  

**Mandate Explanation:** CAPTE requires that lab equipment be in working condition and that sufficient lab equipment is available in all skills labs. See CAPTE Criteria 8D4: Equipment and materials are typical of those used in contemporary physical therapy practice, are sufficient in number and are in safe working order, and are available when needed. See attached CAPTE Accreditation Criteria attached in Documents, 7D21 pg 27; 7D22, pg. 28; 8D4, pg. 32.

**Action: 2015-2016 Strengthen Academic experiences for PTA students through Faculty Development**

Improve academic experiences for PTA students by sending one to two PTA Faculty to New Faculty Development workshop, presented by APTA to improve transition from clinic to classroom; send one faculty member to FSBPT Test Writing workshop; Critical Thinking PTA Faculty Workshop in Fall 2015/2016; faculty development in Flipped Classroom activities (VTEA Request)

**Implementation Timeline:** 2015 - 2016  
**Start Date:** 09/15/2015  
**Completion Date:** 05/01/2016  
**Status:** New Action  

**Identify related course/program outcomes:** Program Outcome #1 is to pass the NPTE examination  
Program Outcome #2 is to graduate/successfully complete the PTA program.

Each of these program goals require that ongoing faculty development be implemented to ensure that new and current faculty be trained to make the transition from the clinic to the classroom. The goal of the PTA program is to improve success rates through faculty development.

**Person(s) Responsible (Name and Position):** Jonna Schengel, PTA Program Director

**Rationale (With supporting data):** Due to the high use of adjunct faculty in the PTA program, ongoing faculty development is necessary to help ensure clinical PT/PTA are effective in classroom and lab instruction. Several adjunct faculty have requested training in critical thinking and test writing strategies as well as flipped classroom techniques. Data from Student/Program surveys, have 18% of students indicate faculty could more utilize more effective measure to student learning outcomes.

**Priority:** Medium  
**Safety Issue:** No  
**External Mandate:** Yes  

**Mandate Explanation:** Ongoing faculty development is a required component of the outside PTA accreditation by CAPTE.  
4E: Provide a recent example of faculty development activities which have been based on need of the faculty and for program improvement.  
4F: Describe and provide examples of developmental activities used by the program to address the identified need of associated faculty.

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<tbody>
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<td><strong>Resource Description</strong></td>
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</table>
| 1. Faculty development through New Faculty Development course, specific to PTA faculty.  
2. PTA Faculty Development Workshop Fall 2016.  
3. Flipped Classroom Training and Pilot program Spring 2016, Fall 2016. | Many of the PTA faculty are highly trained PT who need further faculty development to make the transition from the clinic to the classroom. Flipped classroom techniques will improve critical thinking activities in class. | | Yes |

**Resource Type:** Non-instructional equipment

**Link Actions to District Objectives**

**District Objectives: 2015-2018**

* District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.  
* District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.  
* District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.  
* District Objectives - 3.2 - Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.
Action: 2015-2016 Establish Linked Learning Pathways

Provide students a clear career pathway in the field of Physical Therapy by institutionalizing the Rehab Aide program, non-credit course/certificate course that leads to employment as an aide. Monitor students who complete the program to track how many become employed as an aide, as well as continue in the field of Physical Therapy by completing a PTA or DPT program.

Implementation Timeline: 2015 - 2016
Start Date: 07/01/2015
Completion Date: 05/01/2016
Status: New Action

Identify related PTA Program Outcome:

- **Course/Program outcomes**: 5. Successful transition to employment.

Person(s) Responsible (Name and Position):
- Jonna Schengel, PTA Program Director

Rationale (With supporting data):
This action will help the PTA program identify students who are interested in the PTA program earlier in their education so that we can link their learning to entry level jobs as an aide. Industry data indicates that most PT and PTA first worked as an aide prior to completing their degree in Physical Therapy.

Priority: Medium
Safety Issue: No
External Mandate: No

Link Actions to District Objectives

**District Objectives: 2015-2018**

- *District Objectives - 1.1 - Increase overall enrollment by 1.75% annually*
- *District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.*
- *District Objectives - 2.3 - Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.*
- *District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.*
- *District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.*

Action: 2015-2016 Increase lab space for PTA students

Improve access to adequate lab space by utilizing additional lab space for PTA 130 course, which requires 6 hours a week of lab per student.

Implementation Timeline: 2015 - 2016
Start Date: 08/17/2015
Completion Date: 01/18/2016
Status: New Action

Identify related lab space:

- Program Outcome #4. Demonstrate patient safety by 100% pass rate on critical safety measures by students performing lab skill checks.

Person(s) Responsible (Name and Position):
- Jonna Schengel, PTA Program Director

Rationale (With supporting data):
The PTA 130 course is a heavy lab course, where the student must demonstrate safety on numerous pieces of equipment such as ultrasound, electrical stimulation, iontophoresis, compression/ice units, hot packs, traction and wound care application. This type of lab course requires that students have enough physical space to set up a treatment area and implement the transfer, patient set up and treatment in a safe manner. Due to the size of POT 112, it is very difficult to accommodate all 26 PTA student and the two lab instructors. This action plan is directly related to meeting our program outcome to provide safe and sufficient lab space for instruction and student demonstration of safe skills.

For the last two years, student and faculty surveys have noted that the lab of PTA 130 is crowded and limits optimal learning. The goal of the yearly Assessment Plan is to use the data to make ongoing program improvement. On the student survey of the course, 50% of the students felt the class was disorganized to the crowded conditions in lab. Several comments on the student survey noted there was not enough lab space to practice all the modalities.

In order to comply with CAPTE Accreditation requirements, the concerns in the Assessment Plan must be addressed; see mandate explanation below for specific CAPTE Standards.

Priority: High
Safety Issue: Yes
External Mandate: Yes

Mandate Explanation: Commission on Physical Therapy Education (CAPTE) requires that the PTA program provide adequate lab space for teaching and student practice. The
Assessment Plan/survey results are considered the evidence that the issue of lab space needs to be addressed. The threshold for action was met with the 50% student response regarding the lab space. The accreditation visits and self-study materials of the PTA program will document this concern and the action plan taken by the PTA program. In order to maintain CAPTE Accreditation status, finding more lab space for PTA 130 is considered an external mandate. This is according to the Accreditation Standard 2B4: The program resources will meet current and projected needs including to but not limited to: resources, staff, space, equipment, and technology.

4N: Describe the process of how core faculty determine in which skills students are expected to be competent and safe and ready to engage in clinical education.

Link Actions to District Objectives

District Objectives: 2015-2018

* District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.
* District Objectives - 4.1 - Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.
* District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

Action: 2015-2016 Improve PTA student success via equipment for contemporary PT practice

Provide updated lab equipment needed as well as calibrate and maintain equipment in all PTA labs for safe practice by students (VTEA Request).

Implementation Timeline: 2015 - 2016
Start Date: 08/17/2015
Completion Date: 05/18/2016
Status: New Action

Identify related course/program outcomes:
Program Goal #4: Demonstrate patient safety by 100% pass rate on critical safety measure on lab skill checks.

Person(s) Responsible (Name and Position):
Jonna Schengel, PTA Program Director

Rationale (With supporting data):
From Student/Course surveys, there was feedback from students that additional equipment for PTA 130 is needed to provide students more time for practice with the modalities. VTEA funds have been used to purchase equipment for the PTA program and those funds have requested for equipment in 2015-2016.

Priority: Medium
Safety Issue: Yes
External Mandate: Yes
Mandate Explanation: In order to maintain CAPTE Accreditation, equipment must reflect contemporary PT practices, which means equipment must be purchased, maintained and calibrated to provide necessary lab experiences.

Add Resource Request for Action

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
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</thead>
<tbody>
<tr>
<td>New equipment for PT labs such as models, modalities, hi-low tables, blood pressure cuffs, oximeters, theraband, and exercise equipment.</td>
<td>Contemporary PT practice requires that labs be updated with necessary equipment to reflect the skills needed by PTA students in the clinical setting and workplace. Equipment needs ongoing replacement and updating.</td>
<td></td>
<td>Yes</td>
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</tbody>
</table>

Resource Type: Instructional equipment

Link Actions to District Objectives

District Objectives: 2015-2018

* District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
* District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.
* District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

* District Objectives - 4.1 - Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.
**Action: 2015-2016 Eliminate digital divide for PTA students**

Eliminate digital divide for PTA students by refreshing and updating the 30 ipads currently being used by second year PTA students to complete Electronic Medical Record assignments. Ipads are three years old and need to be upgraded and maintained, as warranty has expired (Above Based Budget Request). Additionally purchase 5 new ipads as replacement.

**Implementation Timeline:** 2015 - 2016  
**Start Date:** 12/15/2015  
**Completion Date:** 06/15/2016  
**Status:** New Action

**Identify related course/program outcomes:** This would allow students to complete the SLO 4.i in PTA 155. Perform accurate, thorough, complete documentation in regards to delivering and assessing patient intervention. IT also would serve to complete the CAPTE(external accreditation) Criteria 3.3.2.16 Completes thorough, accurate, logical, concise, timely, legible, documentation that follows state practice acts, practice settings and regulatory. Finally, by developing competence in electronic medical records/documentation, the program goal of achieving a successful transition from the education program to professional employment as a PTA will be met.

**Person(s) Responsible (Name and Position):** Jonna Schengel, PTA Program Director

**Rationale (With supporting data):** PTA students must meet the industry standard of utilizing electronic medical records to their documentation. To that end, teh PTA program uses WebPT, a web based Physical Therapy documentation used by several of our industry partners. It became apparent that due to lack of home computers/internet access, in other words a digital divide, that not all of the PTA students could comply with this standard. The PTA program had 30 ipads, housed in a lab, that were used 2-3 times a week to assist with lab activities. For the Fall 2015 semester, the ipads were assigned to each second year PTA student to use at home, lab, class, etc. It has been a great success as evidence by the feedback from faculty and students alike. However, due to the increase use, the ipads need to be refreshed and updated at least once a year.

**Priority:** Medium  
**Safety Issue:** No  
**External Mandate:** No

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<th>Add Resource Request for Action</th>
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<tbody>
<tr>
<td><strong>Resource Description</strong></td>
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<tr>
<td>Requesting funds to to refresh and update 30 ipads utilized by PTA program; and replace 5 ipads that no longer work.</td>
</tr>
</tbody>
</table>

**Resource Type:** Technology

**Link Actions to District Objectives**

**District Objectives: 2015-2018**

* District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.
* District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

* District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

**Action: 2015-2016 Implement use of Electronic Medical Records(EMR) in to first year cohort.**

Improve technological access so that students can complete electronic medical record assignments in the first two semesters, through the purchase of 30 ipads for the first year courses (VTEA Request).

**Implementation Timeline:** 2016 - 2017  
**Start Date:** 01/01/2016  
**Completion Date:** 09/01/2016  
**Status:** New Action
Identify related course/program outcomes: This would allow students to complete the SLO 13.a in PTA 121, Describe and utilize the physical therapy medical record; 13.g Review commonly seen documentation formats. It also would serve to complete the CAPTE (external accreditation) Criteria 3.3.2.16 Completes thorough, accurate, logical, concise, timely, legible, documentation that follows state practice acts, practice settings and regulatory. Finally, by developing competence in electronic medical records/documentation, the program goal of achieving a successful transition from the education program to professional employment as a PTA will be met.

Person(s) Responsible (Name and Position):
Jonna Schengel, PTA Program Director

Rationale (With supporting data): The use of EMR, electronic medical records, is now considered standard practice in a majority of the PT clinics in which our students work. Therefore, the earlier in the curriculum we can provide practice with the iPad/webPT for documentation, then their clinical learning environment can be focused on learning patient care skills, and less on the technical aspects of charting.

Priority: Medium
Safety Issue: No
External Mandate: No

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<tr>
<td><strong>Resource Description</strong></td>
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<tr>
<td>Requesting the one time purchase of 30 iPads to use with PTA students in first year to implement electronic medical records assignments.</td>
</tr>
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</table>

**Resource Type:** Technology

**Link Actions to District Objectives**

**District Objectives: 2015-2018**

* District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.
* District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

* District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

**Action: Training for Clinical Instructors**

Ensure that all off site clinical instructors provide students with legal and safe supervision in the clinic by providing a yearly in-service for all PTA Clinical instructors on California state laws and regulations that govern the practice of PT/PTA (Budget Augmentation - ongoing Request).

**Implementation Timeline:** 2015 - 2016
**Start Date:** 01/04/2016
**Completion Date:** 05/02/2016
**Status:** New Action

**Identify related course/program outcomes:** Training/updating all clinical instructors to ensure that PTA students practice according to the state laws and regulations meets the program outcome for professional behaviors which states that all PTA students will adhere to professional standards set by APTA Code of Ethics and State of California laws and regulations. This action also meets the CAPTE standard 3.3.2.5: PTA student must exhibits conduct that reflects practice standards that are legal, ethical and safe.

**Person(s) Responsible (Name and Position):** Tatiana Deeff, MPT

**Rationale (With supporting data):** In order to prepare and have evidence of Clinical Education faculty development, it was determined through interviews by the ACCE (Coordinator of Clinical Education) that CI needed further education and state laws and regulations. Education that CI needed further education and state laws and regulations.

**Priority:** High
**Safety Issue:** Yes
**External Mandate:** Yes

**Mandate Explanation:** CAPTE at the October 2016 will require evidence of standard 1.3.3.2 that developmental activities are provided to clinical education faculty based on need identified by clinical faculty.

**Add Resource Request for Action**
Add Resource Request for Action

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<tbody>
<tr>
<td>Clinical Instructors workshop will provided during the Spring 2015 semester to update all faculty on California state laws and regulations regarding the utilization of aides and PT/PTA optimal work scenarios.</td>
<td>Funds are need to bring a representative of the California Physical Therapy Association, Above Based Fund request for the academic who is able to present a CEU course on state year 2015-2016.</td>
<td>This action funding will be submitted to</td>
<td>Yes</td>
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<tr>
<td>Resource Type:</td>
<td>Faculty - New/Replacement</td>
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</table>

Link Actions to District Objectives

**District Objectives: 2015-2018**

- District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.
- District Objectives - 3.2 - Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.

**Action: 2015-2016 Improve student success and critical thinking skills through Curriculum mapping**

Improve the direct link for PTA student and faculty of the CAPTE standards/mandatory content through a curriculum map and test banking system (VTEA Request).

**Implementation Timeline:** 2015 - 2016

- **Start Date:** 01/01/2016
- **Completion Date:** 07/01/2016
- **Status:** New Action

**Identify related course/program outcomes:**
1. PTA 155 SLO: Student will demonstrate clinical problem solving.
2. Program Outcome: Demonstrate competency in the cognitive, psychomotor and affective domain necessary so provide physical therapy services under the direction of a Physical Therapist.

**Person(s) Responsible (Name and Position):** Jonna Schengel, PTA Program Director

**Rationale (With supporting data):**
PTA programs are required to provide linkage between course SLO and Program Outcomes to specific CAPTE standards. The most efficient way to do this is through a curriculum map. There are new products that provide a curriculum map with the new CAPTE standards uploaded. The product also provides test bank questions that are matched to the national boards. The test bank allows instructors to write and develop their own test questions and the software provides some analysis of the depth of critical thinking. The PTA faculty needs to further develop the critical thinking requirements in the PTA program to meet the new upcoming CAPTE criteria as we prepare for our Fall 2016 CAPTE Accreditation visit. This type of curriculum map and test bank would allow us to show case how our courses outcomes are linked to the program outcomes, institutional outcomes and CAPTE standards as well as link to specific assessment test questions.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Mandate Explanation:**
CAPTE Standard 6A: The comprehensive curriculum plan must be described and linked to specific learning experiences and assessments.
CAPTE Standard 6F: The curriculum plan/map includes learning objectives stated in behavioral terms that reflect breadth and depth of the course content and describes the level of student performance expected.
CAPTE Standard 7: The curriculum includes content, learning experience and student testing and evaluation processes designed to prepare student to achieve educational goals required in the field of physical therapy.

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<tbody>
<tr>
<td>Electronic curriculum map and test banking and writing software program linked to the CAPTE Accreditation Standards.</td>
<td>CAPTE Accreditation visit will be in October 2016 and a tool for curriculum mapping is necessary to link specific course SLO to CAPTE standards and assessment tools.</td>
<td>This will be a one time expense as a pilot program. Trac Dat is currently being used a make shift Curriculum map, but it is difficult to map to the CAPTE Standards and there is no test bank or assessment tools.</td>
<td>Yes</td>
</tr>
<tr>
<td>Resource Type:</td>
<td>Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
District Objectives: 2015-2018
* District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.
* District Objectives - 3.2 - Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.
* District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

Action: Ensure Accreditation status for PTA Program
Ensure that the COS PTA program maintain national accreditation through CAPTE. This allows students to graduate from a CAPTE accredited PTA program which is required in order to sit for the national licensing examination (Budget Augmentation - ongoing request).

Implementation Timeline: 2015 - 2016
Start Date: 03/01/2016
Completion Date: 07/01/2016
Status: New Action

Identify related Program Outcomes:
course/program outcomes: 1. Pass the national physical therapist assistant licensure exam; measured by an 90% pass rate on the NPTE/PTA licensing examination.
2. Achieve a successful transition from the curriculum to professional employment as a PTA; program goal is to have 90% employment rate for alumni that want to work.

Person(s) Responsible (Name and Position):
Jonna Schengel, PTA Program Director

Rationale (With supporting data): Accreditation and APTA fees have increased by $1,000 per year. The request is for there to be a budget augmentation to off set this increase in order to maintain our national accreditation status.

Priority: High
Safety Issue: No
External Mandate: Yes
Mandate Explanation: The mission of the Commission on Accreditation of Physical Therapy Education is to serve the public by establishing and applying standards that assure quality and continuous improvement in the entry-level preparation of PT/PTA that reflect the evolving nature of education, research and practice.

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<th>Add Resource Request for Action</th>
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<tbody>
<tr>
<td><strong>Resource Description</strong></td>
</tr>
<tr>
<td>Requesting an ongoing Budget Augmentation to cover CAPTE expenses and APTA dues in order to maintain accreditation status.</td>
</tr>
</tbody>
</table>

**Resource Type:**
Non-instructional equipment

Link Actions to District Objectives

District Objectives: 2015-2018
* District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
* District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.
* District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.
Prepared by: Jonna Schengel

**What are the strengths of your area?:**

The Physical Therapist Assistant program has several strengths:

1. Graduation rate at 98% three year average from 2012-2015.
2. Pass rate on national licensing examination at 91.26% three year average from 2012-2015.
4. Faculty engagement on SLO Assessments; 100% of PTA courses in 2015-2015 assessed at least 3 SLO per course.
5. General Fund budget dedicated to PTA program was utilized to meet college and program goals.
6. PTA program successfully applied for VTEA funds to supply equipment replacement.
7. COS Foundation grants were awarded to PTA program to provide students opportunity to attend California Physical Therapy Association Legislation Day in Sacramento.
8. Strong employer support through 69 contracts and over 200 clinical instructors that provide in clinic instruction.
9. Strong participation from PTA Advisory Board; two meetings held per year.
10. PTA program aligns well with District Goals and Objectives with emphasis on student success in the classroom as well as a transition to employment.
11. Successful implementation of PT Aide certificate program. Approximately 150 students have been trained to work as a Rehab aide, which is an entry level job for students interested in the field of Physical Therapy.

**What improvements are needed?:**

1. Low FTE ratio of full time to adjunct at 48%. This is low as compared to other programs on campus such as Nursing, which has over 80% of the courses taught by full time faculty. The PTA depends on adjunct instructors for several of core courses.
2. Course surveys indicate some of PTA labs are overcrowded; lab space is limited and some lab courses have to be split into two sections to accommodate student/instructor ratio.
3. Faculty have expressed concern about level of critical thinking and want to develop activities into the classroom and lab activities as well as increase critical thinking level required in test questions.
4. Ongoing need to replace and update equipment in lab; primarily met through VTEA funding.
5. Faculty training for critical thinking and test writing strategies.
6. Faculty development as adjunct make transition to the classroom from the clinic.

**Describe any external opportunities or challenges.:**

Commission on Physical Therapy Education (CAPTE) accreditation standards require that PTA programs employ a two core faculty FTE dedicated to the PTA curriculum and recommends a third FTE. The rationale for this increase is that Program Director has accreditation duties and ACCE (Academic Coordinator of Clinical Instruction) administrative duties are significant and do not allow enough time for emphasis on teaching, student success, student learning assessment. The increase in faculty will allow additional opportunity to ensure success of both individual student learning outcomes as well as overall program goals. By employing a third FTE in the PTA program, it would greatly improve our FTE ratio of full time faculty to adjunct with expertise developed in classroom engagement such as flipped classroom and active learning strategies.

**Overall Outcome Achievement:**

All Program Level outcomes were met:

1. Pass rates on National Physical Therapy Examination at 90%; three year average is 91.26%.
2. Graduation rate at 90%; three year average is 98%.
3. Professional behaviors average above 90%; 100% of PTA 161 students were rated at entry level professional behaviors.
4. Demonstrate patient safety: 100% pass rate on critical safety measures; 100% pass rate of 2015 graduates on skill checks.
5. Successful transition to employment at 90%; three year average is 95% employment.

**Changes based on outcome achievement:**

The PTA faculty team would like to engage in further training on how to teach and embed critical thinking activities into the classroom and lab setting. Training for faculty on test writing is also being explored through grant requests. Faculty development is the priority of the program for 2015-2016.

**Outcome cycle evaluation:**

The assessment process for the PTA program includes SLO/PLO assessments completed each year. Additionally, course and program surveys required by our accrediting body are completed each year. Data analysis from the surveys indicate a need to implement pharmacology SLO to PTA 139; HIPAA certification to PTA 121; explore hybrid options for PTA 140 instead of guest
Program Review - Physical Therapy Assistant - 2014-2015; 2015-2016 Improve FTE to adjunct ratio - Increase percent of core PTA courses taught by full time faculty to 70%. With a new PTA full time faculty FTE would increase from 48% to 70%. Program Director will be assigned 100% administrative and accreditation duties.

**Implementation Timeline:**
2015 - 2016

**Start Date:** 09/10/2014
**Completion Date:** 06/09/2015

**Status:** Continued Action

**Identify related course/program outcomes:**
An additional full time PTA faculty position would support the following Program Goals:
1. Students will pass the national physical therapist assistant licensure exam, after graduating from a CAPTE accredited program.
3. Adhere to professional behaviors set by the APTA’s Code of Ethics and Guideline for Conduct of the Physical Therapist Assistant. This includes maintaining CAPTE accreditation.

**Person(s) Responsible (Name and Position):** Jonna Schengel, PTA Program Director

**Rationale (With supporting data):**
1. The faculty growth template confirms that the PTA program has high student success rates (100% in 2011, 2012; 95% in 2013). Although we are a relatively small program with FTES at approximately 70 per year, we serve those students will only 48% of full time faculty. The efficiency of our program is low compared to other general education courses due to the external accreditation mandate, but relatively high compared to other similar health care programs such as Nursing. See attached Faculty Growth Template.
2. The CAPTE Criterion (8A) requires that two FTE be core faculty members dedicated to the expected program outcomes of student success.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Mandate Explanation:**

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<th>Actions</th>
<th>Add Resource Request for Action &amp; Why is this resource required for this action? / Tasks</th>
<th>Updates</th>
<th>Update on Resource Allocation Effectiveness &amp; Additional Comment</th>
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<tbody>
<tr>
<td>Resource Description:</td>
<td>Full time faculty tenure track to teach core curriculum courses in PTA program.</td>
<td>05/04/2015 - COS PTA program continues to have a 48% FTE to Adjunct ratio. Due to other faculty hiring priorities, the hiring of a full time PTA instructor was not completed. After a difficult semester of finding qualified adjunct, the COS PTA program is continuing the action of requesting to hire a full time faculty FTE to teach in the program with the goal of 70% of core courses in this accredited program should be taught by full time faculty. Current FTE to Adjunct is 48%; goal of action is to increase to 70% FTE to Adjunct ration.</td>
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<tr>
<td>Resource Type:</td>
<td>Faculty- New/Replacement</td>
<td><strong>Completed:</strong> No</td>
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<tr>
<td>Why is this resource required for this action?:</td>
<td>Resource is required in order to meet institutional goals of student success and PTA program goals of CAPTE accreditation.</td>
<td><strong>Update Year:</strong> 2014 - 2015</td>
<td>No impact on District Objectives as it was not implemented.</td>
</tr>
<tr>
<td>Cost Estimate:</td>
<td>110000</td>
<td><strong>Related Documents:</strong></td>
<td><a href="#">CAPTE 3 FTE Recommendation PR 2015.docx</a></td>
</tr>
</tbody>
</table>

09/02/2014 - PTA program did not receive allocation for a full time FTE. Adjunct now cover 8 out of 15 courses in the curriculum. Each year new adjunct have to be hired which makes consistency in the curriculum as well as SLO assessments difficult.

PTA program will continue to present the request for a FTE for the PTA program into next year's program review.

**Completed:** No

**Update Year:** 2014 - 2015
Commission on Physical Therapy Education (CAPTE) reviewed and revised the PTA criteria, it became clear that many programs staffed their programs 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 director and the clinical coordination, supervision, assessment, contract management and development and training performed by the Academic Clinical Coordinator require significant time and intensive coordination to create and maintain a successful program. When these responsibilities are coming with a full and sometimes overload teaching schedule, the success of both the program and the students are at risk. This increase in the minimum required faculty will allow all faculty additional opportunities to insure the success of both individual student learning outcomes and the overall program goals.

See CAPTE Accreditation Criteria attached in the Document section (8A, pg. 30)

Program Review - Physical Therapy Assistant - 2014-2015 Implement use of Electronic Medical Records (EMR) in PTA curriculum - 80% of students in PTA 121 and PTA 140 will correctly use EMR in PTA documentation.

**Implementation Timeline:**
2014 - 2015

**Start Date:**
08/18/2014

**Completion Date:**
05/13/2015

**Status:**
Completed

**Identify related course/program outcomes:**

**PTA 121:**
Students will be able to recognize the roles of the Physical Therapist and the Physical Therapist Assistant, and identify supervisory requirements necessary to implement the Physical Therapist Plan of Care (POC). Access and use EMR resources to implement the POC.

**PTA 140:**
Student will define the components of documentation, describe the importance of documentation and practice documentation.

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<tr>
<td></td>
<td><strong>Resource Description:</strong> No funds are being requested. <strong>Resource Type:</strong> Technology</td>
<td>05/07/2015 - PTA 121 utilized WebPT in course content. Students utilized a EMR for two assignments. However, there was not an EMR assignment in PTA 140 due to the documentation assignments from the required textbook. <strong>Completed:</strong> Yes <strong>Update Year:</strong> 2014 - 2015 <strong>Impact on District Objectives/Unit Outcomes:</strong> Ongoing VTEA funds have paid for the annual WebPT subscription. This action will allowed the PTA program to meet the District Objective of utilizing technology in the classroom.</td>
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</table>
|         | Program Review - Physical Therapy Assistant - 2014-2015 Maintain high student success in skills lab - PTA program will seek funding through VTEA to purchase new equipment and replace broken equipment for skills lab, specifically a hydroculator(hot pack machine); electrical stimulation for muscle re-education, and a treadmill. | 05/07/2015 - VTEA funds purchased a new hydroculator machine as well as replaced electrical stimulation machines for muscle re-education. The treadmill was not purchased, as there is not room for new equipment in the lab, POT 112.  
**Completed:** Yes  
**Update Year:** 2014 - 2015  
**Impact on District Objectives/Unit Outcomes:** PTA Lab made progress in meeting industry standards with updated equipment and fulfilled the District Objective to provide updated classroom and lab space for workforce development. |

**Person(s) Responsible (Name and Position):** Jonna Schengel, PTA Program Director

**Rationale (With supporting data):** Current standard of documentation in the hospital and outpatient setting requires that students have an introductory level of experience with electronic medical records. Institution of the Affordable Care Act of 2012 requires that health care facilities to use electronic medical records.

**Priority:** Medium  
**Safety Issue:** No  
**External Mandate:** No

**Implementation Timeline:**  
**Start Date:** 01/12/2015  
**Completion Date:** 12/01/2015  
**Status:** Completed

**Identify related course/program outcomes:**  
The purchase of this equipment would support the following course outcomes:  
PTA 130: 1. Demonstrate competency in application of all physical agents and modalities as determined by the Physical Therapist evaluation, short and long term goals and stated expected outcomes.  
PTA 152: 5. Describe the continuum of cardiac rehabilitation, including exercise programming and patient progression through cardiac rehabilitation.

The equipment would also support the PTA program goal of:  
Patient Safety - students will perform all skill checks with 100% pass completion and pass
rate on lab practicals.

**Person(s) Responsible (Name and Position):**
Jonna Schengel, PTA Program Director

**Rationale (With supporting data):**
Inventory and calibration of all PTA equipment is required for ongoing accreditation by CAPTE, criteria 8D4. This performed by the program director in July of each year. It was determined that the hydrocollator and treadmill were both in non-working order. Feedback from PTA 130 faculty noted that more electrical stimulation units are needed in skills lab, to reduce the amount of time students have to wait for equipment to be available for practice.

**Priority:**
High

**Safety Issue:**
Yes

**External Mandate:**
Yes

**Mandate Explanation:**
CAPTE requires that lab equipment be in working condition and that sufficient lab equipment is available in all skills labs. See CAPTE Criteria 8D4: Equipment and materials are typical of those used in contemporary physical therapy practice, are sufficient in number and are in safe working order, and are available when needed.

See attached CAPTE Accreditation Criteria attached in Documents, 7D21 pg 27; 7D22, pg. 28; 8D4, pg. 32.

**Program Review - Physical Therapy Assistant - 2015-2016 Strengthen Academic experiences for PTA students through Faculty Development - Improve academic experiences for PTA students by sending one to two PTA Faculty to New Faculty Development workshop, presented by APTA to improve transition from clinic to classroom; send one faculty member to FSBPT Test Writing workshop; Critical Thinking PTA Faculty Workshop in Fall 2015/2016; faculty development in Flipped Classroom activities (VTEA Request)

**Implementation Timeline:**
2015 - 2016

**Start Date:**
09/15/2015

**Completion Date:**
05/01/2016

**Resource Description:**
1. Faculty development through New Faculty Development course, specific to PTA faculty.
2. PTA Faculty Development Workshop Fall 2016.
3. Flipped Classroom Training and Pilot program Spring 2016, Fall 2016.

**Resource Type:**
Non-instructional equipment

**Why is this resource required for this action?:**
Many of the PTA faculty are highly trained PT who need further faculty development to make the transition from the clinic to the classroom. Flipped classroom techniques will improve critical thinking activities in class.

**Cost Estimate:**
10/21/2015 12:18 PM

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Status: New Action

Identify related course/program outcomes:
Program Outcome #1 is to pass the NPTE examination
Program Outcome #2 is to graduate/successfully complete the PTA program.
Each of these program goals require that ongoing faculty development be implemented to ensure that new and current faculty be trained to make the transition from the clinic to the classroom. The goal of the PTA program is to improve success rates through faculty development.

Person(s) Responsible (Name and Position):
Jonna Schengel, PTA Program Director

Rationale (With supporting data):  
Due to the high use of adjunct faculty in the PTA program, ongoing faculty development is necessary to help ensure clinical PT/PTA are effective in classroom and lab instruction. Several adjunct faculty have requested training in critical thinking and test writing strategies as well as flipped classroom techniques. Data from Student/Program surveys, have 18% of students indicate faculty could more utilize more effective measure to student learning outcomes.

Priority: Medium

Safety Issue: No

External Mandate: Yes

Mandate Explanation: Ongoing faculty development is a required component of the outside PTA accreditation by CAPTE.

4E: Provide a recent example of faculty development activities which have been based on need of the faculty and for program improvement.

4F: Describe and provide examples of developmental activities used by the program to address the identified need of associated faculty.

Program Review - Physical Therapy Assistant - 2015-2016 Establish Linked Learning Pathways
- Provide students a clear career pathway in the field of Physical Therapy by institutionalizing the Rehab Aide program, non-credit course/certificate course that leads to employment as an aide. Monitor students who
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<tr>
<td>Complete the program to track how many become employed as an aide, as well as continue in the field of Physical Therapy by completing a PTA or DPT program. <strong>Implementation Timeline:</strong> 2015 - 2016</td>
<td><strong>Start Date:</strong> 07/01/2015 <strong>Completion Date:</strong> 05/01/2016</td>
<td><strong>Status:</strong> New Action <strong>Identify related course/program outcomes:</strong> PTA Program Outcome: 5. Successful transition to employment. <strong>Person(s) Responsible (Name and Position):</strong> Jonna Schengel, PTA Program Director <strong>Rationale (With supporting data):</strong> This action will help the PTA program identify students who are interested in the PTA program earlier in their education so that we can link their learning to entry level jobs as an aide. Industry data indicates that most PT and PTA first worked as an aide prior to completing their degree in Physical Therapy. <strong>Priority:</strong> Medium <strong>Safety Issue:</strong> No <strong>External Mandate:</strong> No</td>
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Program Review - Physical Therapy Assistant - 2015-2016 Increase lab space for PTA students - Improve access to adequate lab space by utilizing additional lab space for PTA 130 course, which requires 6 hours a week of lab per student. **Implementation Timeline:** 2015 - 2016 | **Start Date:** 08/17/2015 **Completion Date:** 01/18/2016 | **Status:** New Action **Identify related course/program outcomes:** Program Outcome #4. Demonstrate patient safety by 100% pass rate on critical safety measures by students performing lab skill checks. |
Person(s) Responsible (Name and Position):
Jonna Schengel, PTA Program Director

Rationale (With supporting data):
The PTA 130 course is a heavy lab course, where the student must demonstrate safety on numerous pieces of equipment such as ultrasound, electrical stimulation, iontophoresis, compression/ice units, hot packs, traction and wound care application. This type of lab course requires that students have enough physical space to set up a treatment area and implement the transfer, patient set up and treatment in a safe manner. Due to the size of POT 112, it is very difficult to accommodate all 26 PTA student and the two lab instructors. This action plan is directly related to meeting our program outcome to provide safe and sufficient lab space for instruction and student demonstration of safe skills.

For the last two years, student and faculty surveys have noted that the lab of PTA 130 is crowded and limits optimal learning. The goal of the yearly Assessment Plan is to use the data to make ongoing program improvement. On the student survey of the course, 50% of the students felt the class was disorganized to the crowded conditions in lab. Several comments on the student survey noted there was not enough lab space to practice all the modalities.

In order to comply with CAPTE Accreditation requirements, the concerns in the Assessment Plan must be addressed; see mandate explanation below for specific CAPTE Standards.

Priority: High
Safety Issue: Yes
External Mandate: Yes

Mandate Explanation:
Commission on Physical Therapy Education (CAPTE) requires that the PTA program provide adequate lab space for teaching and student practice. The Assessment Plan/survey results are considered the evidence that the issue of lab space needs to be addressed. The threshold for action was met with the 50% student response regarding the lab space. The accreditation visits and self-study materials of the PTA program will...
document this concern and the action plan taken by the PTA program. In order to maintain CAPTE Accreditation status, finding more lab space for PTA 130 is considered an external mandate. This is according to the Accreditation Standard 2B4: The program resources will meet current and projected needs including to but not limited to: resources, staff, space, equipment, and technology.

4N: Describe the process of how core faculty determine in which skills students are expected to be competent and safe and ready to engage in clinical education.

Program Review - Physical Therapy Assistant - 2015-2016 Improve PTA student success via equipment for contemporary PT practice - Provide updated lab equipment needed as well as calibrate and maintain equipment in all PTA labs for safe practice by students (VTEA Request).

**Implementation Timeline:**
2015 - 2016

**Start Date:**
08/17/2015

**Completion Date:**
05/18/2016

**Status:**
New Action

**Identify related course/program outcomes:**
Program Goal #4: Demonstrate patient safety by 100% pass rate on critical safety measure on lab skill checks.

**Person(s) Responsible (Name and Position):**
Jonna Schengel, PTA Program Director

**Rationale (With supporting data):**
From Student/Course surveys, there was feedback from students that additional equipment for PTA 130 is needed to provide students more time for practice with the modalities. VTEA funds have been used to purchase equipment for the PTA program and those funds have requested for equipment in 2015-2016.

**Priority:**
Medium

**Safety Issue:**
Yes

**External Mandate:**
Yes

**Mandate Explanation:**

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<tr>
<th>Actions</th>
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<th>Update on Resource Allocation Effectiveness &amp; Additional Comment</th>
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<tbody>
<tr>
<td><strong>Resource Description:</strong></td>
<td>New equipment for PT labs such as models, modalities, hi-low tables, blood pressure cuffs, oximeters, theraband, and exercise equipment.</td>
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<tr>
<td><strong>Resource Type:</strong></td>
<td>Instructional equipment</td>
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<tr>
<td><strong>Why is this resource required for this action?:</strong></td>
<td>Contemporary PT practice requires that labs be updated with necessary equipment to reflect the skills needed by PTA students in the clinical setting and workplace. Equipment needs ongoing replacement and updating.</td>
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<td><strong>Cost Estimate:</strong></td>
<td>5000</td>
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In order to maintain CAPTE Accreditation, equipment must reflect contemporary PT practices, which means equipment must be purchased, maintained and calibrated to provide necessary lab experiences.

8D4: Equipment and materials are typical of those used in contemporary physical therapy practice, are sufficient in number, are in safe working order and are available when needed.

Program Review - Physical Therapy Assistant - 2015-2016
Eliminate digital divide for PTA students - Eliminate digital divide for PTA students by refreshing and updating the 30 ipads currently being used by second year PTA students to complete Electronic Medical Record assignments. I pads are three years old and need to be upgraded and maintained, as warranty has expired (Above Based Budget Request). Additionally purchase 5 new ipads as replacement.

Implementation Timeline:
2015 - 2016

Start Date: 12/15/2015
Completion Date: 06/15/2016
Status: New Action

Identify related course/program outcomes:
This would allow students to complete the SLO 4.1 in PTA 155, Perform accurate, thorough, complete documentation in regards to delivering and assessing patient intervention. IT also would serve to complete the CAPTE(external accreditation) Criteria 3.3.2.16 Completes thorough, accurate, logical, concise, timely, legible, documentation that follows state practice acts, practice settings and regulatory.
Finally, by developing competence in electronic medical records/documentation, the program goal of achieving a successful transition from the education program to professional employment as a PTA will be met.

Resource Description:
Requesting funds to to refresh and update 30 ipads utilized by PTA program; and replace 5 ipads that no longer work.

Resource Type:
Technology

Why is this resource required for this action?:
The funds are not within our budget to keep the ipads updated. We purchased the ipads with grant money and need above based funding to provide the money for refresh services.

Cost Estimate:
5000
uses WebPT, a web based Physical Therapy documentation used by several of our industry partners. It became apparent that due to lack of home computers/internet access, in other words a digital divide, that not all of the PTA students could comply with this standard. The PTA program had 30 ipads, housed in a lab, that were used 2-3 times a week to assist with lab activities. For the Fall 2015 semester, the ipads were assigned to each second year PTA student to use at home, lab, class, etc. It has been a great success as evidence by the feedback from faculty and students alike. However, due to the increase use, the ipads need to be refreshed and updated at least once a year.

**Program Review - Physical Therapy Assistant - 2015-2016**
- Implement use of Electronic Medical Records (EMR) in to first year cohort. - Improve technological access so that students can complete electronic medical record assignments in the first two semesters, through the purchase of 30 ipads for the first year courses (VTEA Request).

**Implementation Timeline:**
- 2016 - 2017

**Status:**
- New Action

**Identify related course/program outcomes:**
- This would allow students to complete the SLO 13.a in PTA 121, Describe and utilize the physical therapy medical record; 13.g Review commonly seen documentation formats. It also would serve to complete the CAPTE (external accreditation) Criteria 3.3.2.16 Completes thorough, accurate, logical, concise, timely, legible, documentation that follows state practice acts, practice settings and regulatory.
- Finally, by developing competence in electronic medical records/documentation, the program goal of achieving a successful transition from the education program to professional employment

**Resource Description:**
- Requesting the one time purchase of 30 ipads to use with PTA students in first year to implement electronic medical records assignments.

**Resource Type:**
- Technology

**Why is this resource required for this action?:**
- Due to the technological requirements for medical records, students need access to digitally upload their documentation for lab and clinical assignments.

**Cost Estimate:**
- 35000
**Actions**

Add Resource Request for Action & Why is this resource required for this action? / Tasks

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<th>Update on Resource Allocation Effectiveness &amp; Additional Comment</th>
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**Person(s) Responsible (Name and Position):**
Jonna Schengel, PTA Program Director

**Rationale (With supporting data):**
The use of EMR, electronic medical records, is now considered standard practice in a majority of the PT clinics in which our students work. Therefore, the earlier in the curriculum we can provide practice with the ipad/webPT for documentation, then their clinical learning environment can be focused on learning patient care skills, and less on the technical aspects of charting.

**Priority:**
Medium

**Safety Issue:**
No

**External Mandate:**
No

**Program Review - Physical Therapy Assistant - Training for Clinical Instructors - Ensure that all off site clinical instructors provide students with legal and safe supervision in the clinic by providing a yearly in-service for all PTA Clinical instructors on California state laws and regulations that govern the practice of PT/PTA (Budget Augmentation - ongoing Request).**

**Resource Description:**
Clinical Instructors workshop will provided during the Spring 2015 semester to update all faculty on California state laws and regulations regarding the utilization of aides and PT/PTA optimal work scenarios.

**Resource Type:**
Faculty- New/Replacement

**Why is this resource required for this action?:**
Funds are need to bring a representative of the California Physical Therapy Association, who is able to present a CEU course on state laws and regulations.

**Cost Estimate:**
1000

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**Person(s) Responsible (Name and Position):**
Tatiana Deeff, MPT

**Program Review - Physical Therapy Assistant - Training for Clinical Instructors - Ensure that all off site clinical instructors provide students with legal and safe supervision in the clinic by providing a yearly in-service for all PTA Clinical instructors on California state laws and regulations that govern the practice of PT/PTA (Budget Augmentation - ongoing Request).**

**Implementation Timeline:**
2015 - 2016

**Start Date:**
01/04/2016

**Completion Date:**
05/02/2016

**Status:**
New Action

**Identify related course/program outcomes:**
Training/updating all clinical instructors to ensure that PTA students practice according to the state laws and regulations meets the program outcome for professional behaviors which states that all PTA students will adhere to professional standards set by APTA Code of Ethics and State of California laws and regulations.

This action also meets the CAPTE standard 3.3.2.5: PTA student must exhibits conduct that reflects practice standards that are legal, ethical and safe.

**Person(s) Responsible (Name and Position):**
Tatiana Deeff, MPT
**Rationale (With supporting data):**
In order to prepare and have evidence of Clinical Education faculty development, it was determined through interviews by the ACCE (Coordinator of Clinical Education) that CI needed further education and state laws and regulations.

**Priority:**
High

**Safety Issue:**
Yes

**External Mandate:**
Yes

**Mandate Explanation:**
CAPTE at the October 2016 will require evidence of standard 1.3.3.2 that developmental activities are provided to clinical education faculty based on need identified by clinical faculty.

**Program Review - Physical Therapy Assistant - 2015-2016**
- Improve student success and critical thinking skills through Curriculum mapping - Improve the direct link for PTA student and faculty of the CAPTE standards/mandatory content through a curriculum map and test banking system (VTEA Request).

**Implementation Timeline:**
2015 - 2016

**Start Date:**
01/01/2016

**Completion Date:**
07/01/2016

**Status:**
New Action

**Identify related course/program outcomes:**
1. PTA 155 SLO: Student will demonstrate clinical problem solving.
2. Program Outcome: Demonstrate competency in the cognitive, psychomotor and affective domain necessary so provide physical therapy services under the direction of a Physical Therapist.

**Person(s) Responsible (Name and Position):**
Jonna Schengel, PTA Program Director

**Rationale (With supporting data):**
PTA programs are required to provide linkage between course SLO and Program Outcomes to specific CAPTE standards. The most efficient way to do this is through a curriculum map. There are new products that provide a curriculum map.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Add Resource Request for Action &amp; Why is this resource required for this action? / Tasks</th>
<th>Updates</th>
<th>Update on Resource Allocation Effectiveness &amp; Additional Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource Description:</strong></td>
<td>Electronic curriculum map and test banking and writing software program linked to the CAPTE Accreditation Standards.</td>
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<tr>
<td><strong>Resource Type:</strong></td>
<td>Technology</td>
<td></td>
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<tr>
<td><strong>Why is this resource required for this action?:</strong></td>
<td>CAPTE Accreditation visit will be in October 2016 and a tool for curriculum mapping is necessary to link specific course SLO to CAPTE standards and assessment tools.</td>
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<td><strong>Cost Estimate:</strong></td>
<td>5000</td>
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The product also provides test bank questions that are matched to the national boards. The test bank allows instructors to write and develop their own test questions and the software provides some analysis of the depth of critical thinking. The PTA faculty needs to further develop the critical thinking requirements in the PTA program to meet the new upcoming CAPTE criteria as we prepare for our Fall 2016 CAPTE Accreditation visit. This type of curriculum map and test bank would allow us to show case how our courses outcomes are linked to the program outcomes, institutional outcomes and CAPTE standards as well as link to specific assessment test questions.

**Priority:**
High

**Safety Issue:**
No

**External Mandate:**
Yes

**Mandate Explanation:**
CAPTE Standard 6A: The comprehensive curriculum plan must be described and linked to specific learning experiences and assessments.
CAPTE Standard 6F: The curriculum plan/map includes learning objectives stated in behavioral terms that reflect breadth and depth of the course content and describes the level of student performance expected.
CAPTE Standard 7: The curriculum includes content, learning experience and student testing and evaluation processes designed to prepare student to achieve educational goals required in the field of physical therapy.

**Program Review - Physical Therapy Assistant - Ensure Accreditation status for PTA Program - Ensure that the COS PTA program maintain national accreditation through CAPTE. This allows students to graduate from a CAPTE accredited PTA program which is required in order to sit for the national licensing examination (Budget Augmentation - ongoing request).**

**Implementation Timeline:**
2015 - 2016

**Resource Description:**
Requesting an ongoing Budget Augmentation to cover CAPTE expenses and APTA dues in order to maintain accreditation status.

**Resource Type:**
Non-instructional equipment

**Why is this resource required for this action?:**
CAPTE Accreditation is required so that the COS PTA students can sit for the national physical therapy licensing examination and obtain employment as a PTA. The fees have been recently increased.

**Cost Estimate:**
1000
### Actions

| Status: | New Action |

### Identify related course/program outcomes:

**Program Outcomes:**
1. Pass the national physical therapist assistant licensure exam; measured by an 90% pass rate on the NPTE/PTA licensing examination.
2. Achieve a successful transition from the curriculum to professional employment as a PTA; program goal is to have 90% employment rate for alumni that want to work.

### Person(s) Responsible (Name and Position):

Jonna Schengel, PTA Program Director

### Rationale (With supporting data):

Accreditation and APTA fees have increased by $1,000 per year. The request is for there to be a budget augmentation to off set this increase in order to maintain our national accreditation status.

### Priority:

High

### Safety Issue:

No

### External Mandate:

Yes

### Mandate Explanation:

The mission of the Commission on Accreditation of Physical Therapy Education is to serve the public by establishing and applying standards that assure quality and continuous improvement in the entry-level preparation of PT/PTA that reflect the evolving nature of education, research and practice.