

Instructional Program Review - Self Study Report
Physical Therapist Assistant Department
2021

Overview of the Program

The Physical Therapist Assistant (PTA) Program is a course of study that trains students to become skilled and compassionate healthcare workers. Upon completion of the PTA Program, students are eligible to sit for a national licensing exam in order to become licensed in the state of their choice as Physical Therapists Assistants. Our program offers a high-quality education at a fraction of the cost when compared to other private and for-profit schools in the Southern California area. The approximate cost to complete the Cerritos College PTA Program is \$4200; whereas the price tag for a similar education via a private school is upwards of \$45,000. We are very proud to be able to provide quality career training at an affordable price because it serves the surrounding Cerritos College communities by making a rewarding and well-paying career accessible from a financial standpoint. Launching in 1979, the Cerritos PTA Program is the 2nd oldest program in all of California and has maintained continual accreditation by the Commission on Accreditation for Physical Therapy Education (CAPTE) since that time. In depth self-study reports and visitations by CAPTE occur every 10 years if a program meets the criteria to receive full accreditation upon visitation and evaluation. The PTA Department underwent their last on-site visit in Fall of 2016 and received full accreditation in Spring of 2017. The next CAPTE accreditation visit is scheduled for Spring 2027. In addition, CAPTE requires the submission of an Annual Accreditation Report (AAR) each December by the Program Director via their portal. Its longevity and commitment to quality education makes it well-respected within the wider Physical Therapy and healthcare community. Clinical mentors and employers report that PTA students and alumni from Cerritos College are well-prepared, mature, and skilled. It has often been noted that Cerritos PTA students and alumni are of the highest caliber, when compared to graduates from other programs.

The PTA department also collaborates with other departments on campus in a mutually beneficial way. Partnerships have included those with Adaptive PE, Medical Assisting, Pharmacy Technology, and Nursing where students and faculty have been able to teach and learn from one another, thus benefitting the larger campus community. In addition, Library Resource

Developing and maintaining relationships and collaborations for training and learning with partners in the community has been a key hallmark of the PTA Department's success. We currently hold over 75 clinical education contracts with hospitals and clinics in Southern California. These partnerships provide mentorship and clinical experiences that allow students to apply the skills and knowledge they have learned on campus to real-life patient care. Students have the opportunity to visit Rancho Los Amigos National Rehabilitation Hospital, one of the country's leading rehab hospitals, several times during their training to learn from dedicated and expert clinicians. Students are able to get in-depth training on specialized transfer skills, wheelchair training, and unique populations such as those with spinal cord injuries.

The department faculty continually look for innovative ways to prepare students for the healthcare field. Last year, the PTA Department piloted three new initiatives: 1) Skills lab simulations in conjunction with nursing faculty and students 2) a collaboration with Chapman University to have Doctor of Physical Therapy students interact and work with our Physical Therapist Assistant students in order to mimic the teamwork that happens once they begin working in healthcare, and 3) partnering with the athletic trainers to take students to Falcon football games to assess injuries on the field. These new initiatives were well-received and provided excellent opportunities for learning and growth.

The PTA Program offers one degree: Associate of Science, Physical Therapist Assistant:

The program is four semesters in length and consists of 43.5 units within the major itself. We require 15 additional pre-requisite units before applying to the PTA Program. These pre-requisites include English, Intermediate Algebra, Anatomy and Physiology. The department is a by-admission only program with a competitive admissions process. 32 students are admitted to the program each year. The applicant pool has consisted of somewhere between 180-300 applications per cycle over the past 6 years. The high number of applications is likely due to the excellent job market in health occupations and in physical therapy specifically; and the fact that Cerritos College is the only public community college program between Fresno and San Diego Counties. Once admitted to the PTA Program, students' progress through the program in a lock-step cohort design.

The charts below delineate the courses and number of units required to complete the A.S. degree program.

ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS

The following pre-requisite courses and general education requirements must be completed to qualify for the A.S. Degree:

Course Number	Course Name	Units
A&P 150	Human Anatomy	4
A&P 151	Human Physiology	4
ENGL 100	Freshman Composition	4
MATH 80	Intermediate Algebra	3
MA 161	Medical Terminology	3
PSYC 101	General Introductory Psychology	3
COMM 100	Fundamentals of Oral Communication	3
	US History or American Government	3
	Humanities or Fine Arts	3

The following are required courses to be taken within the PTA Program to complete the A.S. Degree:

FIRST YEAR

Fall Semester

Course Number	Course Name	Units
PTA 110	Introduction to Physical Therapy	4
PTA 120	Kinesiology	4

Spring Semester

Course Number	Course Name	Units
PTA 125	Pathology	3
PTA 126	Clinical Practicum I	4
PTA 128	Physical Therapy Aspects of Growth and Development	3
PTA 130	Soft Tissue Interventions	1
PTA 235	Neurology	3

SECOND YEAR

Fall Semester

Course Number	Course Name	Units
PTA 230	Therapeutic Exercise	4
PTA 233	Prosthetics and Orthotics for Applied Health Professionals	2
PTA 236	Clinical Practicum II	4
PTA 129	Physical Therapy Aspects of Aging & Integumentary Management	1.5

Spring Semester

Course Number	Course Name	Units
PTA 240	Activities of Daily Living	2
PTA 245	Advanced Modalities	3
PTA 246	Clinical Affiliation	4
PTA 250	Licensing Exam Review	1

PTA Department Mission Statement:

“It is the mission of the Cerritos College physical therapist assistant program to foster the personal and educational development of its diverse students by making student success its primary focus. By providing a high caliber, technological, comprehensive, relevant clinical and didactic curriculum, the program prepares graduates to serve a patient-centered, diverse health care team. The program seeks to engender excellence in graduates’ skills, knowledge, values, and adherence to legal and ethical practice as physical therapist assistants. The program prepares graduates who are able to maximize the quality of patient care as clinicians, educators, and team members who are able to adapt to a rapidly changing health care system. Ultimately, by working as a team with college faculty, staff, administrators, clinical sites, and advisory boards, the program aims to provide a foundation on which students can build a dedication to lifelong learning, and thereby assist students and graduates in achieving their highest potential personally, professionally, and in service to their profession and their communities.”

The mission statement of the PTA Department aligns with Cerritos College’s mission statement in that it emphasizes the value of a diverse student population and equitable development of skills and knowledge. Both the College and PTA statements stress the imperative to assist students to achieve their highest potential in their chosen area of study. Additionally, the PTA Program mission statement acknowledges the importance of educating professionals who can adapt to a rapidly changing health care system, requiring a high caliber, technological, and relevant curriculum. The PTA Department faculty value the importance of the training program to engender excellence as well as adherence to legal and ethical practice, congruent with professional expectations. The PTA Program’s class offerings and clinical experiences are developed to meet the objectives above. Our program also utilizes other means to help meet the stated goals, including the provision of Open Lab times with faculty mentoring, participating in the embedded tutor program, Big brother-Big Sister Program to connect first and second year students for peer support, use of skills labs for practice and simulations, connecting students to Student Accessibility Services (SAS) as needed, and referring students for support via other special Student Health & Wellness services on campus as needed.

Library Resources

As part of the program review process, the PTA Department Chair met with Stephanie Rosenblatt to review library resources available for PTA students and faculty. It was confirmed that the Falcon Library currently has many valuable resources for the department. Current on-line resources include the following, all of which can be found via the Library Research Guide and PT Resources link:

Rehabilitation Reference Center
Salem Health Holdings
Anatomy TV
Medline Plus

In addition, the library has all current PTA textbooks on reserve and available for students to borrow. The library has added a locker system which allows student to check out physical books as needed in response to the current COVID-19 health crisis. This locker system, along with on-line resources, provides students and faculty access to quality evidence-based practice research, study materials, and other health-related information. Additional professional journals that were requested include:

JOSPT (Journal of Orthopedic and Sports Physical Therapy)
Journal of Neurologic Physical Therapy
Journal of Geriatric Physical Therapy
Journal of Pediatric Physical Therapy

These journals are all available through the APTA (American Physical Therapy Association). The library team is currently looking into the possibility of adding these discipline-specific journals to the library holdings for student and faculty use.

Analysis of Program Data

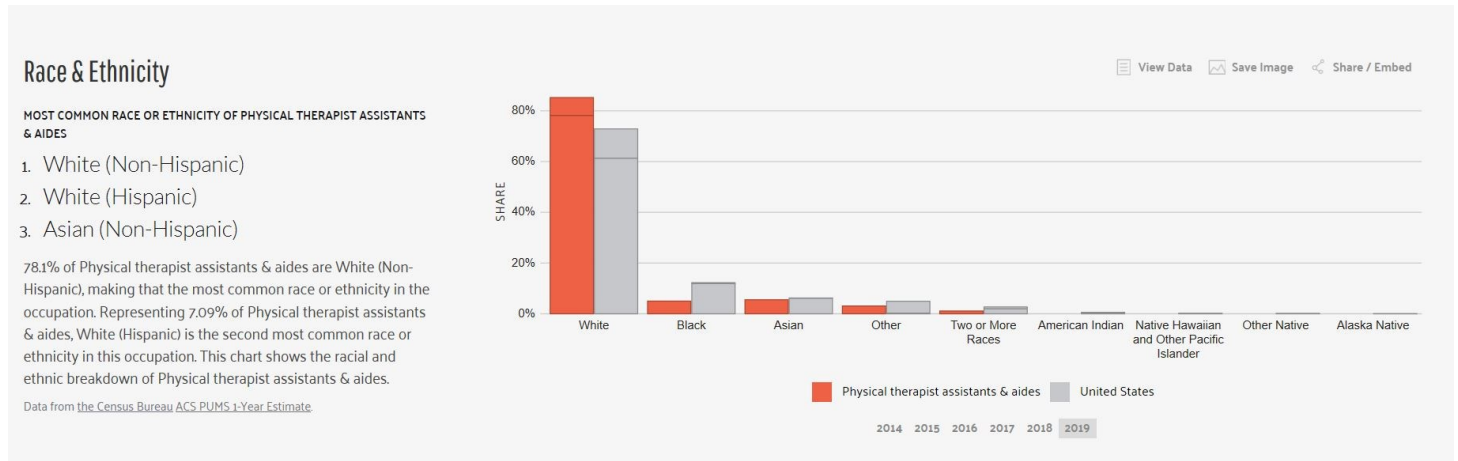
Demographics:

Race/Ethnicity

When evaluating distribution of race/ethnicity, it can be clearly seen that the PTA Department has a diverse student population. In some ways, the PTA students are more diverse than the general Cerritos College population as we have a more even distribution of racial and ethnic backgrounds. The PTA Department does reflect the overall college in that our highest percentage of students in 2018-2020 were of Hispanic/Latino origin. Our department has a higher percentage of Asian students than the College at large; but is similar in enrollment of white, black and two of more race students. When compared to PTA and PT Aide demographics across the country, the Cerritos College PTA Program enrolls a much higher level of minority students. Cerritos PTA Program enrollment positively reflects the diversity that exists in the Southern California region.

Physical Therapy Profession (PTAs & PT Aides) - Nationwide

<https://datausa.io/profile/soc/physical-therapist-assistants-aides#demographics>



California, LA County & Orange County General Population

<https://www.census.gov/quickfacts/fact/table/orangecountycalifornia,losangelescountycalifornia,CA#>

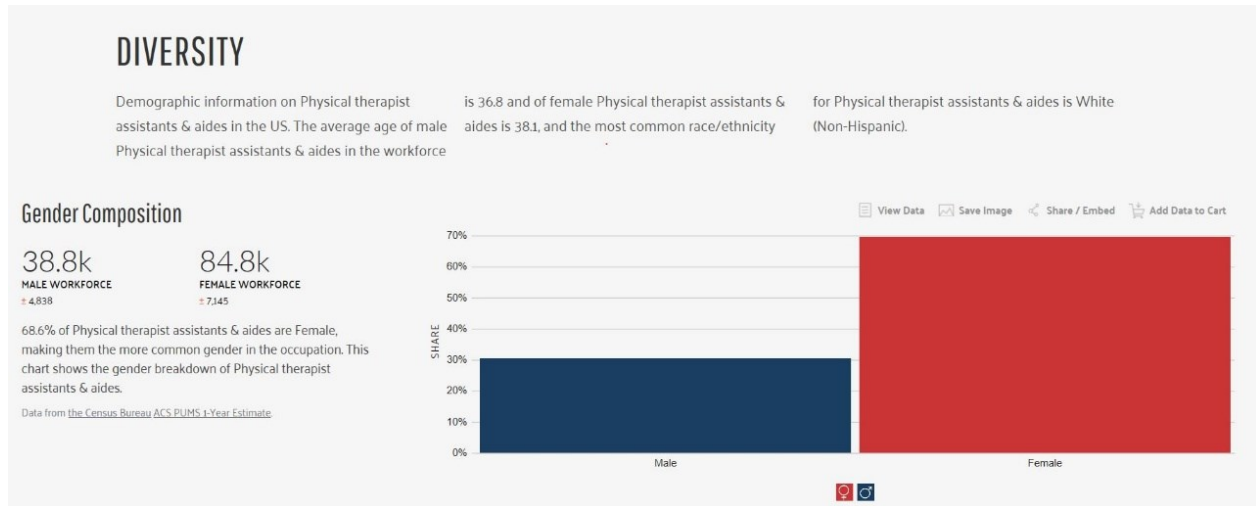
Race and Hispanic Origin	Orange County, California	Los Angeles County, California	California
Population estimates, July 1, 2019, (V2019)	3,175,692	10,039,107	39,512,223
PEOPLE			
Race and Hispanic Origin			
Black or African American alone, percent (a)	2.1%	9.0%	6.5%
American Indian and Alaska Native alone, percent (a)	1.0%	1.4%	1.6%
Asian alone, percent (a)	21.7%	15.4%	15.5%
Native Hawaiian and Other Pacific Islander alone, percent (a)	0.4%	0.4%	0.5%
Two or More Races, percent	3.6%	3.1%	4.0%
Hispanic or Latino, percent (b)	34.0%	48.6%	39.4%
White alone, not Hispanic or Latino, percent	39.8%	26.1%	36.5%

Gender

The PTA Department has maintained a relatively equal number of students from each gender over the past 6 years. This is still unique for the profession, as Physical Therapy continues to lean heavily female. More men are beginning to join the profession and our PTA Department reflects this. Per CTE data, men are disproportionately impacted in therapy. The Cerritos College PTA Program has been able to attract this underserved group in our profession and has enrolled slightly more men than women (2018-2019 = 59% male vs 41% female; 2019-2020 = 55% male vs 45% female) over the past 2 years. Unspecified gender in the past 3 years has ranged between 1% - 3%. The gender distribution is dissimilar to the College in that Cerritos as a whole has consistently enrolled more females than males at a rate of approximately 55% female to 45% male. Overall, there is still a relatively equal enrollment of both genders.

Physical Therapy Profession (PTAs & PT Aides) - Nationwide

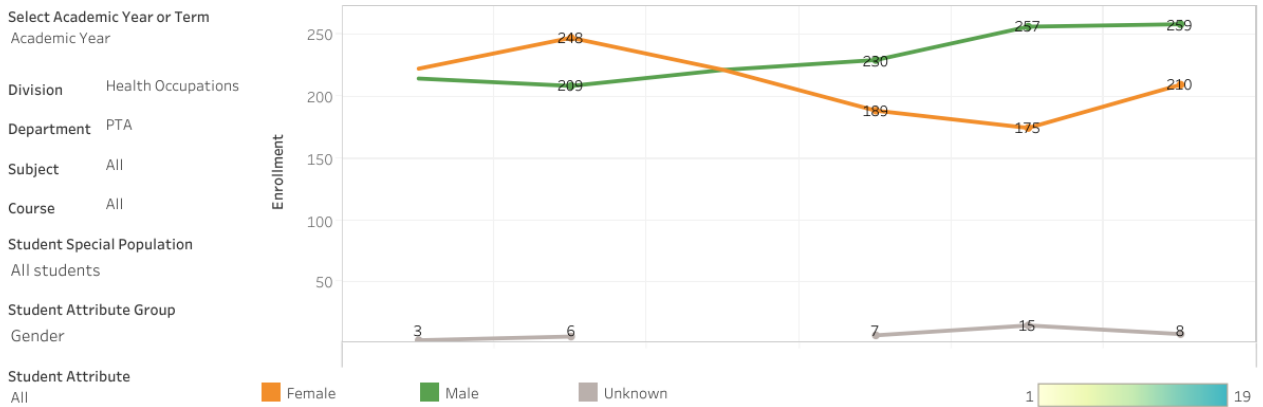
<https://datausa.io/profile/soc/physical-therapist-assistants-aides#demographics>



PTA Department

Information & .. Unduplicated.. Enrollment Co.. FTES Section Coun.. Success Rates Retention Ra.. Class Time Class Schedule

Enrollment Counts

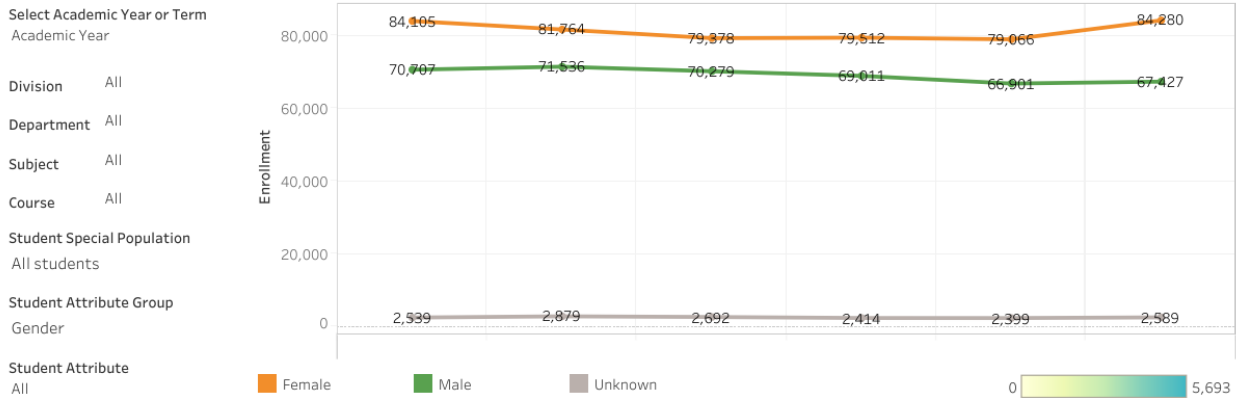


Division	Department	Subject	Course	Student Attribute	2014-2015 Academic Year	2015-2016 Academic Year	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year
Health Occupations	PTA	PTA	PTA 110	Female	17	17	16	11	13	14
				Male	14	15	16	19	18	18
				Unknown				1	1	
			PTA 120	Female	17	18	17	11	15	14
				Male	14	15	16	19	18	18
				Unknown				1	1	
			PTA 125	Female	16	16	15	10	14	12
				Male	13	14	15	17	17	17
				Unknown	1					
			PTA 126	Female	15	16	16	9	15	12
				Male	13	14	15	17	17	17
				Unknown				1	1	
			PTA 128	Female	16	16	15	10	14	12
				Male	13	15	15	18	17	17
				Unknown				1	1	

Cerritos College

Information & .. Unduplicated.. **Enrollment Co..** FTES Section Coun.. Success Rates Retention Ra.. Class Time Class Schedule

Enrollment Counts



Division	Department	Subject	Course	Student Attribute	2014-2015 Academic Year	2015-2016 Academic Year	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	
Adult Education (Non-Credit)	CITE	AED	AED 11.08	Female	3,248	2,958	3,511	4,073	5,479	5,693	
				Male	495	473	571	675	1,000	1,028	
				Unknown	73	62	74	101	140	122	
			AED 14.08	Female	53	54	67	40			
				Male	3	2	3	2			
			AED 22.06	Female							116
				Male							54
				Unknown							6
			AED 22.09	Female	146	137	163	112	203	227	
				Male	175	162	159	136	255	291	
				Unknown	3			1		4	
			AED 36.01	Female	327	246	537	562	359	42	
				Male	104	78	144	182	148	36	
				Unknown	8	8	4	8	5	3	
			AED 36.06	Female							137

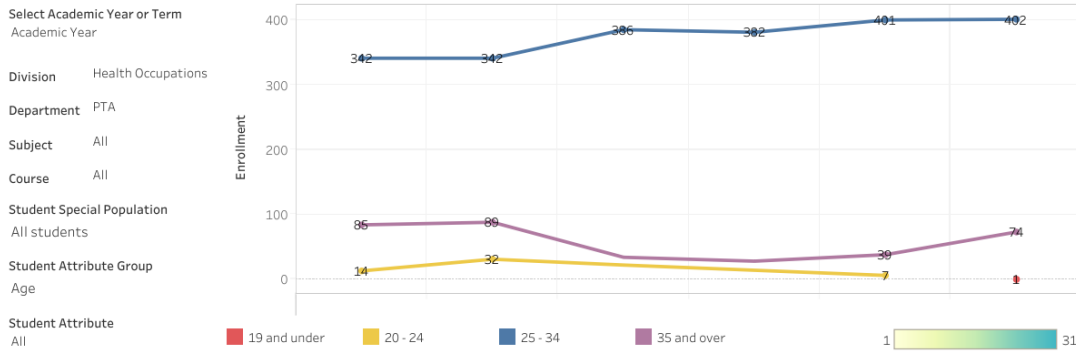
Age

The PTA Department tends to enroll older students when compared to the College as a whole. This trend has been consistent over the last 6 years. By far, the largest number of students in the PTA Program are in the category of 25-35 years old, with the second highest enrollment coming from the 35+ age category. The PTA Program has not enrolled any students under the age of 19 over the past 6 years; whereas this age category is the second highest at College. Two main factors contribute to this trend. First, there are several pre-requisites courses and many general education courses that must be completed before a student is eligible to apply to the PTA Program. This is not the case for Cerritos College as students can enroll directly out of high school. The second reason is that the PTA application process is competitive. Mature students tend to apply with better grades, more work experience, and a longer list of completed college-level science courses which strengthens their applications. Many students within the PTA Program are coming back for training after being in the work-force because they are seeking a career that will be more fulfilling, or that can provide a better salary to support themselves and/or their family.

PTA Department

Information & .. Unduplicated.. **Enrollment Co..** FTES Section Coun.. Success Rates Retention Ra.. Class Time Class Schedule

Enrollment Counts

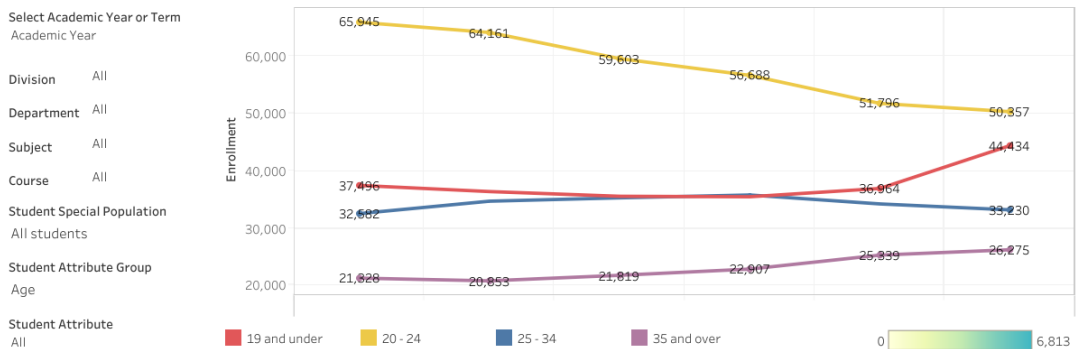


Division	Department	Subject	Course	Student Attribute	2014-2015 Academic Year	2015-2016 Academic Year	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year
Health Occupations	PTA	PTA	PTA 110	20 - 24	2	3	3	1	1	
				25 - 34	23	24	27	27	29	26
				35 and over	6	5	2	3	2	6
			PTA 120	20 - 24	2	3	3	1	1	
				25 - 34	23	25	27	27	31	26
				35 and over	6	5	3	3	2	6
			PTA 125	20 - 24	2	2	3	1	1	
				25 - 34	23	24	26	24	29	23
				35 and over	5	4	1	3	2	6
			PTA 126	20 - 24	2	2	3	1	1	
				25 - 34	21	25	26	23	30	23
				35 and over	5	3	2	3	2	6
PTA 128	20 - 24	2	2	3	1	1				
	25 - 34	22	24	26	25	29	23			
	35 and over	5	5	1	3	2	6			

Cerritos College

Information & .. Unduplicated.. **Enrollment Co..** FTES Section Coun.. Success Rates Retention Ra.. Class Time Class Schedule

Enrollment Counts



Division	Department	Subject	Course	Student Attribute	2014-2015 Academic Year	2015-2016 Academic Year	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	
Adult Education (Non-Credit)	CITE	AED	AED 11.08	19 and under	4	17	13	14	13	7	
				20 - 24	4		2	4	3		
				25 - 34	17	10	4	7	22	23	
				35 and over	3,791	3,466	4,137	4,824	6,581	6,813	
			AED 14.08	20 - 24	1						
				35 and over	55	56	70	42			
			AED 22.06	19 and under							6
				20 - 24							27
				25 - 34							12
				35 and over							131
			AED 22.09	20 - 24	3	4	10	7	4	11	
				25 - 34	14	14	10	37	70	105	
35 and over	307	281		302	205	384	406				
AED 36.01	19 and under			3	3	9	16	4			
	20 - 24	3	2	17	19	37	11				

Headcount and Enrollment Trends:

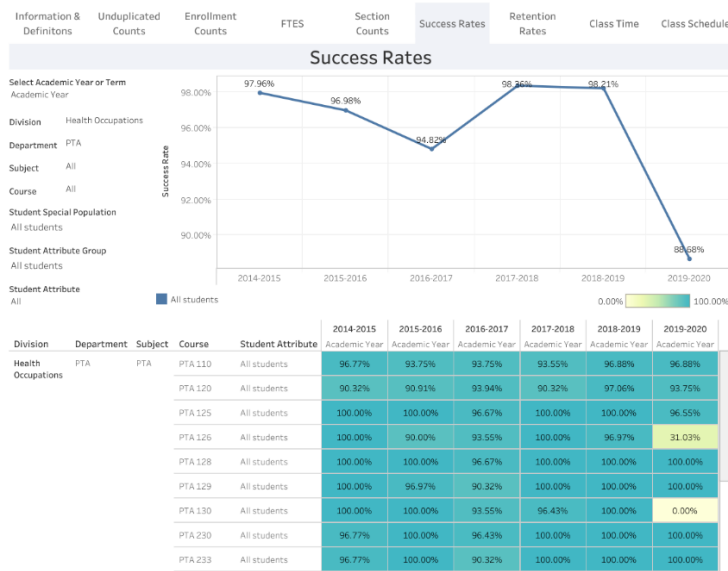
The PTA Program has maintained steady enrollment over the past six years. Since our program is by application only and is a competitive entry, we fill our maximum slots every year. Per our outside accreditation standards set by CAPTE, the program is not allowed to increase or decrease enrollment by more than 10% without submitting a substantive change report to the accreditation board, which amounts to a mini re-accreditation process. This means that the PTA Program has remained at the same enrollment of 32 students for many years with the only fluctuations coming if a student drops for personal reasons or is dismissed from the program for poor academic standing. Accreditation requires that the department maintain a maximum of 16:1 student to instructor ratio for labs which also precludes increasing enrollment due to lack of space and FTEs to meet the demands of supervision set by CAPTE. There is a high demand for affordable and quality training for Physical Therapist Assistants and it is foreseeable to expand the Program to offer a larger enrollment. This would require a substantive change, recruitment of more clinical partners, and additional faculty and support staff to teach and oversee internships.

Success Rates & Retention Rates:

Overall Success Rates

The PTA Department has very high success rates overall when compared to the College as a whole. This success is reflected even as the PTA Department has a more stringent passing criteria of 75% for all courses within the program to meet CAPTE standards. PTA success rates have been generally above 94% for the PTA Program across all student populations over the past 6 years. Comparatively, Cerritos College generally has success rates in the 68-69% range. The only exception is a dip to 89% for 2019-2020. This dip reflects special circumstances due to the COVID-19 pandemic because students in the PTA 130 skills lab and the PTA 126 Clinical Internship received an Incomplete grade which is not considered successful per the data parameters. Although the data available does not reflect this yet, all students have since completed and passed their in-person practical exams or completed their clinical internships to receive passing grades for PTA 130 and PTA 126 which will eventually bring our success rates up above 95% for the academic year of 2019-2020.

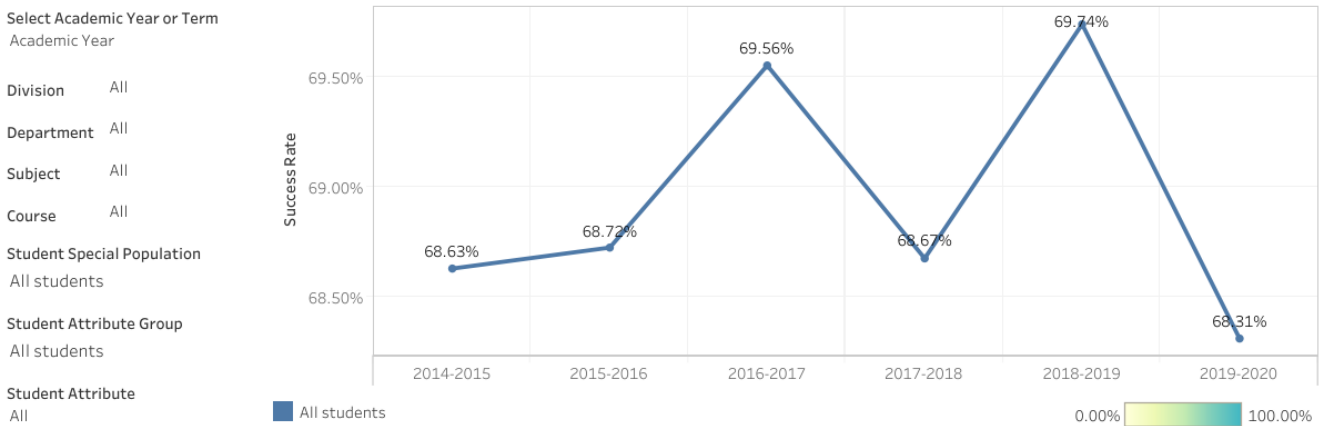
PTA Department



Cerritos College

- Information & Definitions
- Unduplicated Counts
- Enrollment Counts
- FTES
- Section Counts
- Success Rates**
- Retention Rates
- Class Time
- Class Schedule

Success Rates

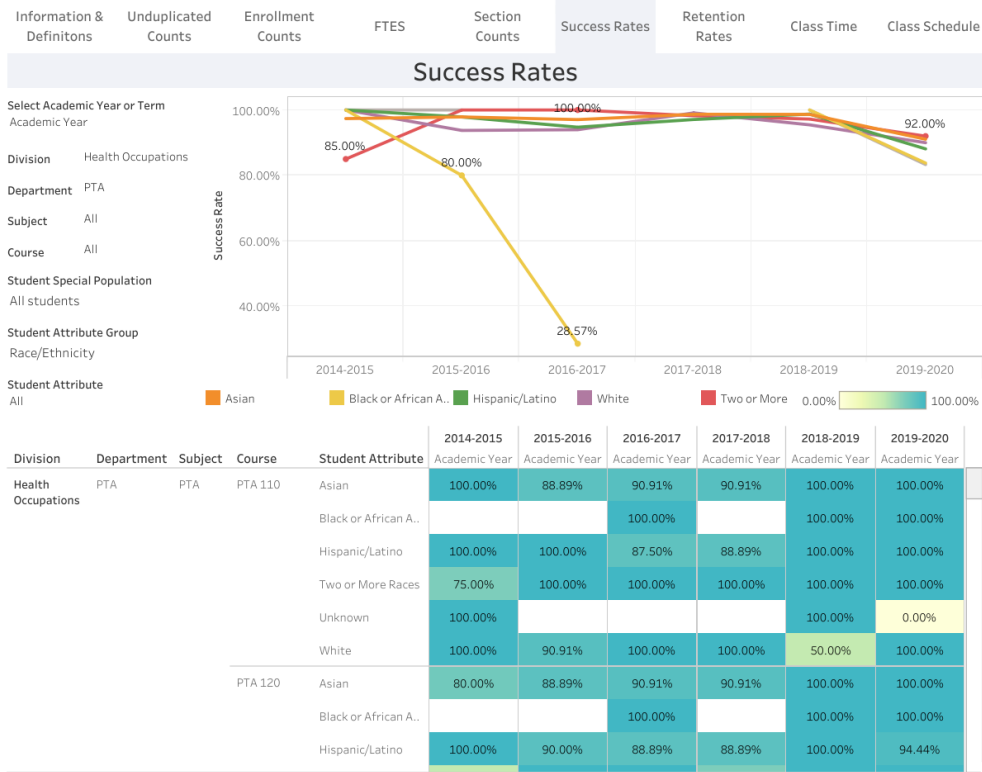


Division	Department	Subject	Course	Student Attribute	2014-2015 Academic Year	2015-2016 Academic Year	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year
Apprenticeship	APP	FSAP	FSAP 72.01	All students				74.24%	75.24%	96.83%
			FSAP 72.02	All students				80.88%	98.21%	96.77%
			FSAP 72.03	All students				83.08%	92.59%	98.39%
			FSAP 72.04	All students				77.05%	100.00%	96.83%
			FSAP 72.05	All students				68.42%	100.00%	
			FSAP 72.06	All students				91.55%	100.00%	93.33%
			FSAP 72.07	All students				71.62%		
			FSAP 72.08	All students				68.66%	90.48%	
			FSAP 72.09	All students						100.00%

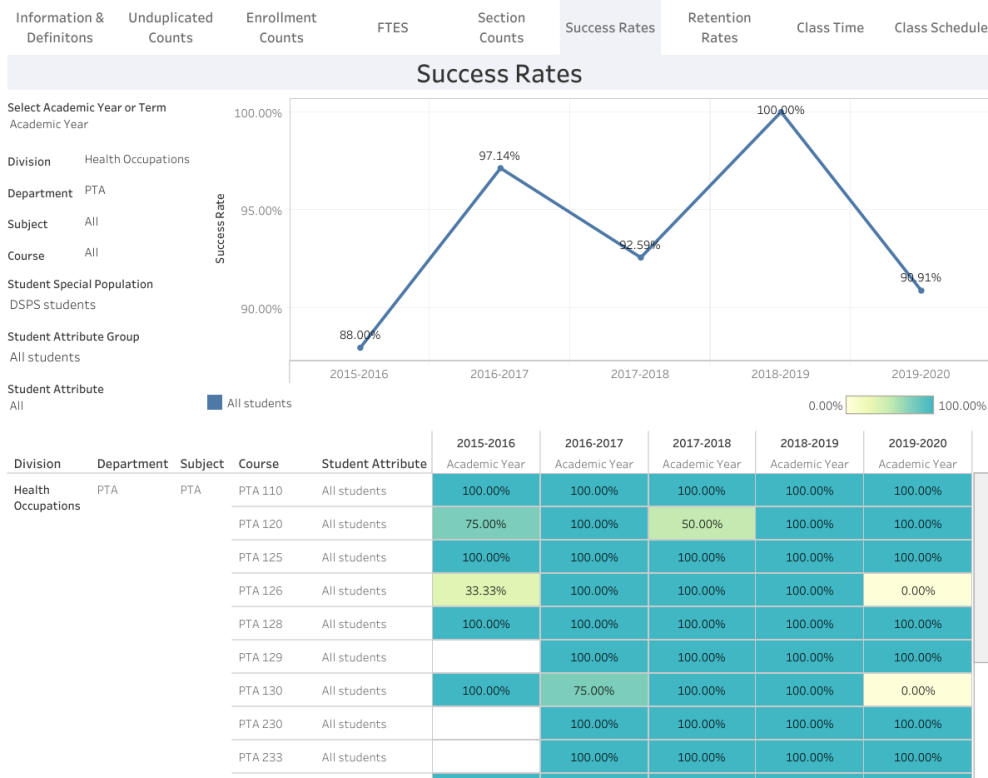
Disaggregated Success Rates

When success data is disaggregated for different populations including race/ethnicity, gender, veterans, disabled students, and first-generation students there were no disproportionate impact groups identified by our Institutional Effectiveness, Research and Planning (IERP) Department. All groups identified in disaggregated data demonstrate high success rates, generally above 90% in the past 5 years with the exception of black students in 2015-2016 (80%) and 2016-2017 (29%). The black student outliers are not statistically significant since a very small number of students were identified and a strong correlation for Disproportionately Impacted (DI) cannot be drawn if there are less than 10 data points. Additionally, the department had one black student who withdrew from all classes in 2016 because he was accepted into a Doctorate-level Physical Therapy program. This likely impacted the lower success rates for our black ethnicity category. All individual courses across the PTA Program show a trend of consistently high success rates. The mode of instruction is not a factor as all courses in the PTA Program have historically been provided in a traditional format. Data for Fall 2020 when classes were offered on-line for the first time is not yet available. The PTA Department has done an excellent job of mitigating performance gaps and helping all populations to be successful. The PTA Department will continue to provide support via open labs, embedded tutors, peer mentorship, and referral to support service on campus in order to continue to retain all groups of students and maintain student equity.

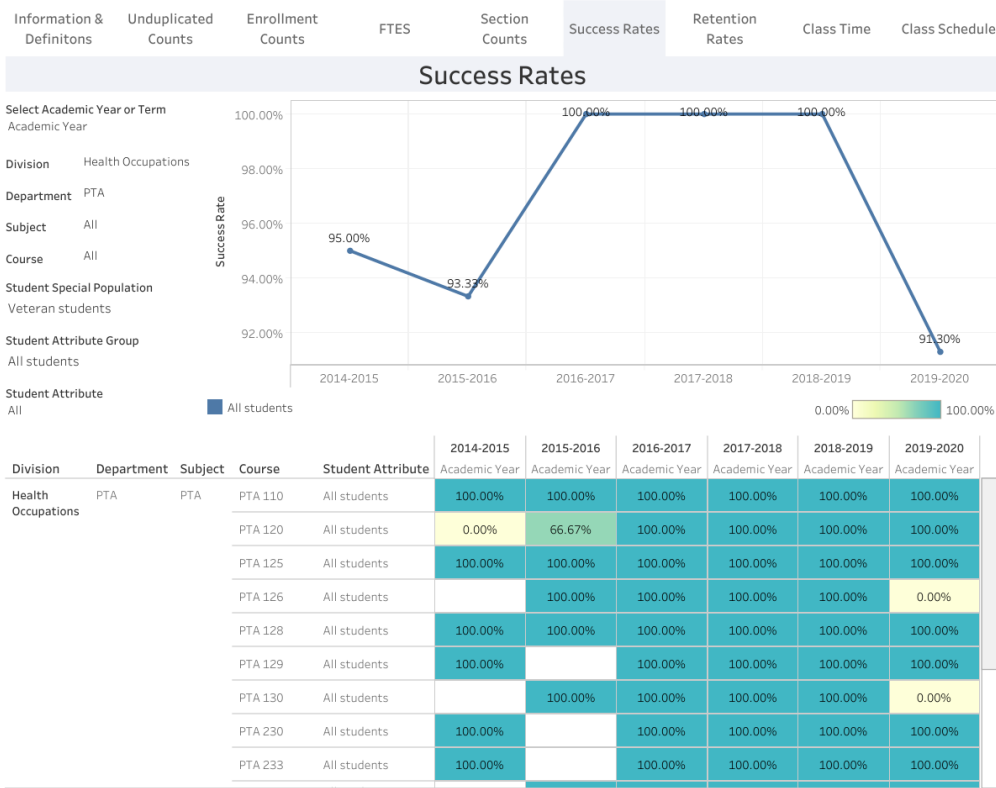
Race Ethnicity



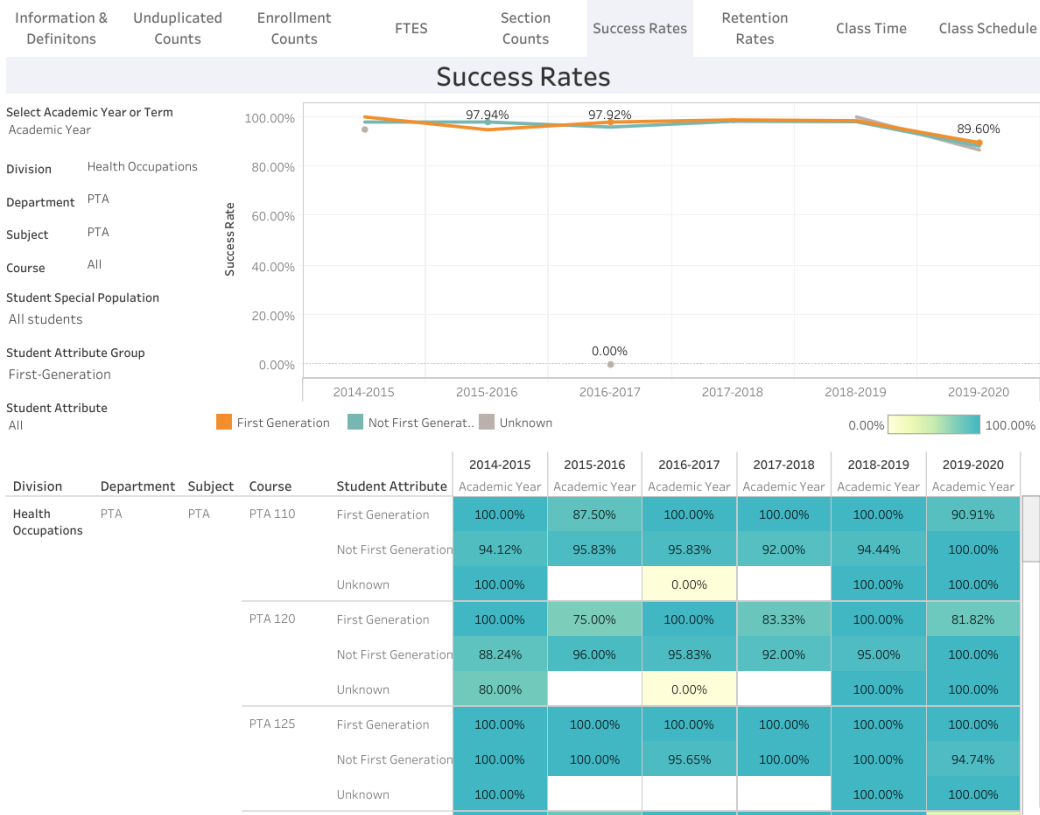
Student Accessibility Services (Disabled Students)



Veterans



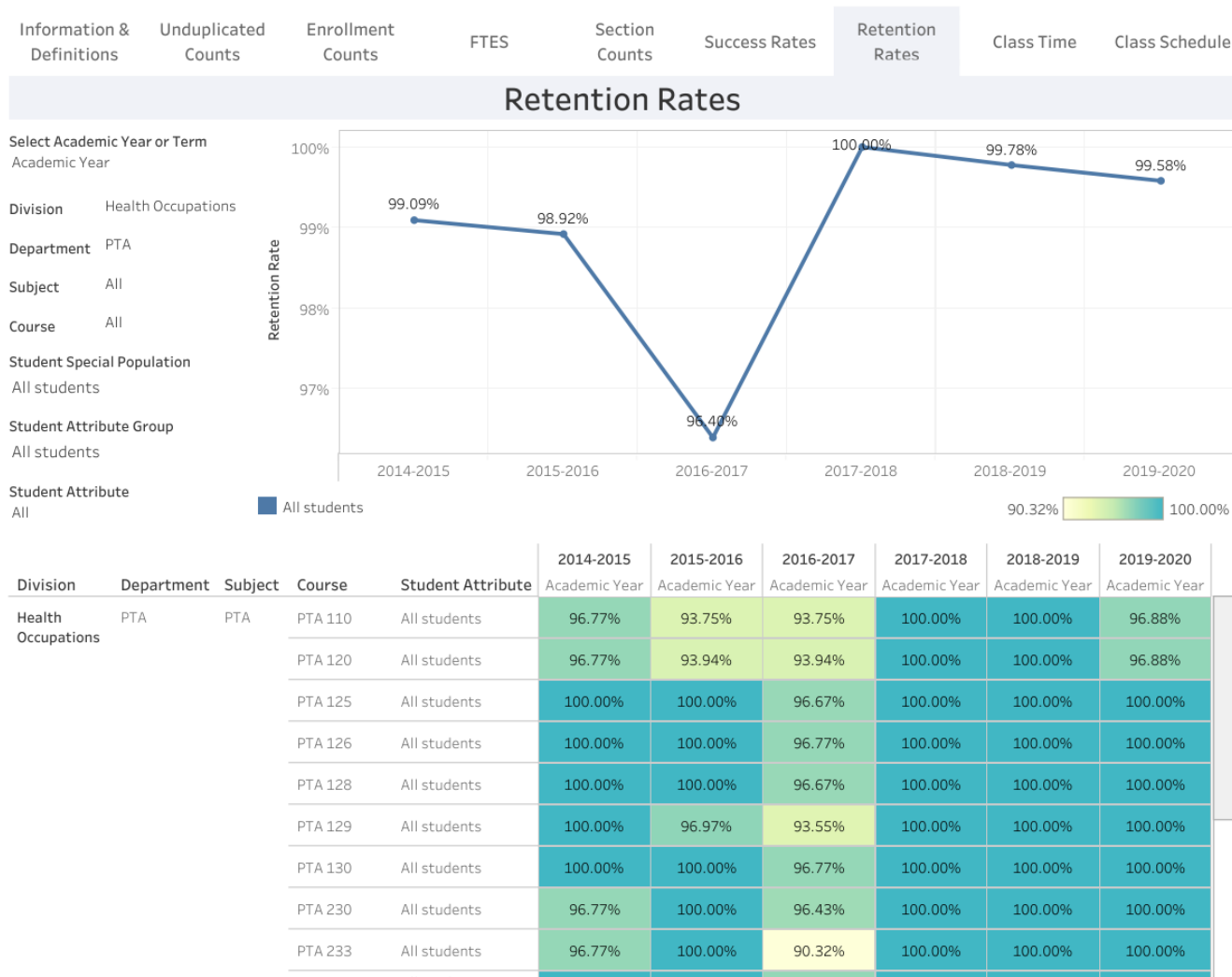
First Generation



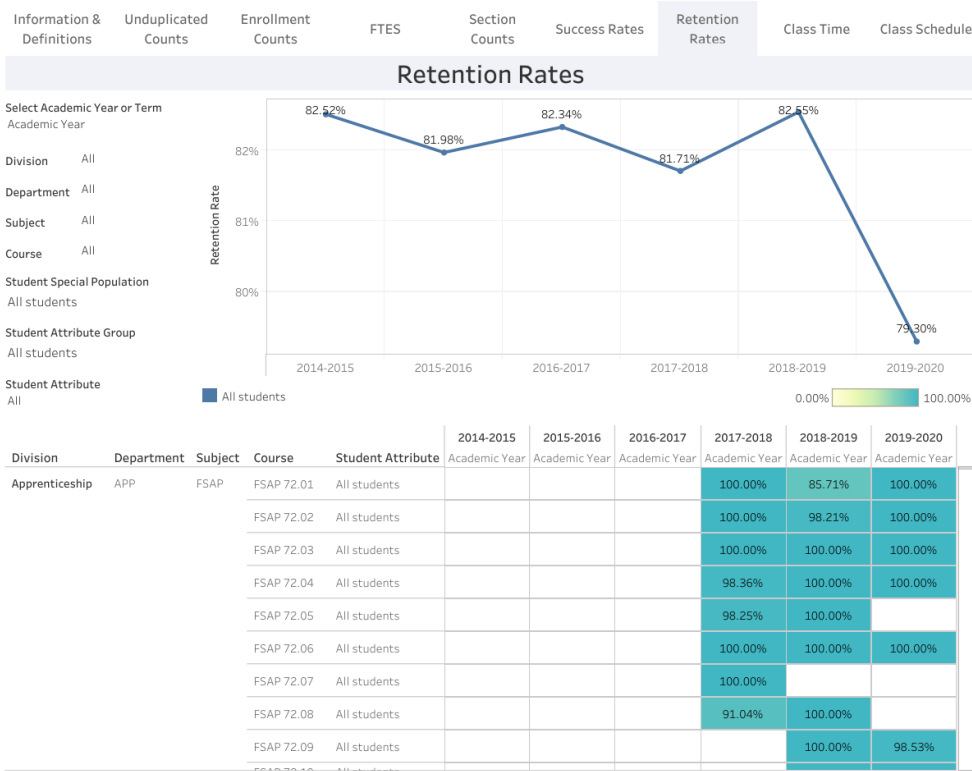
Retention Rates

Retention rates for the PTA Department are very high. For the past 6 years, retention was above 98% for all classes across the program for 5 out of 6 years, with a low of 96% in 2016-2017. The retention rates for the PTA Department are higher than those for the College. When looking at disaggregated data for ethnicity, there are no equity gaps identified. The only year that the PTA Program had a low retention rate for black students was in 2016-2017. In this year, we had one student who withdrew from all his classes in order to attend a Doctor of Physical Therapy Program instead. No other disaggregated groups showed disproportionate impact. The PTA Department is doing an excellent job of helping all groups of students to be successful.

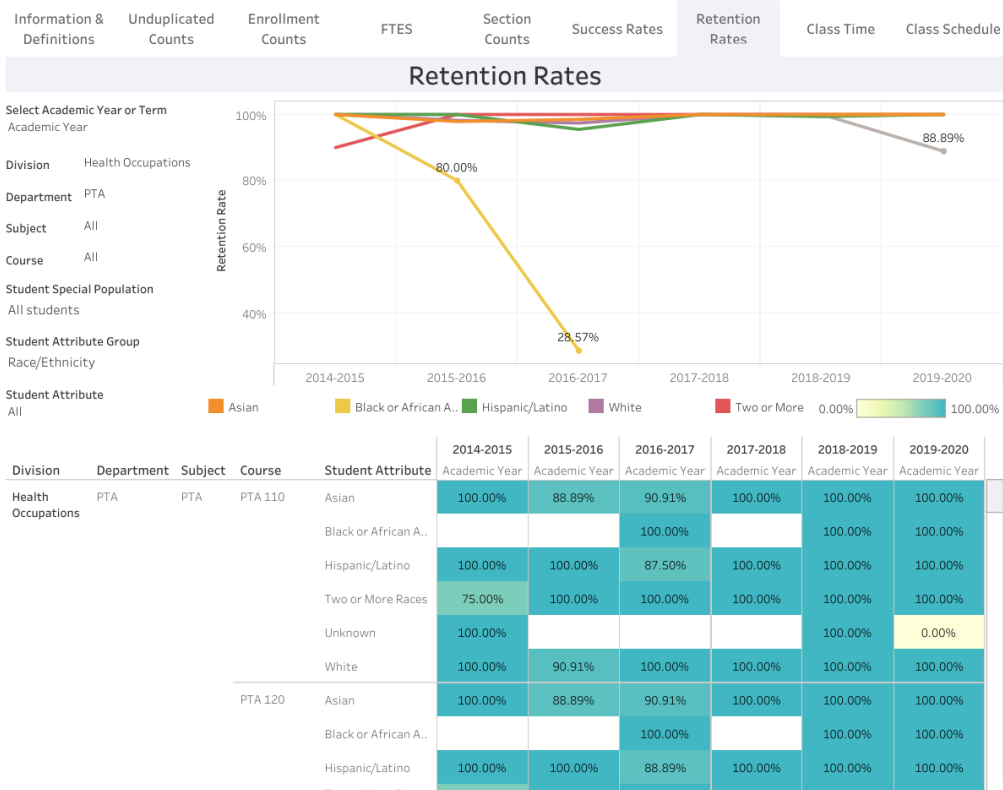
PTA Department – All Students



Cerritos College – All Students



PTA Department – By Race/Ethnicity



Assessment and Student Learning Outcomes

The SLO process has been a work in progress for the PTA Department. The chart below reflects data entered into eLumen between 2017 – 2020. The previous Department Chair (now retired) documented SLO data outside of eLumen for courses offered by the PTA Program. These records are not currently available. The current Program Director/Department Chair assumed the position in July of 2019. An effort was made at the end of Fall 2019 to capture and upload SLO data into eLumen. This included the incorporation of all part-time and full-time faculty in the data collection and assessment process. Data was entered for Fall of 2019 with generally favorable results showing that 96.6% of SLO's measured had students in the Good or Satisfactory category for attaining learning outcomes set by the department. Only 3.4% of students scored in the emergent category for SLO's across the entire PTA Program. Due to the COVID-19 crisis in the Spring of 2020, focus turned to other immediate needs within the PTA Department for transitioning to virtual learning, managing clinical internship chaos and cancellations, and converting the PTA Application process from a purely paper process to an electronic format. SLO data for Spring of 2020 was not recorded in eLumen before the data was compiled for reporting purposes.

		Good	Satisfactory	Emergent	Total	Good	Satisfactory	Emergent
Physical Therapy	Spring 2020	-	-	-	-	-	-	-
	Fall 2019	1,864	242	75	2,181	85.5%	11.1%	3.4%
	Spring 2019	-	-	-	-	-	-	-
	Fall 2018	-	-	-	-	-	-	-
	Spring 2018	-	-	-	-	-	-	-
	Fall 2017	-	-	-	-	-	-	-
	Total	1,864	242	75	2,181	85.5%	11.1%	3.4%

Moving forward, the goal for the PTA Department is to involve all part-time and full-time faculty who have a teaching responsibility in SLO data collection and analysis. Faculty will be encouraged to input SLO data into eLumen and provide an analysis of the results. Action or improvement plans will be written as needed, based on the results of the reported data. The Department will hold a training session during a departmental meeting to go over SLO planning, data collection and entry into eLumen, and results analysis. Resources will be provided via videos located on the SLO webpage and guidance/mentorship from full-time faculty to support part-time faculty will be provided as needed. The goal will be to collect, analyze and input data twice per year (after each Fall & Spring semester) for all PTA Department course offerings. SLO data will also be presented at Advisory Committee meetings once per year. SLO's for all courses will be reviewed and revised as needed during scheduled curriculum course reviews.

Curriculum Course Review

All courses within the PTA Program curriculum were last reviewed and revised in 2016 in preparation for a self-study and on-site visit by our outside accreditation body, CAPTE. At the time of the 2016 CAPTE visit, the stated policy was that the PTA Department would complete a course outline and review every three years for each class. This would have made the course outlines due for review in 2019. Because of the transition in leadership (retirement of previous Department Chair in Spring 2019 and a new job role for the incoming Department Chair in Fall 2019), the scheduled curriculum review did not take place. In order to spread out the reviews and ease the burden on faculty, the following timeline for review has been created. This timeline will ensure that all courses are reviewed at least once every three years and that the Department will complete all reviews before their next on-site visit for CAPTE accreditation in Spring of 2027.

Course Number	Course Name	Review Due	Review Due
PTA 110	Introduction to Physical Therapy	Spring 2023	Spring 2026
PTA 120	Kinesiology	Spring 2022	Spring 2025
PTA 125	Pathology	Fall 2022	Fall 2025
PTA 126	Clinical Practicum I	Fall 2022	Fall 2025
PTA 128	Physical Therapy Aspects of Growth and Development	Fall 2023	Fall 2026
PTA 129	Physical Therapy Aspects of Aging & Integumentary Management	Fall 2022	Fall 2025
PTA 130	Soft Tissue Interventions	Fall 2023	Fall 2026
PTA 235	Neurology	Fall 2021	Fall 2024
PTA 230	Therapeutic Exercise	Spring 2022	Spring 2025
PTA 233	Prosthetics and Orthotics for Applied Health Professionals	Spring 2022	Spring 2025
PTA 236	Clinical Practicum II	Spring 2023	Spring 2026
PTA 129	Physical Therapy Aspects of Aging & Integumentary Management	Spring 2023	Spring 2026
PTA 240	Activities of Daily Living	Fall 2021	Fall 2024
PTA 245	Advanced Modalities	Fall 2023	Fall 2026
PTA 246	Clinical Affiliation	Fall 2023	Fall 2026
PTA 250	Licensing Exam Review	Fall 2021	Fall 2024

In the past six years, there have not been any additions or deletions to the current course offerings. The PTA Department received full accreditation in 2016, approving the current curricular plan and validating that the course offerings within the Cerritos College PTA Program were meeting the standards required to train students to be ready to safely and skillfully practice as clinicians upon graduation.

The curriculum and A.S. degree successfully meet the career training needs for the students who are part of the PTA Program. This is evidenced by consistently high graduation rates. The performance benchmark for graduation rate has been set by CAPTE to 60%, averaged over 2 years. See the chart below for graduation/completion rates over the past 3 years. Graduation rates are calculated by all those who complete the PTA Program within 150% of the normal time frame for the 4-semester program. Those who dropped for personal reasons (and not from poor academic or clinical performance) are excluded from the data.

PTA Department Graduation Rates

Graduation Year	Graduation Rate
2018	96.4%
2019	100%
2020	100%

In order to achieve successful career entry and practice as a licensed Physical Therapists Assistant, graduates from our PTA Program must pass the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants. The performance benchmark for Ultimate Pass rates on the NPTE has been set by CAPTE to be 85% averaged over two years. Graduates from the Cerritos College PTA Program perform well on these examinations with strong first time and ultimate pass rates. First time pass rate is defined as those who pass on their first attempt at taking the NPTE. Ultimate pass rate is defined as those who pass the NPTE, regardless of number of attempts. When compared to the national performance for all graduates from US-Accredited PTA Programs, Cerritos College performs above average in both pass rates and mean scale scores, further demonstrating that the curriculum with the Cerritos College PTA Program is meeting the learning and training needs of our students. Please see the table below for details.

Cerritos College (PTA)

Free Basic Pass Rate Report

School Code: 0510
 Graduation Years: 2018 - 2020
 Exam Level: PTA
 State: CA
 Date of Report: 2/24/2021

Graduation Year	Group	Number of Candidates	Number of Passing Candidates	Summary Performance for the School by Graduation Year			Summary Performance for All U.S.-Accredited Candidates by Graduation Year		
				Pass Rate	Mean Scale Score	Confidence Interval of the Mean	Pass Rate	Mean Scale Score	Standard Deviation Scale Score
2020	First Time	32	29	90.60%	674.3	10.7	84.40%	658.6	58.8
	Ultimate	32	32	100.00%	679.2	9.6	89.30%	661.3	56.3
2019	First Time	26	25	96.20%	681.7	10.6	84.20%	656.4	57.6
	Ultimate	26	26	100.00%	684.9	10	94.00%	661.7	52.1
2018	First Time	27	24	88.90%	691.3	11.6	84.20%	656.4	57.7
	Ultimate	27	27	100.00%	699.8	9.5	94.60%	661.8	52

Scale Scores of 600 and above are passing.

The Cerritos College PTA Program exceeds the benchmarks set by our outside accrediting body for ultimate pass rates with 100% ultimate passing rate in the past three years.

Future departmental goals for licensing exam pass rates are as follows:

- 1) First time pass rates to be at or above 96% or above on a yearly basis
- 2) Maintain an ultimate pass rate of 100% for all graduating cohorts

The PTA Department plans to support these goals by continuing to provide a Licensing Exam Prep course in the final semester (PTA 250) as well as coordinating a 1-Day License Prep Seminar via the company TherapyEd for graduating students. Faculty are also exploring other app-based study and review options and the use of the Academic PEAT (Practice Exam & Assessment Tool). The PEAT is a fee-based service provided by the Federation of State Boards of Physical Therapy. This entity develops and administers the NPTE for all of the United States.

CTE Related Supplemental Information

Labor Market Data:

Overall, the labor market for Physical Therapists Assistants remains strong. In the past 6 years, there has been an increase in demand for healthcare workers in general. There is a projected 29% growth in demand for Physical Therapists Assistants from 2019-2029.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Physical Therapist Assistants and Aides, at <https://www.bls.gov/ooh/healthcare/physical-therapist-assistants-and-aides.htm>

Per the Bureau of Labor and Statistics, the median annual wage for Physical Therapist Assistants was \$58,790 in May 2019. This data reflects wages across the entire United States. Per the website Salary.com, the average wage within the Los Angeles area for a PTA is \$63,203 annually or \$30 hourly.

<https://www.salary.com/tools/salary-calculator/physical-therapist-assistant-pta/los-angeles-ca>

Success Rates, Graduation Rates, and Licensing Pass Rates have been discussed in previous sections of this report.

Employment Data:

Our outside accreditation agency, CAPTE, has set the benchmark for employment rates to be at least 90%, averaged over two years. The PTA Department currently exceeds this benchmark. Of the Cerritos graduates who responded to surveys with regard to employment, the following percentage obtained employment as Physical Therapist Assistants within 1 year of passing their licensure examination:

Graduation Year	Employment Rate
2018	92.3%
2019	100%
2020	data not yet available

A new graduate survey was developed in conjunction with IERP in November of 2020 in order to better capture details with regard to employment trends for Cerritos College PTA Program graduates. The first responses came in December of 2020. Graduates from the Class of 2019 cohort responded to this new survey which yielded the following data:

Obtained employment in physical therapy within a year of graduation

21 Responses

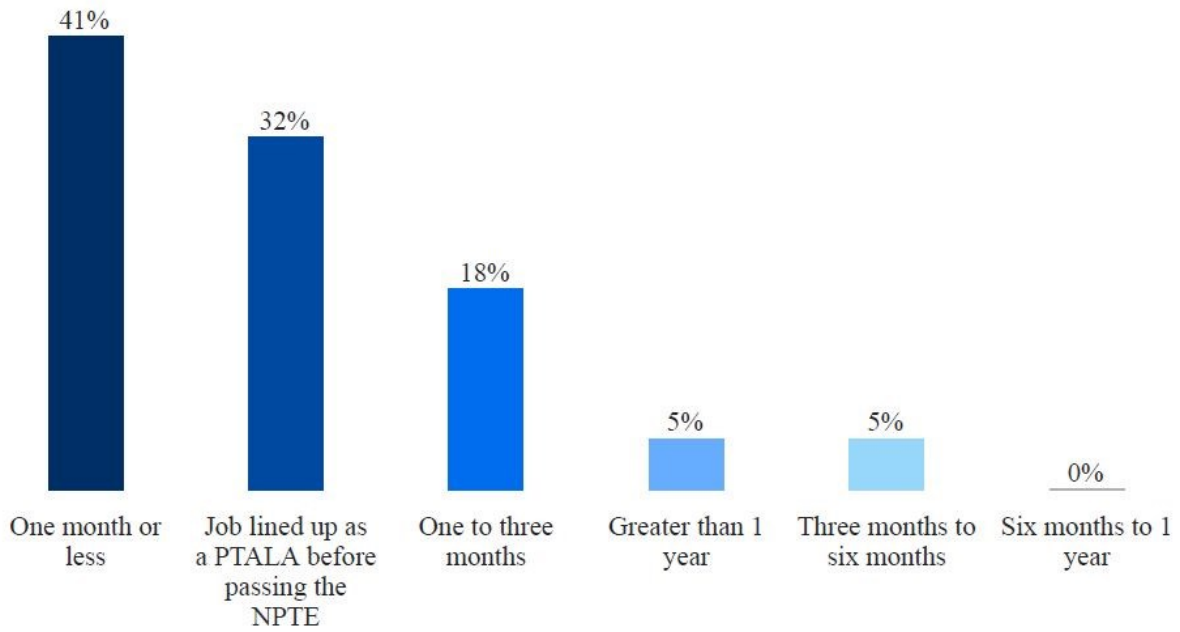
● No ● Yes



100%

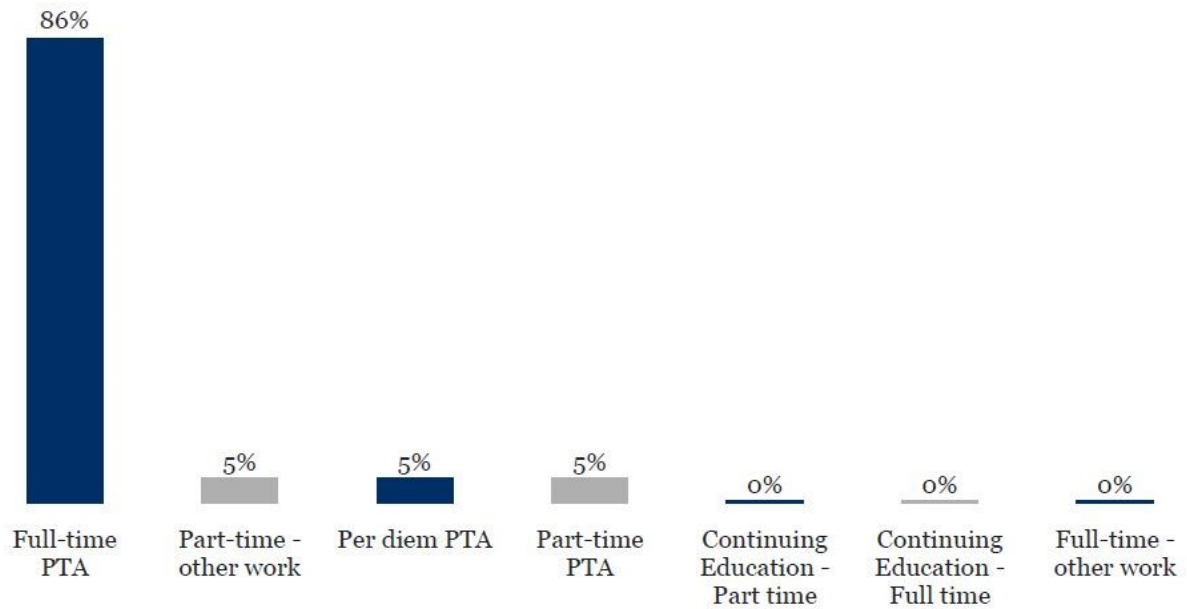
Length of time to attain first job as a PTA after passing the PTA licensing exam

22 Responses



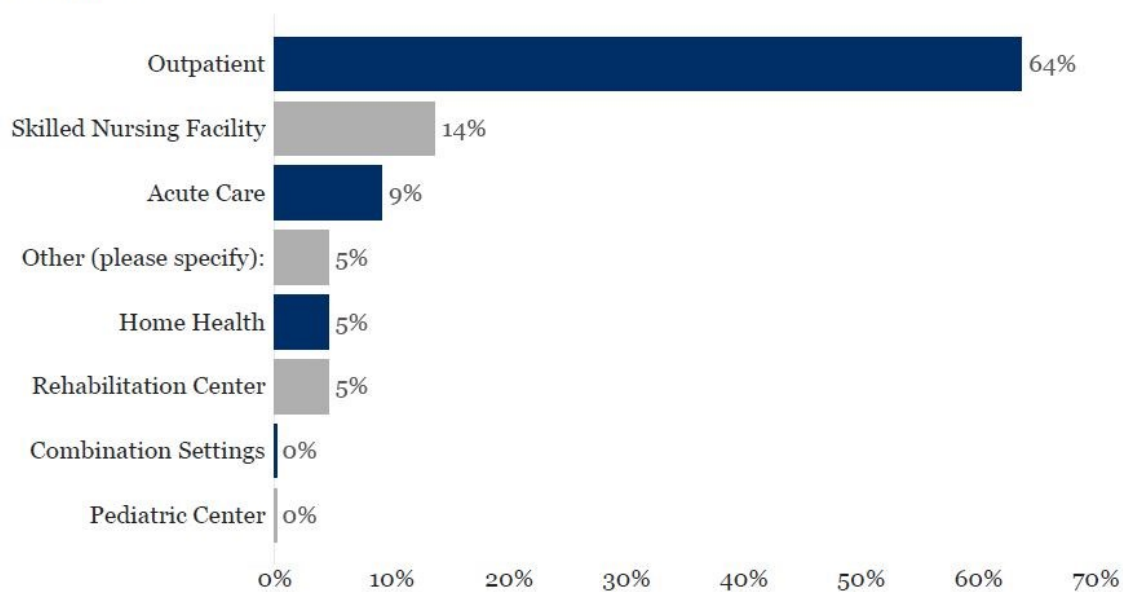
Employment

22 Responses



Primary Work Setting

22 Responses



The data above demonstrates that Cerritos PTA graduates are finding employment within a reasonable time frame, largely finding full-time work within their professional training, and within a wide variety of settings. The goal of the department is to continue to maintain these strong outcomes by fostering community relationship with area employers, continuing to provide instruction in resume writing and interview skills within the curriculum, and passing along job opportunities to alumni and students. A future goal would be to develop a strong presence on-line via social media to foster networking, and to develop a job board for PTA alumni and students.

Six-Year Program Reflection

Over the past 6 years, the Cerritos College PTA Program has maintained a steady enrollment with high demand for slots within this area of study. The program educates a diverse group of students with a relatively equal mix of male and female students as well as a wide range of people from many racial/ethnic backgrounds. The enrollment in the PTA Program reflects the diversity of the greater Southern California region. Graduation rates and success rates remain very high and exceed those of the general college population.

The major unplanned event that has affected the PTA Program is the on-going COVID-19 health crisis. This health crisis began in March of 2020 and initially had a negative impact on the department. Students were removed from clinical internships and in-person labs were cancelled resulting in many Incomplete grades at the end of Spring 2020. Graduation was delayed for 2 students (6%) in the 2020 cohort of 33 students. Since May 2020, things have begun to improve. All those in the 2020 cohort were able to graduate in the Summer of 2020 via make-up internship placements coordinated by the Director of Clinical Education. The college allowed essential labs to resume on campus during the Fall of 2020 which facilitated the completion of courses from Spring. Full-time and part-time faculty have worked hard and adjusted well to the virtual learning environment for lectures. Both full-time faculty members in the PTA Department are now fully certified for on-line instruction. Continued negative impact from the COVID-19 health crisis include the following:

- 1) Lack of enough available clinical sites willing to accept students for internship. This may lead to further Incomplete grades for PTA 126 and PTA 246 for the Spring of 2021 and may delay graduation for some in the 2021 cohort. The future impact is still unclear, but there is a possibility that the lack of available internships may continue to be an issue for another 1-2 years as a back-log of students needing these experiences rises. The clinical situation has also created a significant increase in administrative work for the Director of Clinical Education.
- 2) Cohort enrollment has been reduced from 32 to 30 for Fall 2020 and Fall 2021 to accommodate on-campus social distancing protocols. It is difficult to turn away qualified applicants since there is a high demand for PTA training in our program.
- 3) There has been added cost for faculty salaries and personal protective equipment (PPE). Three additional labs were added in Fall 2020, and two additional labs were added in the Spring 2021 in order to maintain the administration mandated 10:1 student to teacher ratio in labs for increased social distancing and safety. The department has also accessed the Cares Act funds to provide PPE for all students and faculty who are on-campus and students off campus, if needed.
- 4) Loss of Open Labs for tutoring and additional skills practice. Due to health and safety concerns, Open Labs were cancelled for Fall 2020 & Spring 2021. Students have anecdotally reported that it is more difficult to attain skill mastery without these extra times because they do not have the necessary equipment or supervision at home. The department is hopeful that Open Labs will be approved to resume for Fall 2021.
- 5) Loss of Instructional Assistants for skills labs. Because the student to teacher ratio was reduced from 16:1 to 10:1, teaching assistants were no longer supported by administration due to Center for Disease Control and Los Angeles Public Health Department mandates. Because of the nature of the Physical Therapy skills being learned and practiced and the need to validate safety with 1:1 skills testing, there has been an extra burden on faculty during this time. The need for Instructional Assistants is still great, despite the smaller class size. The PTA department would like to use in-person embedded tutors in place of Instructional Assistants to improve safety, skill attainment and work-load challenges while still in the pandemic restriction period. Once operations return to normal, the department plans to utilize Instructional Assistants again.

Positive outcomes from the COVID-19 situation include the following:

- 1) On-line Zoom meetings have allowed for better productivity by reducing drive times to and from campus
- 2) PTA applications were converted to a fully electronic format, reducing clerical load for support staff and making reviewing applications easier
- 3) Faculty have been introduced to virtual learning platforms and strategies. All part-time faculty have completed the minimum distance education certification. All full-time faculty have earned their full distance education (DE) certifications. This may open doors for future innovation in delivering content and opens the conversation for developing different models of PTA training.
- 4) The PTA Department has been supported by the College administration and IT Department with all the technology needs required to provide a quality on-line education to students.
- 5) On-line options for lectures have given students within the PTA Program greater flexibility to balance school, work and family obligations.

Another positive change that occurred in the PTA Program is the establishment of the Julie Bathke Scholarship Fund in honor of the recently retired Department Chair. This endowed scholarship will provide financial awards to students within the PTA Program beginning in Fall of 2021.

The department faculty are continually looking for innovative ways to prepare students for the healthcare field. Last year, the PTA Department piloted two new initiatives: First, skills lab simulations in conjunction with nursing faculty and students were implemented. This was headed by Dr. Christopher Ingstad and provided scenario-based integrated PTA & RN simulations for student practice. Second, a collaboration with Chapman University to have Doctor of Physical Therapy (DPT) students interact and work with our Physical Therapist Assistant students to mimic the teamwork that happens in real-world healthcare settings was established. This was headed by Dr. Valeria Christensen and included DPT & PTA student collaboration with Physical Therapy evaluations and development of plans of care via case-based scenarios. The Chapman-Cerritos collaboration also facilitated a presentation from the Physical Therapy Board of California on laws and regulations related to DPT-PTA interactions and supervision. Both of these new initiatives were well-received and provided excellent opportunities for student learning and growth.

The Department Chair, Dr. Christensen currently sits on the Faculty Professional Development Committee. She is also the current secretary for IACCC (Intercollegiate Academic Clinical Coordinators Council), a Southern California consortium of DPT and PTA schools. She has been a member of IACCC since 2010. In 2017, Dr. Christensen was selected to be member of a nation-wide task force headed by the American Physical Therapy Association to look at the feasibility of developing a PTA centralized application system (CAS). This PTA-CAS is now available for schools. The department hopes to transition to the PTA-CAS at Cerritos College in the future.

Status Update on Goals and Resources Received from Last IPR Cycle:

Goals (mid-range)	Action to be taken	Timeframe	Person Assigned	Status as of 2/2021
1. Streamline application process	a. Update web site	Spring 2014	Bathke	Complete
	b. Assess feasibility of online application	Spring 2015	Christensen	Electronic Application Complete
2. Improve program curriculum	a. Survey stakeholders re need for curriculum revisions	Yearly, spring	Bathke	Complete
	b. Analyze data from above surveys	Yearly, fall	Bathke and Christensen	Complete
	c. Assess feasibility of distance education	Fall 2014	Christensen	Complete
	d. Develop direct data collection tool to ID student clinical weaknesses	Fall 2014	Christensen	Electronic PTASE Complete
	e. Analyze data from above tool and institute instructional improvement plan as needed	Spring 2016	Christensen and Bathke	In Progress
	f. Develop direct SLO measures in 3 additional courses	Fall 2014	Bathke	Complete
3. Maintain licensure pass rates and graduation rates above 80%	a. Collect data and report to accrediting agency (CAPTE)	Yearly, fall	Bathke	Complete & On-going

4. Maintain/improve academic infrastructure	a. Assess industry-specific equipment and technology needs	Yearly, fall	Bathke and Christensen	Complete & On-going
5. Improve clinical education program	a. Maintain currency and number/variety of clinical site contracts	Yearly, fall	Christensen	On-going
	b. Maintain currency of clinical policy/procedure manual	Yearly, fall	Christensen	Revised January 2019
	c. Develop enhanced training for students and clinical faculty for use of Clinical Performance Instrument (CPI)	Fall 2014	Christensen	Complete
6. Maintain faculty development and expertise	a. Validate completion of faculty continuing education	Yearly, spring	Bathke	Complete
	b. Provide advanced clinical education certification training for clinical faculty	Fall 2014	Bathke	Complete
	c. Recruit additional guest speakers in areas of expertise	Fall 2014	Bathke and Christensen	Complete
7. Clarify department policies	a. Develop department policy/procedure manual	Summer, 2014	Bathke	Complete
8. Maintain accreditation status	a. Submit compliance reports to accrediting agency	Yearly, fall	Bathke	Complete & On-Going
	b. Prepare self-study for onsite visit fall 2016	Spring 2016	Bathke and Christensen	Complete
9. Assess feasibility of collaboration opportunities	a. Assess feasibility of partnering with academic and community programs	Fall 2015	Christensen	Complete
Long term goals	Action to be taken	Timeframe	Person Assigned	Status
1. Track national discussion to convert PTA to baccalaureate degree	a. Monitor national discussion and discuss with stakeholders	Yearly, fall	Bathke	Complete; APTA does not support

Program's Direction, Vision and Goals

Direction and Vision:

After reviewing the PTA Program information and data with full-time faculty, the future direction for the program was discussed. The faculty agree that the ideal direction for the PTA Program would be to continue to provide high-caliber education and training while maintaining accreditation via CAPTE, promoting student diversity, and supporting strong outcomes for completion, success, and employment for all student groups. In order to serve more students and fill a need in the community for affordable training in a field that provides both excellent pay and a fulfilling career, the PTA Program envisions an expanded program, accepting 45-60 students total by 2027. Additional students can be accommodated via the addition of a day program or hybrid program. The PTA Program would also like to move into a modern facility with updated therapy equipment in order to be able to run a top-notch PTA training program that continues to be well-respected in the community.

Future Goals:

Goal	Action Plan	Timeline	Person(s) Assigned	Resources
1. Remain in good standing with CAPTE accreditation	a. Conduct curriculum review of courses per schedule	Each semester	All Faculty, per assigned course; Christensen to oversee	NA
	b. Maintain high NPTE Pass rates via adding student resource for exam prep (Review app & PEAT)	Spring 2022	Ingstad	Lab fees for PTA 250 to provide practice tests for in-class practice
	c. Regular SLO data collection, input and assessment	Each semester	All faculty; Christensen to oversee	NA
	d. Provide continuing education opportunities for full-time & part-time staff to maintain expertise in assigned teaching subjects	Yearly	Christensen	Perkins and/or SWF
	e. Complete and submit CAPTE accreditation self-study **Next scheduled visit will be in Spring 2027; Self Study due Fall 2026	Fall 2025 to Spring 2027	Christensen & Ingstad	Data support and added release time for preparation of report; budget augmentation
2. Maintain high employment rates for graduates	a. Establishment of job boards for students and alumni	Spring 2023	Ingstad	NA
	b. Regular social media networking for students and alumni	Spring 2023	Ingstad	NA
3. Continue to develop relationships with clinical partners to expand availability of clinical internship sites to support student success	a. Add 2-3 new clinical partners per year	Yearly	Christensen	Faculty and support staff
	b. Hire a contract specialist for Health Occupations Division	Fall 2021	Christensen	District approval; budget augmentation
	c. Purchase clinical management software (Exxat)	Fall 2021	Christensen	Budget augmentation, pending VPAA approval & VPAT
4. Purchase state of the art physical therapy equipment and replace outdated items to provide students with experiences that will provide them with skills that are marketable and support employment	a. Research the purchase of capital equipment (ZeroG overhead system) for new PTA lab and make request in unit plan.	Fall 2021	Christensen & Ingstad	SWF Grant

	b. Research purchase of capital equipment (Alter G treadmill) and make request in unit plan	Fall 2022	Christensen & Ingstad	Perkins Grant
	c. Assess current equipment and develop a plan to replace old or outdated items	Yearly	Christensen & Ingstad	Perkins or SWF and/or Instructional supply budget

Goal	Action Plan	Timeline	Person(s) Assigned	Resources
5. Explore feasibility towards PTA Program expansion to serve the community via CTE training	a. Look at CAPTE requirement for submitting a substantive change	Fall 2021	Christensen	NA
	b. Streamline application process via addition of PTA-CAS system	Fall 2021	Christensen	Budget augmentation; pending VPAA approval & VPAT
	c. Look at CAPTE requirements to add and report on addition of distance education to curriculum	Spring 2022	Christensen & Ingstad	NA
	d. Assess current internship experience availability and determine how many more partnerships and slots are needed for expansion	Fall 2022	Christensen	NA
	e. Determine new faculty and support staff needs for Program expansion	Spring 2023	Christensen & Ingstad	NA
	f. Determine needed timeline and sequence of events to apply for Program expansion	Fall 2023	Christensen & Ingstad	NA
	g. Meet with Dean and VP to propose program expansion	Spring 2024	Christensen & Ingstad	NA
	h. If approved, begin faculty and support staff hiring process	Fall 2026	Christensen	College funds for hiring
	i. Submit substantive change to CAPTE for approval	Fall 2026	Christensen	Data support and added release time for preparation of report
	j. Start first PTA "expansion class"	Fall 2027	All faculty	See above
6. Support Student Success for all student groups in order to continue to provide equitable and quality education	a. Utilize embedded tutors	Each semester	Christensen & Ingstad	Grant program
	c. Addition of Software and/or subscription purchases and other Technology to enhance student learning, practice and retention	Yearly, as needed	Christensen	Perkins and/or SWF grant

NOTE: Perkins (Perkins) and Strong Work Force (SWF) Grants: Provided to Career and Technical Education (CTE) Programs
 *Require yearly application, per government fund availability at the State and/or Federal level

Resource Requests

Current Staffing:

Instructional staffing includes two full-time faculty, three part-time faculty, and three Instructional Assistants. One faculty member currently acts as the Department Chair (DC), Program Director (PD) and Director of Clinical Education (DCE) in addition to teaching responsibilities of approximately 40% load. There are two full-time classified employees who support the entire Health Occupations Division.

Short Term Staffing Needs (1-2 years):

1) Currently, administrative demands on the DC, PD, and DCE positions are very high creating an intense workload. One of the largest areas of time is spent on clinical internship and partnership management, including clinical education contract management. The first priority would be to hire a contracts specialist who would support the PTA Department as well as other departments within the Health Occupations Division (Nursing, Dental Hygiene, Dental Assisting, Pharmacy Tech, SLPA and Medical Assisting). The addition of such a position would help free-up the DC & PD to focus on other success initiatives and collaborations to enhance student success. This position would also help to develop and maintain clinical internship sites that are getting more and more difficult to secure due to COVID-19 and an increased number of private sector schools located in Southern California. The maintenance and expansion of clinical contracts will directly benefit students and support on-time graduation and possibly a PTA Program expansion. A full-time administrative clerk to act as a contract specialist would cost approximately \$55,000 per year.

2) Once curriculum piece addressed, add part-time faculty hours to cover additional 3 hours per week of Open Lab time would help support student success by providing tutoring for all groups.

Cost: \$10,000 per year

Long-Term Staffing Needs (2-6 years):

1) Two full-time faculty members: If the PTA Program were to expand to accept more students, it would need to be supported by the addition of 2 more full-time faculty members in order provide quality teaching and skill development for students. The cost of this would be approximately \$215,000 per year.

2) In order to support PTA Program expansion, we would likely need a full-time administrative clerk to help manage all the clinical experiences, paperwork, and clinical visits. This person would cost approximately \$65,000 per year.

Professional Development

It is imperative that all faculty within the PTA Department attend continuing education and professional conferences on a yearly basis in order to maintain currency in the physical therapy field and further develop expertise in areas of teaching. This directly supports student success by meeting their needs via competent and qualified faculty who are abreast of the latest research, techniques, equipment, and protocols within physical therapy. This ensures students are graduating with the most up to date teaching and technology. Maintaining professional development is also an accreditation standard and college expectation. Estimated cost = \$9000 per year via SWF or Perkins Grants

Facilities

The current PTA skills lab is located in the Health Science Building on the 3rd floor. It is a 1200 sq ft space that contains hi-low mats, plinths, practice stairs, parallel bars, a Lite Gait overhead harness and small treadmill, a hydrocollator, hydraulic lift, and AV equipment. There are many smaller items used in therapy stored in several closets. These smaller items include ultrasound machines, wheelchairs, crutches, canes, walkers, various electrical stimulations units, and exercise equipment. Plans are currently in place for a Health Science Building renovation that should be completed sometime in 2024. This will provide the PTA department with a new, clean space with better storage that will help serve students better and provide a more conducive environment for learning. In order to continue to provide access to updated equipment for skills development and practice that will lead to improved marketability for graduates, new equipment is needed.

Immediate Equipment Needs (1-2 years):

- 1) Zero G overhead unweighting and track system: This system is utilized in top rehabilitation hospitals around the country. Access to learning and practicing with this will enhance student skills and support employment rates. Since the track system requires infrastructure adjustments, purchasing soon will allow it to be installed as part of the HS Building renovation. Architects are aware and currently working directly with Zero G to determine building structure needs. Cost: \$230,000 (SWF)
- 2) Replacement exercise and small e-stim modality equipment to replace old, broken or outdated items will continue to provide students with access to quality treatment items for skill development. Cost: \$3000 (Perkins V and/or SWF)
- 3) Replacement of old and outdated modality unit and addition of newer therapy modalities to support student access to modern equipment and training. Cost: \$6000 (Perkins V and/or SWF)

Long Term Equipment Needs (2-6 years)

- 1) Alter G treadmill: This treadmill is the latest in physical therapy care because it provides a lower impact environment for orthopedic rehabilitation. Access to learning and practicing with this will enhance student skills and support employment rates. Cost: \$50,000 (SWF)
- 2) Continued replacement of older exercise equipment, modality units and other therapy furniture or equipment as needed in order to maintain access to quality treatment items for skill development. Cost: \$20,000 (Perkins V and/or SWF)

Technology & Software

Short Term Technology Needs (1-2 years)

- 1) Addition of Software or Subscription services that provide additional virtual case studies, practice, demonstrations, and feedback for improved skill development and to support success. Cost: \$3000 via SWF or Perkins, with 508 compliance approval

2) Purchase of Exxat Software for clinical internship management would support the current DCE and provide added access to students to review and make better decisions regarding clinical choices. The software will all reduce time spent on administrative tasks which will free up the DCE to further develop clinical partnerships that will support student success.

Cost: \$5500 per year, pending VPAT approval

3) Addition of the PTA Centralized Application System to receive, process and review PTA Program applications. The ability to process up to 300 applications with greater ease would reduce the turnaround time to notify applicants of a decision. The PTA-CAS also collects vital data that can be used for CAPTE accreditation reporting. Cost: \$7500 per year, pending VPAT & District approval

Long Term Technology Needs (2-6 years)

1) Replacement of old, outdated, or broken technology as needed. Cost: \$10,000

Prioritization Recommendations

Prioritization with Recommendations	Cost	Program Goal
<i>Mission Critical Must Have</i>		
1. Health Occupations Contract Specialist	\$55,000/year	3b
2. Zero G	\$230,000	4a
3. Professional Development	\$9,000/year	1d
4. Replacement of Exercise and small modality equipment	\$3000	4c
5. Replacement of old Modality Units & Addition of New	\$5500	4c
<i>Creates Value and Efficiency for Program</i>		
1. Part-Time faculty for additional Open Lab hours	\$10,000/year	6b
2. Exxat	\$6000	3c
3. Subscription Services	\$3000	6c
4. PTA-CAS	\$7500	5b
5. Continued replacement of older exercise equipment, modality units and other therapy furniture	\$20,000	4c
<i>Would be Nice if the Money Is Available</i>		
1. Alter G	\$50,000	4b
2. Two additional Full-Time Faculty	\$215,000/year	5h
3. PTA Administrative Clerk	\$65,000/year	5h
4. Technology Replacement	\$10,000	6c

Conclusion and Recommendations

The PTA Program is a strong department that supports success for a diverse student population. The program does not currently demonstrate any equity gaps when data is disaggregated for special populations and race/ethnicity. With strong program outcomes in all measures of success, the PTA Department performs above average when compared to the College at large. This may be due to the fact that students admitted into the PTA Program tend to have more college-level course experience, and are more mature in age than the general Cerritos College population. The service provided to the

community by offering a high quality, low-cost education that trains students to enter a strong healthcare job market is an asset to the College. It is a privilege to provide opportunities for students to enter a fulfilling and well-paying CTE career.

In order to continue to provide an excellent product that supports student success and employability, the PTA Program aims to maintain CAPTE accreditation, support faculty development, enhance student learning via additional access to upgraded equipment, provide student support via tutoring and open labs, and give access to software and applications that promote learning and streamline processes in the short term and long term. It is the vision of the faculty to further expand the PTA Program in order to serve the community by allowing increased access to career training that can serve to make a big difference by changing the career trajectory for the students who enter and complete the PTA Program.