

INSTITUTIONAL ASSESSMENT REPORT

PHYSICAL THERAPIST ASSISTANT / 2013

Department's Relationship to the College Mission and Strategic Plan

(completed spring semester or on accreditation cycle)

In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.

The PTA Program's Mission Statement is as follows:

"Consistent with the Mission of Jefferson College (JC), the Physical Therapist Assistant Program (PTA) provides a supportive learning environment in which students integrate knowledge and develop entry level skills through innovative classroom and clinical experiences. The Program prepares competent, safe, and caring graduates who will provide physical therapy services under the direction and supervision of a licensed Physical Therapist."

The PTA Program's Philosophy is as follows:

"The program's commitment is:

- To mold competent and compassionate students whose priority is to truly care for patients and their needs.
- To simulate a clinical environment with the classroom and laboratory where all program, institutional, and professional values are practiced daily.
- To foster an environment of safety, respect, encouragement, wellness, and teamwork that builds community amongst the student body to ensure individual achievement and programmatic success.
- To instill an awareness within each student of the holistic needs and untapped potential that lies within each patient and to instill the ability to assist in restoring each patient to the highest possible quality of life.
- To restore and maintain interpersonal skills and improve the ability to communicate through both written and spoken word; to listen actively, observe, adjust, adapt, and/or compensate appropriately in response to patients' verbal and nonverbal cues.
- To emphasize and exemplify the importance of daily healthy lifestyle choices regarding diet, exercise, sleep, and stress management so as to act as role models of wellness to our patients and the community.
- To educate and establish the guidelines for students to always utilize evidence based practices, in order to care for patients with sound knowledge, integrity, and confidence."

JC has created and published on its website and within all of its manuals and handbooks a mission, vision, and set of values. As a result, the PTA Program aligned itself similarly to the institution and, therefore, created a mission, vision, and set of values as well as a philosophy.

The PTA Program's mission statement and program philosophy were designed to both reflect and sustain the JC mission, vision, and values. JC administration and the PTA Program Advisory Committee have and will continue to review program goals annually for congruency with the mission, vision, and values statements of JC.

These missions and philosophies are congruent as demonstrated by inclusion in both the JC and the Program's Mission Statements of the language "supportive learning environment." While the PTA Program uses the word "innovative" within its mission statement, JC uses the same word within its vision statement. The addition of a PTA Program at JC helps fulfill a portion of its mission "to meet the diverse needs of the students and community." Missouri Governor, Jay Nixon, has said that the Missouri economy is moving away from manufacturing and into providing services, such as healthcare. While the JC Mission talks to "prepar[ing] students to succeed in their careers," the PTA Program states how this will occur in the realm of physical therapy by "prepar[ing] competent, safe, and caring graduates who will provide physical therapy services under the direction and supervision of a licensed Physical Therapist."

Areas of Emphasis:

1. Student-Centered
 - A. Supportive Learning Environment (Student Learning Objectives 1-3; Student Support Objective 12; KPIs 2,6,7,10)
 1. Review Sessions
 2. Remediation Sessions
 3. Vimeo Channel ([Link](#))
 - B. Intellectual, Social, Personal Growth (Student Learning, Objective 10; KPIs 1,7,10)
 1. Professional Preparedness (Uniforms/Behavior points)
2. Meeting Diverse Student Needs
 - A. Hybrid Course Design (Student Learning Objective 2, KPI 17)
 1. PTA110 Currently
 2. PTA115, 130, and 270 to have hybrid components in the spring/summer 2014
 - B. Open Labs (Student Learning Objectives 1,2,6; Student Support Objective 14, KPIs 1,6,7,10)
 - C. AdobeConnect Pathophysiology study groups: (Student Learning Objectives 2,7; Student Support Objectives 12, 13,14; KPIs 1,6,7,10) ([Link2](#))
3. Preparing Students to Succeed
 - A. Articulation Agreement (Student Learning Objectives 6, 10; Student Support Objectives 14, 16; KPI 3)
 1. MBU ([Link 3](#))
 2. In-progress with SLU MAT, Maryville BS in Rehabilitation Sciences
 3. Working towards SEMO BS in AT.

- B. Accreditation (Student Learning Objectives 1,4,10; Student Support Objective 16; Assessment Objectives 39,40; KPIs 1,3,8)
 - 1. Gained Candidacy Status 11/07/12.
 - 2. Self-Study is due 12/04/13.
 - 3. On-Site to occur 2/04/14.
- C. Employment Preparedness (Student Learning Objective 10; KPIs 3,8)
 - 1. RehabCare provided initial instruction on resume writing and job interview skills. ([Link4](#))
 - 2. Will work collaboratively with Lora Warner in pre-graduation semester to increase job preparedness skills.
- D. Career Goal/Educational Pathway (Student Learning Objective 10; KPIs 3,8)
 - 1. Students prepared personal 5-year plans during PTA110 ([Link5](#))
 - 2. Information provided concerning advanced credentialing.
 - 3. Information provided concerning clinical instructor credentialing.
 - 4. Students are members of APTA/MPTA and provided information to bolster their networking capacity.
- E. Clinical Affiliation Percentage (Student Learning Objective 10, Student Support Objectives 14, 16; KPIs 8,10)
 - 1. Exceeds requirement of 125% of student body by CAPTE (Accrediting Body) and actually have 204% of what is required for a full cohort (24 students)

Summary of Departmental Activities, Assessment and Use of Results

(Completed Spring semester or on accreditation cycle)

(May include process flowchart)

Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.

- 1. MDHE Approval 2/2012 ([Link6](#))
- 2. Proof of Candidacy 11/07/2013 ([Link7](#))
- 3. DHOP Assessment Plan ([Link8](#))
 - A. End of Course Surveys (include PTA100, 105, 110, 115, 120, 130, 140, 150) ([Link9.1](#), [Link9.2](#))
 - B. Through negative end of course surveys in for Spring 2013, alterations in adjunct instructor addressed.
- 4. DHOP Data Storage Plan ([Link10](#))
- 5. PTA Assessment Plan (See Assessment Process Documentation Grid)- ([Link11](#))
 - A. PTA100 has added additional student activities to address poor retention of cognitive domain (knowledge-level) information concerning skeletal system. This information is critical for psychomotor and higher level cognitive (application and analysis) required in PTA115/ PTA220. With the “Roll out your body” activity, increased lab practical scores have been documented. ([Link11A1](#)) ([Link11A2](#))

- B. To align with existing data collection performed by CTE, the PTA program has altered its entrance assessment to the Health-Care Contextualized version of the WorkKeys Assessment. This will allow direct pre- and post-evaluation of advancement of critical thinking skills for PTA students.
- C. 4.1.5 Curriculum; Due to PTA student performance in BIO245 in spring semester 2013, tutors, AdobeConnect study sessions were in place during both spring and ongoing into summer online BIO245 course presentation. ([Link11B](#))
- 6. PTA Cohort size
 - A. PTA Cohort I (Graduation Class 2014) – Originally 14 students. Presently 12 students. Three students were not retained in Cohort I. Two of the students that were not retained have performed the necessary remediation and will join Cohort II. One transfer student was accepted into Cohort I.
 - B. PTA Cohort II has a full class of 24 commencing studies in the spring of 2014.

Internal and External Data Collection and Analysis

(Completed by fall semester or on accreditation cycle)

Gather and analyze relevant internal and external data (link to data).

- 1. Internal Data Collection and Analysis
 - A. Course Surveys
 - 1. PTA100 (4 versions)
 - 2. PTA105 (2 versions)
 - 3. PTA110 (1 version)
 - 4. PTA115 (1 version)
 - 5. PTA120 (1 version)
 - 6. PTA130 (1 version)
 - 7. PTA140 (1 version)
 - 8. PTA150 (1 version)
 - B. Grades ([Link12](#))
 - 1. Pre-Requisite (See Admission and Mid-Way WorkSheets)
 - 2. BIO245 PTA students in spring versus summer 2013
 - 3. PTA100 lab practical results
 - C. Persistence Rates (Required by CAPTE) ([Link12A](#))
 - 1. Cohort 1 information
 - 2. Cohort 2 information presently not available.
 - D. WorkKeys
 - 1. See Admission WorkSheet ([Link12](#))
- 2. External Data Collection and Analysis (Required by CAPTE)
 - A. Graduation Rate (Unavailable at this time)
 - B. External Licensure Pass Rate (Unavailable at this time)
 - C. Job Placement Rate (Unavailable at this time)

Annual Cost per FTE and Trend Analyses

(Completed by fall semester)

Provide cost per FTE and analyze for the period being evaluated.

Physical Therapist Assistant		
Year	AY2013	With Full Capacity
Credit Hours	448	1425
FTE	14.9	47.5
Program Cost (Gen Fund Only)	\$124,998	\$250,000
Program Cost (All Funds)	\$230,448	
Cost per FTE (Gen Fund Only)	\$8,370.40	\$5,263.16
Cost per FTE (All Funds)	\$15,431.79	

- 1) The PTA program accepted its first cohort of students starting in the fall of 2012. The start-up costs associated with this program are included in the Program Cost (All Funds). The Program Cost (All Funds) for "With Full Capacity" are much closer to the anticipated expenditures of the PTA program moving forward. The credit hours earned and the FTE are based on present programmatic capacity of 58.3% (14 students in cohort 1 with full capacity of 48 students).
- 2) Attrition rate as established as the number of withdrawals from a course is 4.5% over the first three semesters of the program offering (A&P for PTA). This attrition rate is much higher for the A&P courses as compared to the other programmatic courses. Since this is a true cohort model with selective admission, we must analyze attrition rate as semester to semester persistence. Please see Persistence Rates (Link12A) under Internal and External Data Collection and Analysis. Persistence data is only available on cohort 1. As is established in the narrative, eight students did not persist from conditional admission to programmatic commencement. The conditionally accepted students from cohort 1 will make the persistence, completion/graduation rates challenging for this group.

Admissions	AY2013	AY2014	With Full Capacity
Number of students admitted	22	24	24

- 3) As is noted by the excellent start and high numbers of the second cohort in the PTA program admissions, the PTA program is experiencing excellent initial student representation. The PTA program has admitted students at programmatic capacity in its second cohort.

SWOT Analysis

(Completed by fall semester)

Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.

<p>Internal Strengths</p> <ol style="list-style-type: none"> 1. Faculty (Link13.A, Link13.B) 2. Curriculum (Link14) 3. Advisory committee (Link15) 4. Policies/procedures (Link16, Link17) 5. Equipment (Link17) 	<p>Internal Weaknesses</p> <ol style="list-style-type: none"> 1. Need for PTA presence in lab as assistants and guest lecturers as current faculty, guest lecturers, lab assistants are all PT 2. Delayed incorporation of inter-disciplinary activities.
<p>External Opportunities</p> <ol style="list-style-type: none"> 1. Articulation agreements (existing with MBU (Link3), in progress with SLU, Maryville U. 2. Community involvement (See action plans) 	<p>External Threats</p> <ol style="list-style-type: none"> 1. Three other PTA programs within approximately one hour drive) <ul style="list-style-type: none"> SLCC- Meramec SWIC CTC 1. Potential market saturation in nearby urban settings 2. Potential for PTA degree to move to Bachelor's level (Link18, Link19) 3. Reimbursement issues with insurance may limit clinic types in which PTA could work (External information awaiting implementation of AHCA)

External Accreditation (if applicable)

Link to accreditation report.

Please see the attached document for Application for Accreditation. ([Link20](#))

INSTITUTIONAL ACTION PLANS for *Physical Therapist Assistant* / 2013

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
		25, 34	PTA program to participate with DHOP to create feasibility report concerning establishment of on-site rehabilitation facility in conjunction with on-site medical facility.	24 33	Time and effort		Jefferson College Administrative Team, Director of Health Occupation Programs	05/31/2017								
		14 16 18 23 25	PTA program will participate with DHOP and Human Resources department to establish and grow an annual on-campus Health Fair that will be expanded to include students, staff, and community.	24 20			Human Resources department, Program Directors (OTA, PTA, RAD, RCP), Director of Health Occupation Programs	05/31/2017 (Performed Yearly with full implementation by 2017)								

DEPARTMENTAL ACTION PLANS for *Physical Therapist Assistant* / 2013

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
		1 4 40 16 20	Attainment of CAPTE Accreditation	1 7 8 10	\$6,500 (already paid – 07/2013)	On-site assessment to be performed in 02/04/14. CAPTE evaluators will need access to JC administration, faculty, and staff. Time will be requested from students and advisory board members.	Bridget Webb, Janet Loida, Kenny Wilson	05/15/2014	Pending	2014	Yes or No	1 = yes 0 = no				
		6 10 14 16	Articulation Agreements to be developed with an additional two 4-year institutions to allow PTA graduates options for advanced degrees and career development.	7	Time and Effort	Will work collaboratively with Dr. Kim Harvey.	Bridget Webb, Kenny Wilson, Dr. Kim Harvey	05/31/2017	Pending							
		1 14 16 18	The PTA program will work collaboratively with the other DHOP and nursing programs to establish inter-disciplinary learning opportunities.	3	Time and Effort		Bridget Webb, Lisa Martin Janet Akers Norma Cooper Niki Vogelsang Linda Boevingloh	05/31/2017	Pending							

Evaluation



Meets Expectations

Comments:



Requires Attention and Submission of a Follow-Up Report

Comments:



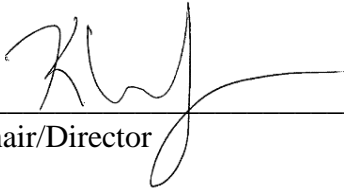
Does Not Meet Expectations and Requires Submission of a Follow-Up Report

Comments:

Follow-up report required by: _____

Comments: _____ (Date)

Approvals



Division Chair/Director

Comments:

November 7, 2013

Date



Dean

Comments:

November 7, 2013

Date



Vice President/President

Comments:

March 25, 2014

Date