

Program Assessment Matrix: Required Form (April 2015)

	Required Element		
2B1	Admissions process meet the needs and expectations of the program	<p>Individual responsible for coordinating this assessment component:</p> <p>Program Director</p>	<p>Timeline:</p> <p>Annually assess overall admissions process</p>
		<p>Sources of Information &/or Tools Used to Collect Data:</p> <p>Student admissions office feedback; administrative assistant feedback on the processes; TEAS test, entrance GPA, NPTE test results;</p>	
		<p>Summary and Analysis of Data Collected:</p> <p>Currently we had 18 applicants on the first cohort and 13 applicants on the second cohort. The recruitment process will be adjusted to increase awareness of the PTA program in the immediate and remote counties. Another program change has been to the admissions process. In the spring of 2023 as we were assessing the applications for the second cohort of the PTA program, we realized that very few high school guidance counselors had heard about our new program. We conducted an assessment via calling the various local and tristate area high school guidance counselors. We also determined that when the recruiters for the college went to these various high schools, individual programs were not being highlighted due to the breadth and diversity of programs offered at the four colleges in the IECC district.</p> <p>The program change was to start taking a PTA faculty or administrative assistant to represent the individual PTA program to each of these high schools during the college fairs. This has increased the contacts that have directly come to program. Additionally, we have asked that the admission counselors and recruiters send interested students directly to our program administrative assistant for information and tour of the program rather than the admissions counselors providing information. This allows specific information regarding the course requirements, recommendations about timing of taking various courses, and specific aspects of the program to be highlighted. It also allows introduction to the PTA faculty and Program</p>	

		<p>Director for a more personalized introduction to the program. The outcome that we are tracking and will continue to do so is the number of students who reach out in interest of our program, where or how they heard about our program, whether they take the next step of applying for the program by taking the entrance TEAS test exam and interviewing with the program director.</p> <p>Another admissions process that we are working to remediate is the flow of the application and student acceptance process. There was miscommunication or delay in communication between the school admissions, scheduling an entrance exam (TEAS) for the program, and sitting for an interview with the Program Director. We now have an administrative assistant who acts as a concierge service for the student making sure the student knows the specific classes to sign up for, meeting with financial aid, setting up the TEAS testing whether remote or in-person, and getting the interview scheduled. We have also determined a need for clear communication regarding the transcripts that the college receives being made available for the Program Director to determine admittance based on the prerequisite scores and GPA required. A protocol has been developed and established for the college student advisors to direct the students directly to us to ensure accuracy and clear communication of steps to take to apply and when accepted to the program. We received feedback from the students both years regarding confusion throughout this process. These outcomes will be evaluated for the admissions of year 2024 . We will continue to assess via a survey to the incoming students, the admission advisors, and the administrative assistant following the admissions of fall 2024.</p>	
2B1	<p>Admissions criteria and prerequisites meet the needs and expectations of the program</p>	<p>Individual responsible for coordinating this assessment component: Program Director</p>	<p>Timeline: Annually</p>
		<p>Sources of Information &/or Tools Used to Collect Data:</p> <p>At this time, the TEAS test scoring and the GPA scores have been collected and will be linked to the NPTE pass rates of the students. The students are being tracked on their 7D competencies throughout the program, but have not taken the NPTE at this time.</p>	

		<p>Currently the admissions criteria and process will remain and be assessed based on students' NPTE scores. These scores will also be correlated with the entrance GPA, and A&PI and II scores.</p>	
		<p>Summary and Analysis of Data Collected:</p> <p>Currently the TEAS test scores and A&P I scores are not directly correlated with the students' score on the 7D competencies across the program. The NPTE scores have not been gathered as the students do not take the test until July or October of 2024.</p>	
<p>2B2</p>	<p>Program enrollment appropriately reflects available resources, program outcomes and workforce needs</p>	<p>Individual responsible for coordinating this assessment component:</p> <p>Program Director</p>	<p>Timeline:</p> <p>Annually</p>
		<p>Sources of Information &/or Tools Used to Collect Data:</p> <p>Our region covers multiple counties including Vanderburgh County, IN; Vigo County, IN; Jefferson County, IL; Warrick County, IN; and Knox County, IN.</p>	
		<p>Summary and Analysis of Data Collected:</p> <p>Data shows an estimated 14-26% job growth in the next 10 years. Currently there are 20 job postings per month compared to the national average for an area our size to be 10 per month. This demonstrates an increased rate of job postings in our area and a need for trained professionals in the field to meet that demand. While this drove the determined 20 students per cohort size, the capacity of room space, equipment, and desire to keep low faculty-to-student ratio also determined the cohort size.</p>	

		<p>The resources for the program needs are evaluated prior to the semester with teaching faculty making final decisions and again at the completion of the semester surveying the student. The advisory committee also evaluates equipment to provide feedback on current and outdated use of certain equipment. For example, the advisory clinician experts were polled during a meeting regarding the use of modalities to determine which ones were and were not used. Based on these responses, while also staying compliant with CAPTE standards, we identified the need to purchase certain modalities for the didactic portion of the program.</p> <p>The students have not graduated or taken boards at the time of this submission. The outcome data for the final clinical outcomes will be gathered following Clinical III completion in July 2024. The board data will be gathered in 2024-2025 upon completion of the students' boards. These results will determine if the program is meeting CAPTE program outcome expectations.</p>	
2B3	Collective core faculty meet program and curricular needs.	<p>Individual responsible for coordinating this assessment component:</p> <p>Program Director and ACCE</p>	<p>Timeline:</p> <p>Annually</p>
		<p>Sources of Information &/or Tools Used to Collect Data:</p> <p>Faculty CV, CI credentials data and student survey, each course content, NPTE content, student survey regarding courses</p> <p>Student surveys, faculty to student ratio in each class; review of the NPTE content outline;</p>	
		<p>Summary and Analysis of Data Collected:</p> <p>On the student surveys, a mean Likert score < 4 will trigger an assessment to be completed by the Program Director and Dean of Instruction immediately following the semester with a remediation plan to start immediately to correct any issues prior to the same semester of the following year. The assessment gathered from the first three semesters at the time of this self-study revealed no Likert score less than 4.</p>	

		<p>The student-to-faculty ratio is on average 1:10 in most of the PTA classes. PTA 2210 has a 1:13 ratio. This will be remediated by seeking a qualified PTA lab assistant with the qualifications of PTA clinical skills to assist with the hands-on lab portion of the class. Currently we have an adjunct instructor assisting with the PTA 2202 Musculoskeletal class, keeping the ratio 1:7.</p> <p>Student performance on the NPTE and the various sections will also be analyzed to triangulate with the student competencies and courses addressing the competencies to ensure the Core faculty are adequately addressing these curricular contents. Any student scoring less than 80% on the content area will flag assessment by the Program Director and the core faculty for content in the program. At the time of this self-study, the first cohort have not taken the NPTE.</p> <p>Clinical educators are evaluated based on reported expertise in clinical practice and clinical instructor duration, certifications, and student and ACCE surveys. Data regarding the clinical instructors' years of experience and certifications have been gathered ahead of the clinical course. However, at the time of this self-study only Clinical I has been completed. The students and ACCE were surveyed regarding the clinical instructor and the clinical site meeting the curricular needs of the program. The results on the Likert scale of the survey was > 4.5 for all of the CIs on their teaching effectiveness.</p>	
2B3	Associated faculty meet program and curricular needs.	Individual responsible for coordinating this assessment component: Program Director and Dean of Instruction	Timeline: Annually
		Sources of Information &/or Tools Used to Collect Data: Faculty member assessment; annual evaluation by Dean of Instruction; enrollment numbers	
		Summary and Analysis of Data Collected:	

		<p>Based on Andrew Kleinschmidt's CV and expertise level Andrew assists with PTA 1206 Functional Anatomy and Biomechanics and PTA 2202 Musculoskeletal. The Dean of Instruction evaluated Andrew regarding teaching skills and rated him at the level: excellent in all criteria. Based on the CV and faculty member feedback Andrew is meeting program and curricular needs in these courses.</p>	
<p>2B3</p>	<p>Clinical education faculty meet program and curricular needs.</p>	<p>Individual responsible for coordinating this assessment component: ACCE</p>	<p>Timeline: Following each clinical</p>
		<p>Sources of Information &/or Tools Used to Collect Data:</p> <p>Student and ACCE survey of the CIs' teaching effectiveness, data regarding each of the CI credentials; student outcomes on the PTAMACs</p>	
		<p>Summary and Analysis of Data Collected:</p> <p>As stated above, clinical educators are evaluated based on reported expertise in clinical practice and clinical instructor duration, certifications, and student and ACCE surveys. Data regarding the clinical instructors' years of experience and certifications have been gathered ahead of the clinical course. However, at the time of this self-study only Clinical I has been completed. The students and ACCE were surveyed regarding the clinical instructor and the clinical site meeting the curricular needs of the program. The results on the Likert scale of the survey was > 4.5 for all of the CIs on their teaching effectiveness.</p> <p>Clinical I is complete at the time of self-study submission. 1/13 students did not pass the clinical even with effort of remediation. Remediation and account was documented thoroughly by the CI and the ACCE.</p>	

2B4	Program resources: financial resources	Individual responsible for coordinating this assessment component: Program Director and Dean	Timeline: Annually
		Sources of Information &/or Tools Used to Collect Data: Faculty feedback, student survey,	
		Summary and Analysis of Data Collected: This program's budget has adequately met the needs for equipment resources both expendable and non-expendable resources as well as the contracts for recording equipment, clinical management software, and the examination software. A Path grant was also awarded the program for the last 2 years which has allowed simulation equipment and larger equipment pieces to be purchased for the laboratory.	
2B4	Program resources: staff (administrative/secretarial & technical support)	Individual responsible for coordinating this assessment component: Program Director and Dean	Timeline: Annually
		Sources of Information &/or Tools Used to Collect Data: Faculty feedback, student survey feedback, annual assessment of the administrative assistant	
		Summary and Analysis of Data Collected:	

		<p>An administrative assistant was added to the program in Dec 2022. She has provided an excellent resource of skills assisting with tracking and inputting student information into the clinical software, guiding the students for technology assist with their clinical documents, recruitment assist at the high school college fairs when the faculty are unable to go, tracking and managing the equipment purchases under the approval process of the program director. The administrative assistant has greatly benefited and assisted with the program's overall running and day to day assist. The Dean completes an annual review on the Administrative Assistant. She met outstanding marks on this.</p> <p>The IT staff respond to help tickets submit quickly and promptly. There is an online call center for the technology equipment for simulation recording with limited to no waiting on call with them. The EXAMSOFTECH technology team had a direct onboarding specialist and now a liaison for the program or their technology team can be reached through their website. They have provided quick efficient service to the questions for onboarding the faculty and staff with various technology issues.</p>	
2B4	Program resources: space	<p>Individual responsible for coordinating this assessment component: Program Director</p>	<p>Timeline: Annually</p>
		<p>Sources of Information &/or Tools Used to Collect Data:</p> <p>Student survey and faculty feedback</p>	
		<p>Summary and Analysis of Data Collected:</p> <p>The students' response on their survey have been > 4.6 regarding the program space. Faculty have no issues with the utilization of the laboratory and classrooms.</p>	

2B4	Program resources: equipment, technology & materials	Individual responsible for coordinating this assessment component: Program Director	Timeline: Annually
		Sources of Information &/or Tools Used to Collect Data: Faculty feedback, student surveys, and advisory committee feedback.	
		Summary and Analysis of Data Collected: Faculty have provided a list of equipment request. The Path Grant fund allowed us to purchase a simulation hospital headboard, BP cuff machines, several skin, hip muscles, pelvic floor models, and 2 baby and infant manikins. The program utilizes the EXAMSOFT technology and has slowly been onboarding it in 60% of the courses and expect to have the rest onboarded in the next year. The EXXAT software has been utilized and provides excellent tracking for student compliance and records of clinical sites and availability as well as the assessment of students and CIs. The simcapture technology has been utilized in every lab course in the program. The advisory committee supplied feedback regarding the use of modalities across their settings reporting < 25% of use. However, will continue to adhere to the CAPTE regulations and NPTE testing.	
2B4	Program resources: library and learning resources	Individual responsible for coordinating this assessment component: Program Director,	Timeline: Annually
		Sources of Information &/or Tools Used to Collect Data:	

		<p>Summary and Analysis of Data Collected:</p> <p>Another change that was revealed after the first semester survey was that the students were not utilizing the library resources or the online writing lab. The faculty teaching PTA 1210 has now developed an assignment in which students would have to get their papers checked and assistance provided to them through the online writing lab run by student services. In addition to the online writing lab services, the students were introduced again and have utilized the online library resources throughout some of the assignments to locate evidence-based research articles in PTA 1206, PTA 1210 and PTA 2202.</p>	
2B4	<p>Program resources: student services (academic, counseling, health, disability, and financial aid services)</p>	<p>Individual responsible for coordinating this assessment component: Program Director</p>	<p>Timeline: Annually</p>
		<p>Sources of Information &/or Tools Used to Collect Data:</p> <p>Student survey, Staff report from College and Career Specialist</p>	
		<p>Summary and Analysis of Data Collected:</p> <p>Some information on the frequency of access regarding counseling is private information protected by HIPPA. However, the College and Career Specialist does update when reaching out to students to assist with academic counseling and support. She has provided assist with > 20% of the students due to their name being sent to her as part of grade remediation plan or personally seeking her out for help. Making the students aware of her services have increased utilization in the 2nd year.</p>	

2B5	Program policies and procedures, as well as relevant institutional policies and procedures meet program needs	Individual responsible for coordinating this assessment component: Program Director	Timeline: Annually
		Sources of Information &/or Tools Used to Collect Data: Faculty member and Program Director reviewed current policies; reviewed adherence to CAPTE standards	
		Summary and Analysis of Data Collected: The other core faculty and Program Director meet annually to ensure continued meeting of the policies and procedures and that these continue to meet student and program needs. Faculty attend regular college council meetings to stay current with the institutional changes and policies being implemented. These were reviewed this year with no change needed.	
2B5	Analysis of the extent to which program practices adhere to policies and procedures	Individual responsible for coordinating this assessment component: Dean of Instruction and Program Director	Timeline: Annually
		Sources of Information &/or Tools Used to Collect Data: Faculty feedback, Program Director and the Information Specialist	

		<p>Summary and Analysis of Data Collected:</p> <p>The Program Director and Dean of Instruction reviewed the policies and procedures for the PTA program to continue align with the IECC policies and procedures. The Information Specialist reviewed the PTA Program Handbook and ensured alignment with the IECC policies.</p>
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