Comprehensive Academic Program Review Produced by

Physical Therapist Assistant Program

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Physical Therapist Assistant
2011-12 Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Executive Summary

Introduction
The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description
The physical therapist assistant is a skilled technical health care worker who carries out patient treatment programs under the direction of the physical therapist. The assistant works to relieve pain and/or increase function in patients via therapeutic application of heat, cold, light, water, electricity, sound, massage, exercise, gait and functional activity. Physical therapist assistants work in a variety of settings which include: hospitals, rehabilitation agencies, schools, outpatient clinics, nursing homes, home health agencies, sports medicine clinics, and traveling therapy agencies. Persons interested in pursuing this program should be comfortable working with people of all age groups in close one-to-one relationships. They should enjoy physical activity and be patient and empathetic when working with others.

Degree Offered
An Associate in Science degree in Physical Therapist Assistant is offered at SPC.

Program Performance
- **Actual Course Enrollment** in the Physical Therapist Assistant program increased during Spring and Fall 2010-11 from the previous year.
- **Unduplicated Headcount** decreased during the Fall, Spring, and Summer semesters in 2010-11 from the previous year.
- In 2010-11, **Student Semester Hour (SSH) Productivity** decreased slightly in Fall (1.0), Spring (0.9), and Summer (0.5) from the previous year. Summer reached a three-year high (0.8) in 2009-10.
- The number of **program graduates** in the Physical Therapist Assistant program increased (36) from the previous year, reaching a six-year high in 2010-11.
- The vast majority of students in the program continue to **succeed** in the courses. In Spring 2011, 100.0% of the students were successful as compared to 90.5% in Spring 2012. In Fall 2010, 94.8% of the students succeeded as compared to 97.2% in Fall 2011.
- **Fulltime Faculty** taught 100.0% of the ECHs in 2010-11 and 2009-10.
- Adjunct ECHs have remained at zero for all three academic years. The three-semester average (0.0%) for adjuncts is not consistent with the College’s general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

Program Profitability
- The **Relative Profitability Index (RPI-T)** for the Physical Therapist Assistant program has remained consistent over the last several years.
Program Improvements

- There were no Capital Expenditures (Fund 10 and 16) reported for the Physical Therapist Assistant program during the past three years.

Academic Outcomes

- The 2010-11 Academic Program Assessment Report indicated that the desired results were met for each MLO across specific years. For instance, the criteria for success were met for MLO 1 in 2009 and 2010; for MLO 2, the criteria were met in all four categories in 2010; and for MLO 3, the criteria were exceeded for three of the six categories in 2010.

- The 2010-11 Academic Program Assessment Follow-up Report was completed in July 2012. The report indicated that all four action items were successfully completed, and the results published in the 2010-11 follow-up report.

Stakeholder Perceptions

- All the individual average content area scores for the Student Survey of Instruction (SSI) were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Physical Therapist Assistant program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction. However, there were no data available for Summer 2010.

- A Physical Therapist Assistant advisory committee meeting was held on November 2, 2011. The meeting consisted of a program update, program pass rate scores, fixed date testing for the NPTE, Viability Report review, equipment needs, and announcements.

- Twenty-five Recent Alumni surveys were provided to the 2009-10 graduates of the Physical Therapist Assistant program. Responses were received from eight A.S. graduates.

- Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 87.5% of recent graduate survey respondents, who were employed, were employed full-time.
- 100.0% of recent graduate survey respondents had a current position related to their studies.
- 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Change career fields,” 12.5% “Continue my education,” 12.5% “Earn more money,” 12.5% “Obtain employment,” while 12.5% indicated “Meet certification/training needs.”
- 87.5% of recent graduate survey respondents indicated that their SPC degree allowed them to “Earn more money,” 100.0% “Obtain employment,” 75.0% “Change career fields,” 37.5% “Meet certification-training needs,” and 25.0% “Continue my education.” [Note: The total may exceed 100% as this question allowed for multiple responses.]
• 100.0% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal.

• 25.0% of recent graduate survey respondents indicated that they earned between $20.00 and $24.00 per hour ($42,000 - $51,999 annually), while the remaining 75.0% earned $25.00 or more per hour ($52,000 or more annually).

• 62.5% of recent graduate survey respondents indicated that they are continuing their education.

• 100.0% of recent graduate survey respondents would recommend SPC’s Physical Therapy Assistant program to another.

• Two employer surveys were sent out to employers based on the permission provided by recent graduates in the 2009-10 recent alumni survey. One survey respondent provided an evaluation of the graduate’s college preparation. Since a single response cannot accurately represent the entire program, employer survey results about college preparation will not be reported.

Occupation Profile

• One occupation description for Physical Therapist Assistant was located in the Bureau of Labor Statistics for the Physical Therapist Assistant program.

• The 2010 median yearly income for physical therapist assistants was $49,700 in the United States, and $56,400 in Florida.

• Employment trend information for physical therapist assistants showed a significant average annual increase (31% - 46%) in employment for the profession over the next 6-8 years, for both the country and state.

• The major employers of SPC’s Physical Therapist Assistant program graduates are Mease Dunedin Hospital-Rehabilitation Services; LaVie Rehab; and Cora Rehabilitation.

• Total Placement in the Physical Therapist Assistant program did not change in 2008-09 from the previous year, with PTA achieving a placement of 97%.

State Graduates Outcomes

• State Graduates data indicated that two hundred and sixteen students completed a state Physical Therapist Assistant program in 2008-09, of those one-hundred and eighty-five had some matching state data and were employed. Eighty-four percent (84%) of those state graduates were employed at least a full quarter. The rate for SPC graduates exceeded this employment rate with 85% of the graduates employed at least a full quarter.

Program Administrator’s Perspective: Issues, Trends, and Recent Successes

The Physical Therapy Assistant (PTA) program enrollment continues to increase, as the profession of physical therapy remains one of the top careers in the state of Florida, and the US for both salary and job growth. The US Department of labor projects that from 2010 to 2020, employment of physical therapist assistants will increase at a heart-pounding 45 percent growth rate. The demand for physical therapy services is projected to spike in response to the health care needs of a growing elderly population. At the present time PTA graduates in the state of Florida, can expect an entry level salary of $43,000.
Due to this growth in salary and job availability, the program has been receiving vast amounts of applications for entry into the program. There were 150 qualified applicants for the 20 available seats for the August 2012 cohort. Many of these individuals are minimally prepared to enter a rigorous health program and as such the program's graduation rate has dipped into the 55th percentile for 2012 and 2013. In an effort to reduce attrition and enhance perspective students’ understanding of these rigors, the PTA program implemented an interview component this year to be used as part of the selective admissions process that was initiated last year. Students already admitted into the program (on the wait list), were required to attend the interview for the purpose of providing a control group for future research, to determine if interviews are a valid way to select students who will be successful in the program. Students were assessed on their ability to work as a team, appearance, communication, and writing skills. One of the group activities, and the writing component, involved reflection on potential barriers that other students have encountered while in the program, and the strategies the incoming student will have in place to prevent these barriers from impacting their success, as they progress through the program.

Although graduation rates have declined in the last couple of years, the program continues to maintain high first-time pass rate scores on the national PTA licensure exam. SPC PTA May 2011 graduates achieved a 100% first-time pass rate score; all 28 students passed the licensure exam the first time. During 2011, first-time pass rate summary performance for other PTA graduates in the state was 89.26%, and summary performance for all U.S. programs was 86.50%.

Recommendations/Action Plan

- Program Recommendations and action plans are compiled by the Provost and Program Administrator, and are located at the end of the document.
SPC Mission Statement
The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction
In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College’s institutional effectiveness.

Institutional Effectiveness
Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Offices of Planning, Budgeting, and Research work with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality
improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC’s institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish its desired outcomes. The level of success of SPC’s actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College’s institutional effectiveness process.

Educational Assessment
Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus for Associate in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an
Educational Assessment Website (https://it.spcollege.edu/edoutcomes/) to serve as repository for all SPC’s educational outcomes reports and to systematically manage our assessment efforts.
Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in community colleges and state universities at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.

In 2007, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic program assessment cycle, producing a more coherent and integrated review
process. Figure 1 represents the relationship between program assessment and program reviewing during the three-year assessment cycle.

![Three-Year Academic Program Assessment Cycle](image)

**Figure 1: Three-Year Academic Program Assessment Cycle**

**Program Description**

The physical therapist assistant is a skilled technical health care worker who carries out patient treatment programs under the direction of the physical therapist. The assistant works to relieve pain and/or increase function in patients via therapeutic application of heat, cold, light, water, electricity, sound, massage, exercise, gait and functional activity. Physical therapist assistants work in a variety of settings which include: hospitals, rehabilitation agencies, schools, outpatient clinics, nursing homes, home health agencies, sports medicine clinics, and traveling therapy agencies. Persons interested in pursuing this program should be comfortable working with people of all age groups in close one-to-one relationships. They should enjoy physical activity and be patient and empathetic when working with others.
Degree Offered
An Associate in Science degree in Physical Therapist Assistant is offered at SPC.

For a complete listing of all courses within the Physical Therapist Assistant program, please see Appendix A.

Accreditation
The Physical Therapist Assistant program is accredited by the Commission in Physical Therapy Education, a division of the American Physical Therapy Association. It was last accredited in 2007 and the next accreditation will take place in 2017.

Major Learning Outcomes
1. The student will demonstrate knowledge of Clinical Application of Physical Therapy Principles and Foundational Sciences.
2. The student will demonstrate knowledge of Data Collection/Interventions/Equipment and Devices/Therapeutic Modalities.
3. The student will demonstrate knowledge of Safety and Professional Roles; Teaching/Learning; Evidence-Based Practice.
Program Performance

*Actual Course Enrollment*

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program’s core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment in the Physical Therapist Assistant program increased during Spring and Fall 2010-11 from the previous year, as shown in Figure 2.

*Figure 2: Actual Course Enrollment*

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)
Unduplicated Headcount

Unduplicated Headcount is the total number of unduplicated students with a program plan within the area of study (e.g., A.S. or certificate) that are currently enrolled in a course under that Academic Org. during the term of interest. This excludes 1) students in a different program plan or 2) students in the right program plan who are not taking courses within that Academic Org. for the term of interest. Unduplicated Headcount decreased during the Fall, Spring, and Summer semesters in 2010-11, from the previous year, as shown in Figure 3.

Figure 3: Unduplicated Headcount

Source: PeopleSoft Student Administration System
Productivity

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. In 2010-11, SSH productivity decreased slightly in Fall (1.0), Spring (0.9), and Summer (0.5) from the previous year. Summer reached a three-year high (0.8) in 2009-10, as shown in Figure 4.

![SSH Productivity Chart]

*Figure 4: SSH Productivity*

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)

Note: SSH Productivity data are displayed using two decimal places due to the proximity of the values.
**Program Graduates**

The number of AS graduates in the Physical Therapist Assistant program increased (36) from the previous year, reaching a six-year high in 2010-11, as shown in Figure 5.

![Program Graduates](image)

*Figure 5: Program Graduates*

Source: 2011-12 SPC Factbook, Table 31
Grade Distributions
To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college wide grade distribution report generated at the end of the session. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be omitted. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

Table 1
Program Core Course Grade Distributions

<table>
<thead>
<tr>
<th>Semester</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>51.9%</td>
<td>27.8%</td>
<td>17.1%</td>
<td>0.6%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>53.8%</td>
<td>33.8%</td>
<td>12.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>29.2%</td>
<td>43.1%</td>
<td>18.2%</td>
<td>4.4%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>37.3%</td>
<td>34.1%</td>
<td>23.3%</td>
<td>1.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>44.5%</td>
<td>33.6%</td>
<td>19.0%</td>
<td>2.8%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Source: Collegewide Grade Distribution Report (Generated at the end of the session)
Figure 6 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

![Figure 6: ABC Grade Distributions](image)

**Source:** Collegewide Grade Distribution Report (Generated at the end of the session)
A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students successfully completing the course with a grade of A, B, or C, divided by the total number of students in the course. The vast majority of students in the program continue to succeed in the courses as shown in Figure 7. In Spring 2011, 100.0% of the students were successful as compared to 90.5% in Spring 2012. In Fall 2010, 94.8% of the students succeeded as compared to 97.2% in Fall 2011.

![Classroom Success Chart]

*Figure 7: Classroom Success*

Source: Collegewide Grade Distribution Report (Generated at the end of the session)
**Fulltime/Adjunct Faculty Ratio**

Table 2 displays the number and percentage of Physical Therapist Assistant program equated credit hours (ECHs) taught by the individual faculty classifications. As shown, Fulltime Faculty taught 100.0% of the ECHs in 2010-11, 2009-10, and 2008-09, and thus Adjunct Faculty did not teach any of the classes during those three years.

**Table 2**

*Equated Credit Hours by Faculty Classification*

<table>
<thead>
<tr>
<th></th>
<th>Fulltime Faculty</th>
<th>Percent of Load Faculty</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of ECHs</td>
<td>% of Classes Taught</td>
<td>Number of ECHs</td>
</tr>
<tr>
<td>Fall 2008-2009</td>
<td>39.5</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Spring 2008-2009</td>
<td>59.0</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Summer 2008-2009</td>
<td>18.0</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>2008-2009 Total</td>
<td>116.5</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Fall 2009-2010</td>
<td>39.5</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Spring 2009-2010</td>
<td>59.0</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Summer 2009-2010</td>
<td>18.0</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>2009-2010 Total</td>
<td>116.5</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Fall 2010-2011</td>
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<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Spring 2010-2011</td>
<td>59.0</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Summer 2010-2011</td>
<td>18.0</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>2010-2011 Total</td>
<td>116.5</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)
The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program’s adjunct’s ECHs by the sum of the Adjunct’s, Percent of Load’s, and Fulltime Faculty’s ECHs. Figure 8 displays the Fulltime/Adjunct Faculty Ratio information for the last three academic years. Adjunct ECHs have remained at zero for all three academic years, as shown in Table 2. The three-semester average for adjuncts (0.0%) is not consistent with the College’s general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

![Full-Time/Adjunct Faculty Ratio](image)

**Figure 8: Full-time/Adjunct Faculty Ratio**

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)
Program Profitability

Relative Profitability Index (RPI-T)
Relative Profitability Index (RPI-T) is a measure of program profitability. It is calculated by dividing a program’s income by the sum of its personnel expenses and current expenses. Only Fund 10 financials are used in the calculation of RPI-T; specifically, program revenues (GL 400000), personnel expenses (GL 500000), and current expenses (GL 600000).

Program revenues (GL 400000) can include (1) student application fees and tuition, (2) out of state fees, and (3) gifts from alumni and charitable organizations.

Personnel expenses (GL 500000) can include (1) personnel salary expenses for program management, and instructional staff, (2) personnel salary expenses for OPS and student assistants, and (3) personnel benefits. Personnel assigned to multiple programs may have partial personnel expenses assigned to an individual program.

Current expenses (GL 600000) can include operating expenses for (1) travel, (2) goods and services, and (3) materials and supplies. Current expenses can also include scholarship and fee waivers.
The RPI-T for the Physical Therapist Assistant program has remained consistent over the last several years. The 2011-12 mean RPI-T for the program was 0.2, as shown in Figure 9.

Figure 9: Fiscal Summary

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year
Note: Fiscal Summary data are displayed using two decimal places due to the proximity of the values.
Program Improvements

Capital Expenditures
There were no Capital Expenditures (Fund 10 and 16) reported for the Physical Therapist Assistant program (Org: 11230104) during the past three years, as shown in Table 3.

Table 3
Physical Therapist Assistant Program Capital Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Capital Outlay</th>
<th>Account</th>
<th>Purchase Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>0</td>
<td>700000</td>
<td>--</td>
</tr>
<tr>
<td>2010-11</td>
<td>0</td>
<td>700000</td>
<td>--</td>
</tr>
<tr>
<td>2011-12</td>
<td>0</td>
<td>700000</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year
Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program’s educational outcomes. The Physical Therapist Assistant program was evaluated through an Academic Program Assessment Report (APAR) in 2010-11.

Each of the program’s three Major Learning Outcomes (MLOs) was evaluated during the 2010-11 assessment. Each of the three MLOs is listed below:

1. The student will demonstrate knowledge of Clinical Application of Physical Therapy Principles and Foundational Sciences.

2. The student will demonstrate knowledge of Data Collection/Interventions/Equipment and Devices/Therapeutic Modalities.

3. The student will demonstrate knowledge of Safety and Professional Roles; Teaching/Learning; Evidence-Based Practice.

Means of Assessment

The Physical Therapist Assistant program used the results of the Federation of State Boards of Physical Therapy (FSBPT) Licensing Examination to evaluate program graduate knowledge. To make summative interpretation for program improvement, the End of Program Assessment was used to assess student achievement by major learning outcomes.

The criteria for success stated that the Mean Scale Scores for SPC graduates (for first-time test takers only) are expected to be above that reported for all U.S. graduates.

Data were collected during 2009, and 2010, and the data findings for each MLO are displayed in Tables 4 through 9. As depicted, the results varied by MLO and assessment year. SPC graduates exceeded the criteria for success for MLO 1 in 2009 and 2010; for MLO 2, graduates met or exceeded
the criteria in all four categories in 2010; and for MLO 3, graduates exceeded the criteria in three of the six categories in 2010.

**Table 4**
MLO 1 Physical Therapist Assistant Assessment Results 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Items</th>
<th>SPC Mean Scale Score</th>
<th>US Mean Scale Score</th>
<th>SPC above (below) US Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Application of Physical Therapy</td>
<td>59</td>
<td>663.7</td>
<td>645.5</td>
<td>+18.2</td>
</tr>
<tr>
<td>Principles and Foundational Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2010-11 Academic Program Assessment Report (APAR)

**Table 5**
MLO 1 Physical Therapist Assistant Assessment Results 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Items</th>
<th>SPC Mean Scale Score</th>
<th>US Mean Scale Score</th>
<th>SPC above (below) US Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Application of Physical Therapy</td>
<td>59</td>
<td>662.7</td>
<td>644.0</td>
<td>+18.7</td>
</tr>
<tr>
<td>Principles and Foundational Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2010-11 Academic Program Assessment Report (APAR)
Table 6
MLO 2 Physical Therapist Assistant Assessment Results 2009

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of Items</th>
<th>SPC Mean Scale Score</th>
<th>US Mean Scale Score</th>
<th>SPC above (below) US Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection/Interventions/Equipment and Devices/Therapeutic Modalities</td>
<td>72</td>
<td>633.7</td>
<td>641.5</td>
<td>-7.8</td>
</tr>
<tr>
<td>Data Collection</td>
<td>23</td>
<td>605.5</td>
<td>639.3</td>
<td>-33.8</td>
</tr>
<tr>
<td>Intervention</td>
<td>27</td>
<td>645.2</td>
<td>630.6</td>
<td>+14.6</td>
</tr>
<tr>
<td>Equipment and Devices; Therapeutic Modalities</td>
<td>22</td>
<td>631.8</td>
<td>633.4</td>
<td>-1.6</td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2010-11 Academic Program Assessment Report (APAR)

Table 7
MLO 2 Physical Therapist Assistant Assessment Results 2010

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of Items</th>
<th>SPC Mean Scale Score</th>
<th>US Mean Scale Score</th>
<th>SPC above (below) US Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection/Interventions/Equipment and Devices/Therapeutic Modalities</td>
<td>72</td>
<td>650.0</td>
<td>640.9</td>
<td>+9.1</td>
</tr>
<tr>
<td>Data Collection</td>
<td>23</td>
<td>644.8</td>
<td>643.4</td>
<td>+1.4</td>
</tr>
<tr>
<td>Intervention</td>
<td>27</td>
<td>627.6</td>
<td>627.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Equipment and Devices; Therapeutic Modalities</td>
<td>22</td>
<td>656.4</td>
<td>630.8</td>
<td>+25.6</td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2010-11 Academic Program Assessment Report (APAR)
### Table 8
MLO 3 Physical Therapist Assistant Assessment Results 2009

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of Items</th>
<th>SPC Mean Scale Score</th>
<th>US Mean Scale Score</th>
<th>SPC above (below) US Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and Professional Roles; Teaching/Learning; Evidence-Based Practice</td>
<td>19</td>
<td>565.2</td>
<td>592.2</td>
<td>-27.0</td>
</tr>
<tr>
<td>System Specifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiac, Vascular, and Pulmonary Systems</td>
<td>19</td>
<td>651.7</td>
<td>635.6</td>
<td>+16.1</td>
</tr>
<tr>
<td>Musculoskeletal System</td>
<td>32</td>
<td>636.6</td>
<td>638.3</td>
<td>-1.7</td>
</tr>
<tr>
<td>Neuromuscular and Nervous Systems</td>
<td>30</td>
<td>637.7</td>
<td>643.8</td>
<td>-6.1</td>
</tr>
<tr>
<td>Integumentary System</td>
<td>9</td>
<td>604.3</td>
<td>611.1</td>
<td>-6.8</td>
</tr>
<tr>
<td>Other Systems</td>
<td>19</td>
<td>668.9</td>
<td>633.0</td>
<td>+35.9</td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2010-11 Academic Program Assessment Report (APAR)
Table 9
MLO 3 Physical Therapist Assistant Assessment Results 2010

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of Items</th>
<th>SPC Mean Scale Score</th>
<th>US Mean Scale Score</th>
<th>SPC above (below) US Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and Professional Roles; Teaching/Learning; Evidence-Based Practice</td>
<td>19</td>
<td>618.3</td>
<td>626.5</td>
<td>-8.2</td>
</tr>
<tr>
<td>System Specifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiac, Vascular, and Pulmonary Systems</td>
<td>19</td>
<td>673.2</td>
<td>637.5</td>
<td>+35.7</td>
</tr>
<tr>
<td>Musculoskeletal System</td>
<td>32</td>
<td>636.0</td>
<td>636.2</td>
<td>-0.2</td>
</tr>
<tr>
<td>Neuromuscular and Nervous Systems</td>
<td>30</td>
<td>658.5</td>
<td>648.0</td>
<td>+10.5</td>
</tr>
<tr>
<td>Integumentary System</td>
<td>9</td>
<td>578.2</td>
<td>620.6</td>
<td>-42.4</td>
</tr>
<tr>
<td>Other Systems</td>
<td>19</td>
<td>658.5</td>
<td>631.8</td>
<td>+26.7</td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2010-11 Academic Program Assessment Report (APAR)

The 2010-11 follow-up report was completed in July 2012. The report indicated that all four action items were successfully completed, and the results published in the 2010-11 follow-up report.
Stakeholder Perceptions

Student Survey of Instruction (SSI)
Each semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Beginning in Fall 2008, all SSI forms (except Clinical B) have been administered electronically using an online format. During 2009-10, the SSI items were reviewed and revised by a committee composed of faculty and administrators. As a result of the revision process, the lecture, non-lecture, and eCampus forms were consolidated into one form, independent of modality, which has been administered online since Spring 2010.

As part of the instrument validation process, the results from the SSI over the last few years were assessed for reliability and validity. The results of this assessment suggested three underlying factors.

The three factors are faculty engagement, preparation and organization, and course instruction. The survey questions are grouped into these categories as defined below:

- **Faculty Engagement** - focuses on how successful the instructor was in encouraging student performance, the instructor’s level of enthusiasm for the subject and respect for students, how well the instructor applied the stated grading policies including providing students appropriate information to determine their grades, and the instructor’s responsiveness to student questions outside of the classroom.

- **Preparation and Organization** - focuses on the instructor’s overall preparation for the course, the instructor’s ability to start and end class on time, the amount of time spent on course-related activities by
the instructor, and the even assignment and appropriateness of course material throughout the term.

- **Course Instruction** - focuses on the instructor’s clarity of instruction, how well the course objectives were defined by the instructor, and how well the instructor met student expectations.

**SSI Results** The SSI survey is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The average scores for Physical Therapist Assistant are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during each semester. The aggregated survey results by semester and content area are shown in Figure 10. The SSI survey administration is optional during Summer semester, thus only Fall and Spring results are presented in this report.

![Figure 10: SSI Results](source: Student Survey of Instruction Administration Site)
Summary All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Physical Therapist Assistant program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
Advisory Committee

Community input and participation is an important component of the educational process at the College. The advisory committees are an example of community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Functions of Advisory Committees are:

1. Assessing how the program meets the current occupational needs of employers.
2. Reviewing and making recommendations on the program curriculum.
3. Providing input to help prepare students for work in their chosen field.
4. Assisting in recruiting, providing internships, and in placing qualified graduates in appropriate jobs.
5. Expanding and enhancing St. Petersburg College’s reputation in the community by fostering positive community relationships.
6. Approving all program equipment purchases in excess of $999.99.
Recent Meeting Summary
A Physical Therapist Assistant (PTA) advisory committee meeting was held on November 2, 2011. The meeting consisted of a program update, program pass rate scores, fixed date testing for the NPTE, Viability Report review, equipment needs, and announcements.

Program Update
R. Kramer reported that on May 7, 2011 the PTA Program graduated 32 students. One student finished the PTA curriculum but still had a general education course to finish, and the other had a clinical course to finish (due to a pregnancy during her sophomore year). Both graduated in July 2011. This class initially began in the fall of 2009 with 47 students and had a 68% graduation rate.

There are 24 sophomores. This class initially began with 44 in the fall of 2010. Currently, the graduation rate for this class is 55%.

There are 37 freshmen. This class initially began with 40 students in August of 2011. There were 118 applicants for this class, 88 of whom met the admissions requirements.

The program has 81 applicants for August 2012, 40 of whom have been admitted to the program.

The Program has seen 3 patients this fall, a women’s basketball player with grade 3 quad strain, a men’s basketball player with an ACL tear and a women’s volleyball player with a shoulder injury.

Program Pass Rate Scores
R. Kramer passed out copies of the program’s latest (October 17th) report on national licensure exam pass rates. For the graduating class of May 2011, 28 of the 34 students have taken the licensure exam and all 28 have passed the first time to give the program a 100% first time pass rate percentage, well above the state average of 89.26% and the US average of 86.50%. R. Kramer discussed the Commission on Accreditation in Physical Therapy Education (CAPTE) benchmark of 80% over a three year period, if schools are lower than 80% an action plan will be required. For the period between 2009 and 2011, SPC is at 97.4% well above the CAPTE requirement of 80%.
**Fixed Date Testing for the NPTE**

R. Kramer reported to the Committee that the Federation of State Boards of Physical Therapy (FSBPT) has now implemented fixed testing dates for PTAs. There are only 3 dates during 2012 that PTAs will be able to take their national licensure exam (April 26, July 17, and October 30). Florida Board of Physical Therapy (FPTA) president, Sheila Nicholson will ask the Florida Board, at its next meeting tomorrow night in Tampa, to support reinstituting temporary licensure. She will be bringing this forward at the next Florida legislative session in January for a statue change.

Also of importance, and on the Florida Board meeting agenda, is for the Board to make a decision regarding the awarding of continuing education credit to APTA Credentialed CIs. Sheila Nicholson will present awarding one contact hour for every 160 hours of student supervision, up to a maximum of six hours per biennium.

**Action:** R. Kramer will attend the FPTA meeting tomorrow night and report back to the Committee on their decisions regarding temporary licensure and continuing education credit for APTA credentialed CIs.

**Viability Report Review**

R. Kramer distributed the PTA Program’s 2010-2011 Viability Measures Report. Although the initiative to begin a full time physical therapy clinic was not approved last year this important initiative will be brought forward again in 2012.

Committee comments on the success of the PTA Information Sessions included support for making the information sessions mandatory as an admission requirement.

Ms. Barkman also suggested that students submit a signed copy of the PTA program’s essential functions as part of the admissions requirement.

Committee members voiced approval of the new PTA program action item to explore collaboration with other health center disciplines in creating case studies for utilization in Cerner (electronic medical documentation system purchased by HEC).
Equipment Needs

M. Hanlon asked Committee members for their approval to order a bariatric mat table ($13,000) that will hold 1,000 pounds. This is needed due to the increase in weight of PTA students and the need for two students to be on a mat table at the same time to perform interventions.

Announcements

Teresa Dean announced that she had accepted a Board member position for CAPTE.

The complete committee minutes along with the minutes from previous meetings are located in Appendices B, C, D, and E.
**Recent Alumni Survey Information**

Twenty-five Alumni Surveys were provided to the 2009-10 graduates of the Physical Therapist Assistant program. Responses were received from eight A.S. graduates.

Thirty-two percent of the graduates contacted responded to the survey (8 of 25). After receiving permission from the respondents to contact their employers, two employer surveys were sent out.

Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:
- 87.5% of recent graduate survey respondents, who were employed, were employed full-time.
- 100.0% of recent graduate survey respondents had a current position related to their studies.
- 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Change career fields,” 12.5% “Continue my education,” 12.5% “Earn more money,” 12.5% “Obtain employment,” while the remaining 12.5% indicated “Meet certification/training needs.”
- 87.5% of recent graduate survey respondents indicated that their SPC degree allowed them to “Earn more money,” 100.0% “Obtain employment,” 75.0% “Change career fields,” 37.5% “Meet certification-training needs,” and 25.0% “Continue my education.” [Note: The total may exceed 100% as this question allows multiple responses.]
- 100.0% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal.
- 25.0% of recent graduate survey respondents indicated that they earned between $20.00 and $24.99 per hour ($42,000 - $51,999 annually), while the remaining 75.0% earned $25.00 or more per hour ($52,000 or more annually).
- 62.5% of recent graduate survey respondents indicated they are continuing their education.
- 100.0% of recent graduate survey respondents would recommend SPC’s Physical Therapist Assistant program to another.
An evaluation of Physical Therapist Assistant graduates’ general education outcomes is displayed in Table 10. Graduates indicated high levels of satisfaction with their college preparation in the area of general education outcomes. Twenty-three outcomes received mean scores of 4.0 or higher, while the remaining two outcomes received mean scores of 3.9.

**Table 10**
**College Preparation Ratings for Recent Physical Therapist Assistant Program Graduates**

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Item Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Five point rating scale with five being the highest)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Communicating clearly and effectively with others through:</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>8</td>
</tr>
<tr>
<td>Listening</td>
<td>8</td>
</tr>
<tr>
<td>Reading</td>
<td>8</td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
</tr>
<tr>
<td>Your use of mathematical and computational skills:</td>
<td></td>
</tr>
<tr>
<td>Comfortable with mathematical calculations</td>
<td>8</td>
</tr>
<tr>
<td>Using computational skills appropriately</td>
<td>8</td>
</tr>
<tr>
<td>Accurately interpreting mathematical data</td>
<td>8</td>
</tr>
<tr>
<td>Using the following forms of technology:</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td>8</td>
</tr>
<tr>
<td>Word Processing</td>
<td>8</td>
</tr>
<tr>
<td>Spreadsheets</td>
<td>8</td>
</tr>
<tr>
<td>Databases</td>
<td>8</td>
</tr>
<tr>
<td>Internet Research</td>
<td>8</td>
</tr>
<tr>
<td>Thinking logically and critically to solve problems:</td>
<td></td>
</tr>
<tr>
<td>Gathering and assessing relevant information</td>
<td>8</td>
</tr>
<tr>
<td>Inquiring about and interpreting information</td>
<td>8</td>
</tr>
<tr>
<td>Organizing and evaluating information</td>
<td>8</td>
</tr>
<tr>
<td>Analyzing and explaining information to others</td>
<td>8</td>
</tr>
<tr>
<td>Using information to solve problems</td>
<td>8</td>
</tr>
</tbody>
</table>
Table 10, continued

College Preparation Ratings for Recent Physical Therapist Assistant Program Graduates

| General Education Outcomes (Five point rating scale with five being the highest) | Item Ratings |
|---|---|---|
| | N | MEAN | SD |
| **Working effectively with others in a variety of settings:** | | | |
| Participating as a team player (e.g., group projects) | 8 | 4.9 | 0.4 |
| Working well with individuals from diverse backgrounds | 8 | 4.9 | 0.4 |
| Using ethical courses of action | 8 | 4.8 | 0.5 |
| Demonstrating leadership skills | 8 | 4.5 | 0.8 |
| **Appreciate the importance of lifelong learning:** | | | |
| Showing an interest in career development | 8 | 4.8 | 0.5 |
| Being open to new ideas and challenges | 8 | 4.8 | 0.5 |
| Willingness to take on new responsibilities | 8 | 4.6 | 0.7 |
| Pursuing additional educational opportunities | 8 | 4.6 | 0.7 |

**Employer Survey Information**

Two employer surveys were sent out to employers based on the permission provided by recent graduates in the 2009-10 recent alumni survey. One survey respondent provided an evaluation of the graduate’s college preparation. Since a single response cannot accurately represent the entire program, employer survey results about college preparation will not be reported.
Occupation Profile

One occupation description was located in the Bureau of Labor Statistics for the Physical Therapist Assistant program. The occupation description title was Physical Therapist Assistant.

Occupation Description

The occupation description for Physical Therapist Assistants 31.2021.00 used by the Bureau of Labor Statistics is shown below:

Assist physical therapists in providing physical therapy treatments and procedures. May, in accordance with State laws, assist in the development of treatment plans, carry out routine functions, document the progress of treatment, and modify specific treatments in accordance with patient status and within the scope of treatment plans established by a physical therapist. Generally requires formal training.

US, State, and Area Wage Information

The distribution of 2010 wage information for physical therapist assistants is displayed in Table 11. The median yearly income for physical therapist assistants was $49,700 in the United States, and $56,400 in Florida. The wage information is divided by percentiles for hourly and yearly wages, as well as by location.

Table 11
Wage Information for Physical Therapist Assistants

<table>
<thead>
<tr>
<th>Location</th>
<th>Pay Period</th>
<th>2010</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10%</td>
<td>25%</td>
<td>Median</td>
<td>75%</td>
</tr>
<tr>
<td>United States</td>
<td>Hourly</td>
<td>$14.94</td>
<td>$19.35</td>
<td>$23.89</td>
<td>$28.39</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$31,100</td>
<td>$40,200</td>
<td>$49,700</td>
<td>$59,100</td>
</tr>
<tr>
<td>Florida</td>
<td>Hourly</td>
<td>$18.02</td>
<td>$23.19</td>
<td>$27.11</td>
<td>$31.03</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$37,500</td>
<td>$48,200</td>
<td>$56,400</td>
<td>$64,500</td>
</tr>
</tbody>
</table>

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation
National, State, and County Trends

Employment trend information for physical therapist assistants is included in Table 12 and provided by country and state. A significant average annual increase (31% to 46%) in employment for the profession over the next 6-8 years for the country and state is shown.

Table 12
State and National Trends

<table>
<thead>
<tr>
<th>United States</th>
<th>Employment 2010</th>
<th>Employment 2020</th>
<th>Percent Change</th>
<th>Job Openings 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical therapists assistants</td>
<td>67,400</td>
<td>98,200</td>
<td>+46%</td>
<td>4,120</td>
</tr>
<tr>
<td>Florida</td>
<td>Employment 2008</td>
<td>Employment 2018</td>
<td>Percent Change</td>
<td>Job Openings 1</td>
</tr>
<tr>
<td>Physical therapist assistants</td>
<td>3,550</td>
<td>4,660</td>
<td>+31%</td>
<td>160</td>
</tr>
</tbody>
</table>

1Job Openings refers to the average annual job openings due to growth and net replacement.


Major Employers

Graduates of SPC’s Physical Therapist Assistant program are employed in various areas related to their field. The primary local employers of these graduates are Mease Dunedin Hospital-Rehabilitation Services; LaVie Rehab; and Cora Rehabilitation, as depicted in Table 13.

Table 13
Major Employers

<table>
<thead>
<tr>
<th>Employers of Physical Therapist Assistant Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mease Dunedin Hospital-Rehabilitation Services</td>
</tr>
<tr>
<td>LaVie Rehab</td>
</tr>
<tr>
<td>Cora Rehabilitation</td>
</tr>
</tbody>
</table>

Source: 2009-10 Alumni Survey and Program Administrator input
Total Placement

Total Placement is the percentage of students who have an acceptable placement after graduation. Acceptable placement includes students who are enlisted in the military, continuing their education, and/or employed in their field within the first year of graduation. Only students with A.S. and A.A.S degrees are used in the calculation. The Total Placement in the Physical Therapist Assistant program did not change in 2008-09 from the previous year, with PTA students achieving a placement of 97%, as shown in Figure 11.

Figure 11: Total Placement

Source: 2011-12 SPC Factbook, Table 38
State Graduates Outcomes

To provide reference information for the employment trend data, program graduate state outcome data are provided for all academic programs included within Physical Therapist Assistant. Physical Therapist Assistant program graduate state outcome data are provided in Table 14.

Two-hundred and sixteen students completed a state Physical Therapist Assistant program in 2008-09, of those one-hundred and eighty-five had some matching state data and were employed. Eight-four percent (84%) of those state graduates were employed at least a full quarter. SPC’s graduates exceeded this rate, with 85% of the graduates employed at least a full quarter, as depicted in Table 14.

Table 14
Physical Therapist Assistant Program Graduates 2008-09 Outcomes by Florida Community College

<table>
<thead>
<tr>
<th>Florida Community College</th>
<th>Total Completers</th>
<th># Found Employed</th>
<th># Employed for a Full Qtr</th>
<th>% Employed For a Full Qtr</th>
<th>FETPIP Pool</th>
<th># Training Related (Employed, Education, or Military)</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Central Florida</td>
<td>17</td>
<td>16</td>
<td>14</td>
<td>88%</td>
<td>13</td>
<td>12</td>
<td>92%</td>
</tr>
<tr>
<td>Florida State College at Jacksonville</td>
<td>26</td>
<td>26</td>
<td>22</td>
<td>85%</td>
<td>24</td>
<td>21</td>
<td>88%</td>
</tr>
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<td>Florida Community College</td>
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<td># Found Employed</td>
<td># Employed for a Full Qtr</td>
<td>% Employed For a Full Qtr</td>
<td>FETPIP Pool</td>
<td># Training Related (Employed, Education, or Military)</td>
<td>Placement Rate</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>------------------</td>
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<td>--------------------------</td>
<td>------------</td>
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<td>Miami Dade</td>
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<td>18</td>
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<tr>
<td>Seminole State College of Florida</td>
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<td>21</td>
<td>18</td>
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<td>16</td>
<td>84%</td>
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<td>24</td>
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<td>96%</td>
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<td><strong>Total</strong></td>
<td><strong>216</strong></td>
<td><strong>185</strong></td>
<td><strong>155</strong></td>
<td><strong>84%</strong></td>
<td><strong>160</strong></td>
<td><strong>142</strong></td>
<td><strong>89%</strong></td>
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Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (http://www.fldoe.org/fetpip/pdf/0809pdf/fcs0809asc.pdf)
Program Administrator’s Perspective: Issues, Trends, and Recent Successes

The Physical Therapy Assistant (PTA) program enrollment continues to increase, as the profession of physical therapy remains one of the top careers in the state of Florida, and the US for both salary and job growth. The US Department of labor projects that from 2010 to 2020, employment of physical therapist assistants will increase at a heart-pounding 45 percent growth rate. The demand for physical therapy services is projected to spike in response to the health care needs of a growing elderly population. At the present time PTA graduates in the state of Florida, can expect an entry level salary of $43,000.

Due to this growth in salary and job availability, the program has been receiving vast amounts of applications for entry into the program. There were 150 qualified applicants for the 20 available seats for the August 2012 cohort. Many of these individuals are minimally prepared to enter a rigorous health program and as such the program’s graduation rate has dipped into the 55th percentile for 2012 and 2013. In an effort to reduce attrition and enhance perspective students’ understanding of these rigors, the PTA program implemented an interview component this year to be used as part of the selective admissions process that was initiated last year. Students already admitted into the program (on the wait list), were required to attend the interview for the purpose of providing a control group for future research, to determine if interviews are a valid way to select students who will be successful in the program. Students were assessed on their ability to work as a team, appearance, communication, and writing skills. One of the group activities, and the writing component, involved reflection on potential barriers that other students have encountered while in the program, and the strategies the incoming student will have in place to prevent these barriers from impacting their success, as they progress through the program.

Although graduation rates have declined in the last couple of years, the program continues to maintain high first-time pass rate scores on the national PTA licensure exam. SPC PTA May 2011 graduates achieved a 100% first-time pass rate score; all 28 students passed the licensure exam the first time. During 2011, first-time pass rate summary performance for
other PTA graduates in the state was 89.26%, and summary performance for all U.S. programs was 86.50%.
**Program Action Plan**

Program: Physical Therapist Assistant

Date Completed: October 2011

Prepared By: Rebecca Kramer, MPT

I. **Action Plan Items:**

<table>
<thead>
<tr>
<th></th>
<th>Action Item</th>
<th>Measure Addressed (Value)</th>
<th>Completion Date</th>
<th>Responsible Party</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Continue to explore the possibility of implementing a full-time physical therapy clinic to decrease reliance on outside affiliating clinical agencies.</td>
<td>Program Graduates, Actual Course Enrollment</td>
<td>September 2012</td>
<td>Rebecca Kramer</td>
</tr>
<tr>
<td>2</td>
<td>Implement new admissions process with selective criteria.</td>
<td>Retention, Program Graduates, Actual Course Enrollment</td>
<td>September 2012</td>
<td>Rebecca Kramer</td>
</tr>
<tr>
<td>3</td>
<td>Explore opportunities for collaboration with other health center disciplines, in creating case studies for student utilization in Cerner (electronic medical records program purchased by HEC). This would allow PTA students to gain experience.</td>
<td>Total Placement</td>
<td>September 2012</td>
<td>Rebecca Kramer</td>
</tr>
</tbody>
</table>
II. Special Resources Needed:

Action Item (1) would require hiring a full time physical therapist to staff the clinic.

III. Area(s) of Concern/Improvement:

Health programs are regulated by specialized accreditation which places limits on class size, student/faculty ratios, and enrollment. This has an impact on the relative fiscal profitability of these programs. Additional requirements are placed on attrition and graduation rates, and the health programs exceed all of these benchmarks.
Academic Affairs Committee Review

Summary of observations, recommendations, and decisions:

Anne Cooper, Senior Vice President

Date
References

Contact Information

*Please address any questions or comments regarding this evaluation to:*

Jesse Coraggio, Ph.D.
Executive Director, Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3084 coraggio.jesse@spcollege.edu
Appendix A: Program Overview, 2011

PHYSICAL THERAPIST ASSISTANT
(PTA-AS)

ASSOCIATE IN SCIENCE DEGREE

http://www.spcollege.edu/program/PTA-AS

Rebecca Kramer, Program Director and Curriculum Coordinator (727) 341-3614
kraker.rebecca@spcollege.edu
(Transferable to a Bachelor’s degree in Health Services Administration at SPC.)

PROGRAM BEGINS EVERY AUGUST

All Physical Therapist Assistant courses (PHT) are given only at the Health Education Center at 7200 66th St. N., Pinellas Park.

Due to the time-intensive nature of the PTA program courses, it is highly recommended that students complete as many of the general education and support courses as possible prior to entry into the program. Candidates will also complete the Health Programs Application. It is recommended that all students applying to the PTA program see a counselor or advisor at the Health Education Center.

PRE-ENTRY REQUIREMENTS (9 credits)
Grade of “C” or higher required for SBC 2085L in order to progress to the first term of the PTA Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBC 2085</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>3</td>
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<tr>
<td>SBC 2085L</td>
<td>Human Anatomy &amp; Physiology Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>ENC 1101</td>
<td>Composition I (or (Honors))</td>
<td>3</td>
</tr>
<tr>
<td>HSC 1531</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Computer/Information Literacy Competency Requirement</td>
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GENERAL EDUCATION COURSES (15 credits)
Enhanced World View Requirement*

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<tr>
<td>SPC 1017</td>
<td>Introduction to Speech Communication OR (SPC 1017H, 1065, 1605H or 1608)</td>
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<tr>
<td>HUM 2270</td>
<td>Humanities (East-West Synthesis) ** OR World Religions *</td>
<td>3</td>
</tr>
<tr>
<td>REL 2500</td>
<td>World Religions *</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One college-level course with MAC, MAP, MAS, MGF, MTG or STA prefix</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1012</td>
<td>General Psychology or (Honors)</td>
<td>3</td>
</tr>
<tr>
<td>PHI 2835</td>
<td>Healthcare Ethics Applied OR (PHI 1600, 1602H, 1631 or 2649)</td>
<td>3</td>
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</table>

*SVisit www.spcollege.edu/program/GENR-AS for details

SUPPORT COURSES (8 credits)

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<thead>
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<th>Title</th>
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<tr>
<td>BSC 2086</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BSC 2086L</td>
<td>Human Anatomy &amp; Physiology Laboratory II</td>
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<td>DEP 2004</td>
<td>Developmental Psychology of the Life Span</td>
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<tr>
<td>HSC 1140C</td>
<td>General Pharmacology for Health Professionals</td>
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PROGRAM COURSES
1st Term in Program (11 credits)

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<th>Title</th>
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<td>PHT 1121</td>
<td>Functional Anatomy and Kinesiology</td>
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<td>PHT 1121L</td>
<td>Functional Anatomy and Kinesiology Laboratory</td>
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<td>PHT 1200</td>
<td>Introduction to Basic Patient Care</td>
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2nd Term in Program (11 credits)

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<td>Physical Therapy Principles and Procedures</td>
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<td>PHT 2262</td>
<td>Orthopedic Disabilities and Treatment</td>
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3rd Term in Program (3 credits)

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4th Term in Program (7 credits)

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<td>Neurological Disabilities and Treatment</td>
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<td>PHT 2220</td>
<td>Therapeutic Exercise in Physical Therapy</td>
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<td>Therapeutic Exercise in Physical Therapy Laboratory</td>
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5th Term in Program (10 credits)

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<td>PHT 2901</td>
<td>Trends in Physical Therapy</td>
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<td>PHT 2902L</td>
<td>Physical Therapy Clinical Practice III</td>
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TOTAL PROGRAM HOURS

74

* SBC 2085 and PHI 2065 must be taken before PHT 1217.
** SBC 1140C and PHI 2270 (or REL 2000) and PSY 1012 must be taken before PHT 1801.
*** SPC 1017, Mathematics, and DEP 2004 must be taken before PHT 2810L.

Physical Therapist Assistant
2011-12 Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Appendix B: Advisory Board Committee Minutes and Recommendations, 2011-12

ST. PETERSBURG COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
ADVISORY COMMITTEE MEETING MINUTES, 11/02/2011

COMMITTEE MEMBERS PRESENT: Marlon Alaan, Sue Barber, Mary Ellen Barkman, Teresa Dean, David Erickson, Stephen Miller, Ernesto Monroy, Norman Schlact, Shamsah Shidi, Jim Switzer

PROGRAM FACULTY: Rebecca Kramer (Program Director)
Mary Hanlon, Barb Heier

MEETING TIME: 7:00 PM – 9:30 PM

I. Introductions

Those present introduced themselves and indicated their current place of employment.

Marlon Alaan asked the PTA Program faculty to identify which classes were taught by whom. For the freshmen in the fall: Mary Hanlon is the instructor for Basic Patient Care lecture and is the primary instructor for one Basic Patient Care lab and Marja Beaufait the other (vital signs, hot/cold modalities, transfers/gait, ROM and massage) with Barb Heier assisting in both Basic Patient Care labs. Barb Heier is the instructor for Anatomy and Kinesiology both lecture and lab with Marja Beaufait assisting with both labs. The sophomore courses are taught by Marja Beaufait who teaches the Neuroanatomy course and Rebecca Kramer who teaches the Therapeutic Exercise lecture and lab (neuropathology, normal development, CVA, NDT, SCI, Parkinson’s Disease and Cardiovascular Rehab) with Mary Hanlon assisting with lab. The pediatric portion is taught by Maggie Reilly and Mildred Dones from All Children’s Hospital.

In the spring Mary Hanlon is the instructor for PT Principles and Procedures lecture and lab (stretching, US, traction, e-stim) with Marja Beaufait assisting in lab. Barb Heier is the instructor for the Orthopedic Disabilities and Treatment lecture and lab with Marja Beaufait assisting in lab. Marja Beaufait is the instructor for the sophomore’s Trends in PT class (resume writing, cultural diversity, death and dying, home health, professionalism). Mary, Marja and Barb do the sophomore clinical visits with Rebecca helping out as needed.
Appendix B: Advisory Board Committee Minutes and Recommendations, 2011-12, con’t

R. Kramer reported the following:

- On May 7, 2011 the PTA Program graduated 32 students. One student finished the PTA curriculum but still had a general education course to finish and the other had a clinical course to finish (due to a pregnancy during her sophomore year). Both graduated in July 2011. This class initially began in the fall of 2009 with 47 students and had a 68% graduation rate.

- There are 24 sophomores. This class initially began with 44 in the fall of 2010. Currently, the graduation rate for this class is 55%.

- There are 37 freshmen. This class initially began with 40 students in August of 2011. There were 118 applicants for this class, 88 of whom met the admissions requirements.

- The program has 81 applicants for August 2012, 40 of whom have been admitted to the program.

- The Program has seen 3 patients this fall, a women’s basketball player with grade 3 quad strain, a men’s basketball player with an ACL tear and a women’s volleyball player with a shoulder injury.

Mary Ellen Barkman inquired if the program looked at other PTA Program benchmarks with regards to admission requirements and retention rates as for comparison. Ms. Barkman indicated she had looked at a PTA program in TN that utilized interviews and HOBIT testing as part of their admission process. Discussions were held regarding the benefits of group interviews with many committee members stating having had to do this for entry into their PT Program. Members indicated interview scores were based on a rubric that included listening skills, eye contact and participation in the group dynamics. Committee members asked PTA faculty if the majority of unsuccessful students were also those individuals who did not involve themselves in group study and faculty acknowledged that many of them were. The question was raised if interviews would be beneficial in helping retention if those interviews could identify potential students who lacked interpersonal skills.

Norm Schlact suggested community members such as program clinical instructors and program graduates could assist faculty in the interview process.
Appendix B: Advisory Board Committee Minutes and Recommendations, 2011-12, con’t

Action: R. Kramer will gather data from other PTA Programs regarding retention rates and admission criteria and present to Committee Members at the spring meeting. Committee Members will think about what items should be on an interview rubric, questions for those being interviewed to discuss and if interviews were instituted what percentage of the admission criteria might be considered.

III. PTA Program Pass Rate Scores

R. Kramer passed out copies of the program’s latest (October 17th) report on national licensure exam pass rates. For the graduating class of May 2011, 28 of the 34 students have taken the licensure exam and all 28 have passed first time to give the program a 100% first time pass rate percentage, well above the state average of 89.20% and the US average of 86.50%. R. Kramer discussed the CAPTE benchmark of 80% over a three year period, if schools are lower than 80% an action plan will be required. For the 2009-2011 period SPC is at 97.4% well above the CAPTE requirement of 80%.

IV. Fixed Date Testing for the NPTE

R. Kramer reported to the Committee FSBPT (Federation of State Boards of Physical Therapy) has now implemented fixed testing dates for PTAs. There are only 3 dates during 2012 that PTAs will be able to take their national licensure exam (April 26, July 17, October 30). FPTA president Sheila Nicholson will ask the Florida Board, at its next meeting tomorrow night in Tampa, to support reinstating temporary licensure. She will be bringing this forward at the next Florida legislative session in January for a status change.

Also of importance and on the Florida Board meeting agenda is for the Board to make a decision regarding the awarding of continuing education credit to APTA Credentialed CIs. Sheila Nicholson will present awarding one contact hour for every 160 hours of student supervision, up to a maximum of six hours per biennium.

Action: R. Kramer will attend the Florida Board of Physical Therapy meeting tomorrow night and report back to the Committee on their decisions regarding temporary licensure and continuing education credit for APTA credentialed CIs.

V. PTA Viability Report

R. Kramer distributed the PTA Program’s 2010-2011 Viability Measures Report. Although the initiative to begin a full time physical therapy clinic
Appendix B: Advisory Board Committee Minutes and Recommendations, 2011-12, con’t

was not approved last year this important initiative will be brought forward again in 2012.

Committee comments on the success of the PTA Information Sessions included support for making the information sessions mandatory as an admission requirement.

Ms. Barkman also suggested that students submit a signed copy of the PTA program’s essential functions as part of the admissions requirement.

Committee members voiced approval of the new PTA program action item to explore collaboration with other health center disciplines in creating case studies for utilization in Cerner (electronic medical documentation system purchased by HEC).

VI. Program Equipment Needs

M. Hanlon asked Committee members for their approval to order a bariatric mat table ($13,000) that will hold 1,000 pounds. This is needed due to the increase in weight of PTA students and the need for two students to be on a mat table at the same time to perform interventions.

VII. Announcements

Teresa Dean announced she had accepted a Board member position for CAPTE (Commission on Accreditation in Physical Therapy Education).
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11

ST. PETERSBURG COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
ADVISORY COMMITTEE MEETING MINUTES, 05/24/2011

COMMITTEE MEMBERS PRESENT: Marlon Alaan, Sue Barber, Mary Ellen Barkman, Teresa Dean, David Erickson, Stephen Miller, David Pingol, Norman Schlact, Shamsah Shidi, Jim Switzer, Tricia Trinque

GUESTS PRESENT: Amy Brush (Outreach Coordinator)

PROGRAM FACULTY: Rebecca Kramer (Program Director) Mary Hanlon, Barb Heier

MEETING TIME: 7:00 PM – 9:15 PM

I. Introductions

Those present introduced themselves and indicated their current place of employment. Recent SPC PTA graduate Stephen Miller was welcomed as a new member of the committee.

II. Program Update

R. Kramer reported the following:

- On May 7, 2011 the PTA Program graduated 32 students. Two students anticipate graduating in July 2011. One student has finished the PTA curriculum but has one general education/support course to finish, the other student has all general education/support courses met and will complete her last clinical course in June. This class initially began in the fall of 2009 with 47 students. Three of these graduates actually started the program in 2008 but had to repeat a failed course so from the class that began in 2009 31 of the 47 graduated. A graduation rate of 66%.

- There are 24 freshmen who will complete their first clinical affiliation this summer. This class had 49 admitted and initially began with 44 in the fall of 2010. Currently, the graduation rate for this class is 55%.
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

- The program has been full for the August 2011 class for over two years. The program is currently placing accepted students into August of 2014. Placement will continue until August 1, 2011 when a new admissions process will begin. As of August 2, 2011 the program will no longer accept applications year round for guaranteed placement in the next available year. There will be an open admission period (January – March) for the following August.

  For individuals who have been accepted into 2011, 2012 and 2013 – the program will honor those placements. Experience has proven many of these individuals will have moved on and seats will open up. The admissions department will fill those empty seats with applications received during the open admission period on a somewhat selective basis using grades from BSC 2085/2085L and HSC 1531 and a point system. The higher the grade, the greater the points, those with the most points get the open seats. Accepted students from the waiting list may also apply for a seat during this open admission period.

- As in past years St. Petersburg College hosted a PTA board exam review course by International Educational Resources. The course had 49 attendees. There were 31 SPC students and 18 students from other colleges, mostly in Florida (Polk, Indian River, Miami Dade and Broward Counties). There were also individuals from Alabama, North Carolina, South Carolina and Texas.

III PTA Prep Workshop

To address the declining graduation rate and the attrition of 20 students during the fall and spring semester, R. Kramer and Student Success Coordinator Dawn Janusz met and reviewed student exit interviews. Students gave a myriad of reasons why they were academically unsuccessful (health concerns, family illness, working too many hours, taking too many classes). Many of these explanations could be narrowed down to a lack of preparation to begin a rigorous health program. These students had been on a waiting at least one if not two years prior to beginning the PTA program.

Ms. Janusz suggested having the equivalent of a pre-orientation orientation where students on the waiting list would be given information to assist with planning for their two year matriculation through the program and R. Kramer agreed this was a great idea. Ms. Janusz titled the session “PTA
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

Prep Workshop” and the first workshop was held on April 25th at 7:00 pm. Topics that were discussed included: Program costs, financial aid, essential functions, class schedule, rigors of the curriculum and disability resources. A current PTA student was asked to attend the workshop to speak about a “day in the life of a PTA student”. Academic advisors were available after the workshop to meet with students if they desired.

Ms. Janusz sent out invitation letters to the 40 accepted students for fall of 2011, 20 attended. Students expressed to R. Kramer and Ms. Janusz how helpful this pre-orientation workshop was and at least one student made the decision to defer beginning the program until 2012 to allow for more time to complete general education courses.

Committee members agreed that this was a good start toward assisting students beginning the PTA program to be better prepared and help lower student attrition rates. Suggestions by the committee were made to place study time on the class schedule, place all of the workshop material on the PTA webpage and to make attendance for those admitted into the PTA program mandatory at subsequent workshops. Mandatory attendance had been discussed by R. Kramer, D. Kuhn (Admission Coordinator) and Dr. Nicotera (HEC Provost) after doing a couple trial workshops and eliciting input from the attendees once into the program as to the value of the workshop.

R. Kramer also passed out copies of a recent research paper published in the Journal of Physical Therapy Education titled “Factors Influencing Physical Therapist Assistant Licensure Examination Success”. Data generated by this study supported the authors hypothesis that those students who achieved higher grades in Anatomy and Physiology I and II and who maintained at least a GPA of 3.05 in their PTA courses were more likely to score at least 600 on the national licensing exam. R. Kramer suggested handing out this study to accepted students at “prep workshops” and at new student orientation would impress upon students the need to come into the program prepared. Committee members agreed.

Action: R. Kramer will look into putting material on the PTA webpage for those students who were unable to attend April’s workshop and adding study time to the schedule handed out at future workshops.

IV. Placement Testing

R. Kramer asked the committee their thoughts on requiring students to take a placement test with test scores becoming a component of the selective admissions process into the program. R. Kramer met with ATI representatives the day before to discuss the HOBET (Health Occupations
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

Basic Entrance Test). This test is intended for use with adult allied health program applicant populations, cost of the test is $35. Material on the HOBE5 was given to committee members to read and further discussions on implementation will be continued at the fall advisory committee meeting. Committee members read through the material and voiced approval stating this would be a good tool to increase program preparedness and decrease program attrition.

Action: R. Kramer will begin discussions with D. Kuhn and Dr. Nicotera on implementation of the HOBE5.

V. Student Uniforms

Ms. Hanlon stated the PTA Program is one of the last allied health programs at the Health Center to not require uniforms while on campus. Faculty have been reluctant to impose any additional financial burdens to students, however students seem unable to follow the dress code as is. Too much faculty time is being spent on counseling students in appropriate attire and the faculty would now like to move forward with a dress policy.

Ms. Hanlon suggested khaki pants, navy polo shirt and closed toe shoes while on campus. Lab attire will be black gym shorts to be mid-thigh and grey tee shirts purchased from the campus bookstore with PTA Program lettering. The Committee supported this change in dress code and the new policy will begin in the fall.

VI. CEU’s for Clinical Instructors

R. Kramer informed the Committee College administration approved funds for clinical instructors to attend continuing education courses given by SPC’s CE Health Department. For each PTA student a clinician mentors they will receive the opportunity to take one CEU course. R. Kramer will send out fall course schedules as soon as they come out for those CIs taking students during the summer.

R. Kramer also reported on discussions held at the last Florida Board of Physical Therapy meeting regarding CEUs for clinical instructors. Sheila Nicholson, FPTA President, approached the Board regarding their stand on providing CEUs to CIs. The Board appeared amenable to allowing this and agreed to further discussions at their next meeting.

VII. PT Labor Market Data
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

R. Kramer distributed labor market data for PTAs in Pinellas and Hillsborough counties. Committee members agreed the average salary was accurate for current employment, but a bit on the high end for outpatient clinics.

VIII. Announcements

R. Kramer related the new initiative proposal for funding a physical therapist to staff a PT clinic within the PTA department was not accepted. The President felt there were more basic pressing needs in remedial courses and increasing college staff to assist with the greater number of students seeking information and enrollment.

Ms. Brush presented samples of new marketing material available to programs for promotion. She also was happy that monies from the Perkin’s Grant were being utilized for PTA student tutors. She stated personnel from the Perkin’s Grant visited the campus during the spring semester and met with PTA students who were very complimentary on the quality of education they were receiving in the PTA Program as well as resources available to assist them with their success.
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

ST. PETERSBURG COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
ADVISORY COMMITTEE MEETING MINUTES, 11/16/10

COMMITTEE MEMBERS PRESENT: Marlon Alaan, Winston Biltz, Mary Ellen Barkman, Teresa Dean, David Erickson, Ernesto Monroy, David Pingol, Shamsah Shidi, Maryellen Sullivan, Tricia Trinque

GUESTS PRESENT: Gary Graham (Outreach Coordinator)

PTA STUDENTS PRESENT: Stephen Miller (Sophomore class President) Lisa Zau (Sophomore Class Vice-President)

PROGRAM FACULTY: Rebecca Kramer (Program Director) Marja Beaufait, Mary Hanlon, Barb Heier

MEETING TIME: 7:00 PM – 9:30 PM

I. Introductions

Committee members and others introduced themselves and indicated their current place of employment.

II. Program Update

R. Kramer reported the following:

- On May 8, 2010 the PTA Program graduated 24 students. Two other students finished the PTA curriculum but still had general education/support courses to finish. One graduated in July 2010 and one anticipates graduation in December 2010. This class initially began in the fall of 2008 with 46 students.
Appendix B: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

- There are 34 sophomores. This class initially began with 46 in the fall of 2009.

- There are 38 freshmen. This class began with 47 students in August of 2010. There were 207 applicants for this class, 150 of them met the admissions requirements.

- The program has 104 applicants for August 2011, 40 of whom have been admitted to the program. There are 40 students who have been admitted for 2012, applicants are currently being admitted into the August 2013 class (there are 24 admitted at the present time).

- The Program has seen 3 patients this fall, a 34 y/o male with knee flexion tightness secondary to surgery for blood clots and two 19 y/o female volleyball players with back injuries.

III. Review of PTA Program Viability Report

R. Kramer reviewed the PTA Program 2009-10 Viability Measures Report which looks at Program Graduates, Actual Course Enrollment, Unduplicated Headcount and Total Employment Placement over a three year period. The status of the 2009-10 action plan items were discussed, two having been completed (exploring possibility of placing some PTA courses on-line and revision of Program re-entry requirements) and one not completed (increasing program enrollment) is not being pursued at this time due to a decrease in affliating agencies being willing to take students.

Action plan items for 2010-11 include: exploring the possibility of implementing a full time physical therapy clinic to decrease reliance on outside affiliating agencies, implementation of a new admissions process with selective criteria to do away with the current three year waiting list and increasing the number of PTA information sessions held at HEC with the possibility of requiring attendance at these sessions being a program admission requirement.
Appendix B: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

Committee discussion focused on recommendations for better retention rates, ideas generated:

- Have a graduate and/or current student at the information sessions to speak about the rigors of the program and the need to limit employment hours for program success.
- Add testimonials to the program website from current student/graduates regarding the rigors and time demands of the curriculum.
- Consider group interviews for program seats with rubrics for interviewers to grade critical thinking and communication skills.

IV. Program Pass Rate Scores

R. Kramer distributed the Program’s national licensure exam school report from the Federation of State Boards of Physical Therapy. The report is for graduation years 2008, 2009 and 2010. SPC Program graduates over the three year period consistently scored higher than other graduates in the state as well as all US accredited graduates. Overall pass rates for 2008 and 2009 were 100% and for 2010 is 95.45%.

V. Use of Technology in the Program

B. Heier, M. Hanlon and R. Kramer gave presentations on how they are using technology to enhance student teaching and learning in their courses. R. Kramer engaged the advisory committee using a turning point presentation (presentation using individual polling devices). The committee was polled on their knowledge of new Medicare laws regarding the use of therapy students and patient treatment. R. Kramer explained this program’s use as an interactive means of assessing how students, as a class, are grasping new material. She also uses Turning Point at the beginning of class to see if students have completed reading assignments prior to lecture.

M. Hanlon displayed an interactive program she created: “who wants to be a PTA” a teaching and learning tool based on the TV show Who Wants To Be A Millionaire. B. Heier presented an interactive program she created using a template based on the show Jeopardy that students use to test their knowledge of Anatomy and Kinesiology concepts. Ms. Heier also showed the Committee links to several interactive videos she has in the ANGEL (on-line management system) component of her course to assist students with key material concepts.
Appendix B: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

VI. New MDS 3.0: Use of Therapy Students

R. Kramer reviewed with Committee members an APTA document outlining new Medicare regulations regarding how facilities document and utilize therapy students for patients billed under Medicare Part A and Part B. One of the points being under Medicare A the clinical instructor cannot be treating or supervising other individuals and must be able to immediately intervene or assist the student as needed while the student and resident are both within line of sight supervision but could be attending to paperwork. Under Part B the clinical instructor cannot engage in any other activity or treatment when the resident is receiving treatment.

VII. Announcements

R. Kramer announced the College was in the process of purchasing the Juvenile Welfare Board building just south of the Health Center on 66th St. This building will be used for Health Program expansion although it has not been decided which health programs will stay at the current site or be relocated to the new building. Regardless of location, the PTA Program will be gaining more space with the anticipated time frame being within two years.
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10

ST. PETERSBURG COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
ADVISORY COMMITTEE MEETING MINUTES, 06/10/2010

COMMITTEE MEMBERS PRESENT: Marlon Alaun, Sue Barber, Mary Ellen Barkman, Teresa Dean, David Erickson, Ernesto Monroy, Norman Schlaht, Shamsah Shidi, Maryellen Sullivan

GUESTS PRESENT: Damon Kuhn (Coordinator of Admissions and Registration), Gary Graham (Outreach Coordinator)

PROGRAM FACULTY: Rebecca Kramer (Program Director)
Marja Beaufait, Mary Hanlon, Barb Heier

MEETING TIME: 7:00 PM – 9:30 PM

I. Introductions

Committee members and others introduced themselves and indicated their current place of employment.

II. New Admissions Procedure

Mr. Kuhn reported to the Committee the new admission procedure for the PTA Program which will begin December 2010. The change was initiated to do away with the three year waiting list for entry into the program as well as create some kind of selective process for applications. In December 2010 applications will no longer be taken for seats beyond 2011. There will now be an open enrollment period each year for seats in the following August class. Mr. Kuhn explained that two of the pre-entry requirements, BSC 2085 and HSC 1531, would be weighted with higher points given for A’s and B’s. Those applicants with the most points would be given preference for available seats.
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

III. Program Update

R. Kramer reported the following:

- On May 8, 2010 the PTA Program graduated 24 students. Two other students have finished the PTA curriculum but still have one general education/support courses to finish and anticipate graduating in July 2009. This class initially began in the fall of 2008 with 46 students.

- There are 31 freshman who will complete their first clinical affiliation this summer. This class initially began with 47 in the fall of 2009.

Ms. Kramer gave graduation rates for the past three years:
2008: 78.57%
2009: 66.6%
2010: 56.52%

Ideas generated to assist with student retention included establishment of study groups by the faculty in the first semester of the program. Student participation in these groups would be voluntary. Have students who were not successful during a semester attend new student orientation and talk about why they were unsuccessful and what changes they have made.

- The program has been full for the August 2010 class for over a year and a half. The 2011 class filled in early January of 2010 and slots are now being filled for 2012.

- There are currently two patients being seen in the PT clinic: 21 y/o meniscal repair and a 20 y/o bilateral knee pain.

Ms. Hanlon stated what a good learning experience the clinic was for the students but lack of faculty time did not allow for more than one or two patients to be seen. The Program is working with the Health Center Provost in an effort to find funding to bring aboard a full time Physical Therapist to staff the clinic. Ms. Barkman suggested seeking a grant to fund the clinic PT position and offered to assist with writing the proposal; she indicated having had significant grant writing experience.
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

Pass Rate Scores

R. Kramer distributed national exam pass rate scores from the Federation of State Boards of Physical Therapy, both first time rates and ultimate pass rates. SPC graduates consistently scored better in both categories at the state and national level.

IV. Critical Thinking Initiative

Ms. Heier, Ms. Hanlon and Ms. Beaufait presented the critical thinking project they created as part of SPC’s QEP. They shared the ethical scenario they selected for students to write a critical thinking essay on and discussed how they would measure success of the project using the Assessment of Critical Thinking Scoring Template (ARC).

Committee members were shown some of the podcasts faculty have created to assist in developing PTA student critical thinking skills. Committee members were asked to consider other Podcast ideas they may have that could also promote critical thinking and submit these ideas to faculty.

V. PT Labor Market Data

R. Kramer distributed labor market data:

Committee members agreed the median numbers were in keeping with current employment salaries for PTAs.

VI. Announcements

Mr. Graham thanked Committee members for their time and input, he indicated Ms. Kramer would be sending a survey link for them to evaluate Advisory Committee activities.
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

ST. PETERSBURG COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
ADVISORY COMMITTEE MEETING MINUTES, 11/17/09

COMMITTEE MEMBERS PRESENT: Marlon Alaam, Winston Biltz, Sue Barber, Mary Ellen Barkman, David Erickson, Ernesto Moran, David Pingol, Shamsah Shidi, Maryellen Sullivan, Jim Switzer, Tricia Trinque

GUESTS PRESENT: Amy Brush (Outreach Coordinator)

PTA STUDENTS PRESENT: Darrell Winkle (Sophomore class President) Keri Petyy (Sophomore Treasurer)

PROGRAM FACULTY: Rebecca Kramer (Program Director) Marja Beaufait, Mary Haalon, Barb Heier

MEETING TIME: 7:00 PM – 9:15 PM

I. Introductions

Committee members and others introduced themselves and indicated their current place of employment.

II. Program Update

R. Kramer reported the following:

• On May 9, 2009 the PTA Program graduated 27 students. Three other students have finished the PTA curriculum but still have general education/support courses to finish. Two anticipate graduating in July 2009 and one in December 2009. This class initially began in the fall of 2007 with 45 students.
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

- There are 31 sophomores. This class initially began with 46 in the fall of 2008.
- There are 42 freshmen. This class admitted 48, had one no-show, and began with 47 students in August of 2009. There were 99 applicants for this class, 67 of them met the admissions requirements.
- The program is full for the August 2010 class. There are 37 students who have been admitted for 2011.

III. Review of PTA curriculum for Clinic Relevancy

Ms. Beaufait discussed course content for PHT 1121/1121L and the need to spend so much time in reviewing Anatomy & Physiology I material. Advisory Committee recommendations included: raising the program admission requirement from a “C or better” in Anatomy & Physiology I to a “B or better” and to provide students at orientation with reading assignments for review of anatomy. Students will be told that a Quiz on this material will be administered on the first day of class.

Ms. Hanlon discussed course content for PHT 1200/1200L and the lack of student’s preparation for critical thinking type questions required for the course. It was suggested to offer PHT 1200, Basic Patient Care, as a lecture course in the summer with open enrollment to any student. This would expose potential program applicants to the intensity of program courses and possibly assist with lowering attrition rates.

Action: R. Kramer will invite HEC Provost to a faculty meeting in the spring to discuss Committee suggestions and the viability of implementation.

IV. Program Readmission Policy

R. Kramer distributed a newly created program readmission policy for Committee review. Rationale for the new policy was to limit the number of times a student who has not been successful in program courses can reapply to the program thus allowing other individuals the opportunity to enter the program. Committee members approved the new policy.
Action: New Readmission Policy will become effective in the fall of 2010. This new policy will be posted on the PTA website and in the PTA Student Handbook.

V. CI Professional Involvement/Student Professional Involvement

R. Kramer distributed APTA’s PTA Student Evaluation of Clinical Experience forms for discussion on item #9 (CI involvement in professional development and involvement in district, state, regional and/or national professional activities). Student ratings on their CIs during the past year have been above the program threshold: < 20% of student ratings on the student assessment of clinical experience be at a rating of 3 or better on a 5 point Likert scale. During the last clinical 30% of student ratings on this item were below a 3.

Committee members cited traveling distance (time involved and cost) as the predominant factor preventing most of them from attending or involvement in professional activities at all levels (district, state, regional and/or national). Several Committee members were actively involved in West Central District activities when the meetings were held in Pinellas County. For the last several years meetings have been at USF in Tampa.

Action: R. Kramer will contact Diana Ickes, Regional Director of the West Central District, to investigate the possibility of setting up a video conference for one of the district FPTA meetings utilizing USF and SPC as host sites. Having meeting sites in both Hillsborough and Pinellas counties would decrease travel time and cost, increasing accessibility to attending/participating in district activities for Pinellas county PTs and PTAs.
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

Faculty also discussed with Committee members the lack of success in motivating students to join APTA and participation in professional meetings, and whether the appearance of lack of CI involvement in the profession was a contributor. Committee members discussed that perhaps some of the same barriers of CI involvement; funds, travel and time, could also be preventing students from participation. Ideas generated included having the students write a letter to APTA asking for a free year of membership to see first-hand member benefits and to incorporate utilization of the APTA website (hooked on evidence, defensible documentation, career planning resources, legislative advocacy, reimbursement information and updates, etc.) into PTA course requirements. Questions were raised that if use of the website was a course requirement could APTA membership fees then be built-in into lab fees and paid from this fund.

Action: R. Kramer will discuss with HEC Provost the feasibility of building in APTA membership to student lab fees.

VI. Developing PTA Programs in Florida

D. Erickson distributed handouts outlining developing PTA Programs in Florida and their current accreditation status, CAPTE Clinical Education Requirements and how to provide comments to CAPTE about programs under review. He discussed the need for all programs to have clinical education experiences of sufficient quality, quantity and variety. With so many new programs opening in the state there is concern that the number of students will exceed the available clinical slots. It was explained to Committee members that CAPTE is receptive to comments from clinic facilities; CAPTE can be notified via the website on page three of the handout if clinics feel they cannot support another physical therapy program with additional student affiliation slots.

VII. Equipment

Committee members approved the purchase of a new hydrocollator and new equipment (designed for the bariatric patient) to accommodate the increase in weight and size of several students in the program. (Wheelchairs, mat tables, walkers, etc).
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

VIII  Announcements

R. Kramer reported the APTA’s Basic Clinical Instructor Credentialing course will be held at HEC, room 218, Friday and Saturday February 26th and 27th. Registration will be sent electronically to all Committee members and CCCEs. Committee members were asked to forward the information to anyone they know who might be interested in attending.

Announcement was made of SPC President Dr. Carl Kuttler’s intent to retire as of December 31st. Plans are to appoint an interim president until March or April when a board decision is expected on a new permanent president.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09

ST. PETERSBURG COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
ADVISORY COMMITTEE MEETING MINUTES, 6/09/09

COMMITTEE MEMBERS PRESENT: Teresa Dean (Chair), Ernesto Monroy, Dr. Phil Nicotera (HEC Provost), Norman Schlact, Shamsh Shidi, Maryellen Sullivan, Jim Switzer, Tricia Trinque

GUESTS PRESENT: Stephanie Silvers (SPC Learning Specialist)
Amy Brush (Outreach Coordinator)

PTA STUDENTS PRESENT: Darrell Winkle (Sophomore class President)
Jessica Lavetskyy (Sophomore Vice-President)
Keri Petys (Sophomore Treasurer)

PROGRAM FACULTY: Rebecca Kramer (Program Director)
Marja Beaufait, Mary Hanlon, Barb Heier

MEETING TIME: 7:00 PM – 9:15 PM

I. Introductions

Committee members and others introduced themselves and indicated their current place of employment.

Tricia Trinque announced that Seabreeze PT has moved to a larger area in the same building. They have a new hyperbaric chamber used for diabetic neuropathy patients, wound care and general healing improvement.

R. Kramer reported David Kavanagh and Joy Thurston have resigned their positions on the committee due to increased family responsibilities.

II. Program Update

R. Kramer reported the following:
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

- On May 9, 2009 the PTA Program graduated 27 students. Three other students have finished the PTA curriculum but still have general education/support courses to finish. Two anticipate graduating in July 2009 and one in December 2009. This class initially began in the fall of 2007 with 45 students.

- There are 30 freshmen who will complete their first clinical affiliation this summer. This class initially began with 46 in the fall of 2008.

- The program has been full for the August 2009 class since mid-summer 2008. The 2010 class filled at the end of the 2009 spring semester and slots are now being filled for 2011.

- The PT clinic saw one patient this spring: 51 y/o rotator cuff tear/repair.

- As in past years St. Petersburg College hosted a PTA board exam review course by International Educational Resources. The course had 56 attendees. There were 30 SPC students and 26 students from other colleges (AL, TX, VA as well as Broward, Pensacola, Polk and Indian River).

III. Revision of Student Essential Functions

Stephanie Silvers, HEC learning specialist, gave a short presentation on why the updating of technical standards is so important (assist students to make better career decisions by providing the physical, cognitive and communication skills required in a particular employment setting). She also explained her role in indentifying reasonable accommodations for students with physical, learning or emotional disabilities.

The Committee reviewed and discussed PTA job descriptions and essential functions from other PTA Program’s and other medical programs (dental hygiene, EMS, Orthotics and Prosthetics). The Committee recommended attaching the essential functions to the required student health form and having the student and the physician initial each of the physical requirements individually. This would hopefully facilitate more reflection on the part of the student and physician as to the physical abilities required of the PTA and the student’s capability in fulfilling those requirements.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

Dr. Nicotera reported the main goal of the College is to protect the student, meet/follow ADA standards and look out for the interest of the taxpayers who subsidize the student (including those students who do not disclose health conditions that might prevent them from performing essential functions required for program completion).

Jim Switzer suggested placing some type of interactive video on the Program website demonstrating some of the essential functions (such as patient transfers) so potential students might have a better understanding of the physical job requirements of the PTA.

Students in attendance were questioned as to if, while performing their observation hours prior to applying for the PTA Program, they understood the physical nature of the job. They indicated that they had witnessed patient transfers and the fact that the PT/PTA were quite physical while performing their job duties over the course of several hours.

M. Beaufait will send Committee members meeting minutes and some of the additions/revisions handed out for their editorial changes, comments, or suggestions that they think might assist a student to make a more conscious and informed decisions with regards to whether this is a good career choice for them. A finalized version will be presented at the fall Advisory Committee meeting for approval.

IV. Lab Renovations/New Program Equipment

M. Hanlon led the Committee on a tour of the PTA laboratory where new cabinets have been installed over each plinth for linen storage and walls have been painted. Ms. Hanlon showed the Committee new equipment purchases of Triton DTS Traction Table, Solaris Dynatron 709 (US/E-stim/light), Hoyer lift transfer system, and the three new computers installed in the PTA lab. Norm Schlact suggested how great it would be for former students to see the new equipment and changes to the department. Faculty will consider hosting some type of “open house” for alumni.

Committee members were also shown the computer bunker in room 218 that houses a VHS/DVD player, Elmo and a computer for student instruction. Maryellen Sullivan (a program guest lecturer) inquired about compatibility between the computer in the bunker and a Mac computer. Faculty will check with College IT technicians to see if there is a program that will allow a presentation, created on a Mac computer and stored on a flash drive to be recognized on the College Commers.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

V. PTA Labor Market Data

R. Kramer distributed 2009 labor market data for Physical Therapist Assistants for Pinellas and Hillsborough Counties and the state of Florida from Florida Research and Economic Database. Data indicates the mean hourly wage for PTAs in Pinellas and Hillsborough Counties is $27.32 with a mean annual wage of $56,833.43. In Florida the mean hourly wage for PTAs was $24.66 with a mean annual wage of $51,282.41. Committee members agreed the wage for Pinellas and Hillsborough Counties was on the high side and probably more in line with skilled nursing facilities versus outpatient clinics and hospitals which would be a bit lower.

National occupational wages was obtained from the Bureau of Labor Statistics and indicated an hourly wage of $22.26 and a mean annual wage of $46,300.

VI. New Advisory Committee Members

R. Kramer distributed SPC Advisory Committee pamphlets and reviewed Committee responsibilities, purpose and length of service. Committee members were asked to consider colleagues who might be interested in serving on the committee and to refer those names to R. Kramer for contact. Theresa Dean stated on CAPTE onsite visits she has encountered members of PTA advisory committees who included community members other than PTs or PTAs working in the clinic (such as Joy Thurston who was a PTA but worked for a public utilities company). Advantages to having this type of representation on the committee were discussed and possible candidates for consideration could include home health clinician, Hospice representative, senior citizen, etc.

VII. Announcements

R. Kramer reported the opening of a new PTA Program in the Brandon area by Florida Career College.

VIII. Surveys were given to Committee members to fill out to evaluate the effectiveness of the Advisory Committee meetings.
ST. PETERSBURG COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
ADVISORY COMMITTEE MEETING MINUTES, 10/16/08

COMMITTEE MEMBERS PRESENT: Marlon Alaan, Susan Burnett
(Tech Prep Coordinator), Teresa Dean
(Chair), David Erickson, Dr. Phil Nicotera
(HEC Provost), Ernesto Monroy, David
Pingol, Shamsah Shidi, Mary Ellen
Sullivan, Jim Switzer, Tricia Trinque

PROGRAM FACULTY: Rebecca Kramer (Program Director)
Marja Beaufait, Barb Heier, Mary Hanlon

MEETING TIME: 6:45 PM – 8:45 PM

I. Introductions
Committee members and others introduced themselves and indicated their
current place of employment.

II. Program Update
R. Kramer reported the following:

♦ On May 3, 2008 the PTA Program graduated 29 students. Three
students finished the PTA curriculum but still had general
education/support courses to finish and graduated in July 2008. This
class initially began in the fall of 2006 with 42 students.

♦ There are currently 32 sophomores, in a class that began with 46
students in the fall of 2007.

♦ There are currently 41 freshmen, in a class that began with 43 students
in the fall of 2008. There were 84 applicants for this class, 73 of whom
met the admissions requirements.

♦ The program has 50 applicants for August 2009, 46 are admitted to the
program with 4 on the waiting list
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

The PT clinic has seen two patients this fall: 18 y/o groin strain (SPC basketball player), 32 y/o labrum tear (shoulder).

St. Petersburg College was a host site for an FPTA broadcast on Saturday, October 11. The broadcast originated from Nova Southeastern in Ft. Lauderdale and included host sites across the state (Tampa, Orlando, Ft. Myers, Jacksonville, Miami, and Bradenton).

Steve Levine presented his documentation course “Payment Issues in Outpatient Physical Therapy: Assuring Compliance & Minimizing Risk of Audits”. This course was offered free to APTA members. SPC had the second largest number of participants (42), Nova (where the broadcast originated) had 89.

The advisory committee members discussed possible options of ensuring students accepted to the 46 slots show up on the first day of class or send the College advanced notice that they will not begin the program in August. Advanced notice would assist admissions in filling that spot from the lengthy waiting list of PTA Program applicants. The committee suggested attaching a non-refundable acceptance fee that would be applied toward tuition for the student who began the program as anticipated and forfeited by those who do not.

R. Kramer has discussed this option with HEC Provost Dr. Nicotera who will further investigate the possibility of instituting this policy.

III Electronic CPI (Clinical Performance Instrument)

M. Beaufait presented to the committee an electronic version of the current clinical grading instrument used by the PTA Program being developed by the APTA (American Physical Therapy Association). Ms. Beaufait discussed the many advantages of using the electronic version of the CPI including: it is easily edited by the CI or student for self-evaluation, can be accessed via the internet and allows data to be collected and statistically analyzed in the present as well as over time. Currently there are two SPC PTA CIs involved in the APTA pilot study. Ms. Beaufait asked if there were any committee members interested in becoming part of the study and to speak with her after the meeting.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

M. Alaan inquired as to if the electronic CPI was being covered in the APTA Clinical Instructor course. R. Kramer contacted an APTA course instructor with Mr. Alaan’s question and Debra Gray’s response was “No. The CPI is discussed in the unit on evaluation of students but nothing specific to the electronic version. It is very new and not all schools are using it. The CI course is more “generic” - how to use any tool to effectively evaluate a student. The electronic CPI has a required instructional module that CIs and students will have to complete before they use it.”

IV. PTA Curriculum Changes

R. Kramer discussed proposed changes to the Program’s course admission requirements, keeping Anatomy and Physiology I but also requiring Composition and Medical Terminology. This will better prepare the student for program courses by ensuring adequate writing skills as well as laying a foundation for understanding medical terms the students will encounter in the first program courses.

Other curriculum changes include making all general education/support courses pre-requisites to program courses as the student matriculates through the program. This will ensure compliance with CAPTE criteria that “the program provide evidence that general education/support courses are required to be taken in an appropriate sequence that ensures all students have the necessary prerequisite coursework before taking the technical education coursework and that graduation is not delayed because of lack of completion of general education or support courses.”

R. Kramer will attach proposed changes to the meeting minutes so committee members can take more time to look over the changes and provide feedback.

V. Announcements

- Committee members discussed M. Sullivan and J. Switzer’s recent presentations in an orthopedic symposium offered by SPC’s CE Department. Faculty and fellow committee members were very complimentary on their contributions as well as the symposium. D. Erickson did not remember receiving information regarding the course and asked if committee members could be added to SPC’s CE Department mailing list.

- R. Kramer has given a mailing list to Denise Kerwin in Continuing Education of current PTA advisory committee members so that they may receive course offerings.

Physical Therapist Assistant
2011-12 Comprehensive Academic Program Review
Institutional Research and Effectiveness