

## COMPREHENSIVE PROGRAM REVIEW

2016-2019

### Physical Therapist Assistant-Associate in Science Degree

**Mission Statement:** Kapi'olani Community College provides students from Hawai'i's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures

#### **Program Mission Statement**

##### **Physical Therapist Assistant Program (PTA) Mission Statement**

The mission of Kapi'olani Community College's Health Education Unit is to develop and deliver student-centered health career programs that employ industry standards through partnerships with the healthcare community. The mission of the PTA Program is to follow the Health Education Unit as well as to serve the needs of the Physical Therapy Community by promoting the highest standards of physical therapy practice, education, professionalism, and lifelong learning in students as they progress toward becoming competent and compassionate Physical Therapist Assistants who have developed the skills to:

- Work with patients under the supervision of a licensed physical therapist
- Assist physical therapy patients who are unable to carry out everyday life skills due to disability, accident, injury, or illness through learning and improving life skills such as walking and moving about with braces, artificial limbs, and other assistive devices.
- Assist patients under the direction of a licensed physical therapist to implement therapeutic programs which include the application of physical agents (such as heat, cold, 2 water, electricity) as well as massage, exercise, and functional activities and
- Observe patients during treatment and report patient progress to the physical therapist.

#### **Part I. Executive Summary of CPR and Response to previous ARPD recommendations**

The PTA program has maintained an overall "Healthy" rating based on the last three ARPD reviews. The

## **Part II. Program Description**

### **HISTORY**

The Physical Therapist Assistant Program was initiated in 1987 at the urging of concerned community members and with Vocational Education Act funding. Program development was begun with one instructor assisted by a part-time program director (later converted to full-time). The intent to apply for accreditation was submitted; the accreditation self-study, reader/consultant visit, site survey, response to the site survey report, and full accreditation for five years were all achieved by summer 1988, in time for the first class of four students graduating to qualify for employment as Physical Therapist Assistants (PTA's) and to sit for the licensure examination if they chose to do so. The program was housed for several years in a classroom filled with PTA lab equipment. In summer 1994 the nursing program moved into new facilities and parts of the former nursing facilities were converted into a PTA lab.

Admission procedures require that all support courses be completed prior to admission to the second year of the program. The program was re-structured and renumbered in 1988-89. In spring 1990 PTA became the first program to provide courses over the Hawai'i Interactive Television System (HIT) originating from Kapi'olani Community College. It has continued to provide courses via HITS almost every semester until 1998. Due to budget cuts, all HITS classes for the PTA program were discontinued, causing neighbor-island students to relocate to O'ahu in order to participate in this program. In fall 1992, the curriculum was completely redone and submitted for curriculum committee approval for fall 1993 implementation. The changes made were to isolate and identify specific program content, to renumber specific courses to facilitate transfer of credits to baccalaureate programs, and to open specific courses to non-PTA majors meeting course prerequisites by re-designating them as HLTH courses. HLTH-designated courses facilitate cross training and skill development in non-major students from other health disciplines. This trend continues as one course was moved to elective status and additional electives were established. The two new courses are: 1) HLTH 197w which fosters altruistic professional service and the campus service-learning initiative. This course is open to all students with an interest in health-related services. Despite continuous enrollment, the Faculty Senate and the Dean of Instruction declined to transition this experimental course to regular status. 2) PTA 297w, which allows a major or graduate of the program to pursue an area of interest in the major by, guided directed study.

The Faculty Senate and Dean of Instruction denied transition from experimental to regular status in Fall 2001. The new elective is HLTH 207 - Aquatic Therapy. This course was previously required in the program. The previous Aquatic course was divided to retain the required elements which moved to PTA 202+L - Thermal Agents. The change was stimulated by the slow growth in the use of these techniques in Hawai'i and the problems with scheduling external pool sites and lecturer faculty. The program has changed from an 11-month schedule to a 13-month schedule. In addition, we are pleased that in the 97-98 and 98-99 academic years, alumni who have pursued graduate degrees have begun to teach with the program. In addition other alumni in graduate education for the professional therapist credentials return and inspire current students in the program by Q&A session. The program continues to promote international experiences in clinical education, and with guest faculty from Japan and Italy. Multiple program courses have WI designator in support of campus initiatives. Other campus initiatives of Technology and Service Learning are also supported in program major and open enrollment courses.

The program has undergone curriculum changes that differ from the previous years to meet the current standards of PTA education, the professional practice, and the changing direction of health care. The quality of information remains the same with a change in the delivery and sequencing of the courses for student success.

The most current curriculum revision was proposed in 2008 with an effective date of 2010.

**Physical Therapist Assistant Program Description:**

The purpose of this curriculum is to prepare students for licensure and employment as Physical Therapist Assistants (PTAs) in Hawai‘i and the United States with the knowledge and abilities to provide care in the variety of settings requiring the rehabilitation of patients who were born with a disability or are disabled as a result of illness or accident. The Physical Therapist Assistant works under the direction and supervision of Licensed Physical Therapists (PTs). PTAs implement the plan of care developed by the PT following the standards in the individual state practice acts, APTA Guide to Physical Therapist Practice, APTA Core Values, and the APTA policies.

The Physical Therapist Assistant works under the direction and supervision of Licensed Physical Therapists (PTs). PTAs implement the plan of care developed by the PT following the standards in the American Physical Therapy Association (APTA) Guide to Physical Therapist Practice, APTA Core Values, individual state practice acts and the APTA policies. The PTA program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

**Program Goals:**

The goal for the next three years to meet the workforce demand needs by providing students with industry standard skill based training.

**Program Student Learning Outcomes**

Upon successful completion of the Associate in Science degree in Physical Therapist Assistant, the student should be able to:

1. entry-level competency of all required skills of a PTA for employment in the variety of PT clinical settings applying the knowledge of human anatomy, physiology, pathophysiology, kinesiology and psychosocial, cultural and spiritual principles to the rehabilitation treatment process.
2. Competently perform as a PTA adhering to the ethical codes of conduct, APTA core values, and legal and safety standards of the profession.
3. Competently implement the plan of care and intervention goals in a safe, effective, efficient and appropriate manner as directed by the physical therapist.
4. Competently interact, communicate with patients, families, significant others and other health care providers about the plan of care required in the rehabilitation process.
5. Report and record client data, which effectively communicates the need and rationale for physical therapy intervention using appropriate medical terminology.
6. Advocate for the profession and client as well as provide service to the professional organization activities, and identify career development and life - long learning

opportunities.

7. Qualify to take the National Physical Therapist Assistant licensing

### **Admission Requirements:**

<https://www.kapiolani.hawaii.edu/academics/programs-of-study/physical-therapist-assistant-program/physical-therapist-assistant-program-toolbox/>

### **Special Admission Requirements for Physical Therapist Assistant**

Additional information is listed in the “Special Requirements for programs in Health Career Education” section. Admission to the Physical Therapist Assistant (PTA) program is based on meeting all the requirements for admission by the set deadlines including completion of all required prerequisite courses with a grade of “C” or higher, college grade point average, attendance at a mandatory program information session, and minimum 16 hour clinical observation. The top 16 candidates meeting the above requirements will be selected for admission to the program. Official transcripts of completed coursework and verification of coursework in progress must be received by May 25 of the admission year.

### **Selection to the Program**

Qualification is based on a BEST QUALIFIED, FIRST ACCEPTED rating system for (a) grades of completed prerequisites and (b) the reference score from the clinical observation (which should be completed in the same academic year as the application period). Selection is based on total qualifying scores in rank order from the highest until admission quota is reached. Applications are located online at the KCC website.

All prerequisites must be completed by the application deadline. Students on probation, suspension, or having a GPA below 2.0 at KCC are not eligible to apply. Priority selection is given to Hawai‘i State residents; nonresidents will be considered after all qualified residents have been accommodated. A grade of “C” or higher must be maintained in all prerequisites, support courses, and program requirements to continue in the programs. Transfer credits from accredited institutions require KCC Department and registrar approval.

**Preparation for PTA Program:** The Pre-PTA sequence of courses MUST be completed prior to program entry. Courses transferred from accredited institutions are accepted if course descriptions and competencies are consistent with or at a higher level than KCC courses listed as acceptable prerequisites.

**Program Prerequisites:** Prerequisite courses must be completed with a grade of “C” or higher prior to program entry. Courses may be completed or in process of completion prior to application to the program. Equivalent courses from accredited institutions may be accepted for transfer. All required HLTH courses, except for HLTH 120, HLTH 125, HLTH 290 and HLTH 290L, which are prerequisites, may be taken prior to program entry on a space available basis or they must be taken in the semester in which they are scheduled.

It is the program's belief that each student accepted for this educational program should be motivated and encouraged to perform at the highest level of that individual's capability. It is from that basis that the quality of physical therapy shall be maintained and enhanced in service to the patient community. The primary purpose of this competency-based program is to prepare students for licensure and employment as an entry-level Physical Therapist Assistant (PTA). Physical Therapist Assistants (PTAs) are skilled and educated technical health care providers, trained at the associate degree level, who provide care to individuals requiring exercise, ambulation with adaptive equipment, wheelchair mobility, transfer training and selected application of physical agents of electricity, heat, cold, light, sound and water. PTAs function in their positions as physical therapist extenders who collect data and work to implement a plan of care developed and modified by licensed physical therapists and under the direction and supervision of a licensed physical therapist.

Jobs are available for program graduates within the State of Hawai'i and across the United States of America. Service providers such as hospitals or medical centers, home health agencies, Long Term Care (LTC) institutions, Injured Worker Centers, the public schools, outpatient Physical Therapy (PT) facilities, and health and wellness centers are also possible work sites.

Graduates may desire to advance their education by pursuing a degree in physical therapy or in other health care fields, as vocational rehab counselors or as academic program instructors. The Associate degree provides for transfer of selected credits to other colleges and universities toward the achievement of higher degrees. Graduates are encouraged to continue professional development courses in physical therapy practice and to become life-long learners. The program upholds and professes that all PTA students will abide by the standards and ethics set forth in the following documents:

1. APTA Guide for Ethical Conduct - PTA
2. APTA Policy Statement on PTAs
3. APTA Model Job Description for PTAs in schools
4. APTA Core Values
5. APTA PTA Algorithm
6. APTA Normative Model of PTA education 2007
7. APTA Guide to Physical Therapist Practice
8. CAPTE Competencies and Standards
9. APTA Guide to Physical Therapy Practice
10. APTA Minimum required skills of PTA Graduates at Entry level
11. HRS 461J and Hawai'i State Administrative rules

### **Licensing and National Examinations**

Physical Therapist Assistants in the State of Hawai'i are required to maintain a Hawai'i PTA License to work as a PTA. All graduates of the 2015-2016 year will be required to complete the licensure application process and complete the PTA licensure examination as soon as possible after graduation. Hawai'i licensure requirement became law in June 2013. The effective date of the law is December 1, 2014. All current PTAs must obtain a Hawai'i license by December 1, 2014. Currently all 50 States in the USA plus three territories require

PTA licensure to be employed as a PTA.

Information can be obtained from the Federation of State Licensing Board and the Hawaii State Department of Commerce and Consumer Affairs.

Federation of State Licensing Boards for Physical Therapy ([www.fsbpt.org](http://www.fsbpt.org)) 509 Wythe Street  
Alexandria, VA 22314

Board of Physical Therapy [www.hawaii.gov/dcca/pvl](http://www.hawaii.gov/dcca/pvl)  
DCCA, PVL Licensing branch  
P.O. Box 3469  
Honolulu, HI 96801

The graduate PTA must be aware of other regulatory influences on PTA practice in PT, Examples are: Department of Labor Worker's Compensation, No Fault Insurance, HMO's, PPO's, HCFA (Medicare/Medicaid)

### **Faculty and Staff**

Jill Wakabayashi, P.T.A., M.P.H. (Program Director)  
Ann Low, P.T., M.C.S.P., Academic Coordinator of Clinical Education

**Lecturers:** Stephanie Trudell, PT; Ryan Yorimoto, PT; Nicholas Bronowski, PT Nancy Kuboyama, PTA

### **Adjunct Faculty**

Numerous licensed Physical Therapists and graduate Physical Therapist Assistants who are employed by agencies, facilities providing P.T. in all counties of Hawaii, and the mainland U.S. There are approximately 50 APTA credentialed clinical instructors (CCI).

### **Resources, including Student Support Services:**

The PTA program is housed primarily in Kauilia 201-204. The program uses Kauila 109 and 208 for lectures and labs during the Fall, Spring and Summer semesters since 2007. Effective Fall 2006, the PTA program has been collecting professional /program fees. The current rate is \$300 per semester per student while a PTA major. This fee covers all lab and student issued supplies, equipment maintenance fees, replacement of small expense equipment, technology upgrades for the classrooms, student CPR and first aid certification fees.

PTA Licensing review course fee, and upgrade of equipment. There is no provided annual budget for teaching supplies and software programs and major equipment purchases. Therefore, program fees are occasionally used to purchase capital equipment as needed for replacement of defective equipment. The PTA faculty are responsible for the daily maintenance of the equipment and maintaining the orderliness of the lab rooms including sweeping and mopping the floors. A private company completes annual equipment maintenance check. The current equipment maintenance contract is current through 2014 and renewable annually in the summer. However, the equipment maintenance contract has not been renewed due to lack of funding. Approval of the ARF for fiscal year 2015-2016 was

rumored to have been approved but no official funding was received so maintenance of the program equipment and calibration has not been done since summer of 2014. At this point the program is out of compliance with the CAPTE criteria.

### **Support services**

The program faculty share the clerical staff of 1 secretary, half time clerk and three student help, purchasing departments, auxillary services, Kekaulike center, registrar, Special student services/TRIO office, CELTT, and the Health sciences counselors. The program has a collaborative relationship with the health sciences counselors. The program director spends hours establishing collaborative relationships with other departments that directly impact the education of the PTA program. Areas still needing attention are timeliness of personnel requests, purchasing requisitions, cleaning duties of the classrooms by auxillary services and a clarification of the purchasing process and funding sources. Purchasing of equipment and supplies through the bid process has been a difficult task and at times quite time consuming. Excessive delays in payment to vendors cause difficulties in future purchases.

The PTA program has two 11-month positions and 4 lecturers for 3 - 6 credits per semester. The full-time faculty take care of the needs of the program, accreditation reports, addressing professional issues in the community and the profession, counseling and advising students, clinical faculty, creating and maintaining clinical affiliation agreements, professional community service, consultation to elderly community service groups, collaboration with HOSA, employment resource and referral for facilities, curriculum revision and development, resource information for PTs and PTAs, providing continuing education/non-credit courses for the community, all program clerical duties, special projects, program and curriculum assessments, college and system reports, pro-bono clinic duties and hours, non-lab study hours, and any service-learning opportunities that arise. Lecturers teach the assigned course and provide feedback to the full-time faculty in the areas listed above.

### **Community Connections**

The largest community relationship for the PTA program is the clinical internship facilities. As of September 30, 2015, there are 64 updated contracts that allows for 16 possible clinical internship placements per year. The program maintains 20-30 agreements to provide 16 clinical internship sites per clinical course each semester. The program routinely uses clinics that agree to train students based on their clinical instructor's availability. The PTA program participates with school visits to the campus, visits to high school career fairs, science symposium, long-term care training workshops, Hawai'i Parkinson Association and HOSA activities.

The faculty participated in a grant project with the UH school of geriatrics on training in the elderly population. These workshops are one of the many community-service projects for the PTA program. Other projects are clinic in-service, providing continuing education courses hosted at Kapi'olani community college, and pro-bono PT treatment sessions for staff, faculty and students with a referral from a physician. Since 2009, the PTA program director and the students provide 4 hours of movement activities and education for patients with Parkinson's disease through a partnership with the Hawai'i Parkinson Association. The program has struggled to find a meeting date for the advisory committee.

## Articulation Agreements

The PTA program does not hold any articulation agreements at this time. There is a conversation with the UH Mānoa KRS degree about transfer articulation of the PTA graduates to the KRS degree.

## PTA Program Accreditation Information:

Commission on Accreditation in Physical Therapy Education (CAPTE) American Physical Therapy Association  
1111 N. Fairfax Street  
Alexandria, Virginia 22314  
Phone: (703) 706-5300

The program is accredited through 2019 with a site visit tentatively planned for summer 2019. New CAPTE criteria and standards are effective January 1, 2016.

## Distance/off-campus programs

The PTA program offers 2 courses as distance learning but no program courses off-site. Accreditation requirements would necessitate on-site visit and accreditation if the program has a site off the KCC campus. There is no demand for the PTA program to have an off-campus program.

## Part III. Curriculum Revision and Review

The program has been submitting revisions to the curriculum based on:

1. New CAPTE standards effective January 1, 2016
2. Assessments of Program SLOs and retention rate.
3. Assessment of student clinical performances over the past 5 years.
4. Licensure pass rates, new pass score limitations and examination criteria.

Current Program 2016-2017 College catalogue:

[https://www.kapiolani.hawaii.edu/wp-content/uploads/2013/11/2016-2017-CATALOG\\_PROGRAMS\\_A-Z.pdf](https://www.kapiolani.hawaii.edu/wp-content/uploads/2013/11/2016-2017-CATALOG_PROGRAMS_A-Z.pdf).

Proposed Curriculum summer/fall 2017:

<b>AS DEGREE CURRICULUM, PHYSICAL THERAPIST ASSISTANT (72 CREDITS)</b>			
Course	Title	Credits	Suggested semester

<b>General Education Requirements (12 credits)</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
ENG 100	Composition I	3	*					
MATH 103 or higher	Fundamentals of College Algebra	3	*					
FAMR 230	Human Development	3		*				
PHIL 250	Ethics in Health Care	3		*				
<b>Program prerequisites (11 credits)</b>								
ZOO 141 & 141L	Human Anatomy and Physiology I (3) Lab (1)	8	*					
			*					
ZOO 142 & 142L	Human Anatomy & Physiology II (3), Lab II (1)			*				
				*				
SP 181	Interpersonal Communication	3	*					
<b>Health Courses (4 credits)</b>								
HLTH 125 *	Survey of Medical Terminology	1	*					
HLTH 290 *	Functional Kinesiology	2		*				
HLTH 290L *	Functional Kinesiology	1		*				
<b>Physical Therapist Assistant Courses (45 credits)</b>								
PTA 101 *	Introduction to Physical Therapy	3		*				
PTA 201	Functional Mobility	2			*			
PTA 203	Therapeutic Exercise	1			*			
PTA 203L	Therapeutic Exercise	2			*			
PTA 205	Measurement for the Physical	2				*		
PTA 206	Therapeutic Massage	2			*			
PTA 207	Physical Agents I	1				*		
PTA 207L	Physical Agents I Laboratory	2				*		
PTA 208	Neuroanatomy and Pathology Techniques	1					*	

PTA 208L	Neuropathology Techniques	1					*		
PTA 231	Physical Therapy Documentation	2				*			
PTA 232	Clinical Internship I	3				*			
PTA 242	Advanced Therapeutic	3					*		
PTA 243	Therapeutic Exercise II	3				*			
PTA 251	PTA Career Transition	1					*		
PTA 252	Clinical Internship II	3					*		
PTA 260	Clinical Internship III	6						*	
PTA 265	Physical Agents II	1					*		
PTA 265L	Physical Agents II Lab	1					*		
PTA 270	Rehabilitation for Special Populations	2					*		
PTA 281	Pathophysiology: Neuromuscular	1				*			
PTA 282	Pathophysiology: Other Organ	1			*				
PTA 283	Pathophysiology: Musculoskeletal	1			*				
<b>TOTAL</b>		<b>72</b>							

*The issuance of an AS degree requires that the student must earn a GPR of 2.0 or higher (a grade of “C” or higher) for all courses applicable/required toward the degree. A grade of “C” or higher must be maintained/achieved in all required courses in order for the student to continue in the PTA program and earn the AS degree in PTA. Prerequisite courses may not be taken credit/no credit nor credit by examination. A list of KCC AS/AH elective courses is in the “Degree and Certificate Programs” section. \* Prerequisite courses that must be completed with a grade of “C” or higher prior to the PTA program application deadline.*

### **Proposed Program Student Learning Outcomes:**

Upon successful completion of the Associate in Science in Physical Therapist Assistant Program, the student should meet the following learning outcomes:

1. Perform entry-level duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant, Standards of Ethical Conduct while adhering to the legal practice standards, including all Federal, State and institutional regulations to meet the expectations of the patient, the Physical Therapy profession, and other providers.
2. Demonstrate competency in implementing selected components of interventions and

data collection skills essential for carrying out the plan of care established by the Physical Therapist.

3. Recognize the value of participation in professional and community organizations and events for volunteerism, advocacy, leadership, and lifelong learning, including the role of the Physical Therapist Assistant in the clinical education of the Physical Therapist Assistant student functioning within an ever-changing health care environment. (CAPTE Standard 7D10)
4. Qualify for the Physical Therapist Assistant license in the United States.

Listing of courses reviewed during the previous three years. (Fall 2012, no courses reviewed.) Based on the LASR format:

Cours	Total # of comp	Assessed Competencies by Competency Number, Semester and Year					
		Spring	Fall	Spring	Fall	Spring	Fall 2015
HLT	8	1 to 3	4 & 5	0	0	0	1 to 8
HLT	20	0	1	13	6	4	14, 15, 19
HLT	15	0	1	2	3	4	10, 11, 12, 13,
HLT	14	1, 2, 3	0	4	0	7, 8, 9	13
HLT	Deleted						
HLT	10	0	1	2, 3	4	5 & 6	7 & 8
HLT	8	0	1, 2	3, 4	0	5, 6	7, 8
HLT	10	1	2	3, 4	5, 6	7, 8	9, 10
HLT H	8	1	2	0	3, 4	5, 6	7, 8
PTA	14	1, 6, 9	2	3, 14	4	8, 12	4, 7
PTA	10	1, 3, 5	0	2, 4	0	6, 7	0
PTA	11	1, 2	0	3	0	4, 5	6, 9
PTA	17	1	0	2	0	4,	10, 13, 16
PTA	19	1	4	0	5, 6	0	9, 12
PTA	11	1	2	0	3, 4	0	5, 6, 8
PTA	16	1	0	2	0	7, 15	11
PTA	7	1	2, 3	0	4, 5	0	6, 7
PTA	14	1	2, 3	0	4	0	9, 10, 11
PTA	10	10	0	2, 3	0	4, 5, 6	9
PTA	16	1	2	0	3, 4	0	11, 12, 15
PTA	15	1	0	2, 3, 4	0	10	14
PTA	17	1	0	2, 3, 4	0	10, 14	17
PTA	11	1	2	0	3, 4	0	8, 9

PTA	11	1, 2	3	0	4, 5	0	6, 7
PTA 275	14	1	2	3	4	5, 6	7, 8

Proposed course revisions have decreased the number of course competencies which is not reflected in the above table. The curriculum did not meet the timeline approval process. Revisions have been resubmitted in July 2016 to be effective in fall 2017.

#### Part IV. Survey results

##### 1. Student satisfaction, including student support services –

Student exit surveys were conducted at the end of each cohort semester. The program conducts its own exit survey as the college survey is no longer available. There is no data for satisfaction with support services as the PTA program was not informed to include this information in the exit survey. The program survey focuses on CAPTE requirements only. For the graduating class of 2016 and beyond, support services questions will be included.

##### 2. Occupational placement in jobs (for CTE programs)

See table under question #4 Graduate/Leaver.

Grad Year	Overall Quality of the PTA Program (Percentages, %)			Knowledge of PT and patient care Education (%)			Clinical Proficiency Training (%)		Professionalism: Behavioral Skills Training (%)	
	Excellent	Very Good	Good	Strongly Agree	Generally Agree	Acceptable (neutral)	Strongly Agree	Generally Agree	Strongly Agree	Generally Agree
2013	55	30	15	82	16	2	91	9	96	4
2014	52	28	20	87	11	2	93	7	97	3
2015	47	28	25	89	10	1	91	9	98	2
Average	51.3	26.8	20	86	12.3	1.67	91.7	8.3	97	3

##### 3. Employer satisfaction (for CTE programs)

Grad Year	Overall Quality of Graduate		Knowledge of PT and patient care		Clinical Proficiency		Professionalism: Behavioral Skills	
	Excellent	Very good	Strongly Agree	Generally Agree	Strongly Agree	Generally Agree	Strongly Agree	Generally Agree
2012	90%	10%	90%	10%	89%	11%	100%	0
2013	90%	10%	95%	5%	95%	5%	100%	0

2014	95%	5%	95%	5%	95%	5%	100%	0
2015	To be completed in 2016 due to licensure							
Average 3 years	91.6%	8.3%	93.3%	8.3%	93%	7%	100%	0%

#### 4. Graduate/Leaver

Year	2012-2013	2013-2014	2014-2015	3-year average
Graduation Rate	80.0%	78.3%	68.9%	75.7%
Year	08/2013	08/2014	08/2015	
Licensure Exam Pass Rate	92.9% (2 graduates have not applied for PTA license)	88.2% (1 has not applied for licensure)	62.5% (5 out of 8 passed. 3 scheduled for the next exam date)	71.9%
Employment rate after 6 months of graduation (PTA Licensure required for employment as a PTA)	81.3%	88.9%	45.5%	81.2%

#### Part V. Quantitative Indicators for Program Review

The last three years of ARPD Program completed ARPD for 2013 -2015, located at the links below:

<https://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2013&action=analysis&college=KAP&program=80>  
<https://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=analysis&college=KAP&program=80>  
<https://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2015&action=analysis&college=KAP&program=80>

A summary chart ARPD chart of the program demand, efficiency and effectiveness indicators are shown below:

ARPD YEAR	DEMAND	EFFICIENCY	EFFECTIVEN
2013	Healthy	Healthy	Healthy
2014	Healthy	Healthy	Healthy
2015	Healthy	Healthy	Healthy

#### Part VI. Analysis of the Program based on prior three years

##### Alignment with mission

The overall ranking of the ARPD quantitative program indicators shows that the PTA program is “healthy.” The PTA program continues to meet the mission statement of the college and program by producing graduates that meet the entry level standard for skill and

knowledge in the field of physical therapy and passing the licensing examination.

The diversity of students in the program include multiple ethnicity including native Hawaiian and American Indian ancestry, Asians, White, White Hispanic, active duty military dependents, and Non-American students from Asia (International status). The program also maintains diversity in economic status, single parents and mothers, middle aged students who are changing careers.

The program curriculum continues to meet the standards set by CAPTE (Commission on Accreditation of Physical Therapy Education), legal and ethical standards of the Physical therapy profession, skills requirement of the variety of physical therapy facilities in Hawai'i and the United States, and the evidence based practice standard. However, since the last Comprehensive Program Review report, the program needs to be updated to meet CAPTE and professional standards.

The program faculty participate in seminars and conversations with PT and PTA educators to maintain standards in the program. The faculty and students participate together in national conferences and seminars for life -long learning and supplemental education in the field of PT.

The results of surveys and graduation rate reflect the high standards met by the program. Employment satisfaction rates are based current employers of the new graduates and graduates post- one year graduation.

The graduation rate is below the standard required by CAPTE however, students that do not complete the program are usually due to non- academic reasons. Those that do complete the program achieve the program SLOs and possess the ability to pass the licensure examination if they choose to do so. Hawai'i recently approved and enforced PTA licensure and the graduates are passing the exam at their own rate. The licensure application process is long and limited which resulted in a low pass rate for the class of 2015.

**Current Situation.** (Internal: Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the ARPD data in Part III).

- a. CTE programs must include analysis of the Perkins Core indicators for which the program has not met the performance level.
- b. External: Review relevant section of the College's Strategic Plan (<http://ofie.kapiolani.hawaii.edu/kapiolani-community-college-strategic-plan-2015-2021/>).

The overall ranking of the ARPD quantitative program indicators shows that the PTA program is "healthy"

### **Program Demand**

Over the last three ARPD's the demand factors show a steady and gradual increase in new and replacement positions at the State and County level. The increase in demand is also

reflected in the number of non-majors in HLTH courses that are required in the PTA program. The demand is matching the National trend for increase in the job market for PTAs.

The program continues to experience an increase in the number of applicants each year, averaging approximately 25 qualified applicants for 16 seats. Hawai'i has an average of 12 PTA openings every year. However, hiring of program graduates are not reported by the PT clinics. Over the past here years, one PT company hired 7 graduates at one time within 2 months of graduation.

A significant impact on the demand for PTA's in Hawai'i's workforce comes from "direct access" legislation. Forty six states have enacted direct access legislation which removes the requirement of physician referrals. The governor of Hawai'i signed direct access legislation on December 3, 2010, which went into effect December 9, 2010. The American Physical Therapy Association notes "One of the most effective tools for cost control and increased access is easily attainable yet often overlooked and underutilized by the legislatures - that of direct access to the services provided by health care professionals."

<http://www.apta.org/StateIssues/DirectAccess/Overview/>

With this legislation new and replacement positions states can expect to increase as physical therapist assistants (PTA's) are able to be consultants who complete evaluations and assessments on patients without referral from a physician.

The second impact has been the PTA licensure requirement effective December 1, 2014. PTAs must pass the National Physical Therapist Assistant Examination in order to be hired and treat patients requiring physical therapy services. This has slowly impacted the demand for PTAs as PT aides can no longer perform any PT interventions.

The growing population of elderly (baby boomers) also impacts the demand for PT services. Hawai'i does not have a PT program and it is cost effective for clinics to hire PTAs for completing PT services.

### **Program Efficiency**

The efficiency indicators show the program to be "healthy" with an average 3-year fill rate of 91.4% which has increased steadily over the last three program reviews.

The current cohort of 16 students had a class fill rate of 100%. However, program courses are also offered under the HLTH alpha; data show a slightly lower fill rate percentage (98%) when these courses are included. Perhaps this result indicates that students may have completed the HLTH alpha courses prior to program entry as non-majors.

### **Program Effectiveness**

The effectiveness indicators show the PTA program to be "healthy". The 3-year successful completion rate is an average of 88%. The PTA grade of "C" is set at 75% not 70%. The persistence rates of Fall to Spring have declined over the 3-year period from 100% (2013) to

75% (2015). Some of the concerns are based on student's personal life adjustment to the rigors of the program and academic preparedness. Therefore the program has submitted for a curriculum revision that would decrease the credit demand per semester by adding a summer session of courses which would not delay graduation. The revision will also address new admission criteria to improve the fall to spring success rate and success for the student to complete the program.

The effectiveness of the program is also reflected in students passing the national PTA licensing exam (NPTAE). All graduates in each year of the program have qualified to take the national licensing exam. Since December 1, 2014, all graduates must pass the NPTAE for employment in any state of the USA. The earliest new graduates will take the exam will be January following graduation. Therefore for the class of 2015 there is no pass rate score in the ARPD data. In Part IV #4, the most current data on pass rates is available.

#### **Program Distance Education On-line Classes:**

The PTA program distance education courses present a 3-year fill rate and completion rate – 82.7% and 80%, respectively. There are two DE courses. HLTH 270, an open enrollment course on aging and rehabilitation. This course is offered during fall and spring semesters, to pre-majors, majors, and to UH-system students. The program also offers PTA 101, a hybrid, pre-requisite course for program entry. Completion rates are good and the persistence indicator simply reflects the percentage of students who complete the course for requirements as well as for personal interest in PTA field. Both courses always begin over capacity and those who withdraw from the course do so for personal reasons. Few re-enroll in the following semester. HLTH 270 is required for PTA majors in the Spring semester. A few students choose to complete the course in the Fall semester of the program. A curriculum revision would change this course requirement to better meet the needs of the students in the PTA program.

#### **Perkins Indicators:**

Four of the six Perkins indicators were met, technical skills attainment, completion and nontraditional participation and completion.

The student retention or transfer criteria has not met the Perkins goal. Students who leave the program usually depart at a time that they would not be able to enroll in other courses to complete the semester. Most students who leave the program also indicate that completing an education degree is not in their best interest and seek employment. The program faculty and health sciences counselors collaborate to address pursuit of education completion with these students.

The student placement rate is not met as expected. Students must complete a PTA or PT degree in order to be employed in a PT clinic or facility. While they can work as PT aides,

most students who stop out of the program prefer not to pursue the employment in a PT clinic as their interest in the field changes.

### **Internal environment:**

The present enrollment quota is 16 due to lack of clinical internship sites and volunteer clinical site instructors. Persistence and graduation rates have remained in the mid 70% which is below the accreditation requirement of 80% over a two year period. The program is addressing these issues by revising the admission criteria and curriculum. Graduates must meet all accreditation and practice standards to be at the entry-level status for graduation and employment. Students must enter the program ready for the rigors of the program which includes adjusting their personal life that may impact completion of the program.

Outdated equipment must be replaced and additional instructional items are needed to provide training in electronic documentation, record student performance for self- evaluation and improvement of skills, etc.

### **External environment:**

- Industry Growth

According to the U.S. Bureau of Labor Statistics (2015), physical therapy assistants (PTAs) are among the fastest growing Healthcare occupations, 2014-2024. PTAs with an Associates in Science Degree are expected to increase by 9.3% (from 31.9% to 40.6%). See the following tables: 1. <http://www.bls.gov/news.release/pdf/ecopro.pdf>. 2. <http://www.bls.gov/news.release/ecopro.t05.htm>.

Employment demand is increasing and the program has been able to fill 90% of the job openings in the past 3 years. The new practice of direct access to physical therapy services, an increasing frail elderly population needing physical therapy and the legal requirement of PTA license, have all contributed to an increased demand for services by PTAs.

- Accreditation

The program was awarded a 10-year accreditation in 2009, and is preparing for the next site visit in 2019. New CAPTE criteria became effective January 1, 2016, and the program has been submitting curriculum revisions to meet the criteria and update the course outcomes for the successful completion of the program for the majors

There are industry issues regarding third-party reimbursements for PTA services. In addition, the PTA positions are relatively low paying which may impact student demand for the program. The new continuing education requirement for PT license renewal effective December 31, 2016, is projected to possibly open more clinical internship sites or clinical instructors. However, the classroom space and instructor student ratio restricts the class size.

To address equipment needs and the need for skill instructors, the program faculty will pursue Perkins Grant proposals and other external and internal funding sources.

