

## Instructional Program Review Physical Therapist Assistant

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

PTHA.AAS Physical Therapist Assistant

2. **Department and/or Program(s) Purpose Statement:**

To provide the student with positive learning experiences within an atmosphere of academic excellence and to assure that the student acquires the knowledge, skills, and other abilities required of the entry-level physical therapist assistant to enhance the service area.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2013-2014

4. **Date of Submission:**

05/29/15

5. **Lead Person Responsible for this Program Review:**

Name: Kelly Jones  
Title: Program Director  
E-mail: kjj0504@actx.edu  
Phone Number: (806)354-6043

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

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## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

**A. Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )		X		
b. <a href="#">Completion</a>		X		
c. <a href="#">Licensure Pass Rates</a>		X		
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )		X		
e. <a href="#">Grades A-C</a>		X		
f. <a href="#">Annual Enrollment</a>		X		
g. <a href="#">Survey, Focus Group, &amp; Related Data</a>				X

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

[Annual enrollment](#)

- ii. Identify one area in which your program(s) need to most focus for the next few years.

[Employment](#)

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data		X	

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

[Management of Neurological Disorders, Rehabilitation Techniques](#)

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

**III: Institutional Initiatives****PART A – No Excuses:**

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

The program has implemented steps to focus on persistence from term-to-term and year-to-year. Ways the program has focused on this No Excuses goal include requiring students to meet with course instructors if they have failing grades at midterm, decreasing student:teacher ratios to 10:1 in labs, and decreasing accepted class size to 20 from 24.

**PART B – Strategic Planning:**

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

The program focuses on goal 1.1 to adjust instruction and services based on assessment data

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

**PART C– General Education Objectives**

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECEM](#).

(List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	PTHA 1301: Profession of Physical Therapy; PTHA 2317: Issues in Health Care; PTHA 1405: Basic Patient Care Skills, PTHA 2431: Management of Neurological Disorders, PTHA 2435: Rehabilitation Techniques, PTHA 1431: Physical Agents, PTHA 2301: Essentials of Data Collection, PTHA 1413: Functional Anatomy, PTHA 2409 Therapeutic Exercise

Critical Thinking Skills	PTHA 1405: Basic Patient Care Skills, PTHA 2431: Management of Neurological Disorders, PTHA 2435: Rehabilitation Techniques, PTHA 1431: Physical Agents, PTHA 2301: Essentials of Data Collection, PTHA 1413: Functional Anatomy, PTHA 2409: Therapeutic Exercise
Empirical & Quantitative Skills	PTHA 1160: Clinical I, PTHA 2567: Practicum I
Teamwork	PTHA 1301: Profession of Physical Therapy, PTHA 2317 Issues in Health Care
Personal Responsibility	PTHA 1301: Profession of Physical Therapy, PTHA 2317 Issues in Health Care
Social Responsibility	PTHA 1301: Profession of Physical Therapy, PTHA 2317 Issues in Health Care
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Program faculty reviewed all objectives for all courses. Only one section of each lecture is taught each year, same faculty generally teach the same course.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	N/A
Embedded Questions	N/A
Licensure Exam	PTHA 2317: Issues in Health Care
Portfolios	PTHA 1301: Profession of Physical Therapy
Projects/Essays	PTHA 2409: Therapeutic Exercise
Testing (i.e. course-based testing; finals)	PTHA 1301: Profession of Physical Therapy; PTHA 2317: Issues in Health Care; PTHA 1405: Basic Patient Care Skills, PTHA 2431: Management of Neurological Disorders, PTHA 2435: Rehabilitation Techniques, PTHA 1431: Physical Agents, PTHA 2301: Essentials of Data Collection, PTHA 1413: Functional Anatomy, PTHA 2409 Therapeutic Exercise
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

Decreased the student:instructor ratio in all lab courses to improve student learning. Implemented policies to require students to create a success plan with course instructor if midterm grade is not passing.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your

colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Critical reading and thinking is implemented through utilization of case studies and fact sheets in PTHA 2431: Management of Neurological Disorders and PTHA 2435: Rehabilitation Techniques. Students were required to create a fact sheet for a given diagnosis. Fact sheets were then used to facilitate classroom discussion or answer questions. Case studies require students to create 30-minute treatment sessions for patients with given diagnoses and to post their treatments online. Students are then required to critique other students to make sure treatments are factually based.

**PART D: Curriculum Assessment - Program Outcomes:**

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

Increase student retention in the PTA program

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

70% of a given cohort will graduate from the PTA program in an expected timeframe.

3. Identify your results and analyze your data.

80% of the cohort entering in the fall of 2012 graduated in May 2014 – goal met.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

All course objectives/assignments have been reviewed to maximize student success.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

#### ***IV: Conclusions***

- 1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?**

We have decreased the student/instructor ratio for lab courses.

- 2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?**

The Education Section of the American Physical Therapy Association hosts educational opportunities to learn about issues important in physical therapy education. The PTA Alliance is a bi-annual gathering of PTA program directors throughout the state to discuss current issues in Texas PTA education.

- 3. What is the biggest issue/obstacle that your program currently faces?**  
**Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.**

Maintaining compliance with CAPTE standards requiring 90% employment and 60% retention to maintain accreditation.

- 4. Additional Comments Pertinent to this Review (Not Required):**