**Sinclair Community College - Continuous Improvement Annual Update 2011-12**

**Program:** Physical Therapist Assistant

**Section I: Trend Data**

* 1. **Program Trend Data– Please include the three most recent years of data in each area so that trends may be examined.**

**Course Success Rates:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **2009-2010** | **2010-2011** | **2011-2012** |
| PTA 106 –Intro course-prerequisite | 64% | 63%^ | 57% |
| PTA 116- First Qtr. | 88% | 82% | 68% |
| PTA 238-Senior course-summative assessment prior to first clinical | 91% | 100% | 100% |

**Retention: Cohort**

|  |  |  |
| --- | --- | --- |
| **2007-2009** | **2008-2010-** | **2009-2011** |
| **21 of 33= 64%** | **24 of 35= 69%** | **25 of 33= 76%** |

**Passage of National and State licensing Exams**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2007-2009** | **2008-2010** | **2009-2011** |
| **First time taken** | **86%** | **80%** | **88%** |
| **Multiple Attempts** | **1-passed**  **2-retaken-no passing** | **2 passed**  **2 retaken-no passing** | **1-passed**  **2-pending retakes** |
| **Never Taken** |  | **1** |  |
| **Overall Passage**  **SCC/State/US** | **90%/88%/79%** | **86%/81%/82%** | **92%/pending/pending** |

* 1. **Interpretation and Analysis of Trend Data Included in the Section Above *Suggestions of questions that might be addressed in this section:***

**What trends do you see in the above data?**

***Course Section Rates****:*

The PTA 106 class is the introduction class and prerequisite for the program and has a consistent low retention rate.

PTA 116 is the first quarter of the program and we have seen more students walking away and withdrawing as well as failing.

PTA 238 is the course with summative assessment prior to the first clinical experience in the Fall of the second year. Students have consistently either passed or been remediated with an Incomplete in order to assure they are prepared for the clinical experience.

***Retention:***

There has been a consistent trend to have attrition below the benchmark set by the Commission for Accreditation of Physical Therapy Education (CAPTE), the accrediting body for the program. The expectation is that 75% for a three year average is acceptable.

***Passage of National and State Licensing Exam***:

The three year trend has been to have students delay taking the examination for two to three months post graduation, which is resulting in a decline in the first time passage rate. In addition there is a new trend for students to fail and not retake, and in one instance, never take the exams or delay over a year.

**Are there internal or external factors that account for these trends?**

***Internal Factors:***

Data reflects students coming toward the program with expectations of completing a degree that will give them a technical skill with job availability and pay equal to work they have previously held. Their experiences with other coursework in preparation for admission does not provide the skill sets of problem solving and critical thinking required in the program.

Testing continues to be difficult because it is the student’s first experience with comprehensive examinations.

The inflexibility of the program course scheduling and limit to a class only being offered in sequence contributes to the trend in attrition.

Students do not come into the program prepared to come to class to contribute and work at a speed that is required to be successful.

***External Factors:***

Recent downsizing and job loss has been primary reason for choosing a ‘health care career’. Skills from most non-healthcare jobs do not prepare the student to learn in an environment requiring independent study skills, oral and written communication skills or time management.

There is often a misrepresentation of the profession with emphasis on the sports and orthopedic out-patient practice environment which is appealing to many students. They are not prepared to learn the realities of dealing with geriatric patients in a wide variety of practice environments. This information is emphasized in the PTA 106 intro class and does account for some of the attrition with that class, once students are informed.

The delay in taking the licensing exams has increased with the cost of the tests, including fees for the testing center as well criminal background check being $700. Many students also must return to work in order to earn the money for the testing.

The majority of students not being successful in the program in the PTA 116 class have been unable to decrease their work responsibilities lower than 20 hours per week.

There are currently changes occurring with Medicare reimbursement for Medicare which will adversely affect the employment of PTA’s in the future. Students become aware of this very quickly and it will have additional impact on all course outcomes related to recruitment and retention of appropriate students.

**What are the implications for the program or department?**

Students share information regarding their experience with the program, which has continued to give the program a negative image. The waiting list for entering the program has been two years once a student completes the prerequisites. Many students delay completing the prerequisites by taking courses which will fit with their work schedules. This may delay their completion up to 3-4 years from the time they enter the college.

The review of transcripts also indicates that students rarely take two difficult courses in one quarter. Once in the program, all coursework is demanding and requires the student’s time management, reading and communication to be above average.

The admission process has been open admission on first come first served basis, with no consideration of success in the science core of the prerequisites or the general education requirements.

**What actions have the department taken that have influenced these trends?**

The PTA 106 class includes video interview information from graduates about the rigor and expectation of program and their suggestion for success. Additional student videos will be added with the semester conversion to include seniors discussing the clinical experience.

The faculty advisors have required self-assessment of ten professional behaviors on a quarterly basis with each student. Those behaviors reflect the work behaviors required in most professions, but are difficult for the adult student who has been successful in their previous jobs. The behaviors have been redesigned to include a rubric with benchmark behaviors for beginning, intermediate, advance and entry-level clinician in:

Communication,

Interpersonal Skills,

Commitment to Learning,

Effective Use of Time and Resources.

Problem Solving,

Critical thinking,

Professionalism

Responsibility,

Stress Management.

Use of constructive Feedback.

The PT profession also requires the use of value-based behaviors which encompass those being assessed. Students participate and for those who are willing to value the process, it has long-term benefit. The program advisory committee and employers emphasize that these skills sets are essential. The students tend to value the technical skill sets over these professional measures.

We have redesigned the final business course the students take before graduation to include more targeted review of previous coursework. A program comprehensive examination has been used for over 5 years, but student time commitment to study and the delay in taking exams has not helped increase the overall passage rate.

**What strategies will the department implement as a result of this data?**

The PTA 106 course redesign for semesters will include more emphasis on foundational sciences required in the program. We will include anatomy review and a comprehensive examination in this course.

The program has been given permission to pilot a competitive admission process using only objective data from the student’s transcript. A rubric has been designed to weight grades achieved in science core coursework as well as points for those with prior degrees. The current students on the ‘waiting list’ will be brought forward to begin the program beginning Fall 2012. All current waiting list students will complete the Fall 2013 class. Each year, all students on the eligibility list will be audited using the rubric and the top 50 scores offered a place in either the Main or Courseview Campus cohort.

A change in the testing schedule set by the national testing agency will now require students to take the exams in June or October. Up until this time, the testing times had occurred whenever the student completed the application process and paid fees. We will be able to ascertain if this external change will assist with students taking and passing the exams in a timely manner. The program plans to work with students beginning Spring term of their senior year to complete applications. Students in the first term of the program will be given the information and dates for requiring fees to assist with saving for this important testing date.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? (The most recent Program Review self-study can be found at <http://www.sinclair.edu/about/administrative/vpi/pdreview/> ). 2004-05
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

Possible relocation to Medical Society Building.

Incorporating the revised CAPTE standards in our curriculum.

PTA 106 may be offered at the Y in Huber Heights or Englewood.

Explore ways to facilitate development of a workable continuing education program.

All course objective written in behavioral terms to meet CAPTE standards.

Produce two additional instructional CD’s.

1. What Recommendations for Action were made by the review team to the most recent Program Review?

Increase student retention in the program.

Develop strategies to ensure the cohort is fully populated with qualified candidates.

Increase the diversity of the students and the faculty in the program.

1. Have the goals in your self-study changed since your last Program Review Self-Study as a result of the Review Team recommendations or for any other reason?  If so, please describe the changes.

The PTA program was not relocated to the Medical Society Building.

Student retention goal remains a top priority.

Student diversity remains a difficult problem that has not improved. Students with excellent science abilities generally are able to move toward a degree at a four year college if in a minority group. Minority students have a more difficult time working into the group study and team learning atmosphere required to be successful in the program.

1. What progress has been made toward meeting any of the goals listed in the sections above (b, c, and d) in the past year?

A second cohort of students was approved and begun at the Courseview Campus, Fall 2011.

During the 2004-05 review, the Integrative Medical Massage program was still running. It was closed following the realignment initiative.

The goal to implement a competitive admission process is being piloted.

PTA 106 was offered at learning centers as traditional course, until converted to an online course. This enabled an increase in number of students per qtr. From 25-50 students per quarter to 100 per quarter.

The program completed reaccreditation in 2009 by CAPTE meeting all requirements to continue the program until the next self-study and site visit in 2019. This was the maximum time available between reaccreditation periods.

A continuing education course was developed and packaged by workforce development. It did not attract enough participants due to cost. The process for offering continuing education courses remains difficult due to costs and lack of faculty resources.

All PTA courses are web-enhanced using the ANGEL format. There have been additions of video instruction in all courses. No new instructional CD’s have been developed. The program has also been able to use the AppV accessibility for students.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

|  |  |  |  |
| --- | --- | --- | --- |
| PTA Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year? | Assessment Methods  Used |
| Program Outcomes |  |  |  |
| PO #1  *Demonstrate appropriate effective written, oral and non-verbal communication which reflects sensitivity and awareness to individual and cultural differences in all aspects of physical therapy services (Affective).* | PTA 106, 110,116,118,112,129,221,124,133,238,230,238,226,235,211,212,213 |  | * Oral/written l examination * Simulations * Clinical Competence * Discussion questions * Presentations |
| PO #2  *Provide safe, competent interventions and patient education, based on the plan of care established by the PT to minimize risk to the patient, self and others and insure appropriate patient outcomes. (Psychomotor /Cognitive)* | PTA 124,221,238,211,212,213 |  | * Standardized testing, * Simulations * Lab Practicals * Case Studies * Clinical Performance Instrument |
| PO #3  *Demonstrate clinical problem-solving skills in order to adjust the plan of care established by the PT, provide supervision of the physical therapy aide and work effectively on an interdisciplinary team. (Cognitive)* | PTA 211,212,213 |  | * Student self-assessment * Clinical Instructor assessment * Case Studies * Clinical Performance Instrument |
| PO #4  *Provide quality, effective and cost effective physical therapy services utilizing human and material resources, computer technology and current knowledge of reimbursement and regulatory requirements and state practice acts. (Psychomotor/Affective* | PTA 235,  PTA 211, 212,213 |  | * Comprehensive examination * Clinical Performance Instrument * Poster Presentation to community audience |
| PO #5  *Perform data collection techniques as outlined in the plan of care, reported through accurate, timely and legible documentation.*  *(Psychomotor)* | PTA 118, 124,129,221,133,238,211,212,213 |  | * Clinical Performance Instrument * Simulations * Lab Practicals * Skill check offs |
| PO #6  *Participate in professional development based on self-assessment, performance appraisals and demonstration of behaviors reflecting conduct outlined in the Code of Ethics and Guide for Professional Conduct of the APTA.*  *(Affective)* | PTA 110,211,212,213,235 |  | * Professional Behavior self-assessment * Reflection papers * Case Presentations |
|  |  |  |  |

1. For the assessment methods listed in the table above, what were the results?
   1. Required student meeting with counseling services as part of professional behavior development was not beneficial with student retention.
   2. Data collection check offs allowed students to procrastinate in achieving proficiency.
   3. Use of defined portfolio as summative assessment did not produce change in student professional development understanding.
2. Were changes planned as a result of the data? If so, what were those changes?
   1. Self-assessment of professional behavior tool redesigned to provide more specific benchmarks.
   2. Time limits were imposed on completing of data collection check offs.
   3. The portfolio has been replaced with required service learning project and attendance at professional meeting in region.
3. How will you determine whether those changes had an impact?
   1. Senior student’s final program assessment will reflect increased value of the self-assessment.
   2. Students will be successful in completing the skill checks with less remediation and time required for additional instruction.
   3. Increase in student awareness of community obligations as professional at time of graduation.

c) Starting with next year’s Annual Update, this section will ask about assessment of general education outcomes. For FY 2012-13, you will be asked how the department is assessing Oral Communication and Written Communication in your courses, and in addition you will be asked to share the results of those assessments. Please be prepared to address this in next year’s Annual Update.

d) Does your department have courses where there are common assignments or exams across all sections of the course? If so, please list those courses, and indicate whether you are currently examining results across all sections of those courses.

When two sections of any course are offered, and with the addition of the Courseview Campus, all examinations and assignments are common to those courses. One faculty member is the lead and any changes or additions occur with input from a second instructor.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 10-11 :** What other improvement efforts did the department make in FY 10-11?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

We were able to successfully budget and hire a third full-time faculty member. This addition was intended to allow for mentoring of a faculty member who would be responsible for the Courseview Campus cohort beginning Fall 2011. A second self-study regarding the expansion to Courseview was completed and approved.

Our greatest strengths remain our linkage to the changes occurring in the physical therapy profession with the use of adjuncts for lab courses. Our greatest weakness remains retention of students.

1. **FY 11-12:** What improvement efforts does the department have planned for FY 11-12? How will you know whether you have been successful?

With redesign of course, a standardized template will be used in the ANGEL course shell. We will know this is beneficial when students are able to access all course information by recognizing consistent locations within the course.

Implementation of competitive admission process with Fall 2012 cohort. Retention of students increased to 70% with May 2014 graduates will indicate some success. It will take a three year average of 75% to assure we meet CAPTE and college success benchmarks.

Improve assessment and education of clinical education faculty. This is required process by CAPTE and will be essential to incorporate several tools: online clinical performance assessment tool, improved educational materials for clinical instructors and continued acquisition and maintenance of clinical contract agreements.

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.