

COMPREHENSIVE PROGRAM REVIEW
PHYSICAL THERAPIST ASSISTANT
Based on Data from FALL 2009- SPRING 2012

APPENDIX B. Comprehensive Program Review Report Format

Instructional Programs

BOR Approved Instructional Programs and Kahikoluamea,

College Mission Statement:

Mission Statement 2008-2015

Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

Program Mission Statement:

The Physical Therapist Assistant Program of UH Kapi'olani Community College is dedicated to 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.

Philosophy Statement

The Physical Therapist Assistant Program educates and trains students in accordance with the guidelines established by CAPTE, the American Physical Therapy Association (APTA), the normative model of Physical Therapist Assistant Education 2007, APTA Core Values, and the APTA Guide to Physical Therapy Practice The program incorporates the philosophy of KCC's commitment to quality learning, full range of learning support and meeting the needs of the

community. Achievement of excellence and competency requires critical thinking skills, technical expertise, a systematic approach to solving problems, compassion for those in need of rehabilitation services, a compassionate attitude in interpersonal relationships and cultural diversity, an educational commitment to personal and professional growth, and the College motto "kulia 'i ka nu'u: strive for the highest". The curriculum provides a progressive competency based approach to learning. This is achieved through a comprehensive curriculum of liberal arts and sciences courses, PT profession instruction, integration of technology, and participation in community and professional service. Academic and clinical faculty and an advisory board who encourage leadership, self-respect, self-determination, compassion and a dedication to the profession of physical therapy foster this learning environment.

Part I. Executive Summary of CPR and Response to previous program review Recommendations

Based on Executive summaries of the past three ARPD, the PTA Program is healthy and no recommendations were provided to the PTA program.

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 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 Hawaii Interactive Television System 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 for the PTA program was discontinued, causing neighbor-island students to relocate to Oahu 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, renumber specific courses to facilitate transfer of credits to baccalaureate programs, and open specific courses to non-PTA majors meeting course prerequisites by redesignating 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, 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. 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 Hawaii 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 sessions.

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 Hawaii 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.

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Physical Therapist Assistant, the student will:

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

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

Program Student Learning Outcomes (SLO)

Program Specific Outcomes	Courses Where Outcomes are Achieved and Assessed	Method of Assessment	Grading Rubrics or Benchmarks	Where Results are Available or Published
1. Demonstrate 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.	HLTH 280, HLTH 203, HLTH 270, HLTH 201, HLTH 206, PTA 202, PTA 204, PTA 205, PTA 212, PTA 265 & 265L, PTA 242, PTA 275, PTA 243	Written and competency examinations; Clinical instructor evaluation	Competency check off score sheets; Standard percentage grading, Clinical Performance Instrument results	All examinations and competency sheets
2. Competently implement the plan of care and intervention goals in a safe, effective, efficient and appropriate manner as directed by the physical therapist.	PTA 202L, HLTH 203L, PTA 242, PTA 212, PTA 265L, PTA 204, HLTH 206, PTA 205, PTA 275, PTA 232, PTA 252, PTA 260, PTA 243	Written and competency examinations; Clinical instructor evaluation	Competency check off score sheets; Standard percentage grading, Clinical Performance Instrument results	All examinations and competency sheets
3. Competently interact/communicate with patients, families, significant others and other health care providers about the plan of care required in the rehabilitation process.	PTA 231, PTA 232, PTA 252, PTA 260, HLTH 206, HLTH 201, PTA 205, PTA 212, PTA 265L, PTA 242, HLTH 203, PTA 243	Written and competency examinations; Clinical instructor evaluation	Competency check off score sheets; Standard percentage grading, Clinical Performance Instrument results	All examinations and competency sheets
4. Report and record client data, which effectively communicates the need and rationale for physical therapy intervention using appropriate medical terminology.	All PTA Program courses require this skill	Written and competency examinations; Clinical instructor evaluation	Competency check off score sheets; Standard percentage grading, Clinical Performance Instrument results	All examinations and competency sheets

<p>5. Advocate for the profession and client as well as provide service to the professional organization activities, and identify career development and lifelong learning opportunities.</p>	<p>PTA 202L, HLTH 203L, PTA 242, PTA 212, PTA 265L, PTA 204, HLTH 206, PTA 205, PTA 275, PTA 232, PTA 252, PTA 260, PTA 251, PTA 243</p>	<p>Written and competency examinations; Clinical instructor evaluation</p>	<p>Competency check off score sheets; Standard percentage grading, Clinical Performance Instrument results</p>	<p>All examinations and competency sheets</p>
<p>6. Competently perform as a PTA adhering to the ethical codes of conduct, APTA core values, and legal and safety standards of the profession.</p>	<p>All PTA Program courses require this skill</p>	<p>Written and competency examinations; Clinical instructor evaluation</p>	<p>Competency check off score sheets; Standard percentage grading, Clinical Performance Instrument results</p>	<p>All examinations and competency sheets</p>
<p>7. Qualify to take the National Physical Therapist Assistant licensing Examination.</p>	<p>All PTA and HLTH courses in the program</p>	<p>Written and competency examinations; Clinical instructor evaluation</p>	<p>Completion of all HLTH and PTA courses with grades of 75% or higher based on Competency check off score sheets; Standard percentage grading, Clinical Performance Instrument results</p>	<p>All examinations and competency sheets</p>

Admission requirements

Students are admitted to the program in the fall semester on a best-qualified until the program quota of 20 is reached. Students must complete all course prerequisites with a grade of C or higher prior to admission to the program. The Health Sciences Department revised the admission process for all programs.. The admission process is described below and also available on the KCC website.

UNIVERSITY OF HAWAII • KAPI'OLANI COMMUNITY COLLEGE
Health Sciences Department, Kauila 122
4303 Diamond Head Road, Honolulu HI 96816
Tel (808) 734-9270 • FAX (808) 734-9126 • <http://programs.kcc.hawaii.edu/>

Physical Therapist Assistant (PTA) Admission Procedures

Associate in Science Degree

Fall Admission Only: Application Period April 1 – May 25

(Effective 2012)

CRITERION FOR ACCEPTANCE

ACCEPTANCE INTO PTA PROGRAM IS BASED ON RANK ORDER OF TOTAL QUALIFYING SCORE.

Qualification is based on a rating system for completed prerequisites and the reference score from the clinical observation. Selection is based on total qualifying scores in rank order from the highest until admission quota is reached.

STEP I – ATTEND A MANDATORY INFORMATION SESSION BEFORE THE END OF THE APPLICATION PERIOD.

See the “Program Information Session Schedule” for dates and times available; the schedule may be obtained from the Health Sciences Department office or viewed on-line. At the information session you will learn more about the career pathway, program, curriculum, admissions, and application requirements.

STEP II –APPLICATION TO THE COLLEGE: SUBMIT THE UH SYSTEMS APPLICATION.

Submit a “University of Hawai'i System Application Form” if you are:

(a) new applicant to the UH system (b) graduating high school student (c) returning student (d) international student (e) transfer student not attending a UH system college or university (f) active duty U.S. Armed Forces

Eligibility: All persons who are 18 or older, or who have earned a high school diploma or equivalency, are eligible for admissions to Kapi'olani Community College. Identify your major as: “Liberal Arts (Pre-PTA).”

Application form is available in the Kekaulike Information and Service Center (KISC), Ilima 102. Information and the application form are also available on-line at www.kcc.hawaii.edu.

The College requires tuberculosis (TB) and Measles Mumps Rubella (MMR) clearance for registration approval.

STEP III–DEVELOP AN ACADEMIC ACTION PLAN WITH A HEALTH SCIENCES COUNSELOR.

On “Walk-In Wednesdays” (every Wednesday from 9:00-11:30 a.m. and 1:30-4:00 p.m. in Kauila 122), you may seek advising and support to develop an academic action plan with a Health Sciences counselor using a “student issued copy” of your transcripts/records. (No appointments taken.)

STEP IV – COMPLETE ALL PREREQUISITE COURSES.

Complete all PTA prerequisite courses prior to application. A “C” grade or higher is required for prerequisite courses (See attached PTA curriculum). Science courses need to be completed within the last 5 years to be valid.

To register online, go to <http://myuhportal.hawaii.edu> and follow the instructions to login.

STEP V – REQUEST OFFICIAL TRANSCRIPT(S) FOR COLLEGE WORK OUTSIDE THE UNIVERSITY OF HAWAII SYSTEM.

For evaluation of your previous college work to be applied toward your degree, you should have official transcript(s) and course description(s) outside the University of Hawaii system be sent directly to the Kekaulike Information and Service Center (KISC). The Banner Information System has your UH system school’s transcript information. You must complete a “Request for Transcript Evaluation” form.

STEP VI – APPLICATION TO THE PROGRAM:**PICK UP THE PTA APPLICATION PACKET AT A PROGRAM INFORMATION SESSION.**

See the “Program Information Session Schedule” for dates and times available; the schedule may be obtained from the Health Sciences Department office or viewed on-line. Neighbor Island and U.S. mainland students may request the application packet be sent by mail from the Health Sciences counseling team.

SUBMIT THE COMPLETED PTA APPLICATION PACKET IN A 9 X 12’ SEALED ENVELOPE TO THE HEALTH SCIENCES OFFICE BY 4:00 PM ON MAY 25.

Your program application will be reviewed with you during the application period. (Preferably during “Walk-in Wednesdays” from 9:00-11:30 a.m. and 1:30-4:00 p.m. in Kauila 122.) Only Neighbor Island and U.S. mainland students may mail the completed application packet to the Health Sciences office.

NOTICE: *“Health care students are required to complete University prescribed academic requirements that involve clinical practice in a University affiliated health care facility setting with no substitution allowable for the completion of required clinical practice. Failure of a student to complete the prescribed clinical practice shall be deemed as not satisfying academic program requirements. It is the responsibility of the student to satisfactorily complete any background checks and drug testing that may be required by the affiliated health care facility to which he/she is assigned for clinical practice in accordance with procedures and timelines as prescribed by that affiliated health care facility.”*

STEP VII – NOTIFICATION OF ACCEPTANCE TO THE PROGRAM.

Each applicant will receive a letter of application status from the Program Director in June.

Accepted students will receive a letter from the Program Director about an Orientation and Advising Session.

All students who are not selected are encouraged to seek support for future acceptance from the Program Director or a Health Sciences counselor.

You may apply for financial assistance at the Financial Aid Office or see www.kcc.hawaii.edu and click on Financial Aid for information.

STEP VIII – ACCEPTED STUDENTS ATTEND THE PROGRAM ORIENTATION & ADVISING SESSIONS.

New PTA majors will participate in a two day program orientation in July. At orientation, students will review the PTA Program Student Handbook. Students will receive a packet containing the health forms, technical standards, and First Aid & CPR information. During the advising session, PTA majors will be advised by Program Director about the PTA courses to enroll in for the Fall semester. The second day will be more PTA information and skills assessment.

STEP IX – REGISTER ON-LINE AND PAY YOUR TUITION.

You will register for your PTA courses on-line. To register online, go to <http://myuhportal.hawaii.edu> and follow the instructions to login. Payment may be made on-line or to the cashier's office (Ilima 102).

SPECIAL NOTE: For those reapplying to the program: If you were admitted before, all scores are recalculated and placed in second priority to all first time applicants. Reapplying requires documentation of improvement or change in the applicant status. (see program director for additional clarification)

Admission requirements and application procedures can change. Prior to applying to the PTA program, contact the Health Sciences Department for updated information.

PHYSICAL THERAPIST ASSISTANT CURRICULUM

Associate in Science Degree (eff. 8/10)

The PRE-PTA sequence of courses must be completed **prior to program entry**. Transfer credit from accredited institutions requires KCC Department and registrar approval. Attend a Mandatory Information Session then review your transcripts with the Health Careers Counselor prior to application to the program.

Prerequisite Coursework **The following are UH-KCC courses.**

<i>***** Recommendation Semester I (one) *****</i>		Credits
ENG 100 -----	Composition I	3
MATH 103 -----	Fundamentals of College Algebra OR higher	3
HLTH 120 -----	Introduction to Health Professions	1
SP 181 -----	Interpersonal Communication	3
ZOOL 141 ZOO 141L	Human Anatomy and Physiology Human Anatomy and Physiology Lab	3 1
<i>***** Recommendation Semester II (two) *****</i>		
ZOOL 142 ZOO 142L -----	Human Anatomy and Physiology II Human Anatomy and Physiology Lab II	3 1
PTA 101 -----	Professional Issues I: Introduction to Physical Therapy	1
FAMR 230 -----	Human Development	3
HLTH 125 -----	Survey of Medical Terminology	1
HLTH 290 HLTH 290L -----	Kinesiology Kinesiology Lab	2 1
A.S. Humanities Course Recommendation: PHIL 250 Ethics in Health Care -----	Numbered 100 & above	3
TOTAL		29 credits

PHYSICAL THERAPIST ASSISTANT CURRICULUM

Associate in Science Degree (rev.6/10)

<u>Fall Session (First Term)</u>		Credits
HLTH 201	Transfer, Positioning, Mobility and Assistive Devices	1.5
HLTH 203	Therapeutic Exercise	3
HLTH 206	Massage	1.5
HLTH 280	Disease and Disability For Rehabilitation	3
PTA 202	Thermal Agents	2
PTA 204	Traction	1.5
PTA 205	Measurements for the PTA	1.5
PTA 232	Clinical Internship I	3
TOTAL		17

<u>Spring Session (Second Term)</u>		Credits
HLTH 270W	Aging and Rehabilitation	1
PTA 212	PT Interventions for Neuropathologies	2
PTA 231W	Professional Issues II: Documentation	2
PTA 242	Advanced Therapeutic Interventions	3
PTA 243	Therapeutic exercise for Orthopedic Conditions	3
PTA 252	Clinical Internship II	3
PTA 265	Electrotherapy	1
PTA 265L	Electrotherapy Lab	1
PTA 275	Pediatrics for the PTA	1
TOTAL		17

<u>Summer Session (Third Term)</u>		Credits
PTA 251W	Prof Issues III: Employment	1
PTA 262	Clinical Internship III	4
PTA 263	Clinical Internship IV	4
TOTAL		9

PROGRAM TOTAL CREDITS 43

Total Number of required PREQUISITES credits	29
Total Number of PTA program credits excluding electives	<u>43</u>

Total Number of credits required for A.S. degree for PTA program 72 credits

HLTH courses may be taken prior to program entry after completion of the course prerequisites.

Credentials/License requirements

The state of Hawai'i does not require licensure for PTAs for employment in the profession of PT. Graduates of the PTA program need verification of completion from an accredited PTA program for employment. As of January 2010, all graduates of 2008 and the future of an accredited PTA program must pass the PTA licensing examination to provide PT services on any Medicare clients. Therefore, even the KCC graduates must complete and pass the exam. However, their license will be valid in another US state while valid to work on PT clients in Hawai'i. There is a legislative bill in the State house of representatives and senate during the 2013 session requesting approval of PTA licensure.

Faculty and Staff

BOR Faculty

Jill Wakabayashi, P.T.A., M.P.H. (Program Director)

Ann Low, P.T., M.C.S.P., Academic Coordinator of Clinical Education

Lecturers

Marc Iyomasa, PT

Eric Kamimura, 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, the mainland U.S. and selected foreign sites in Japan, Guam, Samoa, Palau. There are 58 APTA credentialed clinical instructors (CCI).

Resources

The PTA program is housed primarily in Kauila 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 \$200 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.

Support services to the program include shared clerical staff of 1 secretary and three student help, purchasing departments, auxiliary services, Kekaulike center, registrar, Special student services/TRIO office, CELTT, and the Health sciences counselors. The program has a collaborative relationship with the 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 auxiliary 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 3 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, 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, 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.

Articulation agreements

The PTA program does not hold any articulation agreements at this time.

Community relationships

The largest community relationship for the PTA program is the clinical internship facilities. Currently there are 40 updated contracts that allows for 20 possible clinical internship placements per year. The program maintains 20-30 agreements to provide 20 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, National Parkinson Foundation Hawai'i Chapter, and HOSA activities.

The program faculty are also involved in the Care-giver training classes with the Kupuna Center at KCC. 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 national Parkinson Foundation Hawai'i Chapter.

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. Quantitative Indicators for Program Review

Listing of most recent three years of ARPD data for demand, efficiency and effectiveness.

The PTA Program completed ARPD for 2010-2012.

Link to these reports: <http://www.hawaii.edu/offices/cc/arpd/index.php>

ARPD Year	Demand	Efficiency	Effectiveness
2010	Healthy	Healthy	Cautionary
2011	Healthy	Healthy	Healthy
2012	Healthy	Healthy	Healthy

Part IV. Curriculum Revision and Review

The PTA program completed a Program reaccreditation during 2009. The on-site visit was completed June 15-18, 2009. The PTA program was granted a 10 year accreditation status. The next accreditation renewal is 2019 by the Commission on Accreditation for Physical Therapy Education (CAPTE). Annual reports are completed every December 1.

Based on the accreditation review, PTA 260 was deleted and revised as PTA 262 and PTA 263. HLTH 207 was deleted in 2011. HLTH 120 was proposed for a curriculum revision and is still in the approval/revision process.

All other courses taught by the PTA program have not been completely revised and 50% are in the process of being revised by the instructor of the course. The courses have not been submitted through the curriculum central process as of this date. It is expected to be completed by 2014.

Program SLO assessment was completed in 2011 for all 7 SLOs. Course outcomes are not completed and there's an action plan of 10-20% completion of all courses per academic year. A resource of lack time was a factor in non-completion of the course outcomes review. Individual courses are informally reviewed by the instructors and full-time faculty for immediate changes and the formal process of curriculum review and submission of reports have not been completed. Course outcomes assessment was planned to begin at Summer 2012. Due to lack of time resource, assessments were postponed to commence Summer 2013. All other dates delayed to 2013 and 2014.

Part V. Survey results

1. Student satisfaction, including student support services

Student exit surveys were conducted by the college in the past and now that the office staff has left, the program is tasked with the survey completion. The program student exit survey reveals students satisfied with the program and support services with counseling and registration process.

PTA Student exit survey

Grad year	Overall Quality of Program			Knowledge of Physical Therapy and patient care			Clinical Proficiency Training		Professionalism: Behavioral and Ethical Training	
	Excellent	Very Good	Good	Strongly agree	Generally Agree	Acceptable (neutral)	Strongly agree	Generally agree	Strongly Agree	Generally agree
2009	55%	25%	20%	83%	17%	0%	83%	17%	95%	5%
2010	45%	35%	20%	86%	14%	0%	75%	25%	3%	7%
2011	36%	45%	19%	79%	21%	0%	73%	27%	90%	10%
2012	46%	38%	16%	57%	41%	2%	64%	36%	88%	12%

2. Employer satisfaction (for CTE programs)

Employer satisfaction Survey

Grad year	Overall Quality of Program		Knowledge of Physical Therapy and patient care		Clinical Proficiency Training		Professionalism: Behavioral and Ethical Training	
	Excellent	Very Good	Strongly agree	Generally Agree	Strongly agree	Generally agree	Strongly Agree	Generally agree
2009	90%	10%	90%	10%	95%	5%	100%	0%
2010	75%	25%	87%	16%	88%	12%	96%	4%
2011	90%	10%	90%	10%	98%	2%	100%	0%
2012	Not	completed						

3. Occupational placement in jobs (for CTE programs)

The PTA program does not provide job placement services. However 80% of each cohort receive employment offers from clinical instructors. The program receives 10-15 emails or phone calls annually about PTA job employment. The Program uses an email list and Facebook to disseminate information to graduates.

At least 80 % of each graduating cohort are employed within 6 months of graduation. (see table below)

4. Graduate/Leaver

	2009-2010	2010-2011	2011-2012	2012-2013
Graduation Rate	66.7 Grad date 12/2010	64.3 Grad date 08/2011	63.6 Grad date 08/2012	Grad date 08/2013
Licensure Exam Pass Rate*	100%	100%	100% for 8 out of 14 that took the exam in January 2013	
Employment rate after 6 months of graduation	85%	90%	90% at 5 months post-graduation	

Part VI. Analysis of the Program

1. 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, 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 does not require licensure for employment so exam pass rates are only based on those who choose to complete the licensure process. There is a proposal to the 2013 legislation body to approve licensure for PTAs.

2. Current Situation. *Internal:* Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the ARPD data in Part III. CTE programs must include analysis of the Perkins Core indicators for which the program has not met the performance level. *External:* Review "Planning Shaped By External Context," pages 1-6 of the updated Strategic Plan, 2008-2015. Identify specific external factors influencing program planning

Program Demand

Over the last three ARPD's the demand factors show an increase in new and replacement positions at the State and more importantly, at the County level, where the numbers went from zero to 13 in 3 years. The increase in demand is also reflected in the number of majors wanting to enter in the Physical Therapy Assistant (PTA) program (16 to 26 over the same three years). The Program Director and ACCE have an informal poll of 14 PTA positions available annually and currently cannot meet the demands of the Hawai'i job market.

In addition, the program continues to experience an increase in the number of applicants each year, averaging approximately 22 to 25 qualified applicants for 20 seats. Based on the State Workforce Development reports of 2010, there are approximately 20 positions available statewide each year and approximately 10-13 positions in the City and County of Honolulu. These numbers are similar to the ARPD report.

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 increase the need for physical therapist assistants (PTA's) to complete patient treatment from the physical therapist. Direct access has increased the demand for physical therapy services and the baby boomer generation increased the need for rehabilitation services which impacts the need for PT. The current practice act allows for only PTs and PTAs as the providers of Physical Therapy services.

Program Efficiency

The efficiency indicators show the program to be "healthy" with a fill rate average of 92% which has remained steady over the last three program reviews. The demand sets the fill rate at 100% at the initial start of each cohort year.

The current cohort of 20 students had a class fill rate of 100%. Program courses are also offered under the HLTH alpha; data show a slightly lower fill rate percentage 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. HLTH alpha courses do not require a student to obtain admission to the PTA program therefore, other non-PTA majors or pre-PTA majors may enroll and complete the course.

Program Effectiveness

The effectiveness indicators show the PTA program to be “healthy”. The number of unduplicated degrees indicate the number of graduates for that current cohort as the program majors are only enrolled from the fall through the following summer. In addition, persistence rates have jumped from 48% (2009-10) to 82% (2011-12). The low persistence in 2009-10 is explained by curriculum changes in 2008 when the program shifted from three semesters to four semesters which resulted in a low persistence rate of 48% and an overlap of two cohorts, those admitted fall 2008 and those admitted fall 2009. The higher persistence rates reflect the curriculum change and the admission requirement change to admit more qualified students based on academic achievement. However, the data for persistence may include either HTLH courses and/or PTA 101 which are not part of the persistence for the PTA majors. The 82% for 2012 does match the number of students that decided to change major after the Fall semester.

The increase in persistence rate to 82% is explained by the change back to 3 semester completion for the technical portion of the degree and revised admission criteria in attempt to decrease the attrition rate and provide more successful students to complete the program.

The effectiveness of the program can also be reflected in students passing the national exam (NPTE). All graduates in each year of the program have qualified to take the national licensing exam. Over the last 3 ARPD reports based on 3 cohorts, 10% have chosen to take the national exam and have passed with scores of 88% or higher. The low rate of students taking the exam is due to lack of state requirements for licensure to practice as a PTA. (explained earlier) The quantitative data does not reflect the information because the data is not readily available to the public per program. Only membership through the program director will allow for this information. There is no process between the program and the OFIE department in the gathering of this data.

Program Distance Education On-line Classes:

The PTA program distance education courses show an average high fill rate and completion rate of 89% and 92% 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. The program also uses the Lualaba system for all exams and projects so each course has more class time for contact hours and use the distance learning process for assessment of learning outcomes.

A persistence rate is not applicable for the courses because the courses are a one time enrollment and repeatable for a more credit. Students complete this course once successfully and may not enroll again. Some majors also enroll in this course prior to admissions to the program or during the first semester in the program. HLTH 270 can be taken during any fall or spring semester and PTA 101 is a prerequisite course to enrollment in the program. So following the students for persistence is irrelevant.

Perkins Indicators:

Three of the five Perkins indicators were met, technical skills attainment, rates of completion and transfer.

Nontraditional participation and completion rates are not applicable to the PTA program.. While the program has consistently admitted an equal number of male and female students and a variety of ethnic groups, participation rates and therefore completion vary each year. For instance, the 2010 cohort had 4 students of Hawaiian ancestry while the 2011 cohort had only one student who self-identified as American Indian. Clearly, a plan needs to be in place to better these numbers by seeking qualified students from underrepresented groups. The definition of non-traditional fields may not meet the definition for the PTA career. PTAs must only be employed in a facility under the direction and supervision of a Physical Therapist and therefore can only be employed in traditional PT settings. There are graduates who leave the field of PT and become employed as health department managers, adult day care directors and other non-related PT fields but use their problem-solving knowledge to succeed in a different job career.

The student placement rate is lower than the expected. This is explained by the decision of students to continue in the field of study rather than taking a PTA position. For example, of the 16 students who graduated in 2010, 7 obtained employment in a PTA clinic and 4 pursued enrollment in college courses for a bachelor's degree. This means that 5 students did not find job placement within the timeframe of the Perkins indicator. These 5 decided to take time off and study for the licensing examination and sought work at a place of satisfaction work environment to meet all their personal needs.

Internal environment: The present enrollment quota is 20 based on CAPTE requirement of 1:10 faculty student ratio. Persistence and graduation rates have remained in the mid 60% which is below the accreditation requirement of 74% each year. The program is in the process of developing a study to address this concern. 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 interferes with successful 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. The program completed an accreditation self-study in 2008, and a site visit took place in summer 2009. The program was awarded a 10-year accreditation, the longest available from the Commission on Accreditation in Physical Therapy Education.

External environment: Employment demand is increasing and the program has been able to fill all the job openings in the past 2 years. The new practice of Physical therapy to direct access and the increase in the baby boomer generation aging has increased the demand for physical therapy services. There are still issues regarding third-party reimbursements for services provided by PTAs; demand exceeds program output. Relatively low pay and the low unemployment rate may impact student demand for the program. Although licensure via a national examination is not required in Hawaii, completion of an accredited program is required for employment as a physical therapist assistant. Graduates who choose to take the national examination have a high rate of success. There is a state legislative bill requesting mandatory licensure for PTAs. Licensure is a current legislative bill in the 2013 legislative session. If passed, licensure examination will be mandated and the data will change for the amount of graduates that complete the exam. Graduates do not have to take the examination immediately after graduation. It is only available quarterly. Graduates must pass the examination to be employed. So the completion of the exam will be based on the timeliness and desire to be employed as a PTA.

3. Assessment Results for Program SLOs. The program will develop a schedule for SLO assessment such that within the three-year review period, all SLOs will have been assessed and the following will be reported:

SLO Assessment Outcomes Class of 2011 (14 students graduated by December 31, 2011) (22)

Program SLOs	Evidence of Industry Validation	Assessment Strategy/instrument	Results of Program Assessment	Plan for Improvement
<p><u>PTA Program SLO #1:</u> Demonstrate 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.</p>	<p>Those who graduate from the program with an AS degree and pass all classes with a grade of "C" or higher.</p>	<ol style="list-style-type: none"> Grade of "C" or higher in all required AS degree courses for the PTA program Completion of All clinical courses (PTA 232, 252, 262, 263) with a grade of "C" or higher. Scores of 3 or higher on the student clinical evaluation. 	<ol style="list-style-type: none"> 14 of 22 met the Program SLO (earned a diploma by December 2011) All 14 qualify to sit for the PTA licensure exam. As of Feb. 1, only one student has completed paperwork to sit for the exam. Program started with 22 students and 1 student started the program in 2009. Only 3 knowledge base criteria scored a "1" for a student in an acute care rotation. 	<ol style="list-style-type: none"> The program plans to create clearer Rubrics for grading assignments. Monitor the progression of scores for all courses for more detailed results. New Practice laws have changed the licensure requirements from 2010 so this will provide better results of data for the licensure completion. Monitor the acute care knowledge base requirements closer.

<p><u>PTA Program SLO #2:</u> Competently perform as a PTA adhering to the ethical codes of conduct, APTA core values, and legal and safety standards of the profession.</p>	<ol style="list-style-type: none"> Those who graduate from the program with an AS degree and pass all classes with a grade of "C" or higher. Those who complete all clinical Internships with 90% or higher scores on the clinical evaluation instrument. 	<ol style="list-style-type: none"> Completion of All clinical courses (PTA 232, 252 and 260) with a grade of "C" or higher. Scores of 3 or higher on the student clinical evaluation in these categories. 	<ol style="list-style-type: none"> 9 of 10 met the Program SLO (earned a diploma in December 2010) 100% of all completed CPI evaluations were of scores "4" or higher. 	<ol style="list-style-type: none"> Encourage all Clinical instructors to complete every sheet of the CPI evaluation.
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<p><u>PTA Program SLO #3:</u> Competently implement the plan of care and intervention goals in a safe, effective, efficient and appropriate manner as directed by the physical therapist.</p>	<ol style="list-style-type: none"> 1. Those who graduate from the program with an AS degree and pass all classes with a grade of "C" or higher. 2. Those that complete all clinical Internships with 90% or higher scores on the clinical evaluation instrument in this criterion. 	<ol style="list-style-type: none"> 1. Grade of "C" or higher in all required AS degree courses for the PTA program 2. Completion of All clinical courses (PTA 232, 252 and 260) with a grade of "C" or higher. 3. Scores of 3 or higher on the student clinical evaluation in these categories. 	<ol style="list-style-type: none"> 1. 9 of 10 met the Program SLO (earned a diploma in December 20120) 2. 100% of all completed CPI evaluations were of scores "4" or higher. 	<ol style="list-style-type: none"> 1. The program plans to create clearer Assessment tabulation of results for assessing this SLO.
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<p><u>PTA Program SLO #4:</u> Competently interact, communicate with patients, families, significant others and other health care providers about the plan of care required in the rehabilitation process.</p>	<ol style="list-style-type: none"> 1. Those who graduate from the program with an AS degree and pass all classes with a grade of "C" or higher. 2. Those that complete all clinical Internships with 90% or higher scores on the clinical evaluation instrument in this criterion. 	<ol style="list-style-type: none"> 1. Grade of "C" or higher in all required AS degree courses for the PTA program. 2. Completion of All clinical courses (PTA 232, 252 and 260) with a grade of "C" or higher. 3. Scores of 3 or higher on the student clinical evaluation in these categories. 	<ol style="list-style-type: none"> 1. 9 of 10 met the Program SLO (earned a diploma in December 2010) 2. 100% of all completed CPI evaluations were of scores "3" or higher. 	<ol style="list-style-type: none"> 1. The program plans to revise Assessment collection of results for assessing this SLO by December 2012.
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<p><u>PTA Program SLO #5:</u> Report and record client data, which effectively communicates the need and rationale for physical therapy intervention using appropriate medical terminology.</p>	<ol style="list-style-type: none"> 1. Those who graduate from the program with an AS degree and pass all classes with a grade of "C" or higher. 2. Those that complete all clinical Internships with 90% or higher scores on the clinical evaluation instrument in this criterion. 	<ol style="list-style-type: none"> 1. Grade of "C" or higher in all required AS degree courses for the PTA program 2. Completion of All clinical courses (PTA 232, 252 and 260) with a grade of "C" or higher. 3. Scores of 3 or higher on the student clinical evaluation in these categories. 	<ol style="list-style-type: none"> 1. 9 of 10 met the Program SLO (earned a diploma in December 2010) 2. 100% of all completed CPI evaluations were of scores "3" or higher, (only 1 student earned a score of 3) 	<ol style="list-style-type: none"> 1. The program plans to revise Assessment collection of results for assessing this SLO by December 2012.
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Program SLOs	Evidence of Industry Validation	Assessment Strategy/instrument	Results of Program Assessment	Plan for Improvement
<p><u>PTA Program SLO #6:</u> 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.</p>	<ol style="list-style-type: none"> 1. Those who graduate from the program with an AS degree and pass all classes with a grade of "C" or higher. 2. Those that complete all clinical Internships with 90% or higher scores on the clinical evaluation instrument in this criterion. 3. PTA student assessment of clinical experience with scores of 4 and higher. 	<ol style="list-style-type: none"> 1. Grade of "C" or higher in all required AS degree courses for the PTA program, especially PTA 251w. 2. Completion of All clinical courses (PTA 232, 252, and 260) with a grade of "C" or higher. 3. Clinical sites provide students the opportunity to demonstrate this SLO. 4. Verbal exit survey. 	<ol style="list-style-type: none"> 1. 9 of 10 met the Program SLO (earned a diploma in December 2010) 2. 40% of all clinical sites for the year earned scores of "3" or higher in the student evaluation criteria. 3. 3 of the 9 graduates registered for classes in KCC or University of Hawai'i Manoa. 	<ol style="list-style-type: none"> 1. The program plans to create a graduate survey on continuing education/life-long learning. 2. Modify the current data collection of this SLO.

<p><u>SLO # 7 of PTA Program SLO:</u> Qualify to take the National Physical Therapist Assistant licensing Examination.</p>	<ol style="list-style-type: none"> 1. Those who graduate from the program with an AS degree and pass all classes with a grade of "C" or higher. 2. Student evaluation results from clinical internship. 	<ol style="list-style-type: none"> 1. Grade of "C" or higher in all required AS degree courses for the PTA program 2. Completion of All clinical courses (PTA 232, 252 and 260) with a grade of "C" or higher. 3. Scores of "3" or higher in the Overall quality criteria of the student. 	<ol style="list-style-type: none"> 1. 9 of 10 met the Program SLO (earned a diploma in December 2010) 2. 100% of all students who completed the clinical internships earned scores of "3" or higher in the student overall evaluation. 	<ol style="list-style-type: none"> 1. The program plans to revise the rating scale for the student evaluation criteria for the SLO data. 2. New federal regulations have changed the licensure requirements from 2010 so this will provide better results of data for the licensure completion. 3. Hawai'i revised the PT practice Act and achievement of Direct access may impact the need for licensure. Therefore, the program will monitor any changes to the profession requirements.
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Changes that have been made based on an evaluation of the assessment results:

1. Revised scoring criteria of the admission points for acceptance.
2. Advocating for PTA licensure in Hawai'i.
3. Update Clinical Instructors on the new CPI evaluation which is electronic as of 2013.
4. Create a timeline for SLO assessments.

Part VII. Tactical Action Plan

1. **Department Action Plan**
2. **a. Appropriate Strategic Outcomes:**
3. A=Hawaiian Attainment, B=Educational Capital, C=Grants Development, D=Workforce Development, E=Professional Development, F=Resource Stewardship).
4. **b. Tactical Plan Performance Measures:**A1, A2, A4; B2, B3, B4, B7; D1, D4;E1; F1, F2,F5
5. **c. Strategies:** A1C,D; A2A, A4D; B2C, B3C,B4I, B4J, B4L, B7B; D1C,D1D, D4B. D4C; E1F; F1A,F1B; F2F, F5A
6. **d. HMSA, Workforce Development grants (Ulu Pono and C3T) and Alu Like scholarships**
7. 1) HOSA partnerships, Health Services Pathway
8. 2) UHM pathway program transfer information sessions
9. 3) Building renovation and equipment upgrades.
10. **e. Data to be gathered:** ARPD, IEMS, CSSE and program specific data.
11. **f. Position(s) Responsible:** Program Director, Department Chair and Dean.
12. **G. Synergies with other departments – Nursing and Medical Assisting**
13. **h. Key Community Partners** Queens Foundation, HMSA Foundation, Affiliating agencies, Advisory committees

Program Action Plan (based on ARPD results)

The program adheres to the academic standards of CAPTE, the APTA guide to PT practice, the normative model of PTA education 2007 (source of best practices), and the legal requirements of the profession in Hawai'i.

The program has implemented new policies and procedures for data gathering and monitoring student outcomes and job satisfaction. Curriculum revisions are still planned for the upcoming years to meet the needs of the profession, satisfy the goals of the program, and prepare competent graduates for employment.

The program plans to complete any revision to the current program and course objectives when time is available from the teaching load. Curriculum will be revised as per the schedule set last year to meet WASC requirements. However, there is a lack of hours in the work day to accomplish the tasks due to teaching load and other duties within the program requirements. The program faculty will attempt to complete alignment of course SLOs to program and college SLOs are also planned. The program also incorporates the Lualaba system with each course to spend more face-to-face time with skills training and learning. The students require more hands on learning with faculty.

The program will continue to work closely with the chapter PT association to achieve licensure status for PTAs in Hawaii. The program has submitted support and testimony for PTA licensure and works closely with the national and local chapter of the American Physical Therapy Association for this change. The program is currently seeking collaboration with PT programs to map a post-graduate ladder of education toward a doctorate of PT degree for the graduates of the PTA program.

The program continues to collaborate with high school visits, HCOP, Honda International Center health care professional education programs and the DOE health career pathways activities and summer institute. Pathways are also ready for active duty military and athletic trainers to complete an accelerated curriculum toward the PTA degree.

The program continues to schedule monthly information sessions, meet with counselors for admission and orientation processes, and public relations planning to increase the applicant pool.

The action plan for the next three years:

- 1 – Complete the 5-year plan of the HLTH and PTA courses revision to reflect the new accreditation guidelines and decision and the revised program outcomes.
- 2 – Complete the Accreditation Annual report by December 1st of each year and maintain compliance with CAPTE.
- 3 – Monitor and assess retention rate based on data on the revised curriculum and admission requirements.
- 5– Continue to promote the PTA program through service learning opportunities, DOE activities, information sessions, community service opportunities, transition opportunities for athletic trainers and active duty PT techs, etc.

Part VIII. Resource and Budget Implications

The PTA program will begin collecting program fees Fall 2006 and the current fee is \$200 per semester for three semesters. This is for the supplies the program provided for student use, CPR, first aide certification fee, maintenance of program equipment, licensure review course (\$240 per student), expense of lab supplies and payment for annual CPI electronic version. The program fees do not replace the needed budget for new or replacement equipment that are necessary for program completion and learning.

On average a high –low table and major treatment units cost \$6,000 each. Program fees collected will not cover this cost. Many textbooks have associated digital media which require an upgrade to the current program electronic equipment and software that the program fees are not able to cover.

With the development of education in long-term care for the community, the PTA program anticipates expansion of instructors to meet the teaching needs for these non-credit or professional development programs. Instructors would be hired at the appropriate rate for each course. The current quantity of PTA faculty will not be able to meet the additional demand for instructional courses. The availability of the PTA lab rooms will become an issue. Professional development courses will need to be held outside in the community. This will require the use of community facilities and possible expense of mileage reimbursement for the instructors.

Clerical assistance will be needed to field the management of the courses, registration, certificates and other non-teaching duties. A half-time faculty person is needed to teach courses as lab courses have a CAPTE requirement ratio of 1:16, instructor to students. The program admits 20 students and therefore requires 2 instructors for 2 sections of a lab course.

List of program budget needs:

1. Half-time faculty
2. Monarch bikes 2, Model 828E: \$2650 each
3. Econo-Line Electric parallel bars #HAUS-1396: \$6539
4. Electric hi-lo mat AM-660 \$6500
5. Electric total gym Clinic model \$12,000
6. Saba pulley system \$3200
7. One complete traction with bed in color, Chatanooga \$6500
8. SWD unit \$12,000

9. Dynatronics stim laser us combo \$4500
10. Chattanooga tower us estim combo \$3550
11. Chattanooga Hydro collator 24 pack \$800
12. Cold pack refrigeration 24 pack capacity unit \$800
13. CPM machine knee Chattanooga \$2616
14. CPM machine shoulder Chattanooga \$5419
15. UBE machine \$2500
16. US machine with real time screen GE \$21,000
17. Wall mirrors 3 needed \$2000 each
18. Wheelchairs 3 needed \$500 each
19. Assistive devices (walkers, crutches) \$600
20. Video equipment \$1500
21. Computer and software upgrade to windows 8 \$8000
22. Under sink heater (2 needed) \$500
23. SmartBoard and accessories \$4000
24. iPads (4 instructors) \$3000
25. Exercise mat table \$10,000

Part IX. Evaluation of Data and Measurable Improvements (annually updated)*

1. Evaluation of Data identified in Part VII-1-d
 - a. (see program analysis)
 - b. The program constantly evaluates the success of each cohort and makes adjustments to courses immediately.
2. Improvements in Last 12 months
 - a. Revision of the admission scoring system
 - b. Hiring of 1 new lecturer based on TE workload calculations
3. Improvements to be made in the next 12 months (list)
 - a. Completion of course SLO assessment
 - b. Revision of curriculum
 - c. Assessment of retention rate for increase attrition

*New initiatives may be added in annual updates