**Sinclair Community College**

**Continuous Improvement Annual Update 2013-14**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2013**

**Department:** 0681 – Physical Therapist Assistant

Year of Last Program Review: FY 2012-2013

Year of Next Program Review: FY 2017-2018

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

WHAT TRENDS TO YOU SEE IN THE ABOVE DATA?

For the years depicted on the graph, it is clear that the Physical Therapist Assistant (PTA) program still struggles with retention. FY 12-13 was the first year the program graduated two cohorts of students, one from the Dayton campus and one from the Courseview campus.

ARE THERE INTERNAL OR EXTERNAL FACTORS THAT ACCOUNT FOR THESE TRENDS?

During the years depicted on the graph, all of the students were brought into the program through an open admission process. The program has historically identified that students whom lack the necessary critical thinking and problem solving skills are not successful, nor retained.

WHAT ARE THE IMPLICATIONS FOR THE DEPARTMENT?

Implications include the following: Issues related to accreditation due to low retention/graduation rate, issues related to the college due to decreased funding based on retention/graduation rates, issues related to the program due to poor student satisfaction and overall program reputation.

WHAT ACTIONS HAVE THE DEPARTMENT TAKEN THAT HAVE INFLUENCE THESE TRENDS?

The department has taken numerous actions to improve retention/graduation rates including, but not limited to: mandatory program orientation/one-on-one meetings with the program chairperson, use of a PTA student handbook, mandatory faculty advising, presentations by Counseling Services, mentoring from second-year students, use of a PTA Clinical Handbook, face-to-face clinical site visits, and an emphasis on professional behaviors throughout the curriculum.

WHAT STRATEGIES WILL THE DEPARTMENT IMPLEMENT AS A RESULT OF THIS DATA?

Based on this information, the PTA program has moved to a competitive admissions process utilizing a point system that places emphasis on GPA and success in science courses. The last of the students on the waiting list, also known as the "protected group", were brought into the program in the Fall of 2013. The remainder of the incoming students were selected using the competitive admission process.

After completing the first round of competitive admission, the program has identified necessary changes to assure a more level playing field for all eligible students. The changes are as follows:

GPA points:

- The program will use a GPA calculator to determine the GPA on the Transcript Review Form. The GPA will be based only on classes on the Transcript Review Form. All attempts of a course will be included in the GPA calculation.

- A minimum cumulative GPA of 2.5 will still be utilized as one of the prerequisites for eligibility. This GPA is taken from the student's Sinclair transcript.

Transcripts:

- Any transfer credit needs to show on the Sinclair transcript prior to the deadline signifying the start of the transcript review process.

Official transcripts:

- Transfer students must have official transcripts sent to the PTA program office prior to the deadline signifying the start of the transcript review process.

Prerequisites:

- If a student fails or withdraws (or a combination of these occur) three times from the same prerequisite course, they will no longer be considered eligible to have their transcript reviewed.

Points:

- Points will be given for second attempts on all prerequisite classes as well as ALH 2220 and BIO 1222. Previously, only the first attempt was looked at for points.

- Five points will be added to the points earned for the grade received in classes that are taken for honors. This will apply to classes listed in sections II and III on the Transcript Review Form, which includes the prerequisite courses, as well as ALH 2220 and BIO 1222. This is due to the increased difficulty and rigor associated with these classes.

- If a student takes BIO 1141 (instead of BIO 1121), BIO 1242 (instead of BIO 1222), and/or PHY 1141 (instead of PHY 1106), five points will be added to the points earned for the grade received. This is due to the increased difficulty and rigor associated with these classes.

Deadlines:

- The Transcript Review will begin January 15. Previously, the deadline was the end of Spring term. This was moved up to assure adequate time to complete the extra processes involved with the modifications to the Transcript Review process. This will also give students more time after notification of admittance to the program to prepare and rearrange schedules (work, childcare, etc) prior to the start of the program in the Fall.

Program Orientation:

- The PTA program will continue to host a mandatory program orientation, but this will occur at the end of the Spring semester instead of being held closer to the Falls start date. This will allow students more time to complete the necessary health/immunization records and to complete mandatory meetings with the chairperson.

Mandatory meetings with the chairperson:

- The PTA chairperson will meet with all incoming students on a one-on-one basis. The student will be encouraged to bring along a person that is considered a member of their support system. The purpose of this meeting is to assure that the student is aware of the program expectations, time commitment, schedule, etc.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

The highest enrollment course for the PTA department is PTA 1106 (106) - Introduction to Physical Therapy (the online prerequisite course). The average success rate for the 6 years shown is 61.5%. The most current success rate for FY 12-13 is 68.2%. This is the highest success rate for this course, based on the information given. During the time frame shown, this course has gone from a face-to-face offering to an online-only offering. The online option allows more students to enroll. We also offer the course in full-term and mini-mester options, also increasing potential student enrollment.

- Effective Fall 2013, a new course coordinator is overseeing the PTA 1106 course. This individual has revamped the course for use with a new textbook that is geared more toward physical therapist assistants vs physical therapists.

Historically, once in the PTA program, the course that students have difficulty with is PTA 1116 (116) - Anatomy and Kinesiology. Given the data, this continues to be the case. Students must also take PTA 1110 (110) - Professional Issues I and PTA 1112 (112) - Pathophysiology for PTA concurrently with PTA 1116 (116). Several changes have been implemented to allow students to better deal with the first term of the program.

- Effective Fall 2013, PTA 1110 was reduced from 3 credits to 2 credits and PTA 1112 was increased from 2 credits to 3 credits. This was done to better align course content with the time required for coverage/delivery.

- In Fall 2013, we are attempting to run the courses in a different format. PTA 1110 will run A term. PTA 1112 will run as a flex course for the last 12 weeks. PTA 1116 will run the full term. This change has been made in an effort to allow students more time to deal with more difficult (and more time consuming) content (PTA 1112 and 1116).

Other changes that may have contributed to course success rates in the time frame given include the following:

- Quarters to semesters conversion, including running courses in a semester format for the first time ever.

- Faculty roles/responsibilities:

- 2010-2011: New tenure-track full-time faculty member.

- 2011-2012: New cohort begins at the Courseview campus.

- 2012-2013: New person in the chairperson position. New tenure-track full-time faculty member as the Coordinator of the PTA program at the Courseview campus. New annually contracted faculty member at the Courseview campus.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

Attached Data:

- GRAD/RETENTION/LICENSURE/EMPLOYMENT INFORMATION

- LICENSURE INFORMATION (Class of 2013)

- EARLY LICENSURE EXAM INFORMATION (Class of 2013)

- PERCENTAGE OF STUDENTS LOCATED "SOUTH" (Students currently in the PTA Program)

- PERCENTAGE OF STUDENTS LOCATED "SOUTH" (Students in the PTA queue)

- SUMMARY OF ADMISSIONS DATA FOR CLASS OF 2015

- SUMMARY OF ADMISSIONS DATA FOR CLASS OF 2015 - BROKEN DOWN

- CURRICULUM OUTCOMES ASSESSMENT - GRADUATING CLASS 2013

- CLINICAL PERFORMANCE INSTRUMENT (CPI) DATA - CLASS OF 2013

- OBJECTIVES - CAPTE CRITERIA DOCUMENTS FOR PTA COURSES

- NEEDS-CHANGES-IMPACT 2012 - 2013

- TRANSCRIPT REVIEW FORM

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

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Improve alignment and allocation of services/supplies/equipment at Courseview to ensure equitable resources and manageable workloads to meet accreditation standards and to facilitate a working and learning environment focused on continuous improvement. | In progress  Completed  No longer applicable | Jim Cropper, Coordinator of the PTA Program at the Courseview campus is now in his second year with the program and Sinclair. He has been given increased responsibility and leadership in the following ways:  - Supervisory role over Trese Dvorsky, part-time administrative assistant, including approval of time cards and delegation of tasks as appropriate.  - P-card holder and purchaser of classroom, office, and lab supplies, as appropriate, under the supervision of the department chair.  Trese Dvorsky, part-time administrative assistant for the Courseview PTA cohort, has been given increased responsibility for administrative tasks related to admissions, data mining and compilation, student interfacing, and general program office procedures related to the Courseview PTA cohort. This has tremendously helped reduce the workload for Eileen Trentman, the full-time administrative assistant on the Dayton campus, who currently works with both the PTA and NAT programs.  - The PTA program foresees needing to increase Trese's hours to accommodate additional workload related to having two cohorts on the Courseview campus, admission-related responsibilities, as well as data tracking for continuous improvement.  A tenure-track position was obtained for the PTA cohort at the Courseview campus and has been filled by Heather Stoner, who is a former adjunct for the program. While this first year will consist of a great deal of mentoring, training, and orientation to the responsibilities of a full-time faculty member, the addition of Heather in a tenure-track role will assist in the following ways:  - A person in a tenure-track role is expected to assist more with program operations/procedures than the ACF role.  - Heather's previous knowledge and background with the PTA program will expedite the "getting to know you" phase and improve the learning curve.  Several new adjuncts have been hired on to assist with teaching, lab assisting, and proctoring.  Abby Snook, an adjunct that has worked with the program for several years, has taken on the role of Course Coordinator for the online PTA 1106 - Introduction to Physical Therapy course. This is a great help because the person previously in this role retired in the Spring. Additionally, Abby worked over the summer to revamp the course for use with a new textbook.  Sandy Bradley has worked diligently with the PTA faculty and the Mason Community Center to acquire meeting spaces for combined class sessions, use of their pool, weight room, and track. This decreases the drive time for Courseview students that previously had to travel to the Dayton campus for these experiences. |
| Monitor the success of the competitive admission process to ensure the program is admitting qualified candidates for improved retention and achievement of personal and professional goals. | In progress  Completed  No longer applicable | Jim Cropper has spearheaded the tracking and collection of data related to the competitive admission process. He is currently looking at the following items:  - Cumulative GPA, Transcript Review GPA, Science GPA, Grades in prerequisite courses, Grades in general education courses, TEAS test scores, Transcript Review score.  The initial performance of the transcript review process was an extremely valuable learning experience and the department has already taken steps to implement changes for the next review period.  - GPA:  - The GPA on the Transcript Assessment Form will be calculated using only the prerequisite and general education courses associated with the PTA program (in other words, using only the courses listed on the Transcript Assessment Form).  - All attempts will be included in the GPA calculation. Including multiple attempts will give a better idea of the student's overall performance.  - Transcripts:  - Students with transfer credit will be required to have all official transcripts sent to the program office to verify grades earned in courses that are considered transfer credit.  - This change came about when it was determined that only courses taken at Sinclair are incorporated into the GPA, therefore putting transfer students at an advantage if they did poorly in courses taken at other institutions, but did well in courses taken at Sinclair. This advantage is further compounded if the majority of the courses they have taken are transfer credit, but only one or two courses are taken at Sinclair.  - Prerequisites:  - If a student fails or withdraws (or a combination of these occur) three times from the same prerequisite course, they will no longer be considered eligible to have their transcript reviewed.  - Points for courses:  - The original Transcript Review Form only gave points for classes that were passed successfully on the first attempt. The revised Transcript Review Form will give points for classes that were passed successfully on the first or second attempt (Section II and III on the Transcript Review Form) and passed successfully with multiple attempts (Section IV on the Transcript Review Form).  - This change came about when it was determined that students didn't really have any recourse if they did not do well in a class on the first attempt. The department realizes that "things happen" and decided that there needed to be the opportunity for a "second chance". The department also realizes that students often take general education courses in the beginning of their schooling when they often don't know what they want to study, or when they don't always have their "head in the game". Allowing multiple attempts to successfully pass the general education courses, except for BIO 1222 and ALH 2220, was the department's way of allowing for the possibility that a student may have taken a while to "find their way".  - BIO 1141, BIO 1242, and PHY 1141 will have five additional points added to the points earned for the class. These classes are accepted in place of BIO 1121, BIO 1222, and PHY 1106, respectively. Due to the increased difficulty and rigor of the courses, it was determined that additional points should be awarded to the student that takes on this extra challenge.  - A class taken for honors will have five additional points added to the points earned for the class. Due to the increased difficulty and rigor associated with courses taken for honors, it was determined that additional points should be awarded to the student that takes on this extra challenge.  - Deadlines:  - The previous transcript review process started at the end of Spring semester, once grades had been reported. Due to the changes listed above, it was determined that more time would be needed to assure that student records are reviewed and points are calculated appropriately.  - The deadline to have prerequisite courses completed was moved to the end of Fall semester.  - The deadline to have transcripts updated and submitted to the program office (either Sinclair or official transcripts from other colleges/universities) was moved to before January 15.  - The start of the transcript review process was moved to January 15 (or the next business day).  - The deadline to have the TEAS test completed was moved to the start of Spring semester B-term.  - Students will be able to continue to take courses in the Spring and Summer terms if they have remaining general education courses. Ideally, if a student is accepted into the PTA program, this will also allow a student more time to prepare for the start of the Fall term, as it is the program's intention to notify students around the end of Spring semester (or before).  Several collegewide processes prolonged the competitive admissions process, but did allow us to learn a lot more about Datatel!  - Sinclair transcripts do not show grades for transfer courses. They only say "CR". This requires any class that is transferred in to be looked up in the Datatel database, which requires several steps and various screens to be viewed to obtain the correct grade for each course. It would greatly improve the time efficiency if ONE screen showed a student's transfer course, the equivalent Sinclair course, the student's grade, and the number of credits for the course. Multiple faculty, staff, and advisors have been asked to assist with finding such a screen, but to date, we have not been successful at finding it.  - Sinclair transcripts do not provide information regarding previous degrees held by students. Additionally, this information cannot be confirmed by looking in Datatel alone. Much of this information came to the program by student report and/or searching in Datatel if it looked like a student had a substantial amount of transfer credit from one or more previous institutions. What kind of degree, and if it was from an accredited college/university, had to be confirmed by emailing or calling Tammy Tolle. We put in a lot of emails/calls to Tammy :). |
| Improve data collection to measure program and general education outcomes in a qualitative and quantitative way to ensure the program is promoting social responsibility, critical thinking, communication, and innovation. | In progress  Completed  No longer applicable | As part of the database that Jim Cropper has developed (see below for more information), the PTA program will be tracking the following:  - Grades received in general education courses  - Number of attempts for general education courses  -Triple Jump (final lab practical prior to going out on first clinical) scores  - Clinical Performance Instrument (CPI) scores. This measures clinical reasoning/problem solving and communication, among other things.  - Graduation rates  - Board exam pass rates (first time and ultimate)  For the Program Review, the department created documents containing all of the assessments given in each class and linked them to the course objectives, program objectives, general education outcomes, and CAPTE evaluative criteria (accreditation standards). The program continues to revise and update these as course assessments change. Please see the attached Objectives - CAPTE Criteria documents. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| It is recommended that the department prioritize its excellent suggestion to improve the Program Review process the next time around by developing “a data collection method that addresses these components and maintain the data through the years”. Often good intentions are lost to competing priorities once the Program Review process is completed for the next five years – care should be taken to ensure that the department follows through with this plan, which should result in an even more impressive self-study in five years’ time. The department has the opportunity to take its already substantial assessment work to the next level with strategic and systematic collection, analysis and use of data, and the review team hopes that the department will act on this opportunity. | In progress  Completed  No longer applicable | Jim Cropper has developed a database that the PTA Program is using to track data on students, starting with the current first-year students (Class of 2015).  Currently the following data are entered into a spreadsheet:  - Student identifying information  - Overall GPA  - Science GPA  - Transcript Review GPA (Prerequisites and general education requirements only)  - Prerequisite and general education requirement grades and number of tries  - TEAS test scores  - Load index  - Total points from the Transcript Review  Current usage of spreadsheet data:  - Data entry feeder for the Transcript Review Form  - Provide summary data of the two cohorts for use by the program chair, faculty, and academic advisors  Plan for late Fall 2013:  - Migrate the current two spreadsheets (GPA calculator and Transcript Review) to a Microsoft Access database for easier tab-based data entry and GPA calculation  Plan for Spring/Summer 2014:  - Develop reports that will calculate the Transcript Review points for each student which will have the following advantages:  - Reduce possibility of calculation errors from manual calculations  - Reduce the time needed to process each student's review data  - Improve the ability to meet decision and notification deadlines  - Develop reports that will rank applicants and provide proposed cutoff scores which will give the program chairperson the ability to monitor progress, including rankings, as they unfold during the data entry process  Plan for Fall 2014:  - Begin the planning of statistical reports in the database that will allow the ongoing comparison of key metrics of interest such as:  - TEAS test scores compared to performance in key areas such as:  - Triple Jump (final lab practical prior to going on first clinical)  - Final course grades  - Clinical Performance Instrument (CPI) ratings  - Graduation rates  - First time and ultimate PTA board exam pass rates  - Relationship, if any, of the load index to the above key areas  - Begin an ongoing dialog with the PTA faculty leading to ideas for additional data comparison opportunities  Plan for 2015 and beyond:  - Write the computer code for the reports that will present the statistical comparisons on an ad hoc basis  - Develop a framework for strategic data planning as part of our ongoing department meeting and program review processes |
| While the department has a solid history of serious efforts to reduce attrition, it continues to be something that the department should seek to address. The implementation of selective admissions holds great promise for lowering attrition, and it is recommended that the department carefully track the impact that these admissions changes have on subsequent student attrition and completion. Hopefully selective admissions will lead to substantial decreases in attrition, although even if they do the department should continue to explore other strategies that might increase retention of students in the program. | In progress  Completed  No longer applicable | The PTA program has continued with its tradition of hosting a mandatory program orientation for the incoming students providing the opportunity to meet the faculty, classmates, and review what students should expect and suggestions for success in the program.  New for this year, students that were offered admission to the program were mailed a list of Program Expectations that provided information regarding travel, grading, attendance, background checks, classroom participation, and working while in the program, among other topics. The students were required to initial each topic, sign and date the form, and return it to the PTA program office.  - This change was brought about to assure that areas that historically caused difficulties with retention were brought to the students attention well before the initiation of PTA classes.  This year, students admitted to the program that were on the "protected list" were mandated to meet with the chairperson to review program expectations and answer questions, as some of these students had been waiting a long time to be admitted and there was concern that they might be "out of the loop" with some of the changes that have occurred.  The program is continuing to contact "alternates" for possible admission to the program. These are students that did not officially make it in, but are next on the list. These students are contacted to help fill any open spots that occur due to students that were admitted dropping out at the last minute.  - The students that are on the "alternate" list are told and understand that admission is solely based on the potential that someone backs out of the program. These students are also expected to return the Program Expectations form to the PTA program office.  - All five students that were listed as alternates to start Fall 2013 were called and entered the program. Additionally, a student that was originally not accepted, was asked to join the program due to a late opening.  - Due to the cohort nature of the program, we are not able to backfill if a student fails or drops out once classes are underway, but "alternates" are a way to "backfill" as much as we can at the onset of the program.  The changes to the competitive admissions process listed above are all aimed at improving retention by assuring that qualified candidates are reviewed on a more even playing field.  The TEAS test is still a program prerequisite and we are continuing to track and analyze the data looking for any correlations to student success.  New for this year, the PTA Program Student Handbook has been revised and put on disk with interactive links to important information and websites. The students were given the handbooks at the Program Orientation, prior to the start of PTA classes. As done previously, the handbooks were reviewed in class and students had a chance to ask questions once in the program during PTA 1110 - Professional Issues I. |
| The challenges of expanding the program to the Courseview Campus were discussed at length during the meeting with the review team, and while the department has truly done an excellent job of managing this expansion, there are still challenges with consistency in processes and procedures between the two locations that need to be addressed. At some point there will need to be contemplation and long-term planning regarding the eventual relationship between the two locations – will Courseview’s PTA program always be subordinate to the one at the Dayton Campus, or at some point will it eventually achieve a measure of independence? And what would the implications be institutionally and for accreditation? | In progress  Completed  No longer applicable | At this point in time, the program is moving forward with the Courseview cohort continuing to be viewed as housed under the same umbrella as the Dayton cohort. The only major separation, as viewed from an accreditation standpoint, is related to budget.  Last year, there seemed to be quite a bit of discrepancy between the two campuses in relation to how due process was completed. The small size and relatively easy access to support staff and personnel created an environment that students relied upon heavily for emotional support. While the support that students receive from Courseview employees is greatly appreciated, it ultimately undermined the program's goal of tending to student issues/problems via an established chain of command as well as potentially increased the workload for various Courseview employees. Changes that have been implemented to resolve this issue include the following:  - Conversations to clarify the role of the student, the faculty, the chairperson, and the Courseview employees have occurred between PTA faculty, DeAnn Hurtado (Courseview Associate Dean), and Kai Shemsu (Courseview Disability Counselor and Student Success Advisor).  - The PTA Program Student Handbook clarified the chain of command for dealing with student issues/problems.  - Further clarification for PTA students was provided during PTA 1110 - Professional Issues I.  A PTA Program Faculty Handbook was revised and put on disk with interactive links to important information and websites. This handbook will serve to provide a guide for new and seasoned PTA faculty regarding various assignments that occur across the curriculum, the faculty advising process, etc. This will also serve as a valuable tool in the orientation and mentoring of our newest full-time faculty member.  Department meetings occurred once a month last year. The frequency increased on an as needed basis. It has been determined that to further improve the communication and alignment between campuses and classes that department meetings will increase to twice monthly. One meeting will ideally occur face-to-face, while the other meeting will occur either via teleconference or Skype.  - Informal and more frequent communication will occur via email, telephone, text, face-to-face, as was done previously.  Last year, we held Semester Orientation for the adjunct and new faculty. This year, we have continued this with an Adjunct Faculty Update meeting. We are continuing to determine the best and most efficient way to involve adjunct faculty in department news, updates, and planning. Currently, the plan is for the chairperson to email program updates to adjunct faculty and host additional update meetings as needed.  The PTA program does not view the Courseview campus as subordinate to the Dayton campus and we try to exhibit this mindset to the students as well. As a department, we are taking great steps to work together as one program. If it is the wish of Sinclair that the Courseview campus establish some measure of independence, there would be significant implications in terms of accreditation. A very broad overview of the process would be as follows:  - Notification to the American Physical Therapy Association Accreditation Department of employment of a full-time program director for the new program  - Submission of a Developing Program Information Form  - Mandatory attendance at a Developing Program Workshop by the program director and at least one higher administrator from the institution  - Submission of an Application for Candidacy and payment of preaccreditation fee  - Review of compliance with Evaluative Criteria and documentation of 83 specific items that "MUST be in place prior to matriculation of students into the technical phase of the program" (CAPTE Rules of Practice and Procedure)  - A two-day Candidacy Visit  - Review of the Candidacy Visit Report and submission of the Institution's Response to the Candidacy Visit Report by the established deadline  - Obtainment of Candidate for Accreditation status  - Submission of a Self-Study Report  - On-site Visit  - Obtainment of Accreditation status  - This is the ideal route and it assumes that all required information is provided and all appropriate deadlines are met. |
| The Courseview Campus overall is still young and growing, and is in a position where decisions will frequently need to be made regarding priorities and allocation of resources. The department will need to be proactive in articulating its needs to help with prioritization of limited resources. | In progress  Completed  No longer applicable | Overall, the main concerns are to maintain adequate space, faculty, and resources to maintain accreditation. It should be noted that reports to the Commission on Accreditation in Physical Therapy Education (CAPTE) are required for the following:  - Relocation of the program or reassignment of dedicated program space  - A decrease in the total program budgeted operating expenses (excluding salary and benefits) of 10% or more from one year to the next or 25% or more over the most recent three years  - A decrease in the total program budgeted salary expenses (excluding benefits) of 10% or more from one year to the next or 25% or more over the most recent three years  - A decrease in the square footage of teaching laboratory space dedicated to the program of 25% or more  An issue that continues to create problems is the limited amount of space at the Courseview campus. Now that two cohorts are in place, the issue has been amplified. A summary of limited-space related issues include:  - Limited storage space for student belongings. Currently, there are 36 students sharing 10 lockers.  - We are limited to one classroom that doubles as a lab for both the first and second-year classes. This creates scheduling issues when trying to synchronize class times on the Dayton and Courseview campuses. This also limits the amount of open lab time that is afforded to students at the Courseview campus because another class is usually occurring in the one classroom/lab.  - The limited space limits the equipment, models, wheelchairs, etc that we are able to house at the Courseview campus. This means we need to go elsewhere (Dayton campus, fieldtrips, etc) to utilize or see various equipment (ie. harness supported treadmill, pool, track, hydrotherapy, diathermy, fluidotherapy). This additional driving for the Courseview students is a burden on both time and finances.  - The program office at the Courseview campus currently houses both full-time faculty. This does not always allow for private counseling and/or faculty advising meetings.  Trese Dvorsky is currently employed by the PTA program for 10 hours/week. With two cohorts now at the Courseview campus, and her tremendous involvement in the data collection process, we will need to increase her hours of administrative support. Due to additional processes that are associated with the changes to the competitive admission process, we will need Trese's help more in this area as well. |
| At the present time the chair of the department is heavily involved in Completion by Design, which provides some real benefits in terms of aligning the department’s goals with this initiative and positioning the department at the forefront of the institution’s efforts to increase completion. This connection should be leveraged in a synergistic way to both allow the department to support the Completion by Design initiative and allow Completion by Design to enhance the department’s efforts to increase student success. The department is uniquely positioned to support and be supported by this institutional initiative . | In progress  Completed  No longer applicable | The chairperson has continued to be involved with Completion by Design, including activities related to the use and revision of student ideal pathway MAPs. This will likely benefit the students interested in PTA (currently > 2000 students are in the PTA "Queue") as the chairperson plans to assist in the making of individual student maps.  Additionally, Emily Gilbert and Deb Belcher (along with Susan Brown) have been involved in the Advising and Mentoring sessions associated with the Educating for Life Workshops sponsored by Completion by Design. During these workshops, the faculty advising and mentoring model utilized by the PTA program is highlighted and workshop participants are encouraged to utilize any ideas that may be beneficial for their own programs and/or classes.  Emily Gilbert (along with Kathy Rowell, Lisa Mahle-Grisez, Mary Wells, and Reece Newman) has co-created and co-presented the Fostering Hope and Student Success session that is associated with the Educating for Life Workshops as well. This presentation encourages faculty to consider the concept of hope and its potential impact on student success. |
| It was noted in the self-study that not much data was reported for assessment results for program outcomes – while no doubt some data is currently collected, and more will be collected as the department increases its data collection and analysis efforts, in future self-studies – and in the Annual Updates the department submits in coming years - the department should make a point of explicitly reporting results of assessment of program outcomes. These results may include both quantitative and qualitative data. | In progress  Completed  No longer applicable | Attached is a summary of the results of a survey given to recent graduates of the PTA program (Class of 2013) as it relates to their perceived "importance" of the program outcomes and their "satisfaction" with the preparation received while at Sinclair. The results are also discussed below. |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

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| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** | - Lab skills checkoffs  - Lab competencies  - Lab practicals  - Exams/quizzes  - Clinical Performance Instrument (CPI) | - The CPI is the assessment tool used during PTA clinicals. The students self-assess their performance in addition to being assessed by their clinical instructor.  - Students are graded in various categories including Clinical Problem Solving (which the PTA program identifies as Critical Thinking/Problem Solving)  - The rating scale includes the following:  - Beginning (B)  - Advanced Beginner (AB)  - Intermediate (I)  - Advanced Intermediate (AI)  - Entry-level (E)  - Students are rated at the midterm and final of each clinical. Students perform two clinicals.  FIRST CLINICAL:  MIDTERM:  - The data shows that on the first clinical, a low percentage of students rate themselves, or are rated by their clinical instructors, as AI or above.  - An even lower percentage of students rate themselves, or are rated by their clinical instructors, as E.  FINAL:  - By the final, more students rate themselves, and are rated by their clinical instructors, as AI or above and/or E.  - The total percentage of students self-assessing themselves as AI or above, or E, is 69%.  - The total percentage of clinical instructors rating their students as either AI or above, or E, is 66%.  - While it is good that this number has improved from both raters (student and clinician), it is still well below an acceptable percentage. This, however, is to be expected since it is only the students' first clinical.  SECOND CLINICAL:  MIDTERM:  - The data shows that on the second clinical, a much higher percentage of students rate themselves, and are rated by their clinical instructors, at AI or above at the midterm.  - At the end of the clinical, 100% of the students were rated, from both self-assessments and ratings from clinicians, as AI or above, or E.  - This demonstrates a great improvement in Clinical Problem Solving (Critical Thinking/Problem Solving) from the first clinical to the end of the second clinical. |
| Values/Citizenship/Community | | All programs | **2013-2014** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2015-2016** |  |  |
| Oral Communication | | All programs | **2016-2017** |  |  |
| Written Communication | | All programs | **2016-2017** |  |  |
|  | |  |  |  |  |
| **Program Outcomes** | | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| 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) | | COM-2206 COM-2225 ENG-1101 PTA-1106 PTA-1110 PTA-1112 PTA-1115 PTA-1124 PTA-1129 PTA-2211 PTA-2212 SOC-1145 |  | Recent PTA graduate survey | IMPORTANCE:  - 100% of respondents scored the "importance" of this program outcome to their current employment as either 6/7 or 7/7 (7 = very important).  - 83% of recent PTA graduates that responded to this question felt this program outcome is "very important" (7/7) to their current employment.  SATISFACTION:  - 89% of respondents scored their "satisfaction" of preparation received at Sinclair, as related to this program outcome, as either 6/7 or 7/7 (7 = very satisfied).  - 68% of recent PTA graduates that responded to this question felt "very satisfied" (7/7) with the preparation they received at Sinclair. |
| 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)(PSYCHOMOTOR/ COGNITIVE) | | BIO-1121 BIO-1222 PHY-1106 PTA-1106 PTA-1110 PTA-1112 PTA-1115 PTA-1116 PTA-1129 PTA-2211 PTA-2212 PTA-2226 PTA-2230 PTA-2238 SOC-1145 |  | Student survey | IMPORTANCE:  - 100% of respondents scored the "importance" of this program outcome to their current employment as either 6/7 or 7/7 (7 = very important).  - 90% of recent PTA graduates that responded to this question felt this program outcome is "very important" (7/7) to their current employment.  - SATISFACTION:  - 93% of respondents scored their "satisfaction" of preparation received at Sinclair, as related to this program outcome, as either 6/7 or 7/7 (7 = very satisfied).  - 71% of recent PTA graduates that responded to this question felt "very satisfied" (7/7) with the preparation they received at Sinclair. |
| 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. | | ALH-1101 PTA-1106 PTA-1110 PTA-1115 PTA-2211 PTA-2212 |  | Student survey | IMPORTANCE:  - 92% of respondents scored the "importance" of this program outcome to their current employment as either 6/7 or 7/7 (7 = very important).  - 84% of students that responded to this question felt this program outcome is "very important" (7/7) to their current employment.  - 1 recent PTA graduate, 4% of the respondents, scored this program outcome as a 4/7 on importance. This was the lowest score received for this outcome.  SATISFACTION:  - 91% of respondents scored their "satisfaction" of preparation received at Sinclair, as related to this program outcome, as either 6/7 or 7/7 (7 = very satisfied).  - 74% of recent PTA graduates that responded to this question felt "very satisfied" (7/7) with the preparation they received at Sinclair. |
| Perform data collection techniques as outlined in the plan of care, reported through accurate, timely and legible documentation. (PSYCHOMOTOR) | | ENG-1101 HIM-1101 PTA-1110 PTA-1115 PTA-1124 PTA-1129 PTA-2211 PTA-2212 PTA-2230 PTA-2238 |  | Student survey | IMPORTANCE:  - 96% of respondents scored the "importance" of this program outcome to their current employment as either 6/7 or 7/7 (7 = very important).  - 77% of recent PTA graduates that responded to this question felt this program outcome is "very important" (7/7) to their current employment.  SATISFACTION:  - 78% of respondents scored their "satisfaction" of preparation received at Sinclair, as related to this program outcome, as either 6/7 or 7/7 (7 = very satisfied).  - 48% of recent PTA graduates that responded to this question felt "very satisfied" (7/7) with the preparation they received at Sinclair.  - 1 recent PTA graduate, 4% of the respondents, scored their level of satisfaction on how Sinclair prepared them as a 4/7. This was the lowest score received for this outcome. |
| Provide quality, efficient 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 AND AFFECTIVE) | | ALH-1101 ENG-1101 MAT-1270 PHY-1106 PTA-1110 PTA-2211 PTA-2212 |  | Student survey | IMPORTANCE:  - 100% of respondents scored the "importance" of this program outcome to their current employment as either 6/7 or 7/7 (7 = very important).  - 83% of recent PTA graduates that responded to this question felt this program outcome is "very important" (7/7) to their current employment.  SATISFACTION:  - 78% of respondents scored their "satisfaction" of preparation received at Sinclair, as related to this program outcome, as either 6/7 or 7/7 (7 = very satisfied).  - 48% of recent PTA graduates that responded to this question felt "very satisfied" (7/7) with the preparation they received at Sinclair.  - 3 recent PTA graduates, 13% of the respondents, scored their level of satisfaction on how Sinclair prepared them as a 4/7. This was the lowest score received for this outcome. |
| 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 ensure appropriate patient outcomes. (PSYCHOMOTOR/ COGNITIVE) | | BIO-1121 BIO-1222 PTA-1106 PTA-1112 PTA-1124 PTA-2211 PTA-2212 PTA-2226 PTA-2230 PTA-2238 SOC-1145 |  | Student survey | IMPORTANCE:  - 100% of respondents scored the "importance" of this program outcome to their current employment as either 6/7 or 7/7 (7 = very important).  - 93% of recent PTA graduates that responded to this question felt this program outcome is "very important" (7/7) to their current employment.  SATISFACTION:  - 88% of respondents scored their "satisfaction" of preparation received at Sinclair, as related to this program outcome, as either 6/7 or 7/7 (7 = very satisfied).  - 76% of recent PTA graduates that responded to this question felt "very satisfied" (7/7) with the preparation they received at Sinclair.  - 2 recent PTA graduates, 8% of the respondents, scored their level of satisfaction on how Sinclair prepared them as a 4/7. This was the lowest score received for this outcome. |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

Deb Belcher has sat on the Assessment Committee and the General Education Assessment subcommittee for the past two years. Emily Gilbert has recently been asked to sit on the Assessment committee. As recommendations are defined by these committees, the PTA program will implement changes where needed.

Better tracking of general education outcomes will occur through use of the database.

Lab practicals are excellent assessment tools used in the PTA program to see how students perform in "real-life" scenarios. Several categories that are assessed include communication and clinical reasoning (critical thinking/problem solving). The program plans to standardize the grading rubrics for lab practicals and to utilize criteria in the Clinical Performance Instrument to identify appropriate expectations for the student in each of these categories, at each point in time that a practical occurs. For example, lab practicals that occur during the first year of the program will have criteria that relate to ratings of Beginner (B), Advanced Beginner (AB), or Intermediate (I). While lab practicals that occur during the second year, prior to their first clinical, will have criteria that relate to ratings of AB, I, or Advanced Intermediate (AI). A rating of Entry-level (E) would not be expected at this time. This will allow the program to track student scores for these categories and determine if improvement is being made.

The program will continue to utilize the Clinical Performance Instrument for the students' ratings in these categories while on clinical as well.

1. How will you determine whether those changes had an impact?

Standardization of the grading rubrics for lab practicals will assist in several ways:

- Expectations for student performance will be more clear

- Consistency of grading between different proctors will be improved.

Ideally, improvements in scores in these various categories across the curriculum, will indicate these changes had an impact. However, statistical analysis of the data will be a better indicator to determine significance.

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

Based on the data, recent graduates of the PTA program feel all of the program outcomes are important. The data regarding how satisfied recent PTA graduates are with how Sinclair prepared them were quite lower in several areas. Of particular concern are the satisfaction scores for the program outcomes pertaining to data collection (78% scored 6/7 or 7/7; only 48% scored 7/7) and provision of quality, efficient, and cost effective physical therapy services (78% scored 6/7 or 7/7; only 48% scored 7/7).

- It is the hope of the program, that once the new faculty have stabilized in their roles and we develop a strong adjunct pool from which to call upon for help with lab assisting and proctoring of lab practicals, the satisfaction scores will improve.

- It cannot go without saying that there is a lot of information that is crammed into two years of education. The current credential for a physical therapist is a Doctor of Physical Therapy (DPT), which requires three years of graduate school beyond a bachelor's degree. The gap in education between a PT and a PTA is astounding. There are discussions in the physical therapy world regarding whether or not to transition the PTA to a bachelor's degree. It would be wise for Sinclair to consider this possibility.

Additionally, the program outcome that received the majority of the lowest satisfaction scores (13% of respondents scoring 4/7) was the outcome pertaining to provision of quality, efficient, and cost effective physical therapy services. We believe much of the dissatisfaction is associated more with the rest of the program outcome which states "utilizing human and material resources, computer technology and current knowledge of reimbursement and regulatory requirements and state practice acts".

- We do not currently have good access to an electronic documentation system for student use while in the program. This leaves much of this learning up to the various clinical sites that students are sent to. We have already looked into use of WebPT, an electronic documentation system for educational purposes and intend to implement this change during the 2013-2014 academic year. We are also working with the Nursing program to utilize their electronic health record technology as it pertains to the ICU patient.

- Reimbursement and regulatory requirements related to health care, and physical therapy in particular, change at a rapid rate. It is sometimes difficult for seasoned clinicians to keep up with the changes. Therefore, the program does its best to provide students with a foundational knowledge, but realizes that depending on the particular setting, and the student's role within that setting, there will be additional knowledge gained while "on the job". The program continues to utilize adjuncts and guest speakers with current and relevant knowledge regarding these topics.

1. How will you determine whether those changes had an impact?

We will continue to monitor the responses obtained through the recent graduate surveys. Additionally, we plan to give the same survey to clinical instructors that supervise our students while out on clinicals. This will give us further information related to the importance and/or relevance of our program outcomes and how satisfied clinicians are with our students' performance.

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

The major changes that have occurred since the Program Review include the following:

- Development of a working database for use with the competitive admissions process and tracking of student performance.

- Modifications to the competitive admissions process and the Transcript Review Form to ensure equitability among all eligible applicants when determining top scoring candidates.

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

Deb Belcher earned promotion to a full Professor and became tenured. Not only does Deb teach a full load at the Dayton campus, but she is also the Academic Coordinator of Clinical Education (ACCE). Clinical sites were difficult to find for students when the program consisted of 35 students (starting in the program) on only one campus. Now, 50 students start each year. I can't believe I’m saying this, but one good thing about our retention issue is that it would be extremely difficult to find clinical sites for 50 students. This being said, we are doing much to improve our retention, and I believe competitive admission will have a huge impact.

The time commitment required of the ACCE role is significant. Deb's payload for Spring 2013 was 19.93. Her payload for Fall 2013 is 21. It should also be noted that all of the classes that Deb is involved with have significant lab components, which require more time in class. This combined with hours required for preparation, grading, and office hours, does not allow for many hours in the day to perform ACCE duties. This does not even include the time Deb spends in the summer establishing and finding clinical sites.

It should also be noted that there is more competition for clinical sites now that all Ohio schools are on semesters. This, combined with the competition for sites with PT students, whom require more clinicals with longer time frames, makes for a very difficult time in finding sites.

Other PTA programs in Ohio give their ACCE's reassigned time. I think it would be beneficial to Deb, the students, the clinical sites, and the PTA program as a whole to give Deb reassigned time. I understand there are budgetary limitations; however, the importance of this role and the ramifications for not being able to place a student in a clinical are significant. If it is our hope to retain more students, then we must be aware of the time requirements for serving the additional students.

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 |
| LHS | 0681 | Physical Therapist Assistant | PTA.AAS | 24 | 22 | 20 | 26 | 19 | 2 |
| LHS | 0681 | Physical Therapist Assistant | PTA.S.AAS | . | . | . | . | . | 29 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| 0681 | Physical Therapist Assistant | PTA-106 | 56.0% | 64.2% | 53.4% | 63.1% | 64.3% | . |
| 0681 | Physical Therapist Assistant | PTA-107 | 87.9% | . | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-110 | 96.4% | 100.0% | 96.7% | 93.5% | 86.0% | . |
| 0681 | Physical Therapist Assistant | PTA-1106 | . | . | . | . | . | 68.2% |
| 0681 | Physical Therapist Assistant | PTA-1110 | . | . | . | . | . | 86.0% |
| 0681 | Physical Therapist Assistant | PTA-1112 | . | . | . | . | . | 89.4% |
| 0681 | Physical Therapist Assistant | PTA-1115 | . | . | . | . | . | 100.0% |
| 0681 | Physical Therapist Assistant | PTA-1116 | . | . | . | . | . | 74.0% |
| 0681 | Physical Therapist Assistant | PTA-112 | . | . | 100.0% | 100.0% | 100.0% | . |
| 0681 | Physical Therapist Assistant | PTA-1124 | . | . | . | . | . | 100.0% |
| 0681 | Physical Therapist Assistant | PTA-1129 | . | . | . | . | . | 84.2% |
| 0681 | Physical Therapist Assistant | PTA-1144 | . | . | . | . | . | 86.8% |
| 0681 | Physical Therapist Assistant | PTA-116 | 87.5% | 86.1% | 88.2% | 82.4% | 68.0% | . |
| 0681 | Physical Therapist Assistant | PTA-117 | . | . | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-118 | 92.6% | 96.6% | 93.1% | 71.4% | 97.2% | . |
| 0681 | Physical Therapist Assistant | PTA-119 | . | . | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-120 | 96.4% | 96.7% | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-124 | 88.0% | 100.0% | 90.2% | 90.0% | 97.1% | . |
| 0681 | Physical Therapist Assistant | PTA-125 | . | . | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-129 | . | . | 100.0% | 89.3% | 100.0% | . |
| 0681 | Physical Therapist Assistant | PTA-130 | 84.6% | 94.1% | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-131 | . | . | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-132 | . | . | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-133 | . | 100.0% | 90.0% | 90.0% | 97.1% | . |
| 0681 | Physical Therapist Assistant | PTA-138 | . | . | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-211 | 100.0% | 100.0% | 100.0% | 96.2% | 89.5% | . |
| 0681 | Physical Therapist Assistant | PTA-212 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0681 | Physical Therapist Assistant | PTA-213 | 96.0% | 100.0% | 95.2% | 100.0% | 100.0% | 100.0% |
| 0681 | Physical Therapist Assistant | PTA-221 | 100.0% | 97.5% | 83.3% | 100.0% | 100.0% | . |
| 0681 | Physical Therapist Assistant | PTA-2211 | . | . | . | . | . | 93.9% |
| 0681 | Physical Therapist Assistant | PTA-2212 | . | . | . | . | . | 96.8% |
| 0681 | Physical Therapist Assistant | PTA-222 | . | . | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-2226 | . | . | . | . | . | 100.0% |
| 0681 | Physical Therapist Assistant | PTA-223 | 89.3% | 100.0% | 93.3% | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-2230 | . | . | . | . | . | 100.0% |
| 0681 | Physical Therapist Assistant | PTA-2234 | . | . | . | . | . | 100.0% |
| 0681 | Physical Therapist Assistant | PTA-226 | 100.0% | 100.0% | 96.3% | 100.0% | 100.0% | . |
| 0681 | Physical Therapist Assistant | PTA-228 | . | . | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-230 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0681 | Physical Therapist Assistant | PTA-233 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0681 | Physical Therapist Assistant | PTA-235 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0681 | Physical Therapist Assistant | PTA-238 | . | . | 90.9% | 100.0% | 100.0% | . |
| 0681 | Physical Therapist Assistant | PTA-240 | . | 100.0% | 100.0% | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-297 | . | 84.6% | . | . | . | . |
| 0681 | Physical Therapist Assistant | PTA-9238 | . | . | . | . | . | 97.1% |