
Physical Therapist Assistant - AS

Enhanced Comprehensive Academic Program Review 2015-16

*Associate in Science Degree:
Physical Therapist Assistant*



Academic Effectiveness and Assessment
St. Petersburg College

March 2016



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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

Helping people regain or attain the ability to walk and carry out daily activities can be very satisfying. As a physical therapist assistant, students are an integral part of a rehabilitation team that helps patients improve their quality of life by restoring physical function or preventing permanent disability.

Degree Offered

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

Program Performance

- *Actual Course Enrollment* decreased in 2014 (447) from the previous year (480).
- *Unduplicated Headcount* decreased in 2014 (64) from the previous year (73).
- *SSH Enrollment* decreased in 2014 (1,241) from the previous year (1,334).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2015 (85.4%) from Fall 2014 (84.3%).
- The *course success rate* increased in 2014 (92.9%) from the previous year (86.4%).
- *Grade Distribution* indicated that almost all of the students (93%) received an 'A', 'B' or 'C' during 2013.
- *Industry Certification Attainment* for the PTA - AS program revealed that a majority of students passed the National Physical Therapist Exam (NPTE) between 2011-12 and 2014-15, with the pass rate at 100% for most years. The exception was 2012-13, where the pass rate was 85.0%.
- *Internship Enrollment* for PHT 1801L consisted of (28) students in Summer 2015. PHT 2810L and PHT 2802L both consisted of (21) students in Spring 2015.
- *Program Plans Taken by Plan* revealed less than a third of the students who were enrolled in the program during fall 2013, and had not graduated, remained in the program by fall 2014. However, by Fall 2015, about 1% of the students who were enrolled in the program during fall 2013, and had not graduated, remained in the program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the Physical Therapist Assistant - AS program decreased in 2014 (21) from the previous year (27).
- *Fulltime Faculty* taught 100.0% of the ECHs in 2014-15 and 2013-14.
- Adjunct ECHs have remained at zero for all four academic years. The three-semester average for adjuncts (0.0%) is not consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

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Occupation Profile

- One *occupation description*, Physical Therapist Assistants, was located in the Florida Department of Economic Opportunity (DEO) website for the Physical Therapist Assistant - AS program.
- The *2014 mean hourly earnings* for Physical Therapist Assistants was \$28.50 in Florida and \$28.26 in Pinellas County.
- *Employment trend information* for Physical Therapist Assistants showed an average annual increase (29.6% - 33.8%) for the period between 2014 and 2022 across the state and county.
- The *major employers* of the Physical Therapist Assistant - AS graduates are the HealthSouth Rehabilitation Hospital, St Joseph's Hospital, Lampert's Home Therapy, Brooks Rehabilitation, Morton Plant Mease - Baycare, Westchester Gardens Rehabilitation Center, Gulf Shore Rehabilitation and Nursing Center, Select Physical Therapy, and All Children's Hospital.
- *Total Placement* in the Physical Therapist Assistant - AS program decreased in 2012-13 (67%) from the previous year (95%).
- *State Graduates data* indicated that three-hundred students completed one of the twelve state Physical Therapist Assistant - AS programs in 2012-13, of those 238 had some matching state data and were employed. Eighty-two percent (82%) of those state graduates were employed at least a full quarter.

Academics

- The *2013-14 Academic Program Assessment Report* indicated that the desired results were met for two of the three Program Learning Outcomes (PLOs) assessed in the Physical Therapist Assistant - AS Program.
- The *2013-14 Academic Program Assessment Follow-Up Report* was completed in August 2015. Two of the three actions items were successfully completed, and the results published in the 2013-14 follow-up report. The next assessment is scheduled to be completed during the 2016-17 academic year.

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 - AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Twenty-three *Recent Alumni surveys* were provided to the 2013-14 graduates of the Physical Therapist Assistant - AS program. Thirty-five percent of the graduates responded to the survey (8 of the 23). 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:

- 62.5% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to "*Change career fields*";

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- 62.5% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal; 25.0% selected “Very well”; while another 12.5% said “Adequately”.
 - 100.0% of recent graduate survey respondents would recommend SPC’s Physical Therapist Assistant program to another.
- Four *Employer surveys* were sent based on permissions provided by recent graduates in the 2013-14 recent alumni survey. Seventy-five percent of the employers surveyed responded to the survey.
Notable results include:
 - 100.0% of employers responding to the survey indicated they would hire another graduate from SPC.
 - 33.3% of employers responding to the survey had graduate employees who earned \$25.00 or more per hour (\$52,000 or more annually); another 33.3% had employees who earned between \$20.00 and \$24.99 per hour (\$42,000 - \$51,999 annually); while the remaining 33.3% had employees who earned between \$15.00 and \$19.99 per hour (\$31,000 - \$41,999 annually).
- *Labor Insight/Jobs* reports indicated the majority of workforce openings during the past six months, for Physical Therapist Assistants were in Pinellas County. The top skills listed in the openings were Physical Therapy and Physical Therapist Assistance; and the top industry sector was ‘Health Care and Social Assistance.’

Dean’s Perspective: Issues, Trends, and Recent Successes

Issues:

The on-going formal programmatic assessment process is being re-structured to include all necessary components that are required by CAPTE. Assessment tools are being developed and fine-tuned so that the Program Director may obtain data from many resources, analyze the data, implement necessary changes, and assess the effectiveness of the changes. The Program Director is working to establish a more effective process that enables the assessment loop to come full circle.

Obtaining clinical education placements continues to be a challenge but the program is successfully securing an adequate number of sites for the current number of students enrolled in the program.

Trends:

The faculty has noticed the increased use of kinesiotaping and cold laser application in the clinic. Faculty will investigate whether or not current research strongly supports the use of these interventions.

Recent Successes:

The Special Olympics Healthy Community Tampa Bay has offered our students opportunities to volunteer in their FunFitness screening events. The faculty accompanied and supervised students while they volunteered. In addition, sophomore students and faculty hosted a flexibility and posture screening clinic for SPC Health Education Campus employees.

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The program has secured placements with new clinical facilities, including Oak Manor Senior Living (Select Rehabilitation) and Garner Physical Therapy. Both of the Clinical Coordinators of Clinical Education at these facilities have provided a number of clinical slots for 2016, and have committed to accepting students in 2017 as well.

All 2015 graduates passed the National Physical Therapy Examination (NPTE) on the first attempt.

Recommendations/Action Plan

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.



SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. 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 eighty-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 Department of Academic Effectiveness works 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

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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 of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. 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 <http://www.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 Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) 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 Florida College System institutions 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.

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

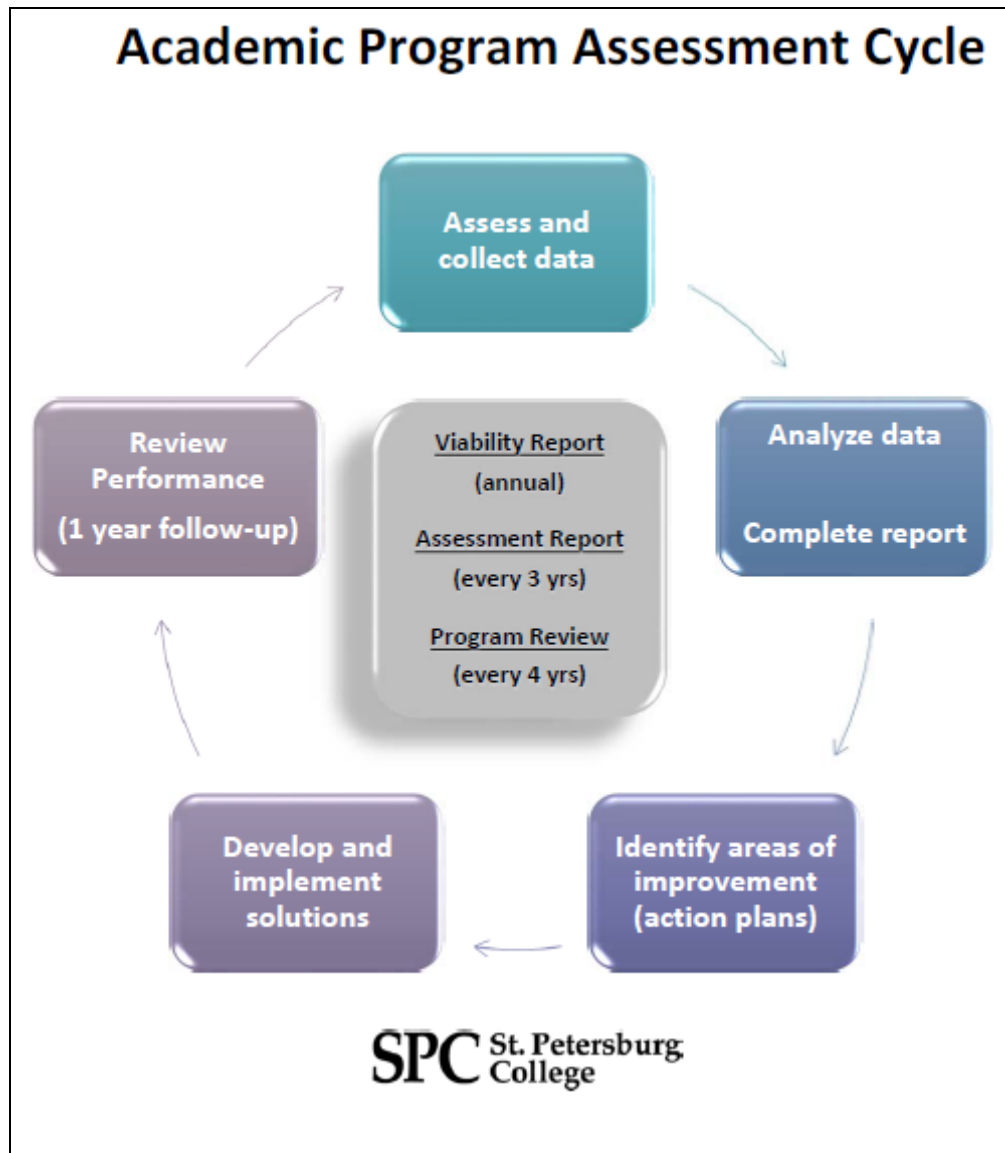


Figure 1: Academic Program Assessment Cycle



Program Description

Helping people regain or attain the ability to walk and carry out daily activities can be very satisfying. As a physical therapist assistant, students are an integral part of a rehabilitation team that helps patients improve their quality of life by restoring physical function or preventing permanent disability.

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 at St. Petersburg College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The program was last accredited in 2007, and the next accreditation is scheduled for 2017.

Program 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.



Measure Descriptions

The CAPR reports include twenty-three measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted between March 1 and July 1, 2015. Each measure is described in detail below.

Measure #1: Actual Course Enrollment (Enrollment Count)

Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #2: Unduplicated Headcount

Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #3: SSH Enrollment

Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

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Measure #4: *Percent Full*

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- Academic Year - Term Desc - Multi: 2014-15 Fall, Spring, Summer; 2015-16 Fall
- College - Group - Acad Org - Subject: Academic Organization
- Class Status: Active, Full, Stop Further Enrollment
- All other filters: All

Measure #5: *Course Success (Performance)*

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #6: *Grade Distribution*

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #7: *Industry Certification Attainment*

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*



Measure #8: Internship Enrollment (Course Groups)

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2014-15 Fall, Spring, Summer; 2015-16 Fall
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #9: Program Plans Taken by Plan

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- Student Cohort Student Term History Academic Year-Term Desc: 2013-14 Fall
- Enroll History Acad Term Desc (must be same as above): 2013-14 Fall
- Student Term History Academic Plan: Applicable Program plan
- Comparison Filters
Academic Year - Term Desc - Multi: 2013-14 Fall, Spring, Summer; 2014-15 Fall, Spring, Summer; 2015-16 Fall
- All other filters: All

Measure #10: Graduates

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- Academic Year - Term Desc - Multi: 2011, 2012, 2013, 2014
- Graduation Degree Plan Subplan - Multi: All Applicable Program Plans
- All other filters: All



Measure #11: Faculty/Adjunct Ratio

The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: Revenue and Expenses (will be available by December 2016)

Measure #13: Capital Expenditures (will be available by December 2016)

Measure #14: National, State, and County Trends and Wage Information

Employment trend information is reported by state and county. Jobs (2014) refers to the average annual job openings due to growth and net replacement; % Change (2014-2022) depicts the percent change in the number of annual job openings during the eight-year period; and Mean Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>*

Measure #15: Major Employers

Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: Total Placement

Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

Measure #17: State Graduates Outcomes

State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

Measure #18: Educational Outcomes

End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: Three-Year Course Review (will be available by December 2016)

Measure #20: Student Survey of Instruction

The Student Survey of Instruction (SSI) 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 purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: Recent Alumni Survey

Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: Employer Survey

Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.

Measure #23: Labor Insight/Jobs

Labor Insight/Jobs provides a variety of reports which are based on current workforce openings. Reports are available by occupations, top titles, education and experience, top skills, top industry sectors, top employers, salary distributions, and job counts. Filters allow the user to select a timeframe, geographic location, and job title. A license is required to access Burning Glass at <http://laborinsight.burning-glass.com/>



Program Performance

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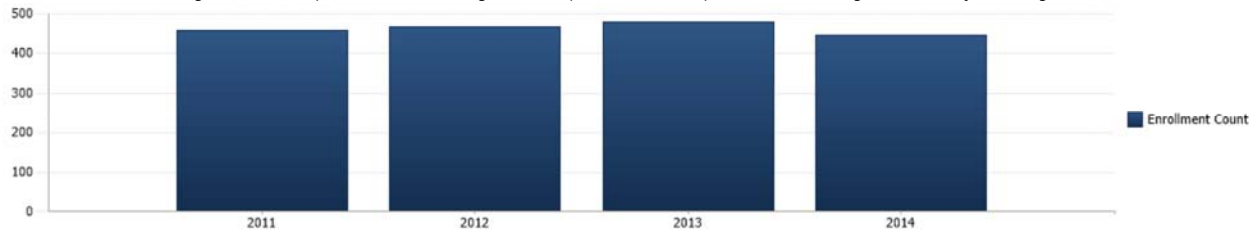


CAPR > Enrollment

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PTA - LD**, Class Academic Year - Term Desc



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PTA - LD**, Class Academic Year - Term Desc

Term Academic Year - Term Desc	Enrollment Count
2011	459
2012	468
2013	480
2014	447

Student System Cube Refresh

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Academic Year - Term Desc - Multi 2011, 2012, 2013, 2014

Campus Description All

Academic Plan - Multi All

College - Group - Acad Org - Subject PTA - LD

Course Instructional Method All

Student Type (FTIC) All

Class Academic Group All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All

Student Group All

Course Group All

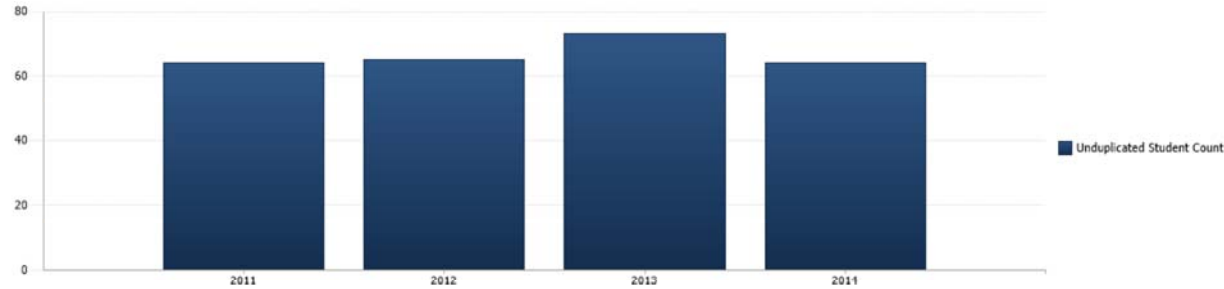


Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PTA - LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergradua...**



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PTA - LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergradua...**

Term Academic Year - Term Desc	Unduplicated Student Count
▸ 2011	64
▸ 2012	65
▸ 2013	73
▸ 2014	64

Student System Cube Refresh

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Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

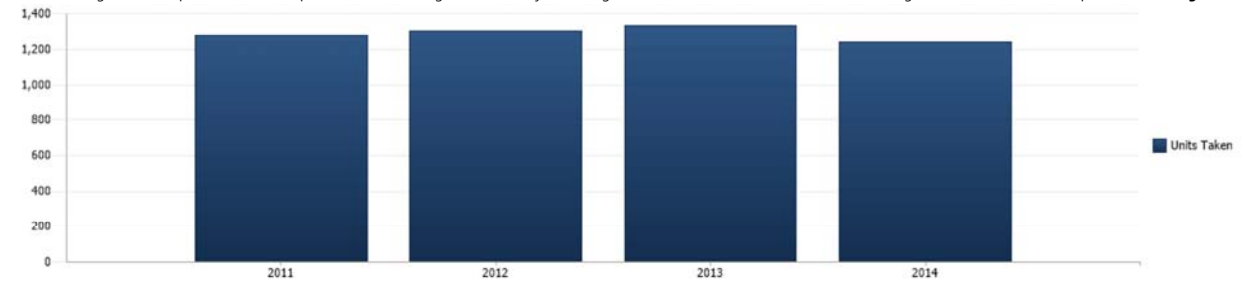


Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PTA - LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergradu...**



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PTA - LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergradu...**

Term Academic Year - Term Desc	Units Taken
▸ 2011	1,278
▸ 2012	1,301
▸ 2013	1,334
▸ 2014	1,241

Student System Cube Refresh

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Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

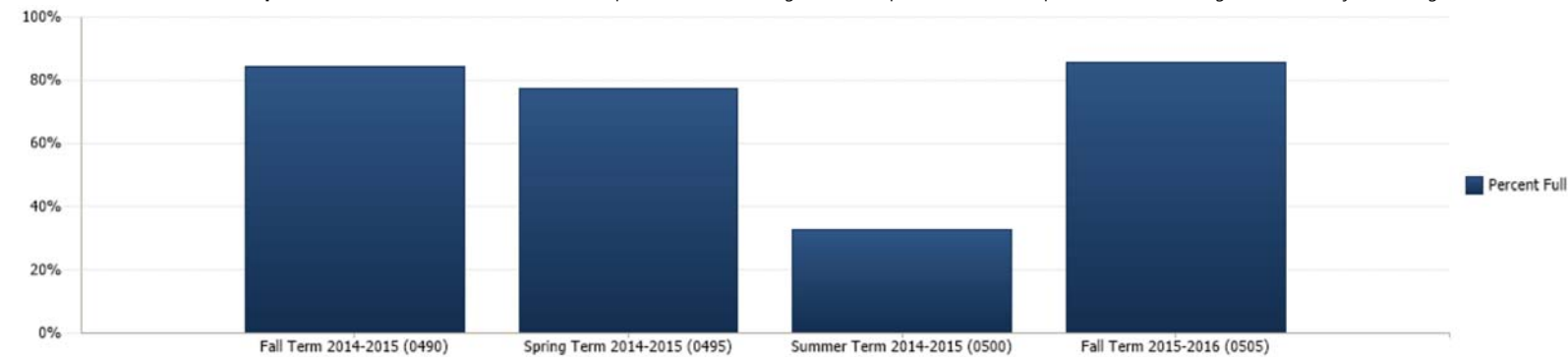


Academic Program Viability Report > Percent Full

Enrollment | Performance | [Percent Full](#) | Graduates | Course Groups

Percent Full Metric Graph

Class Status: Active, Full, Stop Further Enrollment, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PTA - LD**



Student System Cube Re

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Academic Year - Term Desc - Mu

Campus Description

College - Group - Acad Org - Sut

Course Instructional Method

Percent Full Metric by Instructional Method

Class Status: Active, Full, Stop Further Enrollment, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PTA - LD**

Term Academic Year - Term Desc	Measures	Face-to-Face	Independent Study
Fall Term 2014-2015 (0490)	Enrollment Count	226	226
Fall Term 2014-2015 (0490)	Standard Course Load	268	268
Fall Term 2014-2015 (0490)	Percent Full	84.3%	84.3%
Spring Term 2014-2015 (0495)	Enrollment Count	192	191
Spring Term 2014-2015 (0495)	Standard Course Load	248	228
Spring Term 2014-2015 (0495)	Percent Full	77.4%	83.8%
Summer Term 2014-2015 (0500)	Enrollment Count	29	28
Summer Term 2014-2015 (0500)	Standard Course Load	88	48
Summer Term 2014-2015 (0500)	Percent Full	33.0%	58.3%
Fall Term 2015-2016 (0505)	Enrollment Count	229	229
Fall Term 2015-2016 (0505)	Standard Course Load	268	268
Fall Term 2015-2016 (0505)	Percent Full	85.4%	85.4%

Class Status

Student Group

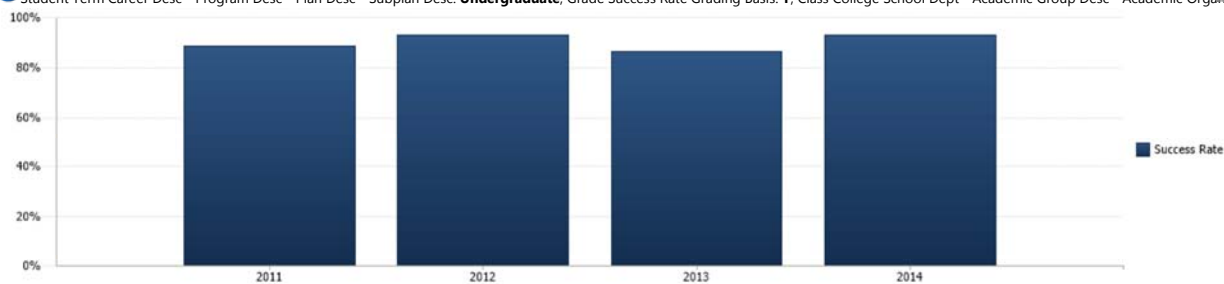
Course Group

Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organi...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organi...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▸ 2011	369	88.6%	6.5%	1.6%	0.0%
▸ 2012	382	92.9%	4.2%	1.6%	0.0%
▸ 2013	397	86.4%	7.6%	4.0%	0.3%
▸ 2014	368	92.9%	4.3%	0.0%	1.1%

Student System Cube Refresh

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Academic Year - Term Desc - Multi 2011, 2012, 2013, 2014 ▾

Campus Description All

Career - Program - Plan - Subplan - Multi Undergraduate ▾

College - Group - Acad Org - Subject PTA - LD ▾

Course Instructional Method All ▾

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Student Group All ▾

Course Group All ▾

SharePoint

Newsfeed OneDrive Sites Joe Boyd ?



One College Support

Academic Departments

College Administration

Committees & Groups

Executive Leadership

SPC Locations

SPC-Business Intelligence

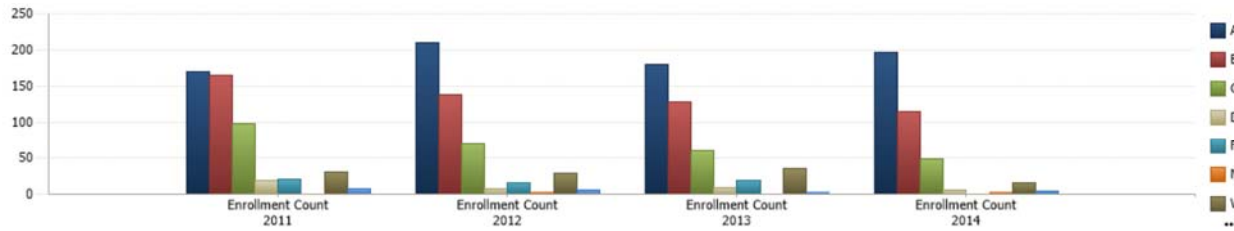
Strategic Initiatives

Student Services

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **PTA-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **U...**

Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **PTA-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **U...**

Term Academic Year - Term Desc	Enrollment Count							
	All	A	B	C	D	F	N	W
2011	511	171	166	98	18	21	30	7
2012	477	210	138	71	7	16	1	29
2013	432	180	128	61	8	18	36	1
2014	389	197	116	49	6	1	16	4

Student System Cube Refresh

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Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Student Group Course Group



Industry Certification Attainment

In the Physical Therapist Assistant program, the National Physical Therapist Exam (NPTE) is used to evaluate the students. Physical Therapist Assistant students are eligible to take the examination upon graduation. The exam is required for licensure throughout the United States.

Physical Therapist Assistant National Licensure Exam Passing Rates				
	2011-12	2012-13	2013-14	2014-15
National Exam	100.0%	85.0%	100.0%	100.0%

Source: 2015-16 Factbook, Table 9



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2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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View:	Course Groups							
Date:	9/10/2015							
Dashboard:	Course Groups							
Parameter:	Fall Term 2014-2015 (0490),Spring Term							
	Fall Term 2014-2015 (0490)		Spring Term 2014-2015 (0495)		Summer Term 2014-2015 (0500)		Fall Term 2015-2016 (0505)	
Class Course Group - Subject Catalog Nbr	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
PHT1801L					28	3		
PHT2810L			21	2				
PHT2820L			21	2				

SharePoint

Newsfeed OneDrive Sites Joe Boyd ?



One College Support

Academic Departments

College Administration

Committees & Groups

Executive Leadership

SPC Locations

SPC-Busine

CAPR > Program Plans Taken by Plan

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | [Program Plans Taken by Plan](#)

Program Plans Taken by Plan

i Student Enrollment History Class Academic Career: **UGRD**, Class Academic Career: **UGRD**, Student Enrollment History Academic Year - Term Desc: **Fall Term 2013-2014 (0475)**, Student Term History Acad

	Fall Term 2013-2014 (0475)	Spring Term 2013-2014 (0480)	Summer Term 2013-2014 (0485)	Fall Term 2014-2015 (0490)	Spring Term 2014-2015 (0495)	Summer Term 2014-2015 (0500)	Fall Term 2015-2016 (0505)
Academic Plan	Unduplicated Student Count ↑	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count
▀ All	72	63	27	31	29	4	4
PTA-AS	72	58	25	23	22		1
APLS-CT							1
COMPNET-AS					1		
EDST-BS				1	1	1	1
ENRCH-NO				1			
GEN-AA		3	1	3	2	1	
HIT-AS		1	1	1	1		
HMGY-AS		1		1	1	1	
MEDCD-CT				1	1	1	1

Student System Cube Refresh

Last Refresh:	3/3/2016 8:52:45 AM
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SharePoint

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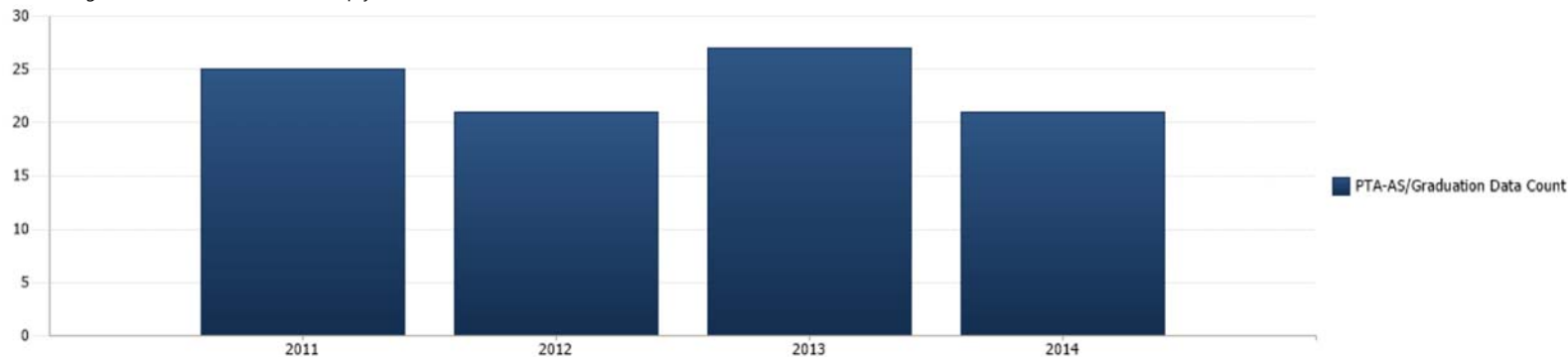
Strate

Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | [Graduates](#) | Course Groups

Overall Graduates Trend

i No background selections exist, Filter empty series and bottom axis items



Overall Graduates Count

i No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	▸ 2011	▸ 2012	▸ 2013	▸ 2014
PTA-AS	Graduation Data Count	25	21	27	21

Student System

Last Refresh:	9/1
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Academic Year - Terr

Graduation Degree F

Age Group

Gender

Ethnic Group

Custom Cohort

Student Group



Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

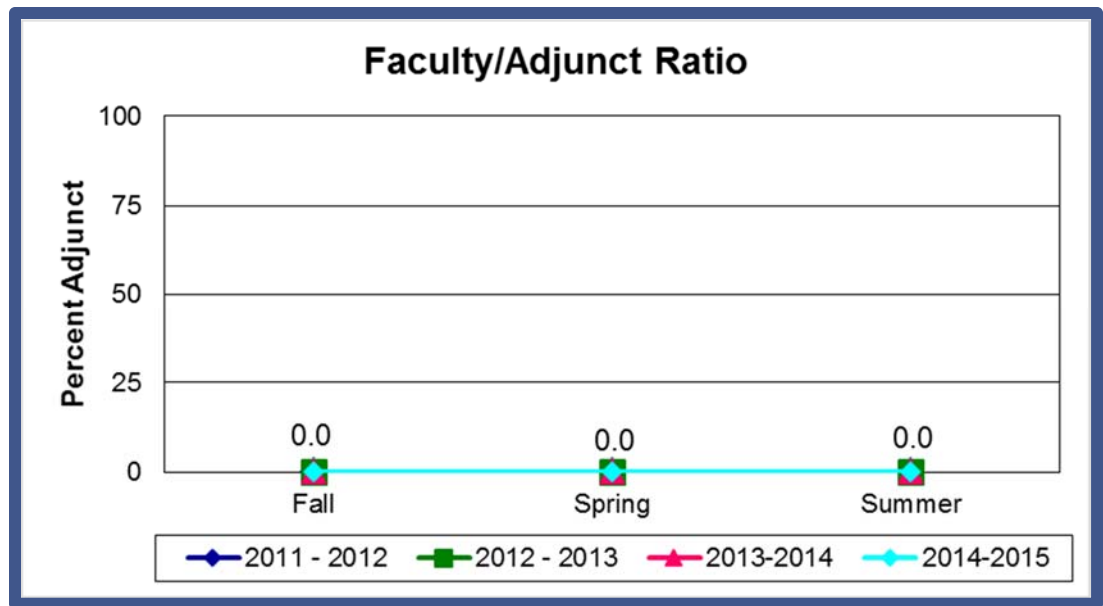
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2011-2012	41.0	100.0%	0.0	0.0%	0.0	0.0%
Spring 2011-2012	59.0	100.0%	0.0	0.0%	0.0	0.0%
Summer 2011-2012	18.0	100.0%	0.0	0.0%	0.0	0.0%
2011-2012 Total	118.0	100.0%	0.0	0.0%	0.0	0.0%
Fall 2012-2013	39.5	100.0%	0.0	0.0%	0.0	0.0%
Spring 2012-2013	59.0	100.0%	0.0	0.0%	0.0	0.0%
Summer 2012-2013	18.0	100.0%	0.0	0.0%	0.0	0.0%
2012-2013 Total	116.5	100.0%	0.0	0.0%	0.0	0.0%
Fall 2013-2014	39.5	100.0%	0.0	0.0%	0.0	0.0%
Spring 2013-2014	71.0	100.0%	0.0	0.0%	0.0	0.0%
Summer 2013-2014	18.0	100.0%	0.0	0.0%	0.0	0.0%
2013-2014 Total	128.5	100.0%	0.0	0.0%	0.0	0.0%
Fall 2014-2015	39.5	100.0%	0.0	0.0%	0.0	0.0%
Spring 2014-2015	60.0	100.0%	0.0	0.0%	0.0	0.0%
Summer 2014-2015	20.0	100.0%	0.0	0.0%	0.0	0.0%
2014-2015 Total	119.5	100.0%	0.0	0.0%	0.0	0.0%

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



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



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Occupation Profile

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Occupation Description

The occupation description for Physical Therapist Assistants (312021) used by the DEO 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.

National, State, and County Wage Information and Employment Trends

The distribution of 2014 wage information for Physical Therapist Assistants is located in the table below. The mean hourly earnings for Physical Therapist Assistants was \$28.50 in Florida and \$28.26 in Pinellas County.

Employment trend information is also provided for Physical Therapist Assistants in the table. An average annual increase in employment for the profession (29.6% - 33.8%) is shown for the period between 2014 and 2022, across the state and county.



Employment Data

Growth for Physical Therapist Assistants

	Jobs (2014)	% Change (2014-2022)	Mean Earnings
Florida	4,706	29.6%	\$28.50/hr
Pinellas County	287	33.8%	\$28.26/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>



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Major Employers

Graduates of SPC's Physical Therapist Assistant, AS program are employed in various areas related to their field. The primary local employers of these graduates are HealthSouth Rehabilitation Hospital, St Joseph's Hospital, Lampert's Home Therapy, Brooks Rehabilitation, Morton Plant Mease - Baycare, Westchester Gardens Rehabilitation Center, Gulf Shore Rehabilitation and Nursing Center, Select Physical Therapy, and All Children's Hospital, as depicted in the table below.

Major Employers

Employers of Physical Therapist Assistant - AS Graduates
HealthSouth Rehabilitation Hospital
St Joseph's Hospital
Lampert's Home Therapy
Brooks Rehabilitation
Morton Plant Mease - Baycare
Westchester Gardens Rehabilitation Center
Gulf Shore Rehabilitation and Nursing Center
Select Physical Therapy
All Children's Hospital

Source: Recent Alumni Survey reports and program administrator records

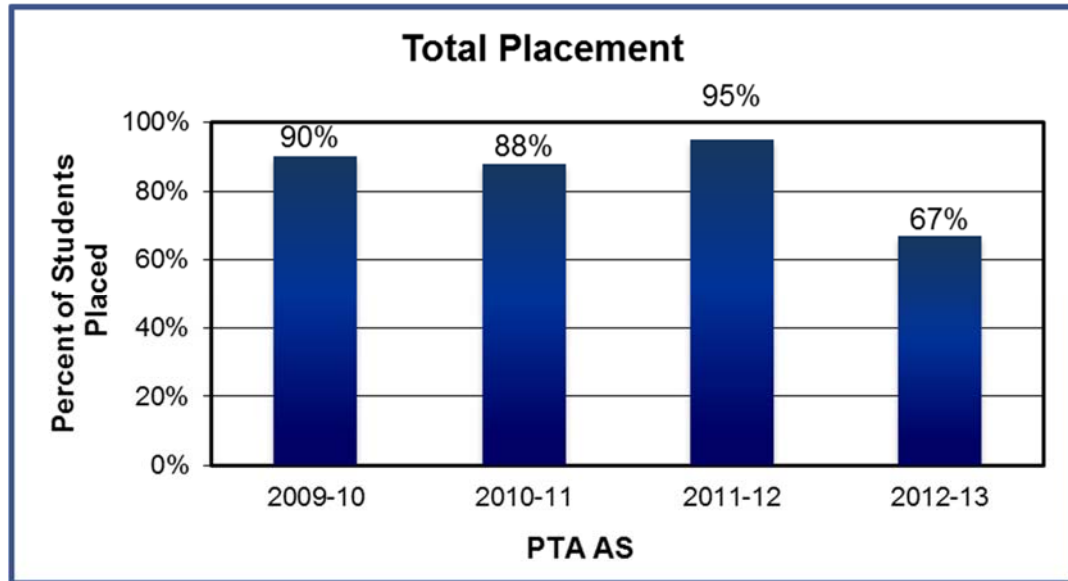


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2014-15 Placement Data



PTA AS		
	Pool Count	Percent Placed
2009-10	21	90%
2010-11	34	88%
2011-12	19	95%
2012-13	21	67%

Source: FETPIP Follow-up Outcomes <http://www.fldoe.org/fetpip/ccs.asp>



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State Graduates Outcomes

Physical Therapist Assistant Program Graduates 2012-13 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed, Education, or Military)	Placement Rate
College of Central Florida	19	18	17	89%	18	17	94%
Daytona State College	18	18	13	72%	18	14	78%
Florida State College at Jacksonville	31	25	20	65%	26	21	81%
Gulf Coast State College	20	12	11	55%	12	10	83%
Indian River State College	19	16	13	68%	16	15	94%
Broward College	40	30	23	58%	31	25	81%
Florida Gateway College	26	22	19	73%	22	19	86%
State College of Florida, Manatee-Sarasota	14	11	8	57%	11	6	55%
Miami Dade College	43	24	21	49%	29	27	93%
Polk State College	17	15	9	53%	15	7	47%
Seminole State College of Florida	28	26	24	86%	26	24	92%

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Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed, Education, or Military)	Placement Rate
St. Petersburg College	25	21	18	72%	21	14	67%
Total	300	238	196	82%	245	199	81%

Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stm>



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Academics

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Educational Outcomes

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

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2013-14 assessment. Each of the three PLOs 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 purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Physical Therapist Assistant (AS) program used the results of the Federation of State Boards of Physical Therapy (FSBPT) Licensing Exam. The criteria for success stated that students should attain a mean score greater than that reported for all U.S. graduates.

Data were collected during 2011 and 2012. The students whom were assessed achieved a mean score greater than that reported for all U.S. graduates on two of the three PLOs and met the criteria for success.

The 2013-14 follow-up report was completed in August 2015. Two of the three action items were successfully completed, and the results published in the 2013-14 follow-up report. The next assessment report is scheduled to be completed during the 2016-17 academic year.

For the complete 2013-14 Physical Therapist Assistant Program Assessment Report, please see Appendix B.

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Stakeholder Perceptions

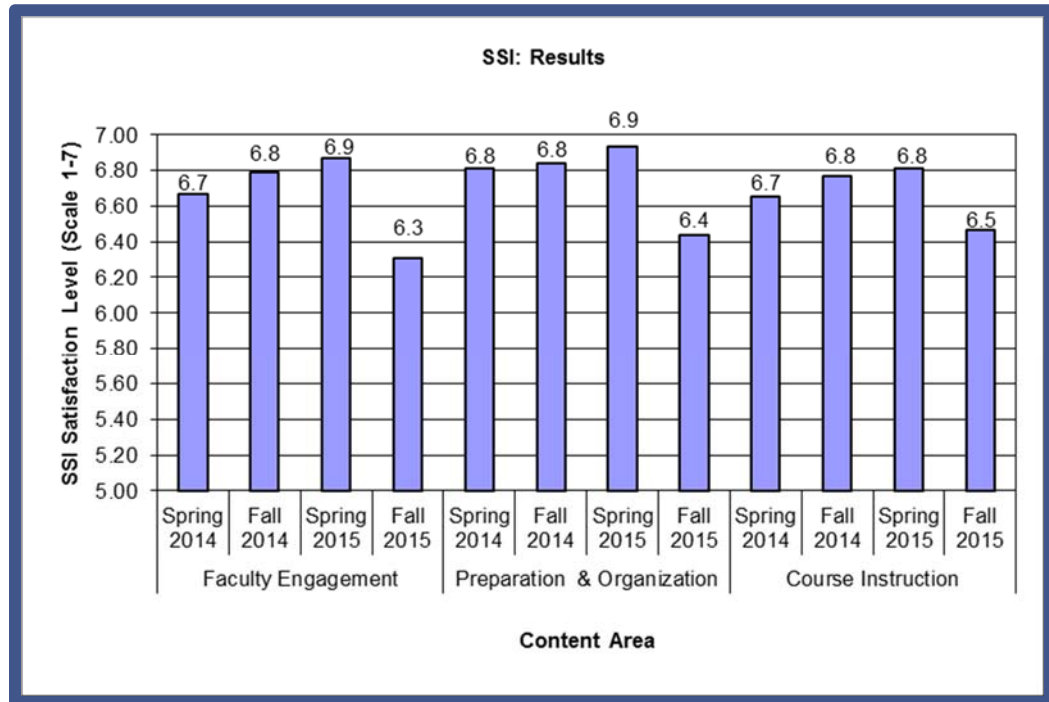
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Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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St. Petersburg College
SPC
Physical Therapist Assistant
2014-15 Alumni Survey Report
Survey of 2013-14 Graduates

➤ A.S. Degree: Physical Therapist Assistant

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Twenty-three Alumni Surveys were provided to the 2013-14 graduates of the Physical Therapist Assistant program. Responses were received from 8 A.S. graduates.

Thirty-five percent (8/23) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, four 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% (7/8) of recent graduate survey respondents, who were employed, were employed full-time.
- 100.0% (8/8) of recent graduate survey respondents had a current position related to their studies.
- 62.5% (5/8) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Change career fields"*; 12.5% (1/8) *"Earn more money"*; 12.5% (1/8) *"Obtain employment"*; and 12.5% (1/8) *"Other"*.
- 87.5% (7/8) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Obtain employment"*; 75.0% (6/8) *"Change career fields"*; 75.0% (6/8) *"Earn more money"*; and 12.5% (1/8) *"Meet certification/training needs"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 62.5% (5/8) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 25.0% (2/8) *"Very well"*; and 12.5% (1/8) *"Adequately"*.
- 75.0% (6/8) of recent graduate survey respondents indicated that they earned \$25.00 or more per hour (\$52,000 or more annually); 12.5% (1/8) earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually); and 12.5% (1/8) earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually).
- 12.5% (1/8) of recent graduate survey respondents indicated they are continuing their education.

- 100.0% (8/8) 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 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Three outcomes received a mean score of 4.6, seventeen received mean scores between 4.0 and 4.4, four received mean scores between 3.8 and 3.9, and one received a mean score of 3.4.

Table 1

College Preparation Ratings for Recent Physical Therapist Assistant Program Graduates

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	8	4.4	0.7
Listening	8	4.3	0.9
Reading	8	4.3	0.7
Writing	8	4.3	0.9
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	8	3.9	0.8
Using computational skills appropriately	8	3.8	0.7
Accurately interpreting mathematical data	8	3.8	0.7
<i>Using the following forms of technology:</i>			
Email	8	4.6	0.7
Word Processing	8	4.0	0.9
Spreadsheets	8	3.4	0.9
Databases	8	3.8	0.9
Internet Research	8	4.4	0.7
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	7	4.0	1.0
Inquiring about and interpreting information	7	4.1	0.9
Organizing and evaluating information	7	4.0	1.0
Analyzing and explaining information to others	7	4.0	1.0
Using information to solve problems	7	4.1	0.9

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	7	4.6	0.8
Working well with individuals from diverse backgrounds	7	4.6	0.8
Using ethical courses of action	7	4.4	0.8
Demonstrating leadership skills	7	4.4	0.8
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	7	4.4	0.8
Being open to new ideas and challenges	7	4.4	0.8
Willingness to take on new responsibilities	7	4.4	0.8
Pursuing additional educational opportunities	7	4.1	0.9

- An evaluation of Physical Therapist Assistant graduates' Physical Therapist Assistant outcomes is displayed in Table 1. Graduates indicated high levels of satisfaction with their preparation in the area of Physical Therapist Assistant outcomes. Two outcomes received mean scores between 4.6 and 4.7.

Table 2

Physical Therapist Assistant Program Outcome Ratings for Recent Physical Therapist Assistant Program Graduates

<i>Physical Therapist Assistant Program Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>How well did the Physical Therapist Assistant Program:</i>			
Prepare you for the national licensing exam	7	4.6	0.5
Prepare you as a Physical Therapist Assistant clinician	7	4.7	0.5

St. Petersburg College **Physical Therapist Assistant**
SPC 2014-15 Employer Survey Report
Employer Survey of 2013-14 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Four employer surveys were sent out to employers based on the permission provided by recent graduates in the 2013-14 recent graduate survey. Seventy-five percent of the employers surveyed responded to the survey (3/4). 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:

- 100.0% (3/3) of employers responding to the survey indicated they would hire another graduate from SPC.
- 33.3% (1/3) of employers responding to the survey had graduate employees who earned \$25.00 or more per hour (\$52,000 or more annually); 33.3% (1/3) had employees who earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually); and 33.3% (1/3) had employees who earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually).
- An employer evaluation of Physical Therapist Assistant graduates' general education outcomes is displayed in Table 1. Employers indicated high levels of satisfaction with graduates' general education outcomes. Five outcomes received mean scores between 4.5 and 4.7, fifteen received mean scores between 4.0 and 4.3, two received a mean score of 3.7, and two received mean scores between 3.0 and 3.3. One outcome was not rated by any respondent.

Table 1

Employer Competency Ratings for Recent Physical Therapist Assistant Graduates

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A*</i>
<i>Communicate clearly and effectively with others through:</i>				
Speaking	3	4.7	0.6	0
Listening	3	4.3	0.6	0
Reading	3	4.3	0.6	0
Writing	3	4.3	0.6	0

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A*</i>
<i>Use mathematical and computational skills:</i>				
Comfortable with mathematical calculations	3	4.3	0.6	0
Uses computational skills appropriately	3	4.3	0.6	0
Accurately interprets mathematical data	2	4.5	0.7	1
<i>Use the following forms of technology:</i>				
E-mail	3	4.0	1.0	0
Word Processing	1	4.0	N/A	2
Spreadsheets	0	N/A	N/A	3
Databases	1	4.0	N/A	2
Internet Research	1	4.0	N/A	2
<i>Think logically and critically to solve problems</i>				
Gathers and assesses relevant information	3	4.3	0.6	0
Inquires and interprets information	3	4.7	0.6	0
Organizes and evaluates information	3	4.7	0.6	0
Analyzes and explains information to others	3	4.3	0.6	0
Uses information to solve problems	3	4.7	0.6	0
<i>Work effectively with others in a variety of settings:</i>				
Participates as team player (e.g., groups projects)	3	4.3	0.6	0
Works well with individuals from diverse backgrounds	3	4.3	0.6	0
Uses ethical courses of action	3	4.3	0.6	0
Demonstrates leadership skills	3	3.3	0.6	0
<i>Appreciate the importance of lifelong learning:</i>				
Shows interest in career development	3	3.7	0.6	0
Open to new ideas and challenges	3	3.0	1.0	0
Willing to take on new responsibilities	3	4.0	0.0	0
Pursues additional educational opportunities	3	3.7	0.6	0

*The survey allowed employers to select N/A if a competency was not applicable for an employee.

- An employer evaluation of Physical Therapist Assistant, A.S. graduates' outcomes is displayed in Table 2. Employers indicated satisfaction with graduates' PTA outcomes. Two outcomes received a mean score of 4.0, two received a mean score of 3.7, and one received a mean score of 3.3.

*Table 2**Employer Effectiveness Ratings for Recent Physical Therapist Assistant Program Graduates*

<i>Physical Therapy Assisting Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A *</i>
<i>Effectiveness of PTA graduates in the clinical setting:</i>				
Knowledge of diseases/conditions that impact effective physical therapy treatment	3	4.0	1.0	0
Knowledge and skill of Physical Therapy interventions	3	4.0	1.0	0
Knowledge of Physical Therapy equipment and devices	3	3.7	1.2	0
Knowledge of safety and protection (including treatment indications, precautions and contraindications)	3	3.3	1.5	0
Knowledge of Physical Therapy data collection	3	3.7	1.2	0

**The survey allowed employers to select N/A if a competency was not applicable for an employee.*

Job Title

Last 60 days AND (MSA : Tampa-St. Petersburg-Clearwater, FL (Metropolitan Statistical Area))AND (Title with : physical therapist assistant)

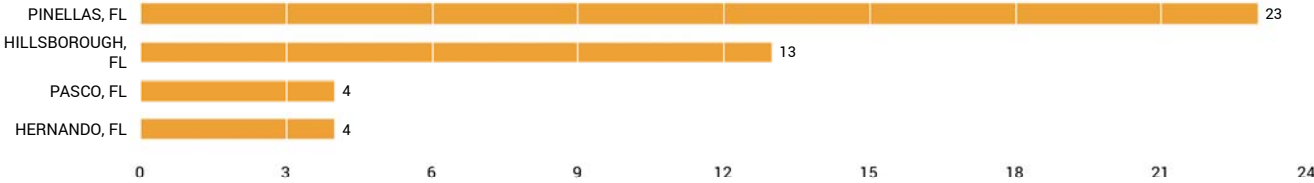
Top Counties

Jan. 01, 2016 -Feb. 29, 2016 (Data not available after Feb. 27,2016)

There are 44postings available with the current filters applied.

There are 0unspecified or unclassified postings.

CountyNumbers



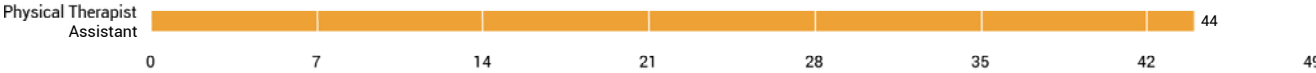
Top Titles

Jan. 01, 2016 -Feb. 29, 2016 (Data not available after Feb. 27,2016)

There are 44postings available with the current filters applied.

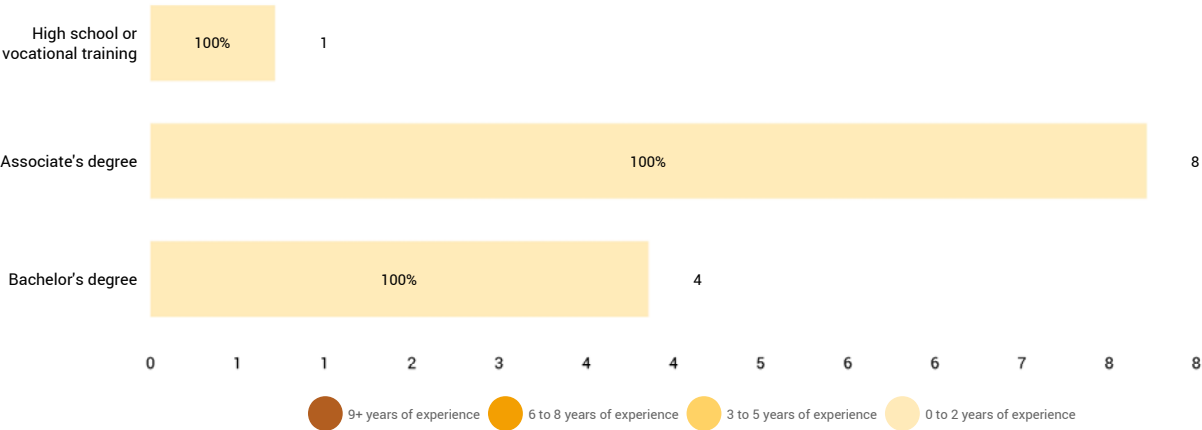
There are 0unspecified or unclassified postings.

Numbers



Education and Experience

Note: 80% of records have been excluded because they do not include both a degree level and experience requirements. As a result, the chart below may not be representative of the full sample.
Jan. 01, 2016 -Feb. 29, 2016 (Data not available after Feb. 27,2016)
There are 44postings available with the current filters applied.
There are 35unspecified or unclassified postings.



Top Skills

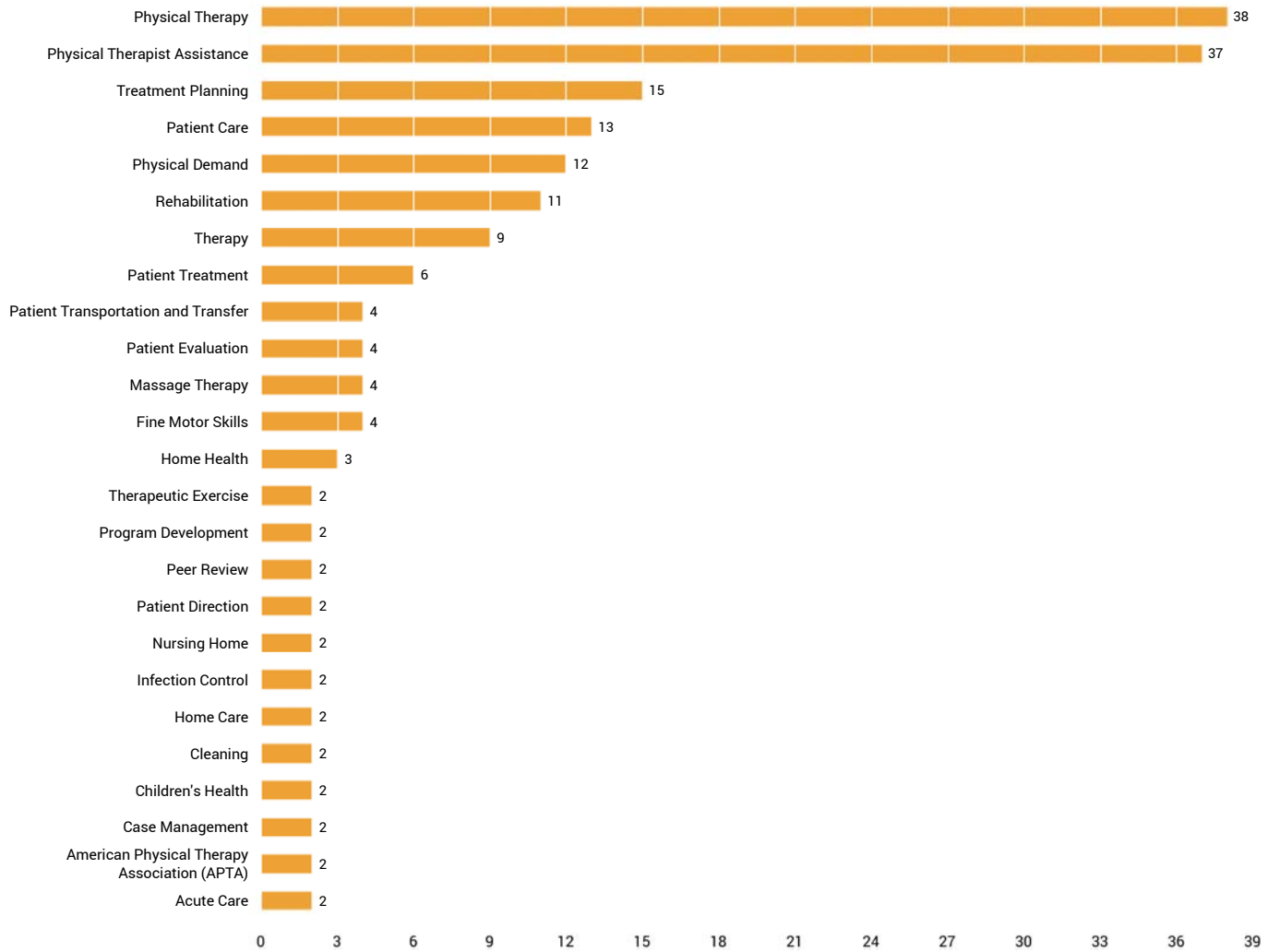
Jan. 01, 2016 - Feb. 29, 2016 (Data not available after Feb. 27, 2016)

There are 44 postings available with the current filters applied.

There are 6 unspecified or unclassified postings.

Specialized Skills ▼

Numbers ▼



Top Industry Sectors

Jan. 01, 2016 - Feb. 29, 2016 (Data not available after Feb. 27, 2016)

There are 44 postings available with the current filters applied.

There are 0 unspecified or unclassified postings.

Numbers ▼



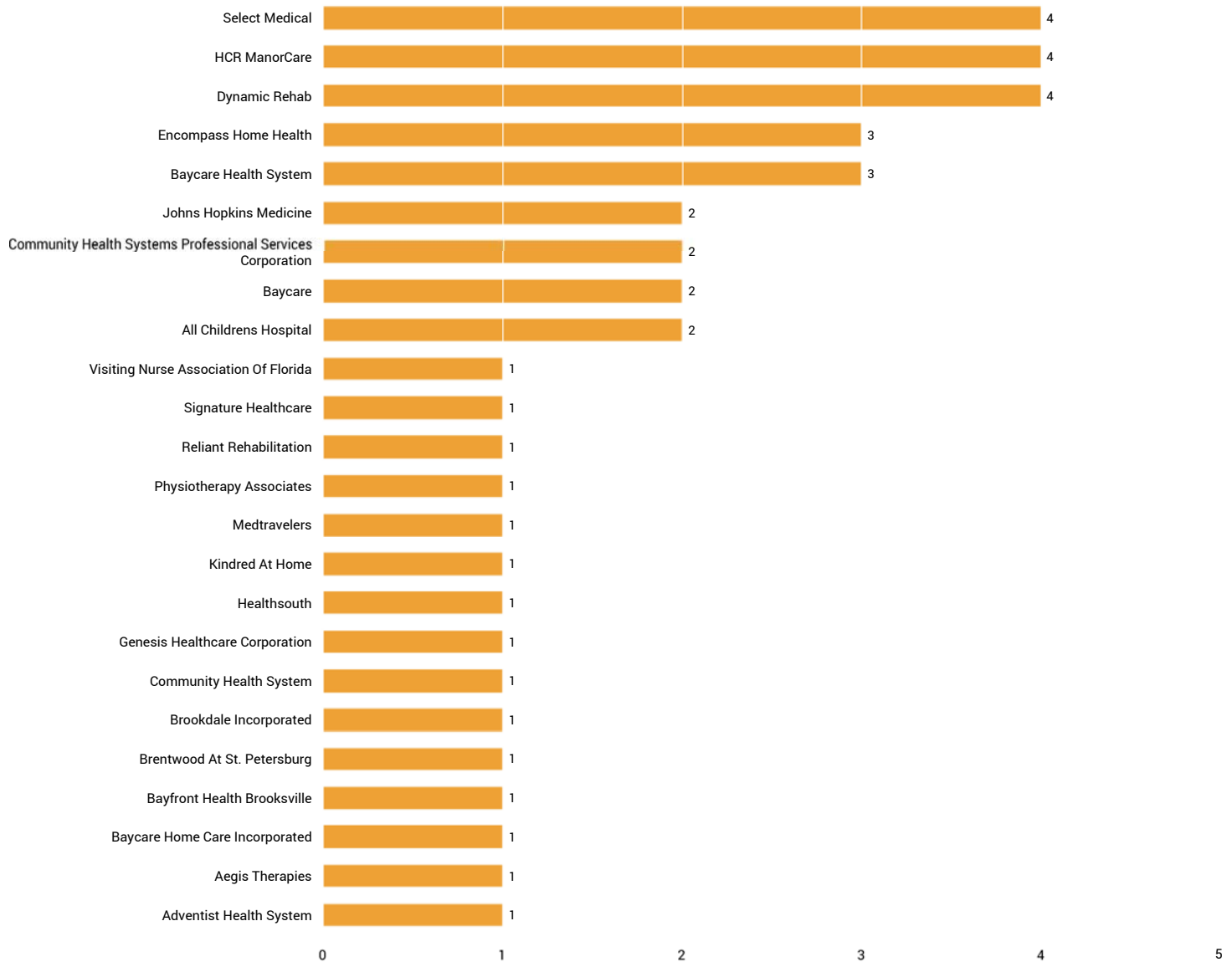
Top Employers

Jan. 01, 2016 -Feb. 29, 2016 (Data not available after Feb. 27, 2016)

There are 44 postings available with the current filters applied.

There are 3 unspecified or unclassified postings.

Numbers ▼



Salary Distribution

Note: 93% of records have been excluded because they do not include salary information. As a result, the chart below may not be representative of the full sample.

Mean real-time salary = N/A

Jan. 01, 2016 - Feb. 29, 2016 (Data not available after Feb. 27, 2016)

There are 44 postings available with the current filters applied.

There are 41 unspecified or unclassified postings.

Numbers



*This report uses data from real-time job postings. Salary figures are prorated to reflect full-time, annual wage status. For additional salary data by occupation from the Bureau of Labor Statistics, please refer to the summary tables options under the occupation category on the "Create reports" tab.

Job Counts By Year

This report shows data for the following time periods: 2007, 2010, 2011, 2012, 2013, 2014 and 2015. Any active time period filters have not been applied. Percentages shown are out of the total number of postings for your selected location.

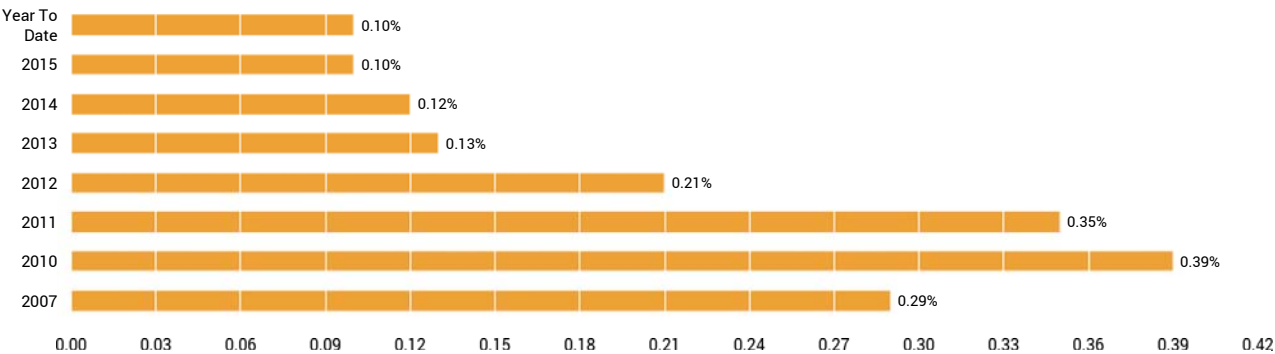
Please also note that these results reflect point-in-time data and are subject to change as improvements are made to our aggregation and reporting methodologies. Burning Glass does not recommend use of this data for time series reporting.

Jan. 01, 2016 –Feb. 29, 2016 (Data not available after Feb. 27,2016)

There are 44 postings available with the current filters applied.

There are 0 unspecified or unclassified postings.

Percentages ▼





Program Action Plan

Program: Physical Therapist Assistant, AS

Date Completed: March 2016

Prepared By: Kory Thomas

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Review the content of our Graduate and Employer surveys to allow for obtaining data to meet CAPTE requirements.	Alumni and Employer Surveys	August 2016	Kory Thomas
2	Secure additional clinical placements that provide a variety of clinical experiences and will meet the needs of the number of enrolled students for each cohort.	Internships	June 2017	Kory Thomas
3	Create clinical education policies and procedures that assist with obtaining necessary data to implement an effective clinical education program.	Graduates	August 2016	Kory Thomas

Physical Therapist Assistant - AS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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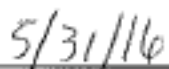
II. Special Resources Needed:

The program will need to continue with the increased weekly hours for OPS staff so they can assist with program projects.

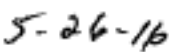
III. Area(s) of Concern/Improvement:

The information gained from the graduate and employer surveys will assist the Program Director and faculty with assessing the effectiveness of many elements of the overall program. Securing additional clinical placements that provide a variety of clinical educational experiences will strengthen the effectiveness of our clinical education program. Creating additional clinical education policies and procedures will assist the program with obtaining appropriate information that is needed to meet CAPTE requirements and to provide an overall effective clinical education program.


Kory Thomas, Program Director


Date


Richard Flora, Dean


Date



References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*.
Retrieved October 2002, from the Division of Community Colleges
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

Contact Information

Please address any questions or comments regarding this evaluation to:

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Executive Director, Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3118
crawford.sabrina@spcollege.edu

Physical Therapist Assistant - AS
2015-16 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Appendices

Physical Therapist Assistant - AS
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Institutional Research and Effectiveness

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PROGRAM OF STUDY
Health Science Department
Physical Therapist Assistant Associate in Science
PTA-AS

Effective Beginning Catalog Term: Spring 2016 (0510)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Kory Thomas, Program Director
kory.thomas@spcollege.edu
(727) 341-3612

Program Summary

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.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Information is not Currently Available

Program Related Web Sites

Program Website: www.spcollege.edu/PTA/

American Physical Therapy Association: www.apta.org

Florida Physical Therapy Association: www.fpta.org

Florida Board of Physical Therapy Practice: www.doh.state.fl.us/mqa/physical/

Federation of State Boards of Physical Therapy: www.fsbpt.org

Admission Rules

These courses must be completed prior to applying to the PTA Program:

BSC 2085 HUMAN ANATOMY & PHYSIOLOGY I (3 credits)
BSC 2085L HUMAN ANATOMY & PHYSIOLOGY LABORATORY I (1 credit)
PHI 1600 - ETHICS or (Honors) (3 credits)
HSC 1531 MEDICAL TERMINOLOGY I (2 credits)
Computer/Information Literacy Competency Requirement

Grade of "C" or higher required for BSC 2085/L in order to progress to the first term of the PTA Program.

Applicants must also complete 24 hours of observation in two different physical therapy settings (inpatient and outpatient).

Graduation Rules

Grade of "C" or better required in all courses.

Successful completion (75%) of a comprehensive program exam given at the end of the second year.

AS GENERAL EDUCATION REQUIREMENTS

Communications - Composition I

Credits

Complete 3 credits from the approved
General Education Composition I
coursework. Minimum grade of "C" required.
This requirement must be completed within
the first 24 credits of coursework toward the
AS degree.

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS

Communications - Speech

Credits

Complete 3 credits from the approved
General Education Speech coursework .
Minimum grade of "C" required.

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS

Humanities and Fine Arts

Credits

Complete 3 credits from the approved
General Education Humanities and Fine Arts
coursework. Minimum grade of "C" required.

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS

Mathematics












Credits

















Complete 3 credits from the approved
General Education Mathematics coursework.
Minimum grade of "C" required.

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS		Credits
Enhanced World View		
Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.		0
SUPPORT COURSES		Credits
Ethics (Complete 3 credits)		
PHI 1600 	Studies in Applied Ethics	3
Total Credits		3
SUPPORT COURSES		Credits
Psychology (Select 3 credits)		
Completion of this requirement satisfies the General Education Social and Behavioral Science requirement for the AS degree.		0
PSY 1012 	General Psychology	3
PSY 1012 H 	Honors General Psychology	3
Total Credits		3
SUPPORT COURSES		Credits
Anatomy and Physiology (Complete 8 credits)		
BSC 2085 	Human Anatomy & Physiology I	3
BSC 2085L 	Human Anatomy & Physiology Lab I	1
BSC 2086 	Human Anatomy & Physiology II	3
BSC 2086L 	Human Anatomy & Physiology Laboratory II	1
Total Credits		8
SUPPORT COURSES		Credits
Computer and Information Literacy Requirement (Complete 1 course)		
Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required. Completion of this requirement satisfies the General Education Computer Competency requirement for this AS degree.		0
CGS 1070 	Basic Computer and Information Literacy	1
CGS 1100 	Computer Applications	3
EME 2040 	Introduction to Educational Technology	3
SUPPORT COURSES		Credits
Complete 5 credits		
DEP 2004 	Developmental Psychology of the Life Span	3

HSC 1531 	Medical Terminology I	2
Total Credits		5
MAJOR CORE COURSES		
1st Term in Program		Credits
PHT 1121 	Functional Anatomy and Kinesiology	3
PHT 1121L 	Functional Anatomy and Kinesiology Laboratory	2
PHT 1200 	Introduction to Basic Patient Care	3
PHT 1200L 	Basic Patient Care Laboratory	3
Total Credits		11
MAJOR CORE COURSES		
2nd Term in Program		Credits
PHT 1217 	Physical Therapy Principles and Procedures	3
PHT 1217L 	Physical Therapy Principles and Procedures Laboratory	3
PHT 2252 	Orthopedic Disabilities and Treatment	3
PHT 2252L 	Orthopedic Disabilities and Treatment Laboratory	2
Total Credits		11
MAJOR CORE COURSES		
3rd Term in Program		Credits
PHT 1801 L 	Physical Therapy Clinical Practice I	4
Total Credits		4
MAJOR CORE COURSES		
4th Term in Program		Credits
PHT 2162 	Neurological Disabilities and Treatment	3
PHT 2220 	Therapeutic Exercise in Physical Therapy	2
PHT 2220 L 	Therapeutic Exercise in Physical Therapy Lab	2
Total Credits		7
MAJOR CORE COURSES		
5th Term in Program		Credits
PHT 2810L 	Physical Therapy Clinical Practice II	4
PHT 2931 	Trends in Physical Therapy	2
PHT 2820L 	Physical Therapy Clinical Practice III	4
Total Credits		10
Total Credits		74
<u>Admission Notes</u>		

Cohorts are admitted in the fall with applications accepted from March 1 - May 15 .

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

Due to the time-intensive nature of the PTA Program courses, it is highly recommended that you complete as many of the general education and support courses as possible before entering the program.

PID 495



Program Assessment Report

Program: Physical Therapist Assistant

Report Year: 2013-14

Drafted by Rebecca Kramer on Sep 26, 2014

Data Files

☐ National PTA Exam 

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

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

I. Use of Past Results

The desired results were met for years 2003 and 2004 with SPC Mean Scale Scores exceeding the mean for all U.S. graduates. In order to continue to have the desired results, the program curriculum and course content were continually updated to meet the Content Category Specifications of the FSBPT PTA Examination Content Outline.

The graduating class of 2008 achieved a mean scale score of 654.4 on the Test and Measures Content Area of the national licensing exam. This was slightly higher than the mean scale score of 642.0 for all US accredited PTA Programs.

SPC students exceeded the criteria for success for this major learning outcome in 2009, and in 2010. These assessment results were shared with the PTA faculty.

The graduating class of 2009 achieved a mean scale score (663.7) on the Clinical Application of Physical Therapy Principles and Foundational Sciences Content Area of the national licensing exam that was higher (+ 18.2) than the mean scale score (645.5) for all US Accredited PTA Programs.

The graduating class of 2010 achieved a mean scale score (662.7) on the Clinical Application of Physical Therapy Principles and Foundational Sciences Content Area of the national licensing exam that was higher (+ 18.7) than the mean scale score (644.0) for all US Accredited PTA Programs.

II. Methodology

Means of Assessment:

In the Physical Therapist Assistant Program, the results of the Federation of State Boards of Physical Therapy (FSBPT) Licensing Examination will be utilized to evaluate program graduate knowledge.

Date(s) of Administration: 2011 and 2012

Method: Upon successfully meeting graduation requirements, the PTA program graduate completes the FSBPT Licensing Examination.

Assessment Instrument: The Federation of State Boards of Physical Therapy (FSBPT) Licensing Examination will be used to assess PTA graduates. The FSBPT licensure exam reports received by the program contain the Mean Scale Score for the SPC cohort of graduates and graduates of all U.S. accredited programs.

Domain Specifications: The student will demonstrate knowledge of physical therapy test and measurement techniques.

Population: The population sample included students who successfully met graduation requirements, and completed the FSBPT Licensing Examination.

III. Criteria for Success

The Mean Scale Scores of SPC PTA graduates will be compared to all U.S. program graduates. These Mean Scale Scores will be for first-time test takers only. The Mean Scale Scores for SPC PTA graduates will be expected to be above that reported for all U.S. graduates.

IV. Summary of Assessment Findings

The 2011 and 2012 assessment results for the Physical Therapist Assistant program for PLO 1 are shown below.

2011 Assessment Results (N=33) - PLO 1				
Category	Number of Items	SPC Mean Scale Score	US Mean Scale Score	SPC above (below) US Mean
Clinical Application of Physical Therapy Principles and Foundational Sciences	59	675.4	644.9	+30.5

2012 Assessment Results (N=21) - PLO 1				
Category	Number of Items	SPC Mean Scale Score	US Mean Scale Score	SPC above (below) US Mean
Clinical Application of Physical Therapy Principles and Foundational Sciences	59	671.3	645.3	+26.0

In 2013, the Federation of State Boards of Physical Therapy (FSBPT) changed the content and outline of the national exam. 2013 student scores for 'Clinical Application of Physical Therapy Principles and Foundational Sciences' were not provided by FSBPT.

V. Discussion and Analysis of Assessment Findings

The desired thresholds were met for both 2011 and 2012 with SPC Mean Scale Scores significantly exceeding the mean for all U.S. graduates. In order to continue to have the desired results, the program curriculum and course content were continually updated to meet the Content Category Specifications of the FSBPT PTA Examination Content Outline.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Change PTA Program PLOs to match the new content outline of the FSBPT national exam: 1. The student will demonstrate knowledge of Physical Therapy Data Collection 2. The student will demonstrate knowledge of Disease/Conditions that Impact Effective Treatment 3. The student will demonstrate knowledge of Interventions 4. The student will demonstrate knowledge of Non-System Domains
- / Sep 2014

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

I. Use of Past Results

The desired results were met for years 2003 and 2004 with SPC Mean Scale Scores exceeding the mean for all U.S. graduates. In order to continue to have the desired results, the program curriculum and course content were continually updated to meet the Content Category Specifications of the FSBPT PTA Examination Content Outline.

The graduating class of 2008 achieved a mean scale score of 653.5 on the Interventions Content Area of the national licensing exam. This was higher than the mean scale score of 644.2 for all US accredited PTA Programs.

SPC students exceeded the criteria for success for this major learning outcome in 2009, and in 2010. These assessment results were shared with the PTA faculty.

The graduating class of 2009 achieved a mean scale score (663.7) on the Clinical Application of Physical Therapy Principles and Foundational Sciences Content Area of the national licensing exam that was higher (+ 18.2) than the mean scale score (645.5) for all US Accredited PTA Programs.

The graduating class of 2010 achieved a mean scale score (662.7) on the Clinical Application of Physical Therapy Principles and Foundational Sciences Content Area of the national licensing exam that was higher (+ 18.7) than the mean scale score (644.0) for all US Accredited PTA Programs.

II. Methodology

Means of Assessment: In the Physical Therapist Assistant Program, the results of the Federation of State Boards of Physical Therapy (FSBPT) Licensing Examination will be utilized to evaluate program graduate knowledge.

Date(s) of Administration: 2011 and 2012

Method: Upon successfully meeting graduation requirements, the PTA program graduate completes the FSBPT Licensing Examination.

Assessment Instrument: The Federation of State Boards of Physical Therapy (FSBPT) Licensing Examination will be used to assess PTA graduates. The FSBPT licensure exam reports received by the program contain the Mean Scale Score for the SPC cohort of graduates and graduates of all U.S. accredited programs.

Domain Specifications: The student will demonstrate knowledge of physical therapy interventions.

Population: The population sample included students who successfully met graduation requirements, and completed the FSBPT Licensing Examination.

III. Criteria for Success

The Mean Scale Scores of SPC PTA graduates will be compared to all U.S. program graduates. These Mean Scale Scores will be for first-time test takers only. The Mean Scale Scores for SPC PTA graduates will be expected to be above that reported for all U.S. graduates.

IV. Summary of Assessment Findings

The 2011 and 2012 assessment results for the Physical Therapist Assistant program for PLO 2 are shown below.

2011 Assessment Results (N=33) - PLO 2				
Category	Number of Items	SPC Mean Scale Score	US Mean Scale Score	SPC above (below) US Mean
				63

Data Collection/Interventions/Equipment and Devices/Therapeutic Modalities.	72	650.7	640.3	+10.4
---	----	-------	-------	-------

2012 Assessment Results (N=21) - PLO 2				
Category	Number of Items	SPC Mean Scale Score	US Mean Scale Score	SPC above (below) US Mean
Data Collection/Interventions/Equipment and Devices/Therapeutic Modalities.	72	674.7	652.9	+21.8

In 2013, the Federation of State Boards of Physical Therapy (FSBPT) changed the content and outline of the national exam. 2013 student scores for 'Physical Therapy Data Collection' provided by FSBPT are displayed below.

2013 Assessment Results (N=20) - PLO 2				
Category	Number of Items	SPC Mean Scale Score	US Mean Scale Score	SPC above (below) US Mean
Physical Therapy Data Collection	31	626.3	674.7	-48.4

V. Discussion and Analysis of Assessment Findings

SPC students exceeded the criteria for success for this major learning outcome in 2011, and in 2012 but did not meet the criteria for success in 2013 falling significantly below the US Mean Scale Score in the Physical Therapy Data Collection category.

The 2013 graduating class was a consistently low scoring class during their matriculation through the program than what the program has experienced for some years. The 2013 class came entirely from the wait list and had the lowest graduation rate of any class since 2006, at 52.5%.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Change PTA Program PLOs to match the new content outline of the FSBPT national exam: 1. The student will demonstrate knowledge of Physical Therapy Data Collection 2. The student will demonstrate knowledge of Disease/Conditions that Impact Effective Treatment 3. The student will demonstrate knowledge of Interventions 4. The student will demonstrate knowledge of Non-System Domains
- / Sep 2014
- Monitor scores for the category Data Collection/Interventions/Equipment and Devices/Therapeutic Modalities. The 2013 graduating class was a consistently low scoring class during their matriculation through the program than what the program has experienced for some years. The 2013 class came entirely from the wait list and had the lowest graduation rate of any class since 2006, at 52.5%. This was also the year that FSBPT changed the exam content. Exam statistics will be monitored by the PTA Program to see if the lower scores in this category were the result of the under-performing class of 2013 or if curriculum changes are required due to the change in exam content.
- PTA Program Director and Faculty / Dec 2014

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

I. Use of Past Results

The desired results were met for years 2003 and 2004 with SPC Mean Scale Scores exceeding the mean for all U.S. graduates. In order to continue to have the desired results, the program curriculum and course content were continually updated to meet the Content Category Specifications of the FSBPT PTA Examination Content Outline.

The graduating class of 2008 achieved a mean scale score of 613.6 on the Standards of Care Content Area of the national licensing exam. This was slightly lower than the mean scale score of 622.7 for all US accredited PTA Programs.

SPC students did not meet the criteria for success for this major learning outcome in 2009, or in 2010. These assessment results were discussed with the PTA faculty.

The graduating class of 2009 achieved a mean scale score (565.2) on the Safety and Professional Roles, Teaching and Learning: Evidence Based Practice Content Area of the national licensing exam, that was lower (-27) than the mean scale score (592.2) for all US accredited PTA Programs.

The graduating class of 2010 achieved a mean scale score (618.3) on the Safety and Professional Roles, Teaching and Learning: Evidence Based Practice Content Area of the national licensing exam, that was lower (-8.2) than the mean scale score of 626.5 for all US accredited PTA Programs.

Student scores in the areas of the Musculoskeletal System, Neuromuscular and Nervous Systems, and Integumentary System, were below the US scores in one or both of the years assessed.

II. Methodology

Means of Assessment: In the Physical Therapist Assistant Program, the results of the Federation of State Boards of Physical Therapy (FSBPT) Licensing Examination will be utilized to evaluate program graduate knowledge.

Date(s) of Administration: 2011 and 2012

Method: Upon successfully meeting graduation requirements, the PTA program graduate completes the FSBPT Licensing Examination.

Assessment Instrument: The Federation of State Boards of Physical Therapy (FSBPT) Licensing Examination will be used to assess PTA graduates. The FSBPT licensure exam reports received by the program contain the Mean Scale Score for the SPC cohort of graduates and graduates of all U.S. accredited programs.

Domain Specifications: The student will demonstrate knowledge of standards of care.

Population: The population sample included students who successfully met graduation requirements, and completed the FSBPT Licensing Examination.

III. Criteria for Success

The Mean Scale Scores of SPC PTA graduates will be compared to all U.S. program graduates. These Mean Scale Scores will be for first-time test takers only. The Mean Scale Scores for SPC PTA graduates will be expected to be above that reported for all U.S. graduates.

IV. Summary of Assessment Findings

The 2011 and 2012 assessment results for the Physical Therapist Assistant program for PLO 3 are shown below.

2011 Assessment Results (N=33) - PLO 3				
Category	Number of Items	SPC Mean Scale Score	US Mean Scale Score	SPC above (below) US Mean
Safety and Professional Roles; Teaching/Learning; Evidence-Based Practice	19	620.6	639.8	-19.2

2012 Assessment Results (N=21) - PLO 3
--

Category	Number of Items	SPC Mean Scale Score	US Mean Scale Score	SPC above (below) US Mean
Safety and Professional Roles; Teaching/Learning; Evidence-Based Practice	19	670.5	638.1	+32.4

In 2013, the Federation of State Boards of Physical Therapy (FSBPT) changed the content and outline of the national exam. 2013 student scores for 'Safety and Professional Roles; Teaching/Learning; Evidence-Based Practice' were not provided by FSBPT.

V. Discussion and Analysis of Assessment Findings

The desired results were not met in 2011 with the Mean Scale Scores of SPC graduates falling below the US Mean. The desired results were met in 2012 with the Mean Scale Scores of SPC PTA graduates significantly exceeding the mean for all U.S. graduates.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- The program will monitor 2014 SPC mean scale scores for the category Safety and Professional Roles; Teaching/Learning; Evidence-Based Practice. Additions were made to the curriculum for 2012 in response to the 2011 graduates falling below the US Mean. Additions were made to specifically enhance the Evidence-Based Practice component as this was the area of the curriculum, in reviewing the content covered in the exam, PTA faculty found required improvements. The 2012 graduates were successful in meeting the criteria achieving above US Mean Scale Scores in this category. Monitoring will be ongoing to ensure the appropriate curriculum changes have been made for graduates to have continued success in this category.
- PTA Program Director and Faculty / Jul 2015
- Change PTA Program PLOs to match the new content outline of the FSBPT national exam: 1. The student will demonstrate knowledge of Physical Therapy Data Collection 2. The student will demonstrate knowledge of Disease/Conditions that Impact Effective Treatment 3. The student will demonstrate knowledge of Interventions 4. The student will demonstrate knowledge of Non-System Domains
- / Sep 2014

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B1. Align curriculum with General Education Objective and/or Accreditation/National Standards of the discipline			
	The program will monitor 2014 SPC mean scale scores for the category Safety and Professional Roles; Teaching/Learning; Evidence-Based Practice. Additions were made to the curriculum for 2012 in response to the 2011 graduates falling below the US Mean. Additions were made to specifically enhance the Evidence-Based Practice component as this was the area of the curriculum, in reviewing the content covered in the exam, PTA faculty found required improvements. The 2012 graduates were successful in meeting the criteria achieving above US Mean Scale Scores in this category. Monitoring will be ongoing to ensure the appropriate curriculum changes have been made for graduates to have continued success in this category.	#3	PTA Program Director and Faculty Jul 2015
	Change PTA Program PLOs to match the new content outline of the FSBPT national exam: 1. The student will demonstrate knowledge of Physical Therapy Data Collection 2. The student will demonstrate knowledge of Disease/Conditions that Impact Effective Treatment 3. The student will demonstrate knowledge of Interventions 4. The student will demonstrate knowledge of Non-System Domains	#1, #2, #3	Sep 2014
B10. Other			
	Monitor scores for the category Data Collection/Interventions/Equipment and Devices/Therapeutic Modalities. The 2013 graduating class was a consistently low scoring class during their matriculation through the program than what the program has experienced for some years. The 2013 class came entirely from the wait list and had the lowest graduation rate of any class since 2006, at 52.5%. This was also the year that FSBPT changed the exam content. Exam statistics will be monitored by the PTA Program to see if the lower scores in this category were the result of the under-performing class of 2013 or if curriculum changes are required due to the change in exam content.	#2	PTA Program Director and Faculty Dec 2014

Approvals

Program Administrator:

Rebecca Kramer - Program Director

Approved by Rebecca Kramer - Program Director on Sep 26, 2014

Educational Outcomes Coordinators:

Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation

Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Sep 29, 2014

Dean:

Phil Nicotera - Provost

Approved by Phil Nicotera - Provost on Nov 24, 2014

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Nov 24, 2014



Program Assessment Followup Report

Program: Physical Therapist Assistant

Report Year: 2013-14

Drafted by Richard Flora on Aug 14, 2015

Data Files

☐ National PTA Exam 

Program 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.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B1. Align curriculum with General Education Objective and/or Accreditation/National Standards of the discipline			
	<p>The program will monitor 2014 SPC mean scale scores for the category Safety and Professional Roles; Teaching/Learning; Evidence-Based Practice. Additions were made to the curriculum for 2012 in response to the 2011 graduates falling below the US Mean. Additions were made to specifically enhance the Evidence-Based Practice component as this was the area of the curriculum, in reviewing the content covered in the exam, PTA faculty found required improvements. The 2012 graduates were successful in meeting the criteria achieving above US Mean Scale Scores in this category. Monitoring will be ongoing to ensure the appropriate curriculum changes have been made for graduates to have continued success in this category.</p> <p>Explanation: The domains on the PTA credentialing exam were changed during the year. The scores of SPC PTA students on the exam domains compared to the national average were: 1. Physical Therapy Data Collection - SPC 641.0, national 669.9 2. Diseases/Conditions that Impact Effective Treatment - SPC 694.5, national 659.2 3. Interventions - SPC 670.4, national 663.7 4. Non-System Domains - SPC 658.8, national 654.2. This information shows are students are performing well on domains 2, 3, and 4. We will continue to monitor student performance in all 4 domains, but will pay particular attention to domain 1 as further administrations with the new domains occur to determine if curricular changes are needed.</p>	#3	PTA Program Director and Faculty Jul 2015
B10. Other			

Monitor scores for the category Data Collection/Interventions/Equipment and Devices/Therapeutic Modalities. The 2013 graduating class was a consistently low scoring class during their matriculation through the program than what the program has experienced for some years. The 2013 class came entirely from the wait list and had the lowest graduation rate of any class since 2006, at 52.5%. This was also the year that FSBPT changed the exam content. Exam statistics will be monitored by the PTA Program to see if the lower scores in this category were the result of the under-performing class of 2013 or if curriculum changes are required due to the change in exam content.

#2

PTA Program
Director and Faculty
Dec 2014

Explanation:

The domains on the PTA credentialing exam were changed during the year. The scores of SPC PTA students on the exam domains compared to the national average were: 1. Physical Therapy Data Collection - SPC 641.0, national 669.9 2. Diseases/Conditions that Impact Effective Treatment - SPC 694.5, national 659.2 3. Interventions - SPC 670.4, national 663.7 4. Non-System Domains - SPC 658.8, national 6542. This information shows are students are performing well on domains 2, 3, and 4. We will continue to monitor student performance in all 4 domains, but will pay particular attention to domain 1 as further administrations with the new domains occur to determine if curricular changes are needed.

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B1. Align curriculum with General Education Objective and/or Accreditation/National Standards of the discipline			
	Change PTA Program PLOs to match the new content outline of the FSBPT national exam: 1. The student will demonstrate knowledge of Physical Therapy Data Collection 2. The student will demonstrate knowledge of Disease/Conditions that Impact Effective Treatment 3. The student will demonstrate knowledge of Interventions 4. The student will demonstrate knowledge of Non-System Domains	#1, #2, #3	Sep 2015
	<p>Explanation: The updated credentialing exam domains will be submitted for C&I approval to be effective for the spring 2016 semester.</p> <p>Plan for Completion: The program C&I document will be submitted by September 1, 2015, through CurricUNET for the changes to be effective for the spring 2015 semester.</p>		

Evaluation of the Impact of Action Plan Items on Program Quality

Implementation of these action items will align our learning objectives with our professional credentialing examination domains, allowing us to better determine how our curriculum and students' learning experiences prepare them for the exam. Through this analysis we will be able to better learn if there are areas in our curriculum we need to alter to improve student performance and preparation for their careers.

Approvals

Program Administrators:

Dana Hamilton - Administrative Specialist II
Rebecca Kramer - Program Director
Richard Flora - Dean, School of Veterinary Technology

Approved by Richard Flora - Dean, School of Veterinary Technology on Aug 14, 2015

Educational Outcomes Coordinators:

Ashley Caron - Coordinator, Baccalaureate Assessment & Accreditation
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Aug 14, 2015

Dean:

Richard Flora - Dean, School of Veterinary Technology

Approved by Richard Flora - Dean, School of Veterinary Technology on Aug 14, 2015

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Aug 14, 2015



Appendix C: 2015 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for May 2015 and September 2015 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link:

http://www.spcollege.edu/epicenter/advisory/advisory_committees.htm

ST. PETERSBURG COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
ADVISORY COMMITTEE MEETING MINUTES, 5/21/2015

COMMITTEE MEMBERS PRESENT: Marlon Alaan, Sue Barber, Mary Ellen Barkman, Winston Biltz, Teresa Chiavacci, Anthony Fasulo, Catherine Garvey, Norman Schlact, Shamsah Shidi, Maryellen Sullivan

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

GUESTS PRESENT: Jennie Orama (Health Education Center Outreach Specialist)

MEETING TIME: 7:00 PM – 8:50 PM

I. Introductions

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

II. Program Updates

a. **Rebecca Kramer**

- i. Provided an update of the program with statistics from recent grads and current freshman class (details provided on handout).
- ii. Described the application period for placement into the PTA cohort beginning August 2015.
- iii. “Data validates that the selective admissions process is effective.”
- iv. Explained linkage program to the Board and **Teresa Chiavacci** recommended finding out what programs there are with linkage.
- v. Discussed the possibility of students having to travel far distances for their clinicals.

b. **Tony Fasulo** said that we’re very clear about the possibility of needing to drive long distances for clinicals.

III. Open Position for Part-time PT Clinician to staff part-time clinic

a. **Rebecca Kramer**

- i. “This won’t be a complete answer to all of our clinical placement problems especially given the program has just increased clinical hours from 540 hours to 660 hours. This

adding of hours was a result of clinics stating they would not take SPC PTA students if clinicals were not extended. Having a clinic will assist students in putting their academic knowledge into practice and better prepare them for their clinicals.

- ii. Explained how this position came about. Described the discussions between Dr. Law and Dr. Nicotera.
- iii. Announced that Dr. Nicotera left SPC and accepted a position with Houston Community College. At the time of his departure Dr. Nicotera did not know any of the details regarding the position but assumed since we asked for “full time” at 40 hours a week, “part-time” would be 20 hours. Eric Carver is now the Interim Provost. Described Eric Carver’s education/employment background.
- iv. The search for a permanent Provost will begin in the fall with hopes to have a new Provost in place by the spring.
- v. Announced that Dr. Flora will be the new Dean of the PTA program as well as O&P and Funeral Services. R. Kramer will ask Dr. Flora for more information regarding time line for hire of a PT clinician and implementation of the clinic.
- vi. Stated that the program does not have the ECH hours to support the adjunct position Dr. Nicotera posted in December. This position was to assist R. Kramer, the Program Director, with the ACCE responsibilities she carries.

b. Mary Ellen B.

- i. Stated that every PTA program she knows has a DCE/ACCE separate from the PD position.
- ii. Asked Rebecca Kramer about ratios, etc. for hours for faculty.

c. Barb Heier

- i. Stated that this clinical person could possibly help with clinical scheduling.

d. Mary Ellen Sullivan

- i. Asked about the clinical person possibly helping with finding additional clinical sites.

e. Teresa Chiavacci

i. Went to Virginia for the CAPTE Commission Meeting

- 1. Explained that the Commission reviews PTA programs that are up for reaccreditation.
- 2. “Never once I have run into a PTA program that has a combined Program Director and DCE/ACCE position.”
- 3. She stated that one person on the Commission has seen this before but the number of enrolled students was low.
- 4. Explained that before November of last year and before the new CAPTE criteria came out, someone suggested adding to the CAPTE criteria about not allowing a combined Program Director and DCE/ACCE position.

This was not included in the new criteria once it came out.

f. Kory Thomas

- i. Asked Teresa Chiavacci if there was a Program Director workload formula within the CAPTE criteria.

g. Mary Ellen B.

- i. Suggested logging/documenting the hours that are spent on DCE/ACCE duties and PD duties (perform a time study).

h. Rebecca Kramer

- i. Stated that she has tried to do that but the multi-tasking of job duties and ever increasing workload have prevented her from having enough time to log each hour dedicated to PD vs. faculty vs. DCE/ACCE duties. She did however share the number of clinical sites the Program has had since 2006 and how the number of available sites has gone from a surplus of 65 slots to a shortage of 60 slots for 2016 (see handout). In 2015 there was a shortage of 46 slots that required phone calls, emails and visits to secure for the enrolled students.

Before he left, Dr. Nicotera did approve a slight decrease in enrollment from 40 to 34 in response to the Advisory Committees recommendation to drop enrollment due to lack of clinical sites.

i. Teresa Chiavacci

- i. The PD workload has to be equitable to other PDs at the College, according to CAPTE criteria.

IV. Grading Scale Change

a. Mary Hanlon

- i. Described that if students just get by with a 75% in each class, in the end they are not successful with the program. They are getting a false sense of security.

b. Rebecca Kramer

- i. Asked the Advisory Committee for thoughts on changing the passing requirement from 75% to 78%.
- ii. Described what the Respiratory program at SPC does - If students don't pass the final exam, regardless of the weighted percentage, they don't pass the course.

c. Mary Ellen Sullivan

- i. Stated that it's a good thing. "It's a good time to increase the grade requirement since we have the selective admissions process."

d. Rebecca Kramer

- i. Stated that she is the only faculty member who has a higher percentage for the final exam.

e. Mary Hanlon

- i. Stated that this was not the case for one of her courses.

- f. **Mary Ellen B.**
 - i. Stated that our licensure exam pass rate is so high that it doesn't necessarily justify increasing the grade requirement.
- g. **Teresa Chiavacci**
 - i. Stated that faculty should discuss this topic further.
 - ii. Asked about the comprehensive exam being increased to 78%.
- h. **Rebecca Kramer**
 - i. Stated that we would increase the comp exam requirement as well.
 - ii. Stated that only one student was unsuccessful with passing the comp this year on the first try.
- i. **Mary Hanlon**
 - i. Stated that this was the first year we did not give folder review after each semester.
 - ii. "Faculty has more opportunities to work with the students since we combined the labs."
- j. **Barb Heier**
 - i. Asked the new Committee members who are recent graduates about their thoughts on when to increase the percentage for the final exam weight.
- k. **Tony Fasulo**
 - i. Recommended doing it from the very beginning of the program to keep it consistent.
 - ii. Asked about equity regarding the linkage students not needing to be under the selective admissions program.
- l. **Mary Hanlon and Barb Heier**
 - i. Stated that there are 40 prospective students with 4.0 GPAs.
- m. **Norm Schlact**
 - i. "SPC students already stand out among others. It's not a bad thing to increase the grade percentage."
- n. The Board agreed to recommend increasing the minimum passing requirement from 75% to 78%.

V. **Program Clinical Rotation Hours Extended**

- a. **Rebecca Kramer**
 - i. Asked the Board if 5.5 weeks is a good amount of time for a clinical, that was the amount of time the program could extend without disruption to the curriculum.
 - ii. Described that students would start one week early in January and Trends' hours would be condensed.
- b. **Mary Ellen Sullivan**
 - i. Asked about whether or not the midterm CPI is required by CAPTE.
- c. **Mary Ellen B.**
 - i. Asked about combining the clinicals into two instead of three.

- ii. Asked about using the summative comments and weekly goals instead of having to complete the comments, etc. for each criterion at midterm because it is very time consuming, especially with short clinicals.
- d. **Mary Hanlon**
 - i. Discussed the Weekly Feedback Form.
- e. **Teresa Chiavacci**
 - i. “We would have to add the Weekly Feedback Form, etc. to the syllabi and keep it consistent.”
- f. **Mary Hanlon**
 - i. “Currently, we do not mandate the use of the Weekly Feedback Form.”
 - ii. Along with the other faculty, stated that it would be fine to use the Weekly Feedback Form at midterm and staple it to the CPI (instead of marking each individual criterion).
- g. **Mary Ellen Sullivan**
 - i. Stated that her clinic would be the pilot.

VI. Equipment Update/Electronic Documentation

- a. **Mary Hanlon**
 - i. The Program has purchased the new SD Biodex Balance System.
 - ii. We attended the inservice this week.
- b. **Barb Heier**
 - i. “By the spring of next year, we will have more experience with this piece of equipment so we can show this to you then.”
 - ii. Discussed WebPT and the possibility of using RehabOptima for student learning.
- c. **Kory Thomas**
 - i. Asked Marlon Alaan and Winston Biltz about their experiences with RehabOptima and if they felt it would be a good learning tool for the PTA.
 - ii. They agreed but stated that it is cumbersome for the PT when performing an evaluation. They stated that it would be good for the PTA.

VII. PT Labor Market Data

- a. **Rebecca Kramer**
 - i. Shared US Bureau of Labor Statistics regarding 2014 PTA salaries in the US and Florida (see handout). She asked if the mean hourly rate of \$28.50 and mean yearly salary of \$59,300 was accurate for experienced PTAs.
- b. **Mary Ellen Sullivan**
 - i. Described the salary that was offered from her clinic to one of our new graduates: \$49,500/yr or \$25.10/hr.

c. Marlon Alaan

- i.** Shared that there was a memo at the skilled nursery facility in which he is employed stating that more hours would be given to the PTAs on staff because the PTs should be doing evals only.
- ii.** Stated that he would now have to find his own work (ie- Med B patients) so he can have enough patient hours to maintain full-time benefits.

VIII. Announcements

a. Rebecca Kramer

- i.** Save the date, 9/24 for the Fall Advisory Committee event (see handout)- location has changed to the Seminole Campus this year
- ii.** Sandra Wise, PhD is now the Senior Director of CAPTE (Commission on Accreditation in Physical Therapy Education) She was previously the Provost of HEC at SPC prior to Dr. Nicotera.

b. Teresa Chiavacci

- i.** “It will be a nice change. She is very dynamic. She’s a nurse and has been a CAPTE site visitor for a long time.”

c. Norm Schlact

- i.** Announced that he will be opening up his own clinic in South Tampa in June. It will be ½ traditional PT, and ½ yoga/wellness, etc. The name of the company will be Sports and Wellness Physical Therapy.

IX. Meeting was Adjourned by Teresa Chiavacci at 8:50 pm.

ST. PETERSBURG COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
ADVISORY COMMITTEE MEETING MINUTES, 9/24/2015

COMMITTEE MEMBERS PRESENT: Marlon Alaan, Mary Ellen Barkman, Teresa Dean, Ernesto Monroy, Norman Schlact, Shamsah Shidi, , Tricia Trinquen, Cathy Garvey

PROGRAM FACULTY AND STAFF: Dr. Rich Flora, Dean Mary Hanlon, Barb Heier, Kory Thomas, Kirsten Snellenburg, Dana Hamilton

MEETING TIME: 7:00 PM – 9:30 PM

SUBJECT: FALL PROGRAM UPDATE

I. INTRODUCTIONS

Teresa Chiavacci called the meeting to order at 7:20 pm. Those present introduced themselves and indicated their current place of employment.

II. PROGRAM UPDATE

a. Staff Update (Dr. Flora)

Dr. Flora introduced himself. He is the Dean of School of Veterinary Technology, PTA, Funeral Services, and Orthotics & Prosthetics.

He told the advisory board Becky Kramer had resigned as Program Director. The position has been posted to various healthcare websites, APTA and SPC website.

Dr. Eric Carver was appointed as the Interim HEC Provost.

Dr. Kirsten Snellenburg has come on board as an adjunct instructor.

b. New Cohort Statistics

There were 164 applicants and faculty/staff conducted 146 interviews. Thirty-four students were accepted for the fall of 2015.

c. Current Number of Students

There are currently 29 sophomores. The program accepted 40 freshman students in 2014.

Currently there are 33 freshman students. One student withdrew 3 weeks into the program for financial reasons.

Barb Heier and Kory Thomas handed out copies of the interview rubric used in the interview. They asked for any suggestions for change or additions to the rubric. After looking at the rubric, the advisory board agreed that it was good and covered everything it should. Mary Hanlon mentioned we were going to change the topics for the writing portion.

d. Student Volunteer Opportunities

Student Activities has asked that students start volunteering more. There are a couple of events in the area available to them:

Special Olympics, Healthy Community Tampa Bay
Fun Fitness Screenings

Barb Heier and Kory Thomas met several students at the event.
Need more volunteers this year.

Special Olympic, Orlando
State Fall Classic

Two sophomore students are planning to attend.

Flexibility and Posture Screenings
SPC HEC Employees

We did this last year and had a pretty good turnout. It gives student an opportunity to speak with a patient.

e. Fall 2017 Accreditation

The process of getting the report together will begin soon. The new PD will be involved. By fall of 2016, all staff will be involved. Mary talked about the CSIF required by CAPTE. They are free for clinicians to upload but it costs us to download them. We are receiving updated hard copies slowly but surely from our clinical sites.

III. PTA PROGRAM PASS RATES

Mary Hanlon announced we have a 100% pass rate for the last two years. Norman Schlact responded that is very impressive and a good selling point to CI's for taking our students.

IV. CLINICAL EDUCATION UPDATE

a. Number of Clinical Placements

Barb Heier announced we just needed 5 slots for spring clinicals. Norman Schlact said he would take a student. Barb Heier and Kory Thomas asked for suggestions for handling backups in case a clinic decides at the last minute they can't take a student. Mary Ellen Barkman suggested using a small local clinic.

b. APTA CI Credentialing Course

Barb Heier and Kory Thomas asked the committee's opinion on paying for CI's fee for APTA CI Credentialing Course. It costs APTA member \$230.00 and non-members \$330.00. The consensus was that we should pay \$150.00 for each person, regardless of their membership status. We should ask for a commitment of taking a student for a clinical. Teresa Chiavacci wondered how we would advertise and make sure we don't leave someone out. Florida Hospital has two CIs who would like to take the APTA CI course.

We pay for other CEU's for CI's as well. Not many take advantage of it. Teresa asked if it is in our CI handbook. Faculty confirmed that it is in the handbook.

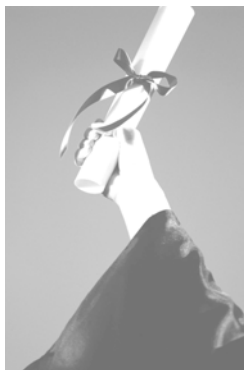
V. ADMISSIONS PROCESS

Dr. Flora mentioned that we have a challenge because we have such a limited number of seats. He put the admission guide from the website on the overhead projector and went over all of the requirements. Dana Hamilton explained the actual admissions application, both to the school and the program. We then went over the Interview Rubric as a group. Overall everyone was satisfied with the rubric. Dr. Flora asked that everyone think of changes that might be implanted in the future and we talk about it in the spring.

VI. ANNOUNCEMENTS

There were no announcements.

Meeting was adjourned by Teresa Chiavacci at 9:10 pm.



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