

Physical Therapist Assistant

Comprehensive Academic Program Review
2006-2007

*Associate in Science Degree in
Physical Therapist Assistant*



Department of Institutional Research
and Effectiveness
St. Petersburg College

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Physical Therapist Assistant
2006-2007 Comprehensive Academic Program Review
Department of Institutional Research and Effectiveness

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Executive Summary

Introduction

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

Program Description

The physical therapist assistant is a skilled technical health care worker who carries out patient treatment programs under the direction of the physical therapist. The assistant works to relieve pain and/or increase function in patients via therapeutic application of heat, cold, light, water, electricity, sound, massage, exercise, gait, and functional activity. Physical therapist assistants work in a variety of settings including hospitals, rehabilitation agencies, schools, outpatient clinics, and nursing homes. Persons interested in pursuing this program should be comfortable working with people of all age groups in close one-to-one relationships. They should enjoy physical activity and be patient and empathetic when working with others. Upon completion of the program, the student is awarded an Associate in Science degree in Physical Therapist Assistant. A state licensing examination is given by the Florida Board of Physical Therapy Practice. The St. Petersburg College Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

Program Performance

- *Actual Course Enrollment* has remained relatively stable in the Physical Therapist Assistant program over the last two academic years, with lower enrollment during Summer sessions. Enrollment showed a slight increase during 2005-2006 Fall, Spring, and Summer semesters from the previous year.
- *Student Semester Hour (SSH) Productivity* has remained consistent in the Physical Therapist Assistant program over the Fall, Spring, and Summer semesters of the 2005-2006 academic year hovering around 0.90.
- The number of *program graduates* has been steadily increasing over the last three years achieving 27 graduates in 2005-2006. The number of program graduates reached a ten-year high (44) in 1997-1998 and later dropped to a ten-year low (13) in 2002-2003.
- *Fulltime faculty* taught 100.0% of the course load during the 2005-2006 and 2004-2005 academic years. Thus, all semesters were within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

Program Profitability

- The *Relative Profitability Index (RPI)* has remained steady over the last few academic years for the Physical Therapist Assistant program, decreasing slightly to 0.26 in 2005-2006, after a six-year high of 0.28 in 2004-2005.





Academic Outcomes

- The *2004-2005 Academic Program Assessment Report* indicated that all three Major Learning Objectives attained the desired results in 2004-2005 and 2003-2004, with SPC Mean Scale Scores exceeding the mean for all U.S. graduates.
- The *2004-2005 Academic Program Assessment Follow-up Report* was completed in February of 2007. This report indicated that all seven action items were completed.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Physical Therapist Assistant program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.
- A Physical Therapist Assistant *advisory committee* meeting was held on November 9, 2006. The meeting consisted of a Program Update including enrollment, patients, and accreditation; a report on program status; a discussion about curriculum changes; and a committee member discussion about Medicare issues.
- *Recent Graduate surveys* were provided to the 2004-2005 graduates of the Physical Therapist Assistant program. Thirty-eight percent (38.1%) of the 21 graduates surveyed responded to the survey. Eight of the respondents provided permission to contact their employers.

Notable results include:

- 100.0% of recent graduate survey respondents who were employed, were employed full-time.
- 100.0% of recent graduate survey respondents had a current position related to their studies.
- 75.0% of recent graduate survey respondents thought that SPC did '*Exceptionally well*' preparing them for their current position, while the remaining 25.0% thought that SPC did '*Very well*' preparing them for their current position.
- 87.5% of recent graduate survey respondents employed in a field related to their studies believed that SPC prepared them for their chosen career.
- For hourly employees, 50.0% of recent graduate survey respondents earned \$19.50 or more per hour, while the remaining 50.0% earned between \$16.50 and \$19.49 per hour.
- For salary employees, 50.0% of recent graduate survey respondents earned between \$50,000 and \$59,000 per year, while the remaining 50.0% earned between \$40,000 and \$49,999 per year.
- 50.0% of recent graduate respondents who are continuing their education are doing so in the upper division Prosthetics program, while the remaining 50.0% are continuing their studies at a Florida university.





- 100.0% of recent graduate survey respondents would recommend the Physical Therapy Assistant program to another.
- Eight *Employer surveys* were sent out to employers based on the permission provided by recent graduates in the 2004-2005 recent graduate survey. Fifty percent (50.0%) of the eight employers surveyed responded to the employer survey.
Notable results include:
 - 66.7% of employers responding to the survey had graduate employees who earned \$19.50 or more per hour, while the remaining 33.3% earned between \$16.50 and \$19.49 per hour.
 - An employer evaluation of the graduates' general education competencies indicated that eight of the ten competency areas achieved a mean value of 6.8 or higher.

Occupation Profile

- *2005 median yearly income* for Physical Therapist Assistant was \$39,500 in the United States, \$41,900 in the State of Florida.
- *Employment trend information* suggests a significant average annual increase (44% - 46%) in employment for the profession over the next 5 - 7 years for the country and state.

State Graduates Outcomes

- *State Graduates* data indicated that almost one-hundred (98) students completed a state Physical Therapist Assistant program in 2003-2004, of those about eighty (78) had some matching state data. Eighty-six percent (65) of those state graduates were employed at least a full quarter. SPC's Physical Therapist Assistant program exceeded the state total for graduates with at least a full quarter of employment (93%).

Summary

The Physical Therapist Assistant Program has been accredited by the Commission on Accreditation in Education of the American Physical Therapy Association since May 1970.

As a result of a lowering of Medicare reimbursement for rehabilitation services the PTA Program experienced a period of decline in enrollment during the years 2000-2003. Medicare has since revised their payment schedule increasing reimbursement for physical therapy services. As a result, the PTA Program has experienced a reverse in declining enrollment, and since 2004 enrollment continues to rise.

A decrease in summer enrollment is due to the sophomore class graduating in May and another freshman class not entering until the following August.

Graduate and employer surveys indicate a high level of satisfaction with the PTA Program. Graduate survey data indicate that 75% of recent graduates thought SPC did "Exceptionally well" in preparing them for their current position while the remaining 25% thought that SPC did "Very Well".



SPC Graduates taking the National Licensing Exam have achieved overall pass rate scores of 88.2%, 96.0%, and 87.0% for the years 2004, 2005, and 2006 respectively. This is well above the average overall pass rate for the state of Florida.

An area of concern for the program continues to be the attrition rate. For the years 2005 and 2006 the goal was to maintain a 70% attrition rate; 70% of students who entered the program would graduate 2 years later. During 2005, 61% of the students initially enrolled graduated 2 years later, and during 2006, 50% of the students initially enrolled graduated 2 years later. Low graduation rates are partially due to attrition and partially due to students delaying graduation after finishing the program in order to complete required general education and support courses for the AS degree in Physical Therapist Assistant.

Recommendations/Action Plan

- Program Recommendations and action plans are compiled by the Provost and Program Director, and are located at the end of the document.





SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

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

Institutional Effectiveness

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

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Offices of Planning, Budgeting, and Research work with all departments and units to establish measurable statements of intent that





are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

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

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

Educational Assessment

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

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

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans



have improved learning in their program. The College has developed an Educational Assessment Website (<https://it.spcollege.edu/edoutcomes/>) to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

Program Review Process

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

State guidelines require institutions to conduct program reviews every five years as mandated in chapter 1001.02(6) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(6) ...The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community college budget requests.

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

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



outcomes are achieved, and shall be the basis for necessary improvements.

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

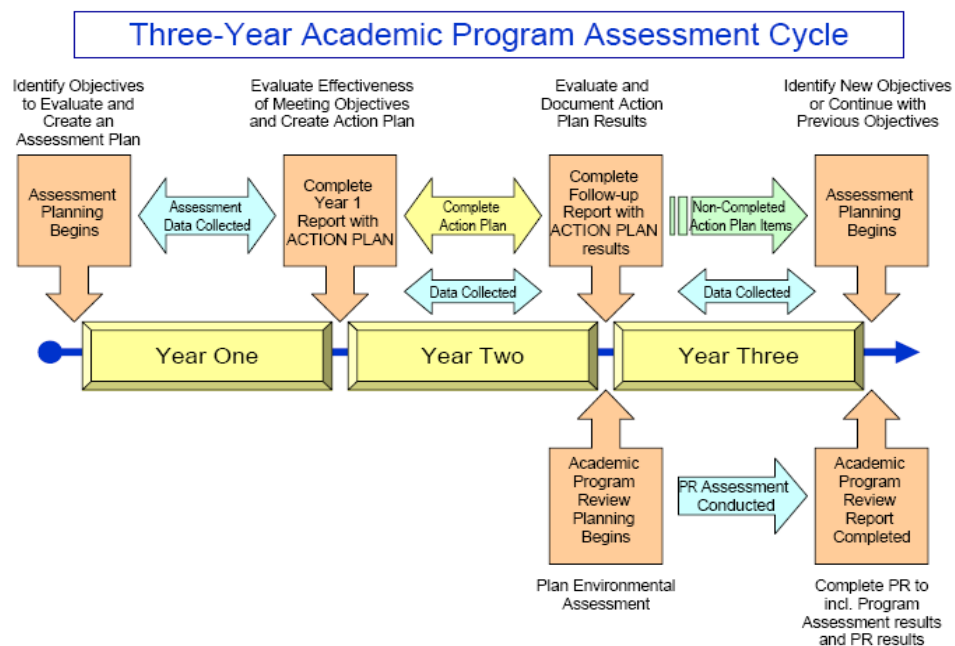


Figure 1: Three-Year Academic Program Assessment Cycle

Program Description

The physical therapist assistant is a skilled technical health care worker who carries out patient treatment programs under the direction of the physical therapist. The assistant works to relieve pain and/or increase function in patients via therapeutic application of heat, cold, light, water, electricity, sound, massage, exercise, gait, and functional activity. Physical therapist assistants work in a variety of settings including hospitals, rehabilitation agencies, schools, outpatient clinics, and nursing homes. Persons interested in pursuing this program should be comfortable



working with people of all age groups in close one-to-one relationships. They should enjoy physical activity and be patient and empathetic when working with others. Upon completion of the program, the student is awarded an Associate in Science degree in Physical Therapist Assistant. A state licensing examination is given by the Florida Board of Physical Therapy Practice. The St. Petersburg College Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

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

Accreditation

The St. Petersburg College Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. The PTA Program's last accreditation was in March of 1997, and the next on-site review is scheduled for November of 2007.





Program Performance

Actual Course Enrollment

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program's core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment has remained relatively stable in the Physical Therapist Assistant program over the last two academic years, with lower enrollment during Summer sessions. Enrollment showed a slight increase during 2005-2006 Fall, Spring, and Summer semesters, from the previous year as shown by Figure 2.

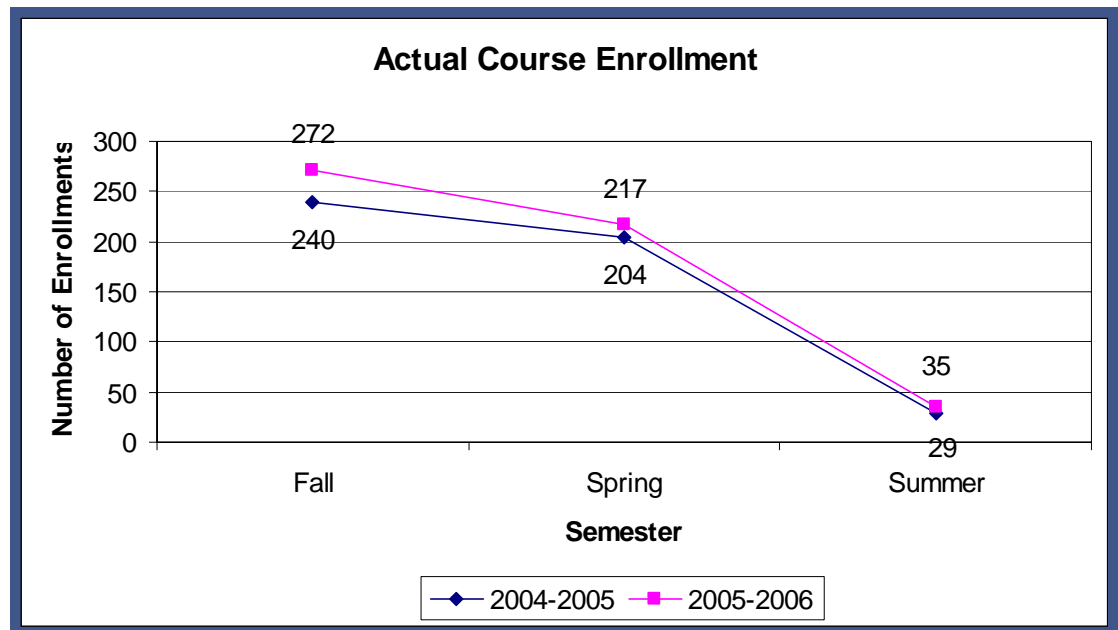


Figure 2: Actual Course Enrollment

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



Productivity

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH Productivity has remained consistent in the Physical Therapist Assistant program over the last three semesters of 2005-2006 hovering at 0.90 as shown by Figure 3. The 2005-2006 Fall and Spring semesters showed an average increase of 0.28 over 2004-2005 SSH values, while the 2005-2006 Summer semester showed a slight decrease from the 2004-2005 Spring semester SSH value.

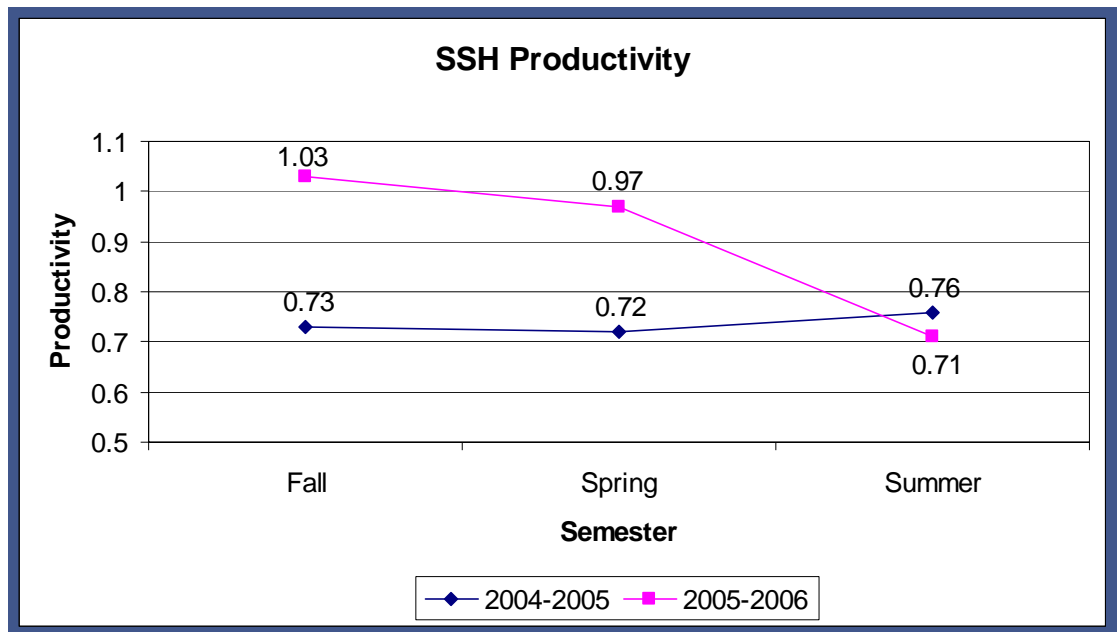


Figure 3: SSH Productivity

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



Program Graduates

The number of graduates in the PTA Associate in Science degree program has been steadily increasing over the last three years achieving 27 graduates in 2005-2006. The number of program graduates reached a ten-year high (44) in 1997-1998 and later dropped to a ten-year low (13) in 2002-2003 as shown by Figure 4.

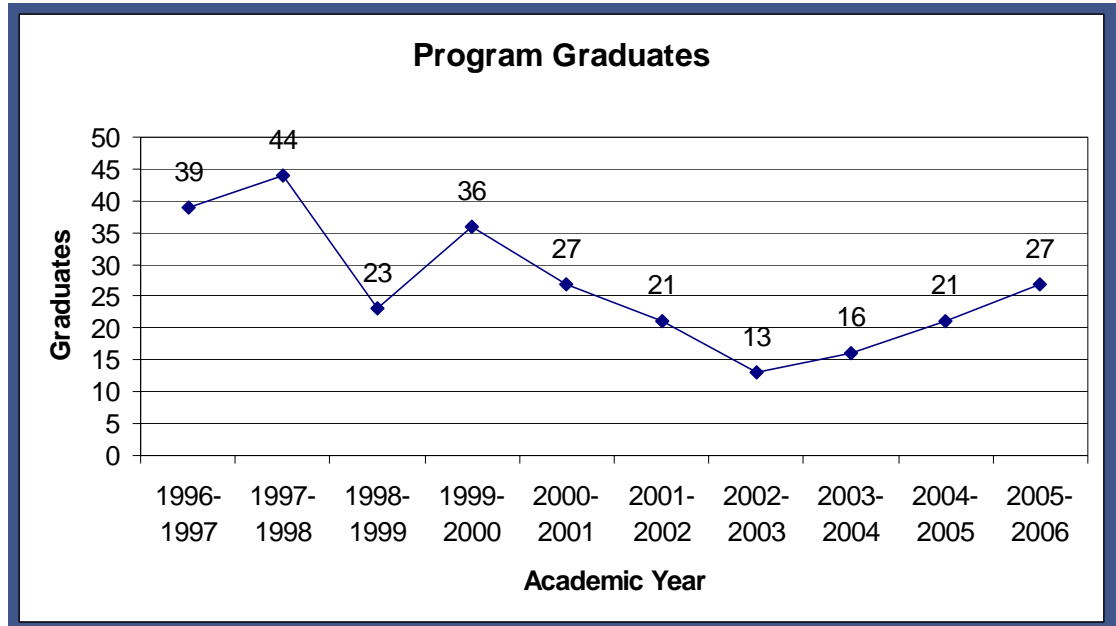


Figure 4: Program Graduates

Source: 2006-07 SPC Factbook, Table 31





Grade Distributions

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

Table 1
Program Core Course Grade Distributions

Semester	Grade Distributions				
	A	B	C	D	F
Spring 2005	42.3%	47.4%	10.2%	0.0%	0.0%
Fall 2005	29.0%	42.3%	23.7%	2.5%	2.5%
Spring 2006	34.4%	50.0%	15.0%	0.0%	0.6%
Fall 2006	33.2%	40.7%	23.3%	2.4%	0.4%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





Figure 5 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

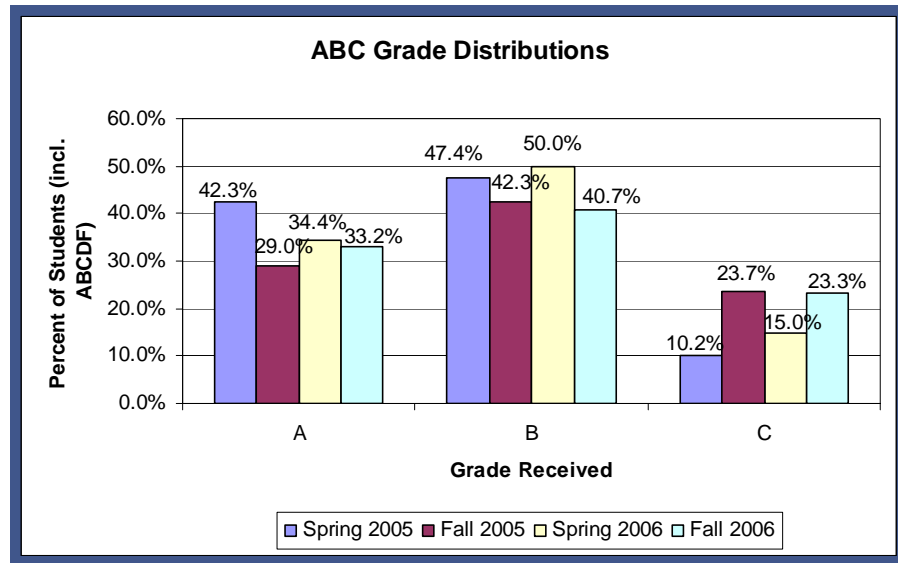


Figure 5: ABC Grade Distributions

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students passing (earning a grade of A, B, and C) and once again only A, B, C, D, and F grades are included in the calculations. The vast majority of students in the program receive passing grades in the courses as shown by Figure 6. In Spring of 2006, 99.4% of the students received a passing grade, as compared to 100.0% in Spring of 2005. In Fall of 2006, 97.2% of the students received a passing grade as compared to 95.0% in Fall of 2005.

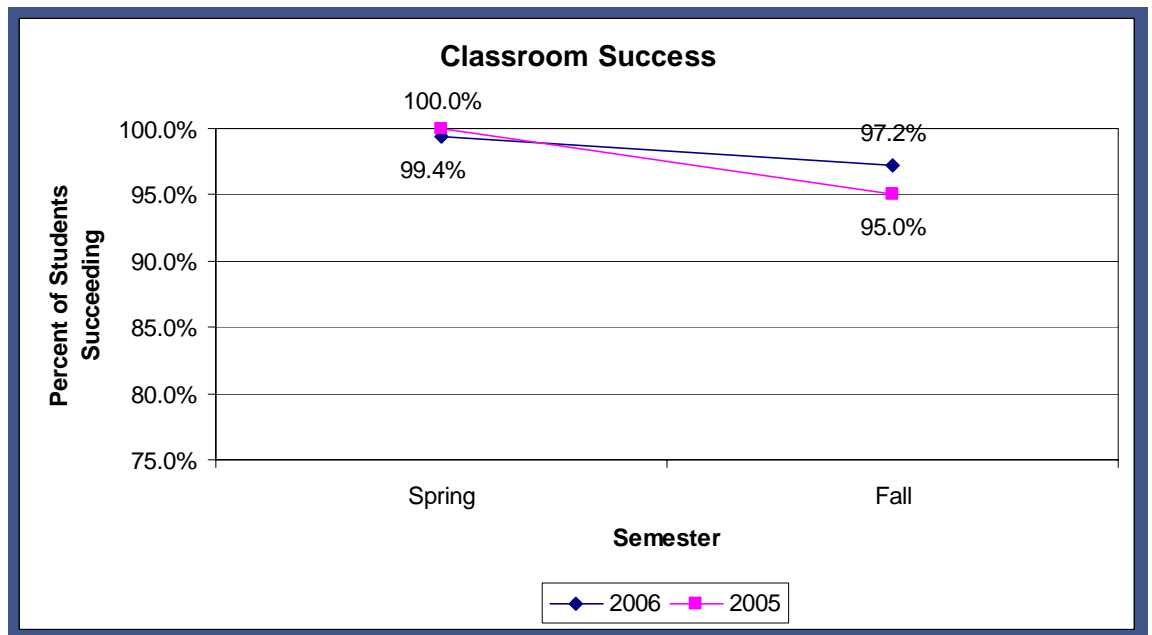


Figure 6: Classroom Success

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



Fulltime/Adjunct Faculty Ratio

Table 2 displays the number and percentage of Physical Therapist Assistant program equated credit hours (ECHs) taught by the individual faculty classifications. As shown, Fulltime Faculty taught 100.0% of the ECHs in 2005-2006, and 100.0% in 2004-2005.

Table 2
Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2004-2005	39.5	100.00%	0.0	0.00%	0.0	0.00%
Spring 2004-2005	55.0	100.00%	0.0	0.00%	0.0	0.00%
Summer 2004-2005	15.0	100.00%	0.0	0.00%	0.0	0.00%
2004-2005 Total	109.5	100.00%	0.0	0.00%	0.0	0.00%
Fall 2005-2006	39.5	100.00%	0.0	0.00%	0.0	0.00%
Spring 2005-2006	55.5	100.00%	0.0	0.00%	0.0	0.00%
Summer 2005-2006	18.0	100.00%	0.0	0.00%	0.0	0.00%
2005-2006 Total	113.0	100.00%	0.0	0.00%	0.0	0.00%

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



The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program's adjunct's ECHs by the sum of the Adjunct's, Percent of Load's, and Fulltime Faculty's ECHs. Figure 7 displays the Fulltime/Adjunct Faculty Ratio information for the last two academic years. All semesters were taught by Fulltime Faculty, thus the value is 0 for every semester.

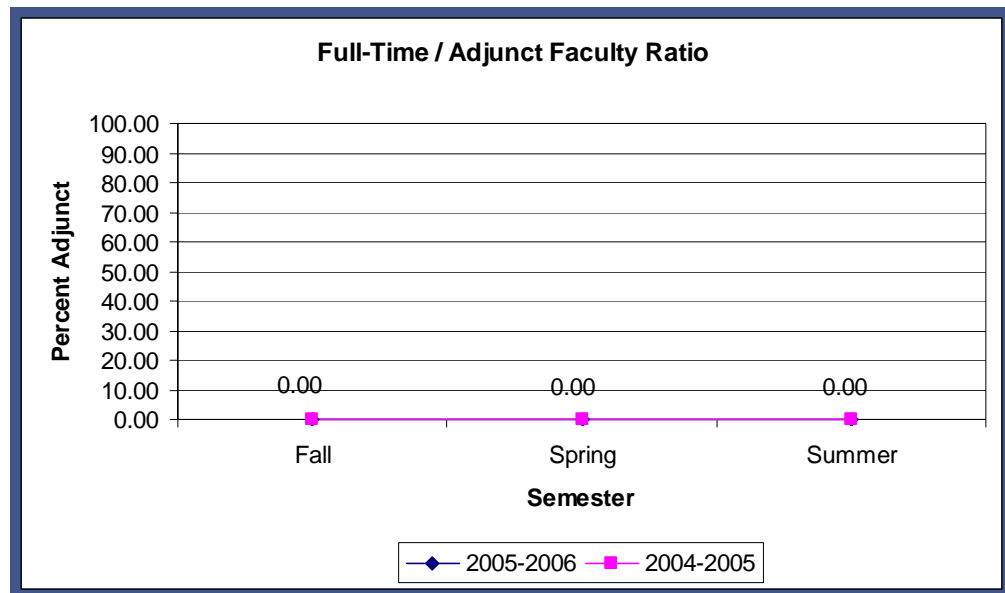


Figure 7: Full-time/Adjunct Faculty Ratio

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





Program Profitability

Relative Profitability Index (RPI)

Relative Profitability Index (RPI) is a measure of program profitability. It is calculated by dividing a program's income by the sum of its personnel costs and current expenses. Only Fund 10 financials were used in the calculation of RPI for this report; specifically, 400000 level accounts were used for program revenues, 500000 level accounts were used for personnel costs, and 600000 level accounts were used for current expenses. The RPI has remained steady over the last three academic years for the Physical Therapist Assistant program, decreasing slightly to 0.26 in 2005-2006, after a six-year high of 0.28 in 2004-2005. Figure 8 displays the RPI over the last six years.

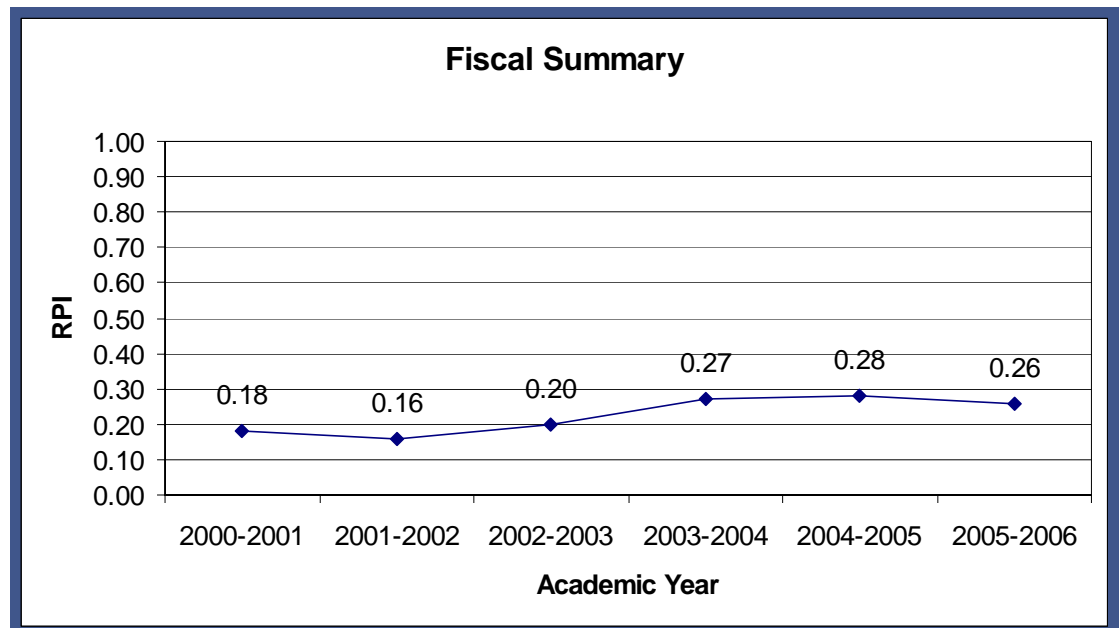


Figure 8: Fiscal Summary

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



Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program's educational outcomes. The Physical Therapist Assistant program was recently evaluated through an Academic Program Assessment Report (APAR) in 2004-2005. Each of the program's three Major Learning Outcomes (MLOs) was evaluated during the assessment. Each of the three MLOs are listed below:

1. The student will demonstrate knowledge of physical therapy (PT) test and measurement techniques
2. The student will demonstrate knowledge of physical therapy interventions.
3. The student will demonstrate knowledge of standards of care.

In the Physical Therapist Assistant Program, the results of the Federation of State Boards of Physical Therapy (FSBPT) Licensing Examination are utilized to evaluate program graduate knowledge. Upon successfully meeting graduation requirements, the program graduate completes the FSBPT Licensing Examination. The FSBPT licensure exam reports received by the program contain the Mean Scale Score for the SPC cohort of graduates and graduates from all U.S. accredited programs. The Mean Scale Scores of the SPC graduates are compared to all U.S. program graduates. These Mean Scale Scores are for first-time test takers only.

The Mean Scale Scores for SPC PTA graduates are expected to be above those reported for all U.S. graduates.

Data collected during 2003-2004, and 2004-2005 is shown in Table 3. The desired results were met for both years with the SPC Mean Scale Scores exceeding the mean for all U.S. graduates. One concern expressed in the Assessment Report, is that in order to continue to have the desired results, the Program curriculum and course content will need to be continually updated to meet the Content Category Specifications of the FSBPT PTA Examination Content Outline.



Table 3
Federation of State Boards of Physical Therapy (FSBPT) Licensing Examination

MLO Assessed	2003-2004 Mean Scores			2004-2005 Mean Scores		
	SPC Mean	US Mean	Above/Below Criteria for Success	SPC Mean	US Mean	Above/Below Criteria for Success
Knowledge of Physical Therapy Test and Measurement	638.5	614.9	+23.6	662.8	609.9	+52.9
Knowledge of Physical Therapy Interventions	658.1	625.1	+33.0	669.9	624.5	+45.4
Knowledge of Standards of Care	658.5	636.5	+22.0	659.9	641.1	+18.8

Source: Academic Outcomes from 2004-05 Academic Program Assessment Report (APAR)

The 2004-2005 follow-up report was completed in February of 2007. This report indicated that all seven action plan items were completed. Evaluation of the impact (or anticipated impact) of the action plan items are listed below.

- Making PHT lectures and labs co-requisites was instituted so that students who have been unsuccessful in either the lecture or the lab will have to repeat both courses (auditing the course they passed). The anticipated impact is that the student will be more successful in finishing the course curricula when lecture and lab material is connected.
- The anticipated impact of course revisions to 2252/2252L is that students will be more prepared to work under the direction and supervision of a physical therapist and be in compliance with CAPTE (accreditation) standards.





Stakeholder Perceptions

Student Survey of Instruction (SSI)

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

Several variations of the SSI survey exist including lecture, non-lecture, clinical, and eCampus (on-line) versions. The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

The survey questions are grouped into four categories; faculty/student interaction, organization, presentation, and evaluation, as defined below:

- **Faculty/Student Interaction** - focuses on how successful the faculty was in encouraging students to excel, the time spent on relevant course material, and responding to concerns and questions both inside and outside of the classroom.
- **Organization** - deals with clear instructions, defined objectives, relevant course materials, and whether the assignments were challenging.
- **Presentation** - focuses specifically on the instructor and their preparation for the course, enthusiasm for course, time spent on course related activities, ability to speak clearly and distinctly, thorough explanation of the subject matter, and assignment of material throughout the term.
- **Evaluation** - focuses on course expectations and grading policies, applying the stated grading policies consistently and impartially, and giving applicable course assignments including quizzes and exams.



Lecture. The lecture version of the survey is distributed to all students enrolled in traditional classroom sections within the College. The results show a slight increase for the Physical Therapist Assistant program over the last two semesters, in three of the four content areas. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during all four semesters. The average survey results by semester and content area are shown by Figure 9.

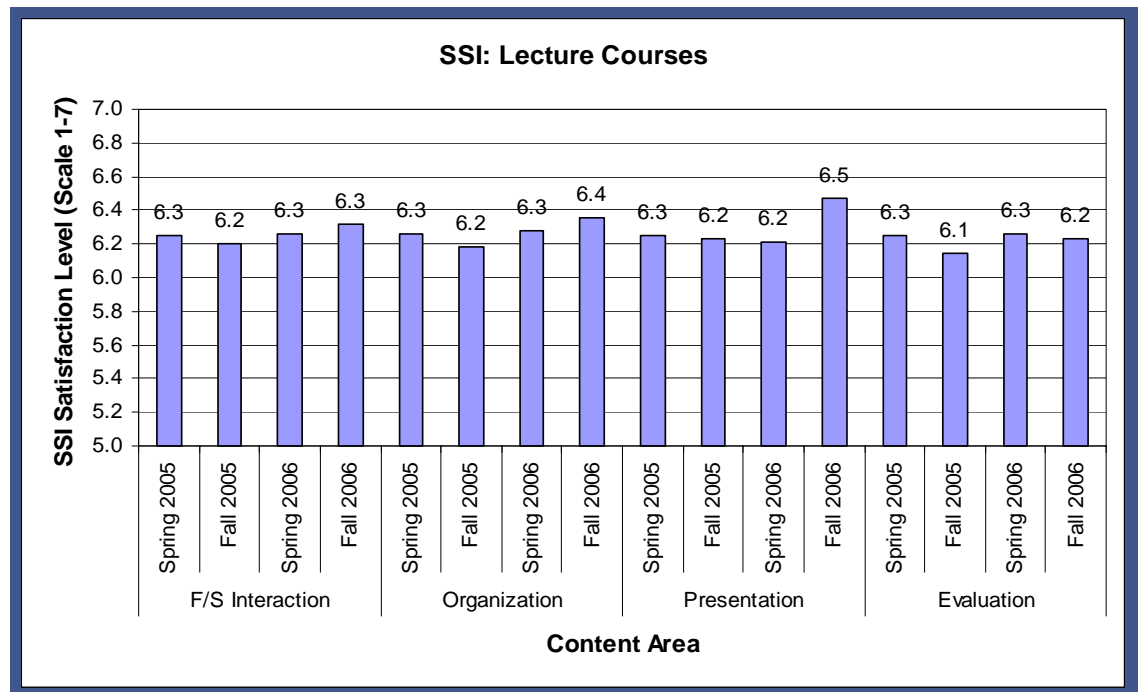


Figure 9: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS





Non-Lecture. Lab courses and self-paced or directed individual study use the non-lecture version of the survey. Results indicate an increase in the average Physical Therapist Assistant program survey scores in all four content areas, for Fall 2006 over the prior three semesters. In Spring 2006, average survey scores in three content areas dipped between 5.8 and 6.0, for the only time in the four semester comparison as shown by Figure 10.

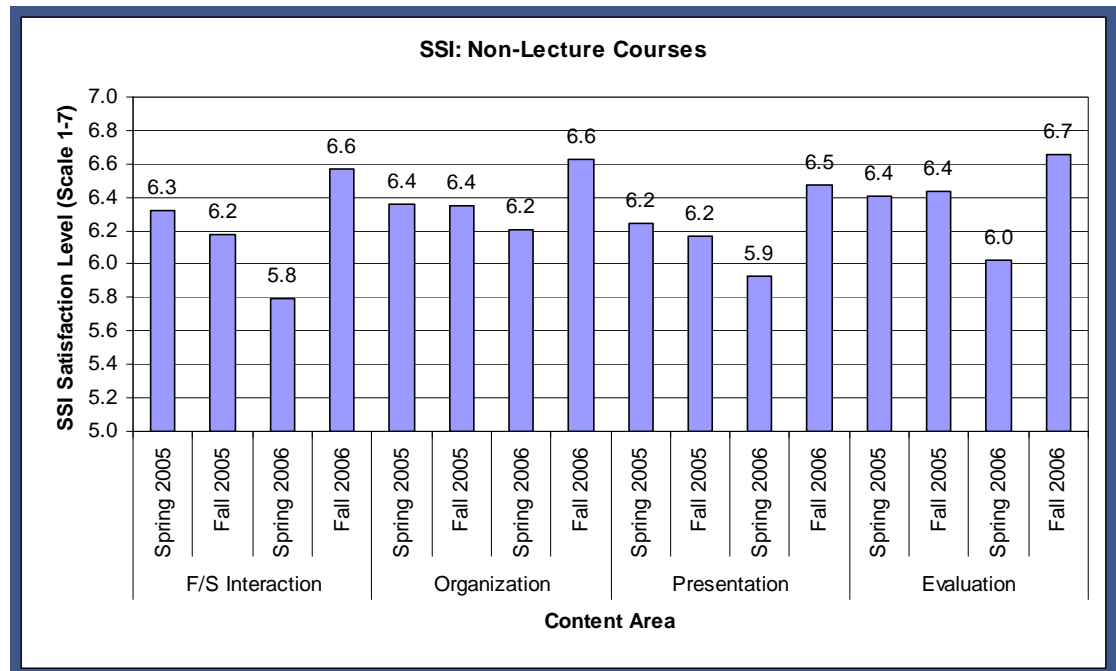


Figure 10: SSI Non-Lecture Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS

Clinical. The clinical version of the survey is distributed to all students enrolled in a clinical specific class. There were no SSI results for Clinical classes in the Physical Therapist Assistant program during the time of the review.





eCampus. The eCampus or on-line version of the SSI survey is electronically distributed to all students enrolled in on-line courses at the College. The Project Eagle Research Capsule #4 provides information on the difference in the wording of the questions (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). There were no eCampus classes in the Physical Therapist Assistant program during the time of the review.

Summary. All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Physical Therapist Assistant program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.

Technical Education Advisory Committee

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

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

Specific Duties of Advisory Committees are to:

1. serve as a communication channel between the college and the community;
2. determine specific skills and suggest related and technical information for the program;
3. suggest ways for improving public relations and articulation of the program with other institutions;



4. assist in recruiting, providing internships, and in placing qualified graduates in appropriate jobs;
5. keep the program personnel informed on changes in labor market, specific needs (competencies), and surpluses;
6. recommend curriculum revisions as necessary to comply with current trends;
7. assist in assessing the program needs in terms of the entire community (long-range planning);
8. assist program personnel in searching for sources of funding for scholarships, equipment, etc.;
9. in general, to advise, recommend, and assist in assuring a quality program as determined by community needs; and
10. discuss proposed equipment purchases in excess of \$9,999.99.

Recent Meeting Summary. A Physical Therapist Assistant advisory committee meeting was held on November 9, 2006. The meeting consisted of a Program Update including enrollment, patients, and accreditation; a report on program status; a discussion about curriculum changes; and a committee member discussion about Medicare issues.

Program Update. The current program enrollment consists of 34 returning sophomores and 40 freshmen. The program began in the Fall with 44 freshmen admitted. Two exited the program within the first week of class. Two more withdrew the week of October 26. There are six students registered to begin the PTA Program in the Fall of 2007.

The Program is slowly getting back to seeing patients in the clinic. The clinic was on hold during the Spring and Summer until a new faculty member could be hired. In September, a 45 year old stroke patient was evaluated and his treatment has been integrated into the freshman and sophomore labs. We anticipate having more patients as the year progresses.

The Annual Accreditation Report (AAR) has been completed and submitted to CAPTE-APTA. From this report, CAPTE will make judgments or raise questions, as to whether the program continues to be in compliance with accreditation criteria.



Program Status. Rebecca Kramer reported to the Committee information on the new CAPTE Evaluative Criteria presented during the Self Study Workshop held in Orlando prior to the APTA's national conference. The new criteria states that "the general education and the technical education component is designed so that it can be completed in not more than five semesters of full time study." Currently, SPC's PTA Program requires six semesters for completion. Rather than try to re-design a curriculum plan that can be accomplished in 5 semesters, the Program has opted to identify itself as "part-time". This designation will be reflected in the College Catalog as well as the PTA website and application packet material.

PTA Curriculum Changes and Proposed Changes. Rebecca Kramer explained to the committee the change in ethics credit for AS degrees from two credits to three credits. To accommodate the change one credit hour was removed from PHT 1801L (Clinical Practice I) to decrease it from four credits to three. The contact hours for this course will remain the same. The justification for not changing the contact hours is that during the first clinical, students will generally do more observation than actual hands-on than Clinical Practice II and III.

Other proposals to the Committee involved changing PTA Program entrance requirements. One proposal would add Anatomy and Physiology II as part of the minimum entry requirements. The other would change the program entry process from first-come, first-serve to giving those students with the most general education/support courses entrance priority. The Committee was in favor of adopting both proposals.

Marketplace - What's New? Committee members stated they were still fighting Congress on Medicare Part B reimbursement issues. If the reimbursement cap is not repealed in January it could have serious financial repercussions on those clinics who serve the Part B population.

The complete committee minutes along with the minutes from previous meetings are located in Appendices B, C, and D.



Recent Graduate Survey Information

Recent Graduate Surveys were provided to the 2004-2005 graduates of the Physical Therapist Assistant program. Thirty-eight percent (38.1%) of the 21 graduates surveyed responded to the survey. Eight of the respondents provided permission to contact their employers.

Notable results include:

- 100.0% of recent graduate survey respondents who were employed, were employed full-time.
- 100.0% of recent graduate survey respondents had a current position related to their studies.
- 75.0% of recent graduate survey respondents thought that SPC did '*Exceptionally well*' preparing them for their current position, while the remaining 25.0% thought that SPC did '*Very well*' preparing them for their current position.
- 87.5% of recent graduate survey respondents employed in a field related to their studies believed that SPC prepared them for their chosen career.
- For hourly employees, 50.0% of recent graduate survey respondents earned \$19.50 or more per hour, while the remaining 50.0% earned between \$16.50 and \$19.49 per hour.
- For salary employees, 50.0% of recent graduate survey respondents earned between \$50,000 and \$59,000 per year, while the remaining 50.0% earned between \$40,000 and \$49,999 per year.
- 50.0% of recent graduate respondents who are continuing their education are doing so in the upper division Prosthetics program, while the remaining 50.0% are continuing their studies at a Florida university.
- 100.0% of recent graduate survey respondents would recommend the Physical Therapist Assistant program to another.

Employer Survey Information

Eight employer surveys were sent out to employers based on the permission provided by recent graduates in the 2004-2005 recent graduate survey. Fifty percent (50.0%) of the eight employers surveyed responded to the employer survey.



Notable results include:

- 66.7% of employers responding to the survey had graduate employees who earned \$19.50 or more per hour, while the remaining 33.3% earned between \$16.50 and \$19.49 per hour.
- An employer evaluation of the graduates' general education competencies is displayed in Table 4. Possesses necessary reading skill, exhibits an appropriate level of responsibility and self-management, chooses ethical courses of action, participates as a team player and works well with individuals from diverse backgrounds had the highest mean values (7.0), while possesses necessary mathematical skills (6.3), and possesses effective computer skills (6.0) had the lowest.

Table 4
Employer Competency Ratings for Recent Physical Therapist Assistant Program Graduates

Competency Area (Seven point rating scale with 7 being the highest value)	Item Ratings		
	N	Mean	SD
1. Possesses necessary reading skills.	4	7.0	2.12
2. Uses written communication skills effectively.	4	6.8	1.94
3. Uses oral communication skills effectively.	4	6.8	1.94
4. Posses effective computer skills (e.g., for computing, word processing)	3	6.0	2.12
5. Possesses necessary mathematical skills	3	6.3	2.36
6. Exhibits an appropriate level of responsibility and self-management.	4	7.0	2.12
7. Chooses ethical courses of action.	4	7.0	2.12
8. Participates as a team player.	4	7.0	2.12
9. Works well with individuals from diverse backgrounds.	4	7.0	2.12
10. Acquires, interprets and uses information effectively.	4	6.8	1.94

Source: 2004-05 Employer Survey Results



Occupation Profile

Occupation Description

The occupation description used by the Bureau of Labor Statistics is shown below:

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

US, State, and Area Wage Information

The distribution of 2005 wage information for Physical Therapist Assistant is located in Table 5. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

*Table 5
Wage Information for Physical Therapist Assistant*

Location	Pay Period	2005				
		10%	25%	Median	75%	90%
United States	Hourly	\$12.33	\$15.56	\$18.98	\$21.99	\$26.19
	Yearly	\$25,600	\$32,400	\$39,500	\$45,700	\$54,500
Florida	Hourly	\$12.69	\$16.85	\$20.16	\$23.56	\$26.46
	Yearly	\$26,400	\$35,000	\$41,900	\$49,000	\$55,000

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation



National, State, and County Trends

Employment trend information is included in Table 6 and divided by country and state. A significant average annual increase (44% - 46%) in employment for the profession over the next 5 - 7 years for the country and state is shown.

Table 6
State and National Trends

United States	Employment		Percent Change	<u>Job Openings</u> ¹
	2004	2014		
Physical Therapist Assistants	58,700	84,600	+ 44 %	3,570
Florida	Employment		Percent Change	<u>Job Openings</u> ¹
	2002	2012		
Physical Therapist Assistants	3,220	4,710	+ 46 %	200

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

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the Country and County Trends is 2004-2014.

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment Projections



Table 7 presents the Hourly wage OES Wage Survey Data for 2006 in Pinellas County for Physical Therapist Assistants for specific industries. The highest average hourly wage was \$19.98 in Educational Services.

Table 7
Hourly wage OES Wage Survey Data for 2006 in Pinellas County

Standard Occupation Code	Occupational Title	Industry Title	Entry Level	Mean (average)	Median	Experienced
312021	Physical Therapist Assistants	Total, All Industries	\$13.04	\$17.80	\$18.32	\$20.17
312021	Physical Therapist Assistants	Educational Services	\$17.38	\$19.98	\$20.28	\$21.27
312021	Physical Therapist Assistants	Health Care and Social Assistance	\$13.02	\$17.61	\$18.23	\$19.91

Source: Labor Market Statistics, Occupational Employment Projections Unit





State Graduates Outcomes

To provide reference information for the employment trend information, Physical Therapist Assistant program graduate state outcome data is provided in Table 8. Almost one-hundred (98) students completed a state Physical Therapist Assistant program in 2003-2004, of those about eighty (78) had some matching state data. Eighty-six percent (65) of those state graduates were employed at least a full quarter. SPC's Physical Therapist Assistant program exceeded the state total for graduates with at least a full quarter of employment (93%).

Table 8
Physical Therapist Assistant Program Graduates 2003-2004 Outcomes by Florida Community College

Florida Community College	Total Completers	# W/Matching State Data	# Employed for a Full Qtr	% Employed For a Full Qtr
FCCJ	1	1	1	100%
Gulf Coast	8	6	5	83%
Indian River	6	4	3	75%
Broward	23	18	14	82%
Lake City	12	8	7	100%
Miami - Dade	18	13	9	90%
Polk	2	2	1	50%
Seminole	13	11	11	100%
St. Petersburg	15	15	14	93%
Total	98	78	65	86%

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (<http://www.firn.edu/doe/fetpip/>)



Summary

The Physical Therapist Assistant Program has been accredited by the Commission on Accreditation in Education of the American Physical Therapy Association since May 1970. Accreditation has been continuous since then. The last re-accreditation site visit was in March of 1997 with accreditation being granted in October of 1997. The next accreditation site visit is scheduled for November 2007.

As a result of a lowering of Medicare reimbursement for rehabilitation services the PTA Program experienced a period of decline in enrollment during the years 2000-2003. Medicare has since revised their payment schedule increasing reimbursement for physical therapy services. Increased reimbursement coupled with a growing aging population requiring rehabilitative services has resulted in considerable growth in employment opportunities in physical therapy. As a result, the PTA Program has experienced a reverse in declining enrollment and since 2004 enrollment continues to rise. Data from the Bureau of Labor Statistics projects a 44% increase in job openings for PTAs in the US, and Florida Employment Projections indicate a 46% increase in job openings for PTAs in the state of Florida.

A decrease in summer enrollment is due to the sophomore class graduating in May and another freshman class not entering until the following August.

Graduate and employer surveys indicate a high level of satisfaction with the PTA Program. Graduate survey data indicate that 75% of recent graduates thought SPC did "Exceptionally well" in preparing them for their current position while the remaining 25% thought that SPC did "Very Well". One-hundred percent (100%) of recent graduate respondents would recommend the Physical Therapist Assistant program to others. Employer competency ratings (on a seven point rating scale with 7 being the highest) gave graduates a 7 or 6.8 in most criteria (uses oral and written communication skills effectively, exhibits an appropriate level of responsibility and self-management, chooses ethical courses of action, participates as a team player, and acquires, interprets and uses information effectively). Possessing effective computer skills earned the lowest mean value of 6.0.





SPC Graduates taking the National Licensing Exam have achieved overall pass rate scores of 88.2%, 96.0%, and 87.0% for the years 2004, 2005, and 2006 respectively. This is well above the average overall pass rate for the state which for those same years were: 67.5%, 69.4% and 71.7%. It is also above the national average for all United States' accredited schools which for the years 2004, 2005, and 2006 were: 62.7%, 67.6% and 71.7%.

An area of concern for the program continues to be the attrition rate. For the years 2005 and 2006 the goal was to maintain a 70% attrition rate; 70% of students who entered the program would graduate 2 years later. During 2005, 61% of the students initially enrolled graduated 2 years later, and during 2006, 50% of the students initially enrolled graduated 2 years later. Low graduation rates are partially due to attrition and partially due to students delaying graduation after finishing the program in order to complete required general education and support courses for the AS degree in Physical Therapist Assistant.



Recommendations/Action Plan

Program: Physical Therapist Assistant

Date Completed: March 15, 2007

	Action Item	Completion Date	Responsible Party
1	To assist in meeting the targeted 70% attrition rate, the program will change admission requirements from first students who apply with the minimum requirements of 12 general education courses, to giving admission priority to those students who have the most general education/support courses completed.	12/30/07	Rebecca Kramer, Program Director
2	To increase student's computer proficiency: purchase documentation software, integrate the software into the program and attach a competency requirement for students to learn how to use the program.	6/30/08	Program Faculty
3	To carry out a successful accreditation site visit in November 2007.	11/30/07	Program Director and Faculty

Special Resources Needed:

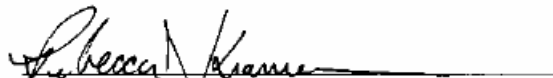
- Funding for the software documentation.

Physical Therapist Assistant
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Department of Institutional Research and Effectiveness

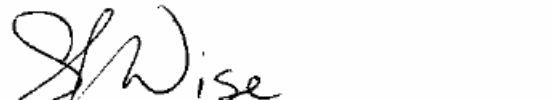


Area(s) of Concern/Improvement:

- Lower attrition rate of students who begin and complete the program in two years.
- To assist students in becoming more proficient in their computer skills.


Program Director

04/11/07
Date


Provost

04/11/07
Date



President's Cabinet Review

Summary of observations, recommendations, and decisions:



President's Signature

5-25-07
Date

Physical Therapist Assistant
2006-2007 Comprehensive Academic Program Review
Department of Institutional Research and Effectiveness

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Action Plan Follow-up and Evaluation Report

Program: Physical Therapist Assistant

Date Completed:

Prepared By:

I. Action Plan Item Status

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			

II. Non-Completed Action Plan Items and Plan for Completion

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			



III. Evaluation of the Impact of Action Plans on Program Quality

Provost

Date

Responsible VP

Date





References

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

Contact Information

Please address any questions or comments regarding this evaluation to:

Carol Weideman, Ph.D.
Director, Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3059
weideman.carol@spcollege.edu



Physical Therapist Assistant
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Department of Institutional Research and Effectiveness



Appendix A: Program Overview (2007)

PHYSICAL THERAPIST ASSISTANT (PTA-AS)

ASSOCIATE IN SCIENCE DEGREE

Rebecca Kramer, Program Director and Curriculum Coordinator, (727) 341-3611

PROGRAM BEGINS EVERY AUGUST

Before entering the first term of the Physical Therapist Assistant "program courses" students must complete a minimum of 12 credits from the general education and/or support courses listed below. General education and support courses do not have to be completed in the order listed. Candidates will also complete the Health Programs Application form. Please see a counselor or advisor.

PRE-ENTRY REQUIREMENT (4 credits)

BSC	1085	Human Anatomy & Physiology I	3
BSC	1085L	Human Anatomy & Physiology I Lab	1

GENERAL EDUCATION COURSES (47-18 credits)

ENC	1101	Composition I or Honors	3
SPC	1800	Introduction to Speech Communication OR (SPC1800H, 1016, 1060H or 1060)	3
		Humanities/Fine Arts Approved Course	3
		Mathematics One college level course with an MAC, MGF, MTG or STA prefix	3
PSY	1012	General Psychology or Honors	3
PHI	2835	Healthcare Ethics Applied or (PHI 1800, 1802, 1831 or 2849)	3
		Computer/Information Literacy Competency Requirement	

SUPPORT COURSES (10 credits)

BSC	1086	Human Anatomy & Physiology II	3
BSC	1086L	Human Anatomy & Physiology II Lab	1
DEP	2004	Developmental Psychology of the Life Span	3
HSC	1149C	General Pharmacology for Health Professionals	1
HSC	1531	Medical Terminology	2

PROGRAM COURSES

1ST TERM IN PROGRAM (11 credits)

PHT	1121	*Functional Anatomy & Kinesiology	3
PHT	1121L	*Functional Anatomy & Kinesiology Lab	2
PHT	1200	Introduction to Basic Patient Care	3
PHT	1200L	Basic Patient Care Laboratory	3

2ND TERM IN PROGRAM (11 credits)

PHT	1217	Physical Therapy Principles & Procedures	3
PHT	1217L	Physical Therapy Principles & Procedures Laboratory	3
PHT	2252	Orthopedic Disabilities & Treatment	3
PHT	2252L	Orthopedic Disabilities & Treatment Laboratory	2

3RD TERM IN PROGRAM (4.3 credits)

PHT	1801L	Physical Therapy Clinical Practice I	3
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4TH TERM IN PROGRAM (7 credits)

PHT	2182	Neurological Disabilities & Treatment	3
PHT	2220	Therapeutic Exercise in Physical Therapy	2
PHT	2220L	Therapeutic Exercise in Physical Therapy Laboratory	2

5TH TERM IN PROGRAM (10 credits)

PHT	2810L	Physical Therapy Clinical Practice II	4
PHT	2831	Trends in Physical Therapy	2
PHT	2820L	Physical Therapy Clinical Practice III	4

TOTAL PROGRAM HOURS **74**

*Open Enrollment courses

Physical Therapist Assistant
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Appendix B: Advisory Board Committee Minutes, 2006-2007

ST. PETERSBURG COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM ADVISORY COMMITTEE MEETING MINUTES, 11/09/06

- COMMITTEE MEMBERS PRESENT: Teresa Dean (Chair), David Kavanagh, Ernesto Monroy, Dr. Sandra Pepicello (HEC Provost), David Pingol, Norman Schlact, Shamsah Shidi, Maryellen Sullivan, Jim Switzer, Joy Thurston, Tricia Trinqu
- PTA STUDENTS PRESENT: Laura Cerame (Sophomore class Treasurer)
- PROGRAM FACULTY: Rebecca Kramer (Program Director)
Mary Hanlon, Barbara Heier
- MEETING TIME: 7:00 PM – 9:00 PM
- I. Introductions
- R. Kramer introduced Barbara Heier, new PTA faculty, to Committee members. The Advisory members then introduced themselves and indicated their current place of employment.
- II. Program Update
- R. Kramer reported the following:
- ◆ The current program enrollment consists of: 34 returning sophomores and 40 freshman. The program began in the fall with 44 freshmen admitted. Two exited the program within the first week of class. Two more withdrew the week of October 26.
 - ◆ There are six students registered to begin the Program in the fall of 2007.
 - ◆ The Program is slowly getting back to seeing patients in our clinic. The clinic was on hold during the spring and summer until a new faculty member could be hired. In September a 45 year old stroke patient was evaluated and his treatment has been integrated into the freshman and sophomore labs. We anticipate having more patients as the year progresses
 - ◆ The Annual Accreditation Report (AAR) has been completed and submitted to CAPTE-APTA. From this report, CAPTE will make judgments (or raise questions) as to whether the program continues to be in compliance with accreditation criteria.
- III. Program status: CAPTE Criteria for Full Time vs Part Time Programs
- R. Kramer reported to the Committee information on the new CAPTE Evaluative Criteria presented during the Self Study Workshop held in Orlando prior to the APTA's national conference. The new criteria states that "the general education and the technical education component is designed so that it can be completed in not more than five semesters of full time study." Currently, SPC's PTA Program requires six semesters for completion. Rather than try to re-design a curriculum plan that can be accomplished in 5 semesters, the Program has opted to identify itself as "part-time". This designation will be reflected in the College Catalog as well as the PTA website and application packet material.





Appendix B: Advisory Board Committee Minutes, 2006-2007 (con't)

IV. PTA Curriculum Changes and Proposed Changes

R. Kramer explained to the committee the change in ethics credit for AS degrees from two credits to three credits. To accommodate the change one credit hour was removed from PHT 1801L (Clinical Practice I) to decrease it from four credits to three. The contact hours for this course will remain the same. The justification for not changing the contact hours is that during the first clinical students will generally do more observation than actual hands-on than Clinical Practice II and III.

Other proposals to the Committee involved changing PTA Program entrance requirements. One proposal would add Anatomy and Physiology II as part of the minimum entry requirements. The other would change the program entry process from first-come first-serve to giving those students with the most general education/support courses entrance priority. The Committee was in favor of adopting both proposals.

V. Marketplace – What's New?

Committee members stated they were still fighting Congress on Medicare Part B reimbursement issues. If the reimbursement cap is not repealed in January it could have serious financial repercussions on those clinics who serve the Part B population.

VI. Announcements

No new announcements.



Appendix C: Advisory Board Committee Minutes, 2005-2006

ST. PETERSBURG COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM ADVISORY COMMITTEE MEETING MINUTES, 6/26/06

COMMITTEE MEMBERS PRESENT: Marlon Alaan, Teresa Dean (Chair), David Kavanagh, Dr. Sandra Pepicello (HEC Provost), Shamsah Shidi, Maryellen Sullivan, Jim Switzer, Joy Thurston, Tricia Trinke

PTA STUDENTS PRESENT: Sandi Lundin (Sophomore class President)
Dennis Curley (Sophomore Vice-President)

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

MEETING TIME: 7:00 PM – 8:30 PM

I. Introductions

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

II. PTA Faculty Search Update

R. Kramer reported having two good candidates for the vacant faculty position, however one declined for salary reasons the other candidate decided to take a year long travel sabbatical. A potential candidate was identified at APTA's annual conference last week and R. Kramer will follow up with that individual. Committee members were encouraged to refer anyone they thought might be interested in the position to call R. Kramer.

III. Program Update

R. Kramer reported the following:

- ◆ 19 of the 27 sophomores graduated on May 6, 2006. Of the eight who did not graduate, two had medical issues during their 3rd affiliation in April and were unable to graduate on time. One of those students is currently finishing that affiliation and is projected to graduate July 22. The other six that did not graduate finished the PTA classes but still have general education/support courses to complete (four are projected to graduate in July, and two in December).
- ◆ The current program enrollment consist of 33 freshman students who will be returning in the fall for their sophomore year.
- ◆ Damon Kuhn, admissions director, indicated last week the PTA Program was "either full or close to filling" the 46 seats for the fall, 2006 Freshman class. It is anticipated there will soon be a waiting list.

IV. Student Attrition Rates

Program faculty shared their concerns regarding student attrition. There were 46 freshman admitted in the fall of 2005. Thirteen of those students were unable to progress in the program due to poor academic performance. R. Kramer had admissions print out the grade point averages of all incoming freshman and highlighted the grade points of the students who did not pass the first semester looking for a correlation but none was found. R. Kramer had asked admissions for just the Anatomy and Physiology grade for the freshman to see if the student's science grade correlated with success in the PTA classes but as yet had not received this list. It was pointed out that the increase in observations hours (a committee recommendation) was not in effect for this group of students but all incoming 2006 freshman would have to have the 24 rather than 12 hours of observation in 2 different clinical settings.





Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

The committee had several recommendations to assist in helping potential students understand the rigors of the program and the field of Physical Therapy:

- Have potential students sit in on a PTA class.
- Create an Intro into PT course to be held in the summer that students must take prior to admission into the program.
- See if graduates would be willing to mentor new students.
- Limit observation hours to clinics and clinicians known to faculty to provide an accurate portrayal of what is required of clinicians in the field.
- Revise the clinic observation form so that clinicians can check off the type of facility in which the student has observed. This will make it easier for admissions to determine if a student has in fact observed in 2 different clinical settings.
- Create an "info"mercial on SPC TV Channel which will outline the PTA Program including the rigors of the academic work and what it takes to be successful in the classroom and clinic.

Dr. Pepicello recommended that R. Kramer speak with Tammi Grzesikowski, PD of the Dental Hygiene Program, regarding how she has decreased her student attrition rate.

V. Students Finishing the PTA classes but not AS Degree Requirements

Faculty expressed concern that six of last years sophomore class had to delay graduation while they finish general education/support courses. This delay could be a problem when taking their state boards test and the information from their physical therapy classes not as current. The Committee recommended to increase the pre-admission general education/support course requirements which are now 12. R. Kramer will contact CAPTE to see if this can be done and still keep within CAPTE criteria for accreditation.

VI. PT Labor Market Data

R. Kramer distributed 2005-06 market data from the Florida Agency for Workforce Innovation, Labor Market Statistics for Pinellas County. The data indicates a 4.21 annual % growth for Physical Therapist Assistants, with annual openings being 202. The mean salary for a PTA is 18.99 an hour.

Data was also shared from the government's Bureau of Labor Statistics, updated December 2005. It states that employment of PTAs is expected to grow much faster than the average for all occupations through the year 2014. This is due to the increasing number of individuals with disabilities and limited function, the growing elderly population and the increasing survival of trauma victims. The median annual earnings of a PTA was \$37,890 in May 2004, the middle 50% earned between \$31,060 and \$44,050.

VII. Announcements

R. Kramer distributed the Federation of State Boards pass rate scores for the 2005 graduates. For the second year in a row St. Petersburg College had a 100% pass rate for first time takers. This is well above the state average of 78.06% and the national average of 75.03%.

VIII. Surveys were given to Committee members to fill out to evaluate the effectiveness of the Advisory Committee meetings.



Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

ST. PETERSBURG COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM
ADVISORY COMMITTEE MEETING MINUTES, 11/05/05

COMMITTEE MEMBERS PRESENT: Marlon Alaan, Teresa Dean (Chair), Ernesto Monroy, David Pingol, Norman Schlact, Dr. Sandra Pepicello (HEC Provost), Maryellen Sullivan, Joy Thurston, Tricia Trinqu

PTA STUDENT PRESENT: Janiece Libbert (Sophomore)

PROGRAM FACULTY PRESENT: David Erickson (Program Director), Marja Beaufait, Mary Hanlon, Becky Kramer

MEETING TIME 7:10 PM – 9:10 PM

I. Introductions

II. Health Education Center Update

Dr. Pepicello gave an overview of the College's preparation for the upcoming 2006 SACS accreditation visit. Additionally, she hi-lighted progress in the development of the Orthotic and Prosthetic Program, including the administrative decision to build a building for the Program on HEC property. She indicated that the building would also provide some space for Barry University's Physician Assistant Program. (a partnership with SPC through the University Partnership Center).

III. PTA Program Directory Search Update

Dr. Pepicello indicated that the applicant pool was released and scheduling of interviews would probably begin next week. If possible, she would like to see the appointment of a new director prior to D. Erickson's retirement on 1/6/06. T. Trinqu has volunteered to give input regarding the candidate pool.

IV. Program Update

Program faculty shared an on-line demonstration of the Angel System to enhance classroom teaching and provide increased communication with students and between students. N. Schlact suggested that the on-line teaching videos be made available for students during their clinical affiliations so students could review these before applying procedures to patients. D. Erickson indicated that there are currently 28 sophomores and 40 freshmen enrolled in the program. Six (6) freshmen have dropped out of the program this fall and, faculty anticipates that there may be 5 or 6 more Freshmen leaving at the end of the current session.





Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

V. Employability Skills

D. Erickson distributed a page from the 2005-2006 PTA Student Handbook which detailed academic policies regarding attendance/tardiness/absences. There ensued a lengthy Committee discussion on these as well as a dress code. The Committee focused on relating academic policies to clinical policies and employment expectations. The Committee made the following recommendations:

- 1.) Have Committee members be at PTA student orientation to speak to the issue of professional behavior (attendance, dress). E. Monroy, N. Schlact, and M. Sullivan volunteered to participate in this.
- 2.) Institute a standard uniform requirement for lab classes – consider scrubs.

Further, the Committee urged faculty to consistently enforce the policies that were in place including barring students from lab participation unless they're appropriately dressed. Clinical policies of not allowing inappropriately attired employees to work seemed to be consistent among the agencies represented by Committee members.

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VI. P T Marketplace

Committee members unanimously reported that there exists a shortage of PTs and PTAs in the community. Some members reported that, even though a shortage existed, there was a selectivity in hiring with only candidates exhibiting appropriate professional attitudes and focus being chosen. Members reported that there was a willingness to delay filling a position (even if the agency was short-staffed) until the appropriate candidate was found. All members employed in SNFs or private outpatient clinics indicated that, if the Medicare Part B Payment Cap for PT services was instituted in January 2006, as proposed, it would significantly impact their agencies.

VII. Announcements

D. Erickson distributed an update on the lawsuit that the APTA is bringing against the FSBPT. He also indicated that two offices of the Florida Consortium of Clinical Educators have met with the Florida Board of P.T. to propose that C.E.Us be awarded to CIs who are mentoring students.

M. Beaufait asked the Committee for input regarding opportunities for PTA student involvement in community activities as related to the Trends in PT course she teaches. Committee members suggested the following: FPTA West Central District meetings/activities, Faces of Courage Organization, Special Olympics and Hands-on Tampa Bay

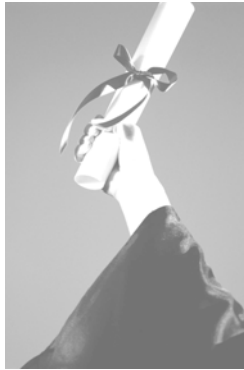


Appendix D: Advisory Board Committee Minutes, 2004-2005



Physical Therapist Assistant
2006-2007 Comprehensive Academic Program Review
Department of Institutional Research and Effectiveness

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