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Program Review
Form for External Review Committee

Instructional

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Form ID
68
Division
Allied Health
Department
Physical Therapist Assistant
Program
Physical Therapist Assistant
Review Year
2007-2008
Member Names
Division Overview
<u>Program/Department Purpose</u>
State the purpose of the program/department. How is this purpose within the mission of Amarillo College?
According to its mission statement, Amarillo College is dedicated to providing "educational,

cultural, and community services and resources to enhance the quality of life for the diverse population in the service area." In keeping with the mission of Amarillo College, the Physical Therapist Assistant Program has a mission "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."

**Does the answer include a purpose statement for the program/department?
Does the answer indicate how this program/department is within the mission of Amarillo College?**

Acceptable

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

The program's purpose statement was last revised by faculty in the PTA program in 2005 in preparation for the accreditation self-study report. The statement was formally reviewed by the Commission on Accreditation in Physical

Therapy Education on-site review team in October 2005.

Does the answer indicate the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?

Acceptable

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

The Physical Therapist Assistant program does not offer continuing education credits.

Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?

Acceptable

Does the program have admissions policies?

yes

Where are the policies published?

Admission policies are published on-line on the Physical Therapist Assistant website. Admission policies are also available in the Physical Therapist Assistant program packet and the student handbook.

Are all the locations where the policies are published included in the answer?

Acceptable

Suggestion: put a hyper link to the admission policies

Explain how these policies are consistent with the mission of Amarillo College.

By allowing all students to take prerequisite coursework during the application process and by utilizing only GPA information from prerequisite coursework, the PTA admissions are designed to be fair and equitable to all applicants.

In addition, the total application score is comprised of objective data (GPA in prerequisite coursework, score on standardized health occupation test by Keystone, volunteer/work experience, and student success course). The only subjective component of admissions is the interview which is used as a tie-breaker. The objectivity in the admissions policies is designed

to create opportunity for admission for a diverse population of students.

Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?

Acceptable

Is the program/department accredited?

yes

Which agencies or organizations accredit the department/program?

The Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education.

Are the complete names of the agencies or organizations which accredit the department/program cited?

Acceptable

Suggestion: link to the accrediting agency

How many years are in the accreditation cycle?

10

How many years are in the accreditation cycle?

Acceptable

When were the accreditations affirmed or

granted?

Accreditation was originally granted in 1983 and most recently reaffirmed in 2006.

When were the accreditations affirmed or granted?

Acceptable

What is the current status of the accreditation?

Accredited

Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?

Acceptable

If not required, is the program eligible for accreditation?

Acceptable

Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?

Acceptable

Is this program/discipline required to receive approval from an external agency or organization

(other than the Texas Higher Education Coordinating Board) in order to offer courses?

no

Identify the external approver(s) for the department/program.

IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?

Acceptable

What approval schedule is required by the external approver(s)?

Was the approval schedule required by the external approver(s) identified?

Acceptable

When did the program/department last receive approval?

When did the program/department last receive approval?

Acceptable

Is the reason why the program/department

is required to receive this approval clear?

Acceptable

Improvements

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years

PET forms for the last five years have gathered data on the first-time pass rate for the licensure exam. The pass rate for 2003-2004 was 60%, 2004-2005 was 60%, 2005-2006 was 89.5%, 2006-2007 was 84.6%, and 2007-2008 was 92.3%. Improvements in the licensure pass rate are partially due to revisions made in testing policies as well as increased academic preparation for the licensure exam.

To help improve licensure pass rates, the program director attended the Federation of State Boards of Physical Therapy Item Writer Convention to gain knowledge about construction of the licensure examination.

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions.

Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

Acceptable

Suggestion: link to PET form

Identify at least one example of improvements/revisions which resulted from the last Program Review.

Suggestions for improvement from the last Program Review primarily included forming a partnership with Texas Tech to establish a bridge program between the PTA and PT programs. Unfortunately, this suggestion has not been deemed feasible since Texas Tech has recently changed its format to offer an entry-level doctorate in physical therapy.

After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.

Acceptable

Identify all the delivery approaches used for

courses within this program/department: (Select all that apply.)

traditional classroom,

After reviewing all delivery approaches for courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?

Traditional classroom

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

During the fall 2007 semester, the Physical Therapist Assistant program established a learning community pairing PTHA 1201: The Profession of Physical Therapy with the Student Success course. This learning community works towards two goals of the Strategic Plan: 1.1.2. Align instructional mediums to engage student learners and 3.2 Increase the retention of first-time college students.

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?

Acceptable

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Original program outcomes were determined by the previous program director, Ed Hankard. Kelly Jones, current program director, has assumed the responsibility for determining processes used for assessment for the Physical Therapist Assistant Program in compliance with criteria established by the Commission on Accreditation in Physical Therapy Education.

Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?

Acceptable

Concern

Editing note- could not remove the concern button

Explain the primary reasons behind the

competencies that were selected.

Consistency with the stated goals and objectives of the PTA program is the primary reason for selecting the following competencies:

1. Provide comprehensive understanding of introductory Physical Therapist Assistant knowledge
2. Demonstrate understanding/retention of information learned in Physical Therapist Assistant program
3. Program graduates will be employed as licensed Physical Therapist Assistants one year after graduation

Do the selected competencies appear to be valid?

Acceptable

Identify the primary reasons for the assessment tool(s) selected.

The first-time licensure exam pass rate was used to measure the first competency "provide comprehensive understanding of introductory Physical Therapist Assistant knowledge" because it is the most representative tool of the student's understanding of entry-level PTA knowledge.

The first-time pass rate for the Physical Therapist Assistant comprehensive program final was used to measure the second competency "Students will demonstrate understanding/retention of information learned in the Physical Therapist Assistant Program" because it is a tool created by the program to specifically test information covered in the PTA coursework.

The employment rate for new graduates was used to measure the third competency "Program graduates will be employed as licensed physical therapist assistants one year after graduation" because it is the only tool to examine this criteria.

Will the assessment tool(s) selected provide valid and reliable results?

Acceptable

Evaluate the assessment approaches to date.

In addition to PET forms, the Commission on Accreditation in Physical Therapy Education also mandates several additional assessment tools. Many of these items are reported to the Commission in the Annual Accreditation Report while others are collected until the time of the next self-study. Since several of these tools were created in response to the last on-site visit, they

are just now in the implementation phase and it is almost impossible, at this point, to evaluate their effectiveness.

Will the assessment approaches(s) selected provide valid and reliable results?

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

First-time pass rate on the licensure exam has steadily improved the last three years from the 60% pass rate in 2003 and 2004. However, there has been no significant improvement noted in the program comprehensive final throughout the five year period. Employment of new graduates has remained consistently high throughout the five year period. Basically, all licensed graduates have been able to obtain employment.

Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.

Acceptable

What changes have been made in the curricula of the program/department because of the analysis of these results?

We have made several changes to improve the first-time pass rate on the licensure exam including classroom assignment changes, the addition of comprehensive assignments in each semester of the PTA program, and the previously mentioned Item-Writers' workshop attended by the Program Director.

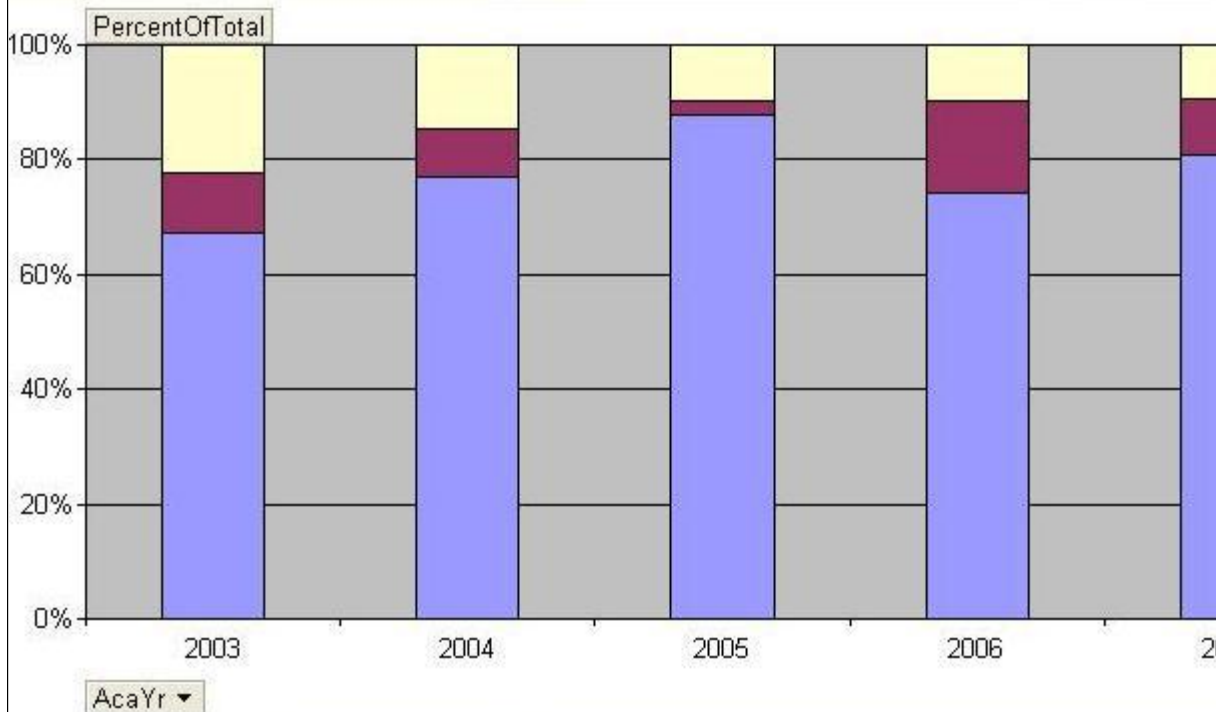
New items including weekly reviews of content have been implemented during the Spring 2008 semester in an attempt to improve the first-time pass rate for the PTA program comprehensive final.

Although employment rates have been high, increasing numbers of graduates may decrease the available job opportunities in this region. We have tried to be proactive in providing more recruitment opportunities for recruiters.

Have any changes been made in the curricula because of the analysis of these results?

Acceptable

Review the five-year graph(s) of course completions for the program/department. Explain any increase or decrease that is more than a one-year anomaly.



PivotTable1				
DT_DEPT	TermType	AcaYrs		
PTHA	Fall	All		
		GradeCatg		
		A-C	AU-W	D-F
		+	+	+
		-	-	-
AcaYr		PercentOfTotal	PercentOfTotal	PercentOfTotal
2003	+	39	6	13
2003	-			
2004	+	74	8	14
2004	-			
2005	+	128	4	14
2005	-			
2006	+	120	26	16
2006	-			
2007	+	113	14	13
2007	-			
Grand Total	+	474	58	70
Grand Total	-			
		Grand Total		
		474	58	70
		602		

The graph is reflective of increases in student enrollment as dictated by local demand.

Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

Will the plan of action likely improve the number of course completers?

Unacceptable

No plan of action identified

Does the program/department provide for alternative methods of awarding credit?

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?

Acceptable

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (see Catalog section entitled Degrees and Certificates: General Education Competencies).

Admission requirements - specific to the PTA program in agreement with the admission policies of the college and similar to other Allied Health programs.

Completion of the curriculum for the major and degree including sixty semester hours, general education requirements as specified, and completion of course competencies as established in the syllabus.

Minimum GPA of 2.0.

Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?

Acceptable

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

Admission criteria are assessed annually during completion of the Annual Accreditation Report for the Commission on Accreditation in Physical Therapy Education.

The Registrar's Office determines whether the student has met requirements for completion of the major and degree as well as GPA requirements. Course competencies are assessed through the first-time pass rate on the licensure exam as well as employer and new grad surveys.

Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate? Have links to documentation which verify the assessment results been included?

Acceptable

Concern

No links

Outline a plan for correcting any weaknesses.

If assessment results and analysis are included, is there a plan for correcting any weaknesses included?

Unacceptable

No weaknesses or areas for improvement are identified

Do students/graduates in this program/department have to be certified or licensed?

yes

Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.

The first-time licensure pass rates for 2003 and 2004 are both 60%. In both years, only 5 students took the licensure exam and 2 failed the exam on the first attempt. Even though these results are not statistically significant since they are based on such a low number of graduates, the program deliberately changed its focus to improve future results. At this point, the improvements appear to be effective and the pass-rate has gradually improved.

Provide a plan of action for the identified problem.

At this time, a problem has not been noted in either the licensure results or with job

placement.

IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?

Acceptable

Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?

Acceptable

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department

included an explanation of the job placement success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)?

Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

There is no increase or decrease that is more than a one-year anomaly in job placements for the Physical Therapist Assistant program. All graduates who have passed the licensure exam have been employed.

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)? If not, what is missing?

No problem with job placement has been identified at this time.

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years?

Is the analysis of any increase or decrease that is more than a one-year anomaly

accurate?

Acceptable

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?

Acceptable

Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

yes

Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to:

Provide an analysis of the review.

Contracts were reviewed by the Commission on Accreditation in Physical Therapy Education on-site team in 2005. At this time, the PTA program was advised to add subsequent information to the contract regarding responsibilities of the institution and clinical facility for the evaluation

of students or a provision for student access to emergency and other health services. At this point, we are providing an addendum containing this information to clinical sites, but would really find it beneficial if the Allied Health contracts were officially revised to include this information.

If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?

Unacceptable

Has the information been added to the contracts?
What is the review schedule?

How many curricula changes were approved by the Academic Affairs Committee during the past five years?

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?

Except for proposals based on changes to WECM courses, all steps in the curricula change process were faculty-generated.

Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty? Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?

Acceptable

Concern

Is there documentation supporting the faculty involvement?

Is any program within the department a technical program (e.g. AAS or certificate)?

yes

When was the last Advisory Committee meeting?

November 16, 2007

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

<http://www.actx.edu/archives/index.php?module=article&view=38>

Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

The link to committee membership for the advisory committee members is

<http://www.actx.edu/archives/files/uplink/AlliedHealthAdvisorycommitteesmembership20072008.pdf> .

If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?

Acceptable

Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on

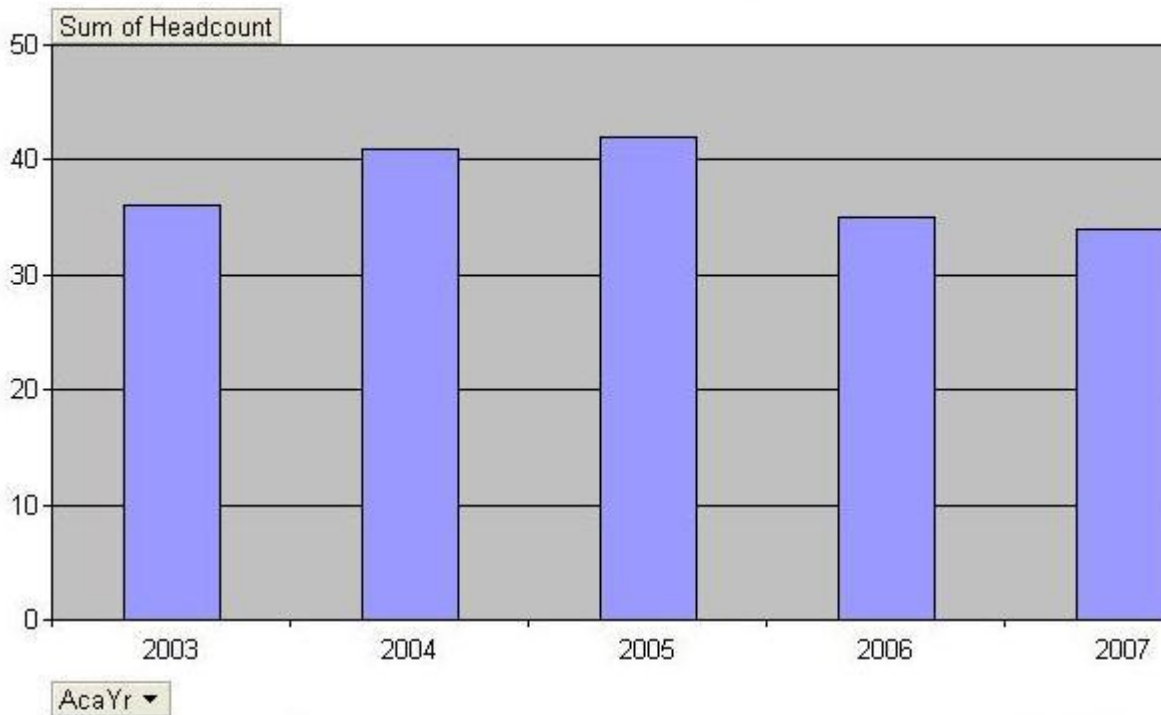
curricula? If not, what changes are recommended to the program/department?

Acceptable

Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.

If so, provide the faculty and staff analysis of their assessment of the problem.



PivotTable1			
DT_DEPT	TermType	AcaYrs	PROGRAM
PTHA	Fall	All	Excluding: PTHA.AAS
Drop Column Fields Here			
AcaYr	Sum of Headcount		
2003			36
2004			41
2005			42
2006			35
2007			34
Grand Total			188

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?

Acceptable

Create an action plan for needed improvement

and commendation for any dramatic improvement.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?

Acceptable

Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?

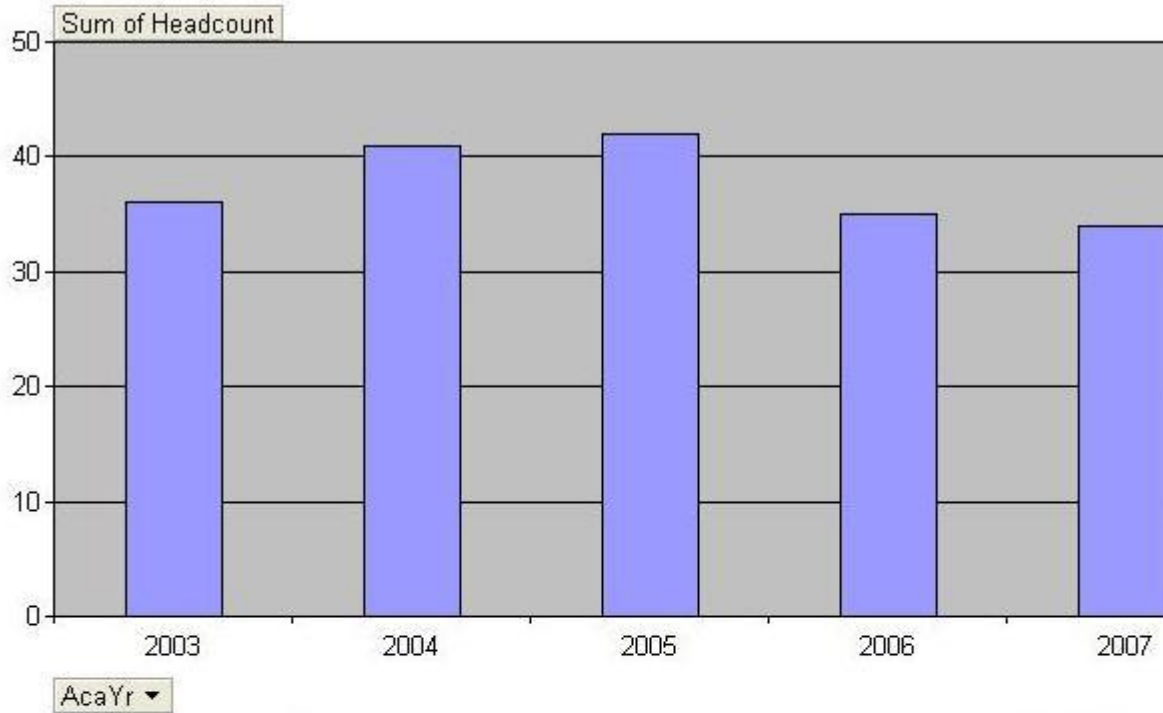
Acceptable

For programs/departments with majors, review the graphs of program majors and the number of new majors by year.

Provide an analysis of the program's/department's faculty and staff assessment of the problem and an action plan for needed improvement and commendation for any dramatic improvement.

A slight decline is noted in the number of new majors during the same period the division did not have a divisional advisor to assist with

advising students.



PivotTable1			
DT_DEPT ▼	TermType ▼	AcaYrs ▼	PROGRAM ▼
PTHA	Fall	All	Excluding: PTHA.AAS
Drop Column Fields Here			
AcaYr ▼	Sum of Headcount		
2003	+	-	36
2004	+	-	41
2005	+	-	42
2006	+	-	35
2007	+	-	34
Grand Total	+	-	188

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem

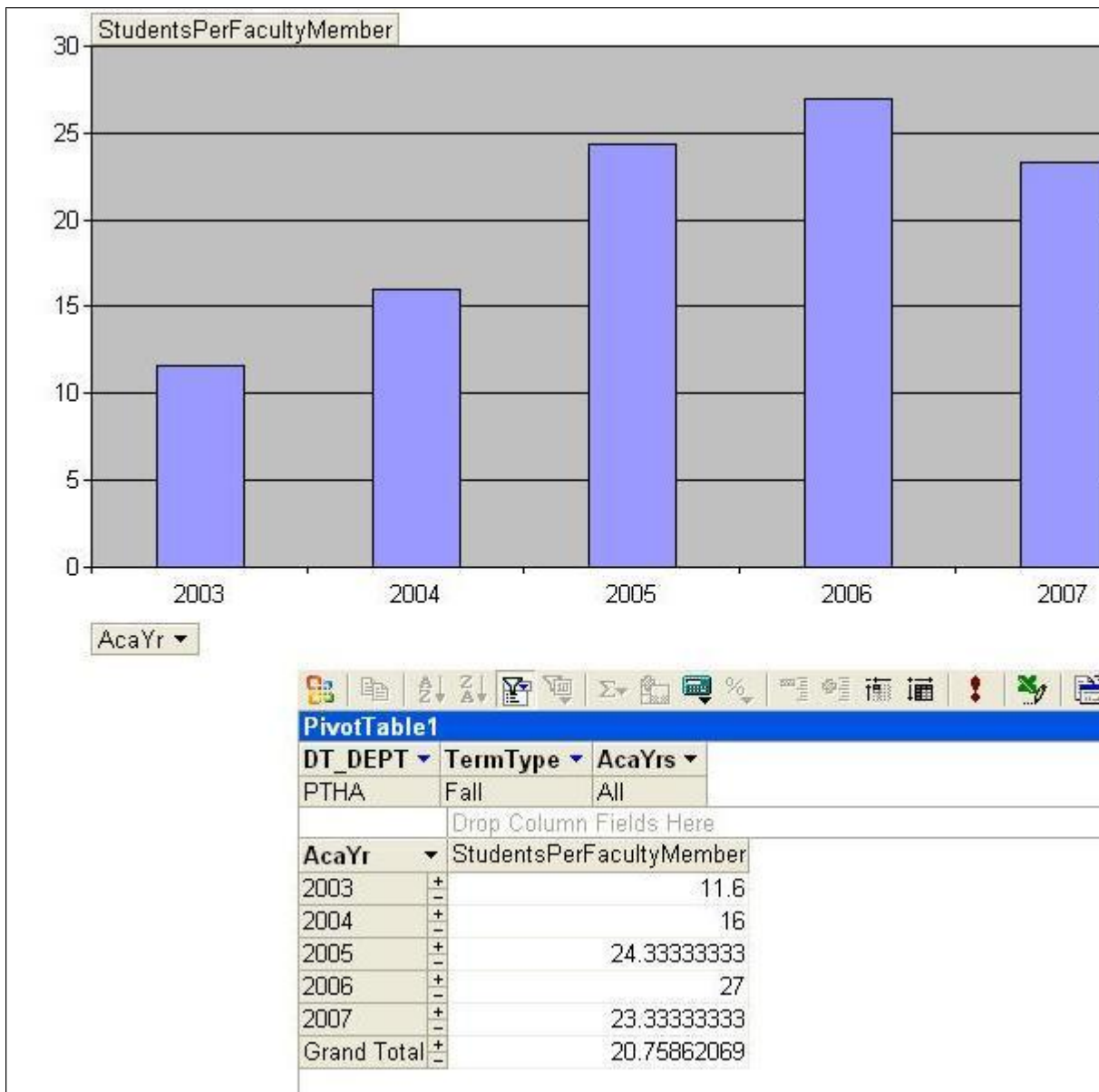
addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?

Acceptable

Resources

Review the five-year graph(s) of the student-to-faculty ratio in the program/department. Explain any increase or decrease that is more than a one-year anomaly.

Student to faculty ratio is within CAPTE guidelines. In all lab courses, the program has a 1:16 ratio per accreditation standards.



Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?

Acceptable

Provide an action plan for improvement of any identified problem.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?

Acceptable

In the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty), review the credentials of each full-time and part-time faculty member within the program/department. If any faculty member does not meet the SACS and THECB requirements, evaluate whether additional documentation is significant to grant an exemption.

Rena Hutches does not currently have a Bachelor's degree; however, has been taking courses towards a Bachelors. She currently has a degree plan through ENMU and anticipates graduation in 2009.

Identify any faculty teaching a transfer course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for [Roster of Instructional Staff](#) (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

Acceptable

Concern

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

Kelly Jones March 2007

Rena Hutches March 2006

If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.

Acceptable

Concern

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

No part-time faculty employed by the PTA program.

If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned [Roster of Instructional Staff](#) (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.

Acceptable

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as "full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion." Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?

no

If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.

Acceptable

Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply.)

Classroom instruction Electronic journals

Does it appear that the library

collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?

Acceptable

Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

The reserve collection for physical therapy textbooks is out-of-date and could use an updated list of titles. The library could also look into providing more online reference books for use by the students.

Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Acceptable

Does your program/department have discipline accreditation?

yes

How has the library participated in this discipline's accreditation?

The library staff provided a listing of all physical-

therapy related titles for the self-study report. In addition, library staff met with the on-site review team to discuss library availability. Library services were deemed sufficient for the needs of the PTA program at the 2005 on-site visit.

Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?

Acceptable

After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

Students utilize computerized testing in the computer lab for several major exams and also generate computerized home exercise programs. However, many physical therapy facilities are beginning to utilize computerized documentation. Upgraded computers in the PTA lab or handheld devices such as PDA's might be beneficial for training students to utilize documentation software efficiently.

Does the program's/department's assessment of strengths and weaknesses

include ways to improve both students' access to & training in the use of technology?

Acceptable

What improvements would ensure that students use technology?

To ensure technology usage, the PTA program may need to consider offering more hybrid courses with on-line lecture components. In addition, if documentation software became available, the faculty could mandate its usage in lab simulations.

Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?

Acceptable

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

yes

What changes need to be made to prevent violations of this nature?

Although we try to ensure security of student information/confidentiality, there are times when student information must be divulged to clinical sites in the interest of student safety/clinic fairness. The only way we currently are able to minimize violations of FERPA, is to obtain student consent to release the information (i.e. student in 3rd trimester or that a student has epileptic seizures). It would be very beneficial to have legal guidance regarding the best way to handle this type of conflict.

After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.

Acceptable

Concern

What changes need to be made to prevent violations of this nature?

Unacceptable

No changes documented

Which support services need to be strengthened to better serve students in this program/department?

Prior to January 2008, the division has not had an advisor since 2006 to assist students who declare PTHA as a major. In addition, counseling services have not been available on-campus to PTHA majors.

Explain what aspects of the services need to be strengthened.

Students who declare the physical therapist assistant or pre-physical therapy majors are immediately sent to the West Campus without appointments. We may or may not be available to meet with them depending on class schedules. Often, these students have additional questions regarding financial aid/housing/registrar information and may have to return to Washington Street for help. Student services would be better strengthened if students were offered better preliminary screening for their needs rather than just immediately routed to the West Campus and if appointment scheduling software were purchased by the college.

Do the Self-Study recommendations of this program/department for support services

that need to be improved appear to be valid?

Acceptable
Concern

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

Prior to January 2008, the lack of counseling services for Allied Health students has posed a risk to student safety. In addition, the West Campus has not had police officers stationed full-time at the campus which poses a great risk to faculty and staff.

The Allied Health building is not in compliance with ADA standards regarding accessible entrances which can prevent a healthy/safe environment for students/faculty/staff with disabilities.

Also, there is no way of knowing if and when desks/chairs in classrooms have last been cleaned which could easily allow for germ transmission between students.

Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid?

Are any of these recommendation(s) more significant and/or urgent?

Acceptable

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

With 24 students plus the potential for returning students from previous class years, it is becoming increasingly difficult to place students in varied part-time clinical rotation sites in Amarillo and Canyon with the current scheduling format. The program is investigating alternative scheduling of clinical sites (i.e currently students perform Wednesday afternoon clinicals but we are looking to see if this can be changed to Wed afternoon and Friday morning).

Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?

Acceptable

Budget

Which program/department outcomes have resulted in budget requests to date?

The outcome linked to a budget request at this point has been the travel request so that the program director could attend the Item Writer's Convention in an attempt to improve first-time licensure pass rates.

Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?

Acceptable

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes.

The program's strategic initiative for the next five years are:

1. Increase student retention to >80%
2. Maintain first-time licensure pass rate >90%
3. Maintain new graduate employment rates >90%

Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's

outcomes? If not, what appears to be blocking this program/department from accomplishing this?

Acceptable

Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

yes

If no, explain what is inaccurate.

IF the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?

Acceptable

Concern

No links to the advertisements

IF anything appears to be inaccurate, identify the apparent violation.

Does the program/department publish any

documents (electronic or paper) with references to SACS accreditation?

no

Are the references in compliance with SACS approved statement?

Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).

Acceptable

IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the

problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

Acceptable

Other

State any additional comments/concerns which may impact this program/department during the next five years.

Since Physical Therapy programs are moving to entry-level doctorate programs, there is some discussion at the National level about moving PTA programs to the bachelor's degree. At the present time, no official moves have been made by the accrediting agent to move to the Bachelor's level; however, this is a concern which would dramatically impact the program.

IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.

Acceptable