

2025-2026 Instructional Program Review Template - Physical Therapy Assistant Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2025-2026. Review period: 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025

Instructional Program Review Overview

Section 1. Instructional Program Overview

A. Mission Alignment : Version by Christensen, Valeria on 02/04/2026 05:47

1. Explain how your program supports the College's Mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The mission statement of the PTA department aligns with Cerritos College's mission and Students First Framework in several ways. First, the PTA Department mission aligns with the Equitable Access lever in that it emphasizes the value of a diverse student population. The PTA department demographics closely mirror that of our surrounding community and the low-cost tuition for in-state students provides an affordable alternative to earn a professional degree, allowing more access to those who may not otherwise be able to afford such technical training. Secondly, the PTA program supports the Completion lever noted in the college's mission by providing many avenues of support to help students be successful in progressing through the PTA program to achieve their educational goal of earning a PTA Associate in Science degree. Student support for completion includes open lab times for extra tutoring and practice, regular faculty office hours, a 1st Year/2nd Year Buddy program for peer mentorship, use of skills labs and simulations, and provision of information and connections to other wrap around support service that are offered by the college including Student Health Services for mental health, Falcon's Nest for basic needs support, and SAS for learning accommodation needs. Statistics on our class success rates and overall graduation rate validate our commitment to completion. The Career and Transfer Success lever from the college's Students First framework is supported by the PTA program as our departmental mission statement stresses the imperative to assist students to achieve excellence in skills, quality of care, and ethical practice which makes our graduates quickly employable. Our excellent National Physical Therapy Exam (NPTE) licensure exam pass rates and graduate employment rates emphasize our commitment to career advancement. The PTA department also maintains strong partnerships with many local hospitals and physical therapy clinics to provide quality practice and training via clinical internship experiences to ensure that graduates are prepared to be effective healthcare professionals that meet the needs of the community and economy. Finally, the PTA department promotes the lever of Institutional Health by carefully requesting and spending budget items in areas that support student success via access to supplies and support personnel. Grant funds are pursued yearly and awarded funds are spent to maintain and upgrade access to rehabilitation equipment and technology as well as to foster faculty development; all of which serve to benefit our students.

B. Degrees and Certificates : Version by Christensen, Valeria on 12/17/2025 09:23

| Degree | Type (Cert., AA, AA-T, AS, AS-T) | Units or Courses Required |
|----------------------|----------------------------------|---------------------------|
| Associate in Science | AS | 74 |

Section 2. Instructional Program Trends

A. Program Data : Version by Christensen, Valeria on 02/18/2026 06:25

1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

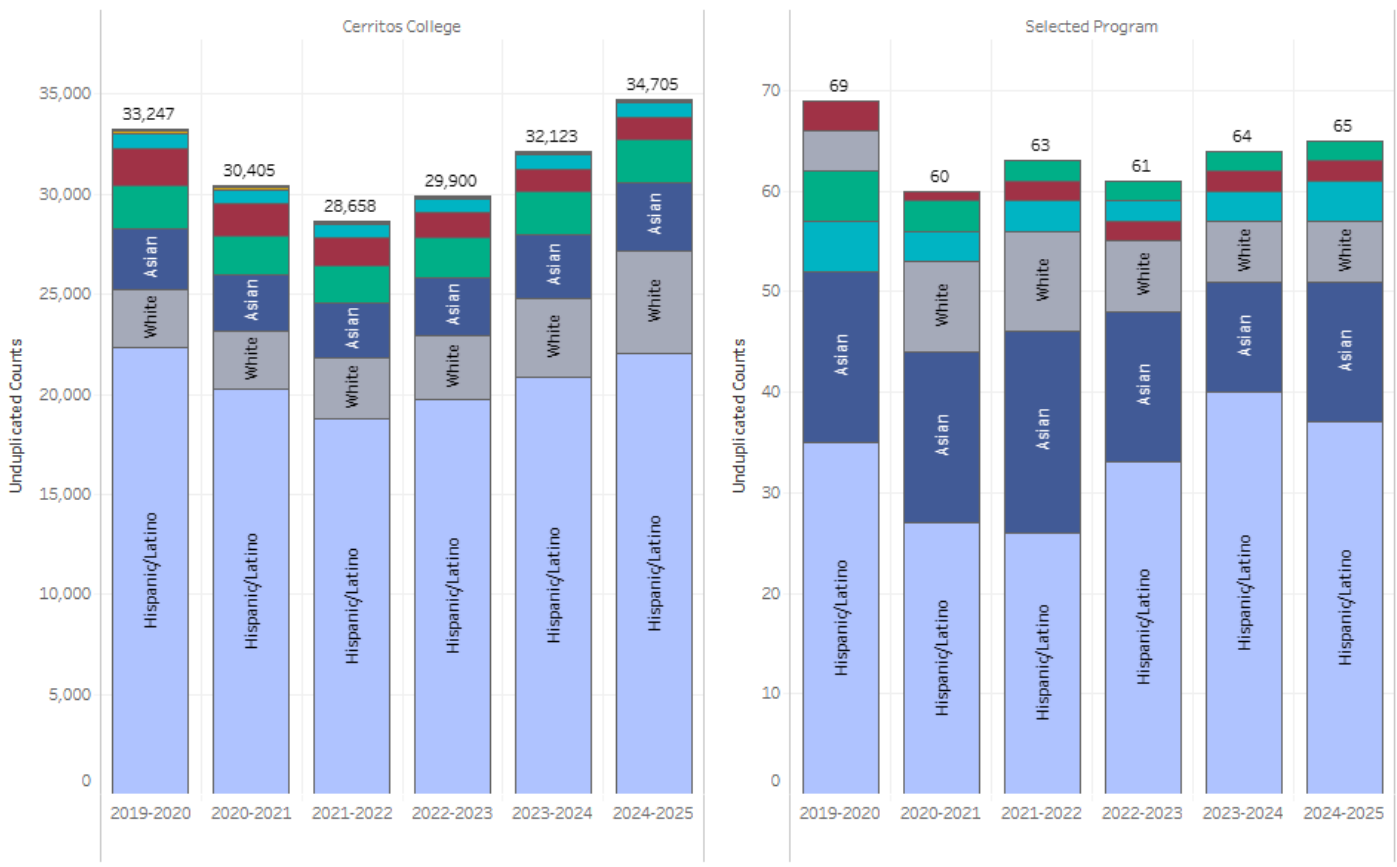
PTA Student demographics show some areas that trend very closely to the college as a whole while other areas that differ significantly from the college general population. The race/ethnicity data graph reveals some interesting insights: Similar to the college, the PTA Program consistently enrolls Hispanic/Latino students as the highest proportional group. There has been an upward trend in Hispanic/Latino enrollment in the PTA Program from a low in 2020-2021 of 41% to a high in 2023-2024 of 62%. Data from the incoming class in Fall 2025 shows that 60% of the incoming cohort identifies as Hispanic/Latino which is very similar to the college that enrolls Hispanic/Latino students consistently in the low to mid 60% range. Enrollment of white students has steadily increased for the college over the past 6 years from a low of 9% in 2019-2020 to a high of 15% in 2024-2025; conversely, the enrollment for white students in the PTA program has steadily decreased from a high of 15% in 2020-2021 to a low of 9% in 2024-2025. Proportionally, white student enrollment generally matches the college, though. The PTA Program consistently enrolls more Asian students than the overall college. Black student enrolment in the PTA Program has trended down from a 7% high in 2019-2020 to a steady 3% of student enrollment over the most recent 4 year period reported. This differs from the college that has seemed to maintain a steady 6% black student enrollment. It can also be noted that the PTA Program enrolls proportionally more Two or More Race students than the college general population. Anecdotally, it has been noted that many of our Two or More Race PTA students are a mixed race that includes black. Since our PTA Program draws students from both LA County (estimated Black population of 8.9% - US Census Bureau) and Orange County (estimated Black population of 2.3% - US Census Bureau), it makes sense that the PTA enrolment lands somewhere in between at 3%. Overall, the PTA Program continues to enroll a diverse student population with regard to ethnicity, and one that closely resembles the communities surrounding Cerritos College where PTA students are commuting from: San Gabriel Valley as well as Los Angeles and Orange Counties. Additionally, our PTA students are more diverse in background when compared to the national average for the profession (Data USA - 2023); and the Cerritos PTA Program is educating Hispanics in a much larger proportion when compared to the current US workforce numbers from 2023 data provided by Data USA. Ultimately, we are proud to report that the PTA department at Cerritos College is contributing to the advancement of diversity within the Physical Therapy profession based on the demographics of our students.

Headcount & Demographics



Division: Health Occupations | Department: PTA | Subject: PTA

Show Annual Plan Question | Show IPR Question



Population to Display: Cerritos College | Select Characteristic to Disaggregate: Race/Ethnicity | Select Display: Graph

Graph Legend: Asian (Dark Blue), Black or African American (Green), Hispanic/Latino (Light Blue), Two or More Races (Cyan), Unknown (Red), White (Grey)

| Demographic Information for PTA Class of 2027 | | |
|---|----|-----|
| Demographics | # | % |
| Cohort Size | 35 | - |
| Gender | | |
| Female | 14 | 40% |
| Male | 20 | 57% |
| Unknown | 1 | 3% |
| Race/Ethnicity | | |
| American Indian or Alaska Native | 0 | 0% |
| Asian | 6 | 17% |
| Black or African American | 1 | 3% |
| Hispanic/Latino | 21 | 60% |
| Native Hawaiian or Other Pacific Islander | 0 | 0% |
| White | 2 | 6% |
| Two or More Races | 4 | 11% |
| Unknown | 1 | 3% |

View Selected Locations

Orange County, California

Los Angeles County, California

California

Race and Hispanic Origin

Orange County, California

Los Angeles County, California

California

Population estimates, July 1, 2024, (V2024)

3,170,435

9,757,179

39,431,263

PEOPLE

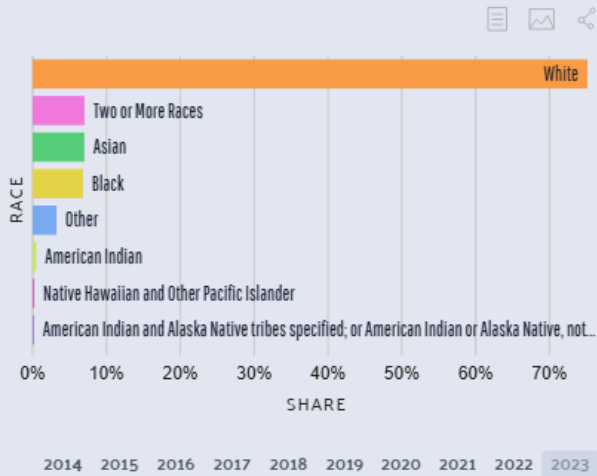
Race and Hispanic Origin

| | | | |
|---|-------|-------|-------|
| White alone, percent | 68.0% | 69.3% | 69.8% |
| Black alone, percent (a) (a) | 2.3% | 8.9% | 6.4% |
| American Indian and Alaska Native alone, percent (a) (a) | 1.1% | 1.7% | 1.8% |
| Asian alone, percent (a) (a) | 24.3% | 16.4% | 17.0% |
| Native Hawaiian and Other Pacific Islander alone, percent (a) (a) | 0.4% | 0.4% | 0.5% |
| Two or More Races, percent | 4.0% | 3.5% | 4.4% |
| Hispanic or Latino, percent (b) (b) | 34.3% | 48.8% | 40.8% |
| White alone, not Hispanic or Latino, percent | 36.7% | 25.0% | 33.6% |

(https://www.census.gov/quickfacts/fact/table/orangecountycalifornia,losangelescountycalifornia,CA)

DataUSA Graphs: https://datausa.io/profile/soc/physical-therapist-assistants-aides?races-filter=genderraceR#employment

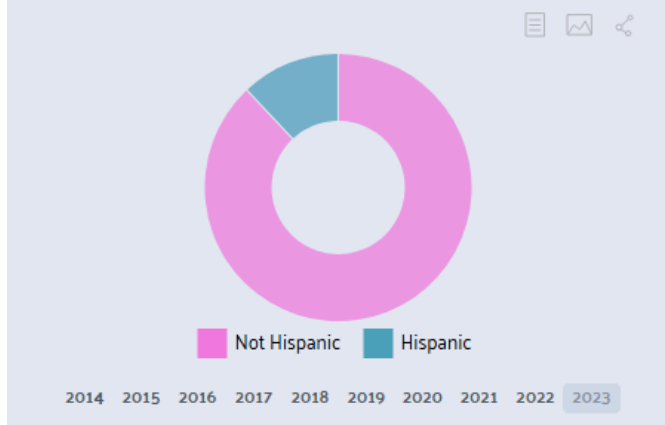
In 2023, 75.1% of the Physical therapist assistants & aides workforce were White, of which 72.7% were women and 27.3% men. Other races that concentrated a significant number of workers were Two or More Races (7.02%) and Asian (6.99%).



In 2023, 11.9% of Physical therapist assistants & aides workers were Hispanic and 88.1% non-Hispanic.

The treemap shows the distribution of Hispanic workers according to their origin, highlighting Mexican (60.4%), Puerto Rican (10.8%), and All Other Spanish/Hispanic/Latino (6.41)%

You can review this information by gender using the selectors above.



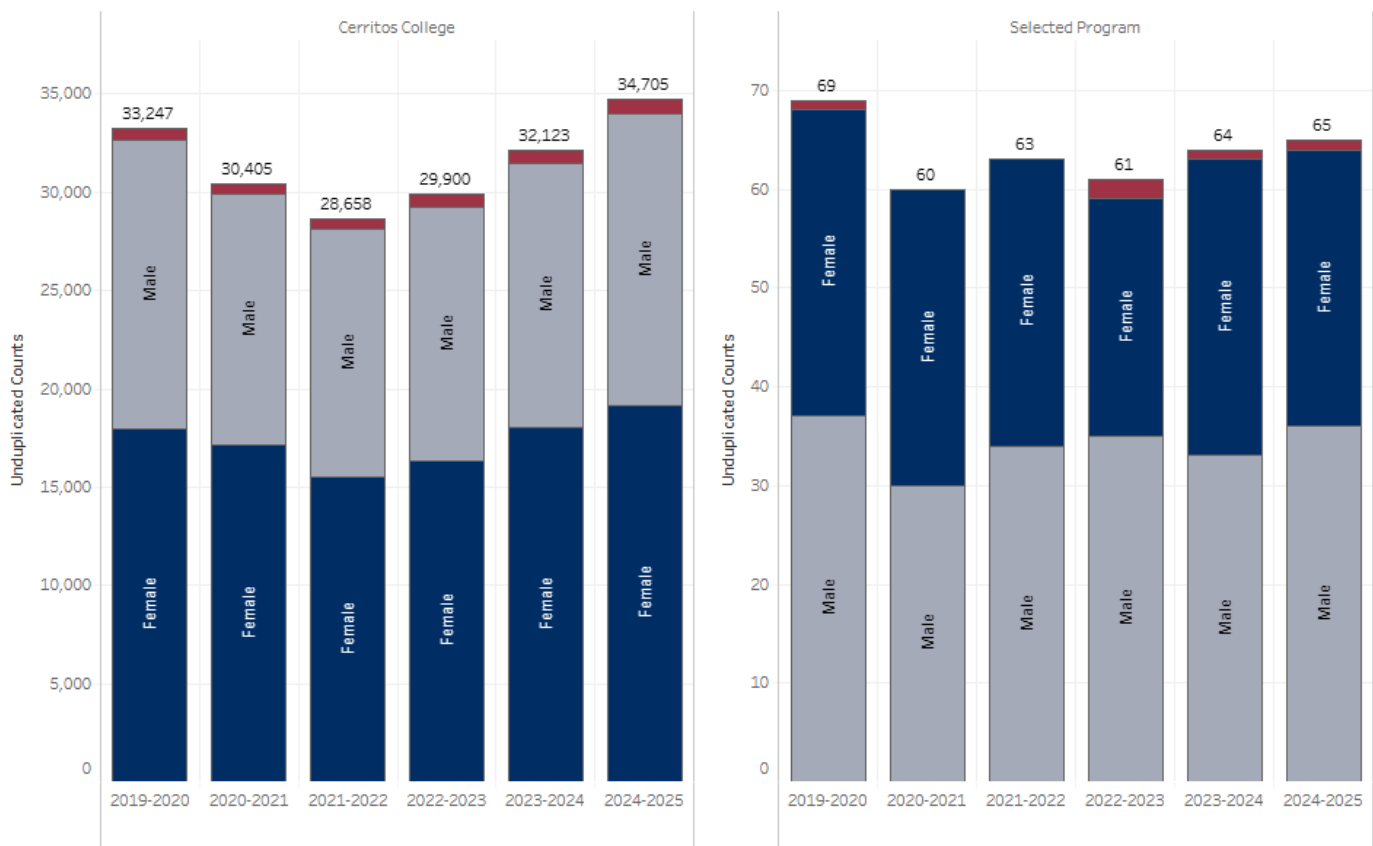
When looking at enrollment by Gender, the Cerritos PTA Program is flipped from the general college enrollment. Whereas the college has a majority enrollment of females (> 50%), the PTA Program has had a consistent majority enrollment of males (>50%) over the past 6 years. This trend is good because the Physical Therapy profession has been predominantly female across the US (see Data USA graph - 2023). In fact, the CTE Office metrics have identified males as disproportionately impacted across the state and males have been the targeted population for recruitment in an effort to even the gender numbers in the profession.



Headcount & Demographics



Division:
 Department:
 Subject:



Population to Display:
 Select Characteristic to Diaggregate:
 Select Display:

Graph Legend: ■ Female ■ Male ■ Unknown

DataUSA Graph: <https://datausa.io/profile/soc/physical-therapist-assistants-aides?races-filter=genderraceR#employment>

The workforce of Physical therapist assistants & aides in 2023 was 121,868 people, with 68.5% woman, and 31.5% men.

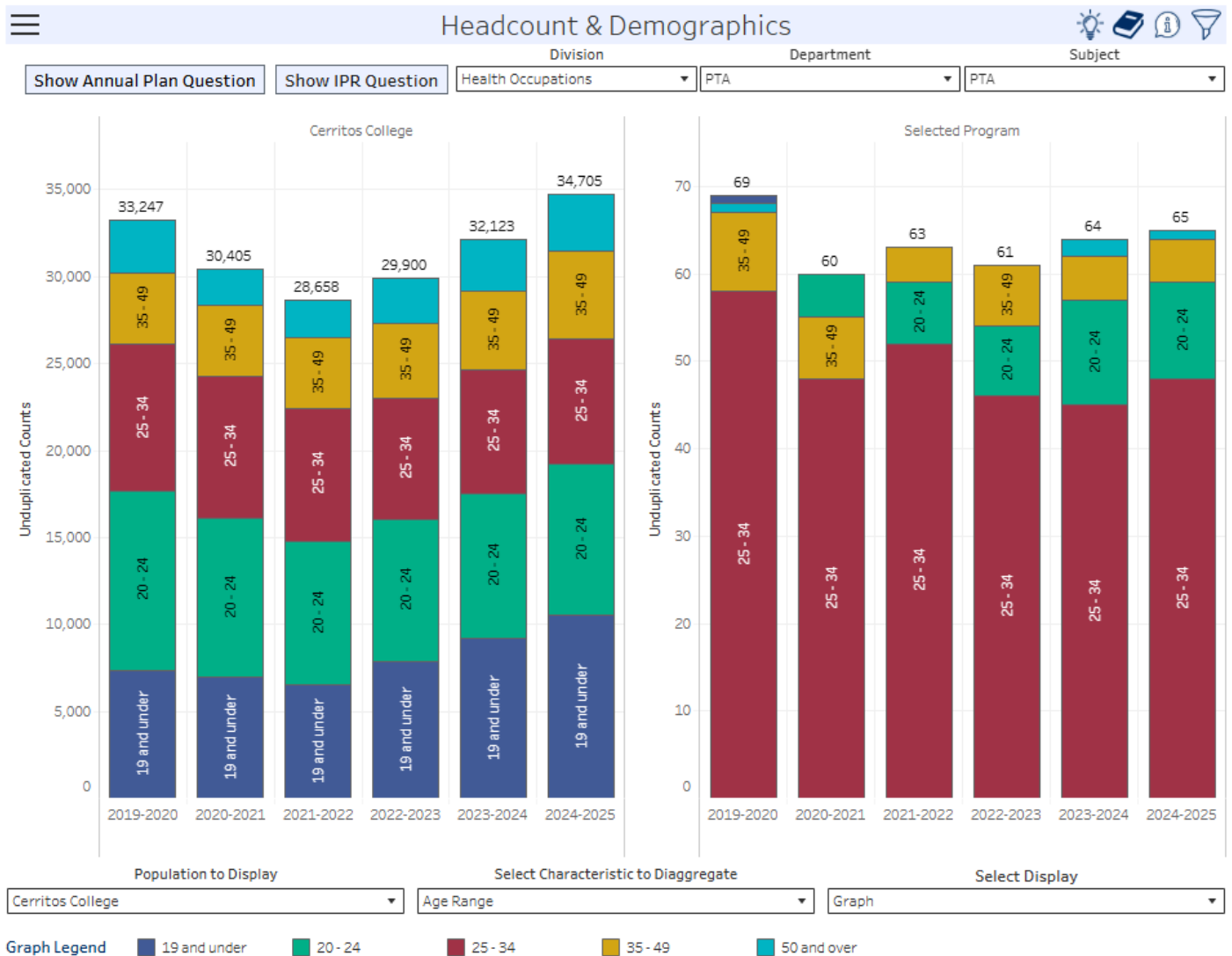
The age ranges that concentrated the largest workforce were 20 to 24 years (20,182 people), 25 to 29 years (19,715 people), and 30 to 34 years (18,230 people). Among them they concentrated 47.9% of the total workforce.

Workday by Gender

| Year | Male Full-time | Male Part-time | Female Full-time | Female Part-time |
|------|----------------|----------------|------------------|------------------|
| 2014 | ~10k | ~5k | ~15k | ~10k |
| 2015 | ~10k | ~5k | ~15k | ~10k |
| 2016 | ~10k | ~5k | ~15k | ~10k |
| 2017 | ~10k | ~5k | ~15k | ~10k |
| 2018 | ~10k | ~5k | ~15k | ~10k |
| 2019 | ~10k | ~5k | ~15k | ~10k |
| 2020 | ~10k | ~5k | ~15k | ~10k |
| 2021 | ~10k | ~5k | ~15k | ~10k |
| 2022 | ~10k | ~5k | ~15k | ~10k |
| 2023 | ~10k | ~5k | ~15k | ~10k |

Data from the Census Bureau ACS PUMS 5-Year Estimate.

Finally, enrollment by age in the PTA department differs significantly from that of the college. 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 20-24 year old category from 2021 - 2025. The enrollment for 35-49 age group has trended down from a high of 13% in 2019-2020 to 7.69% in 2024-2025. The PTA Program has only enrolled 1 student under the age of 19 over the past 6 years; whereas this age category is in the range of 22 -30 % for the 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.



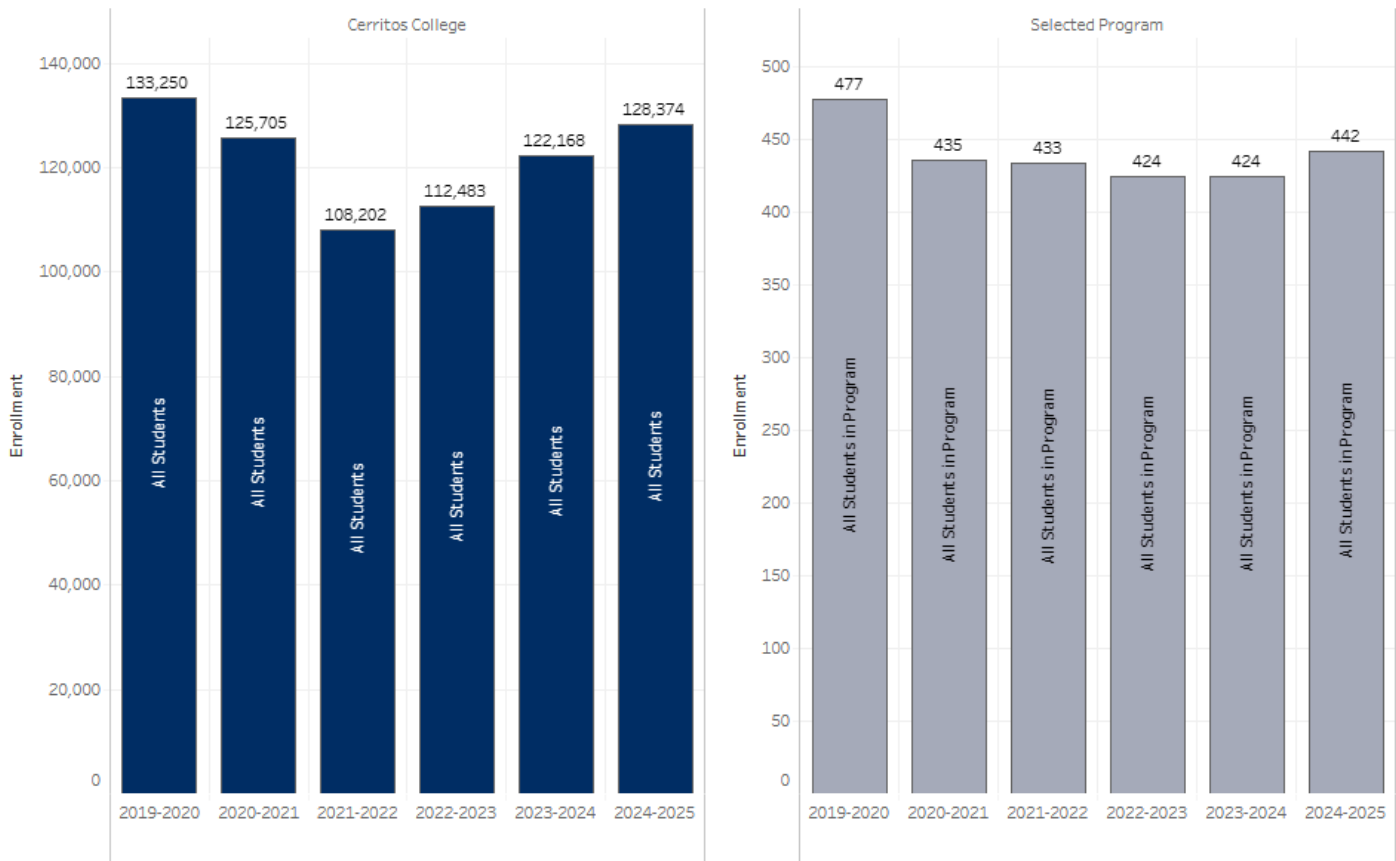
2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

The PTA Program has maintained a relatively steady enrollment (duplicated) and headcount (unduplicated) over the past six years.

Total Enrollment (Unduplicated) remained relatively stable for the PTA Program despite the covid crisis as the PTA faculty returned to in-person labs quickly (Fall 2020) and leadership worked tirelessly to find clinical internships to help student graduate amidst the covid restrictions. This is different from the college as a whole where a drop in enrollment during the covid crisis was significant due to mandates for online instruction, social distancing, vaccines and testing. Enrollment for the college did rebound as the covid crisis lessened and mandates/restrictions were lifted by the school.

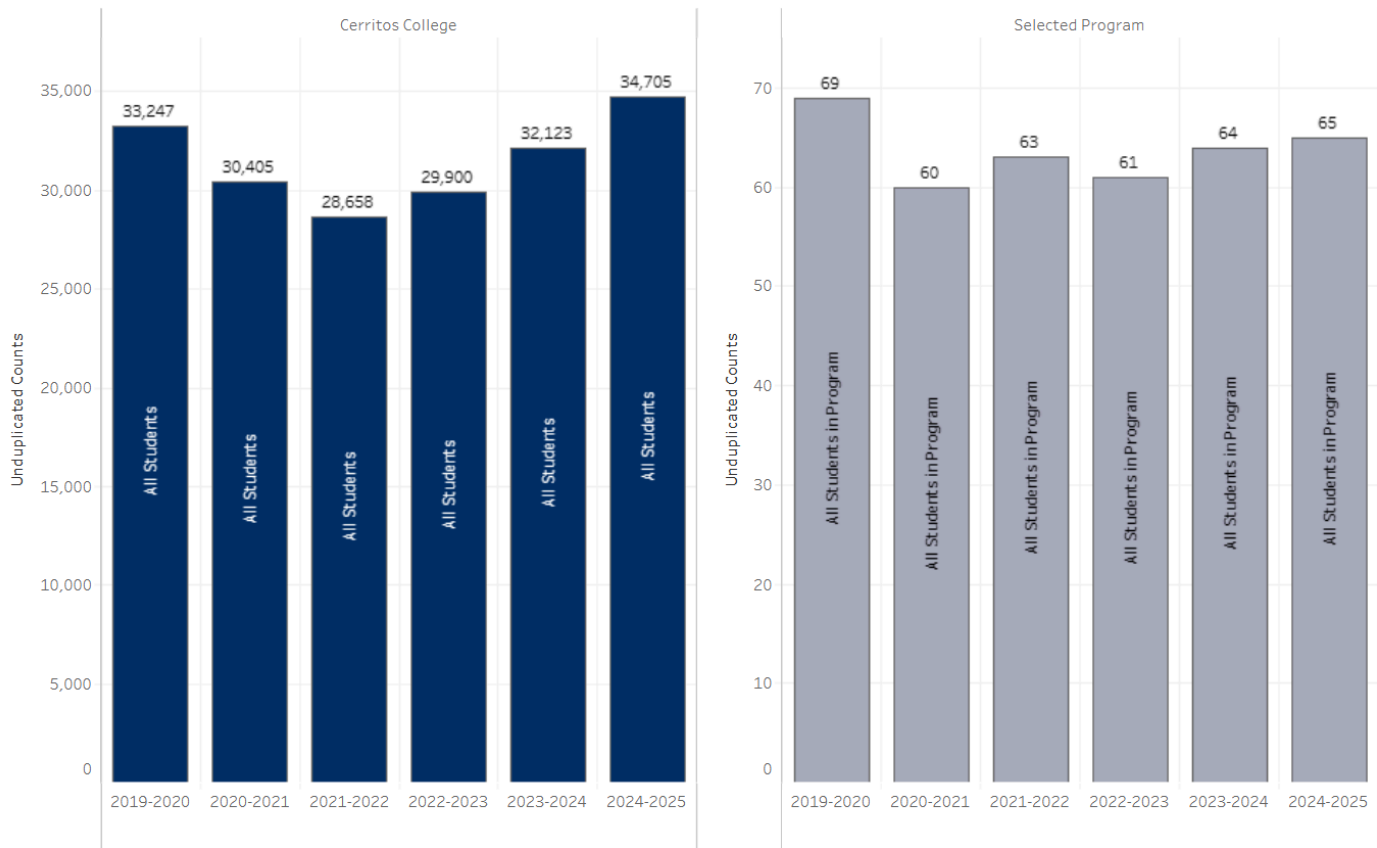
Division: Health Occupations
 Department: PTA
 Subject: PTA



Population to Display: Cerritos College
 Select Characteristic to Diaggregate: All Students
 Select Display: Graph

Graph Legend All Students in Pr...

Headcounts (Unduplicated) have remained stable as well. 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 the Commission on Accreditation for Physical Therapy Education (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 new students per new cohort (total of 64 unduplicated students per academic year) with the main fluctuations coming if a student drops for personal reasons or is dismissed from the program for poor academic standing. The high enrollment in 2019-2020 was due to covid and students who were delayed in graduating. Conversely, the was a drop in enrollment to 60 in 2020-2021 as the on-going covid crisis limited lab space to 30 total students in order to accommodate for 3 lab sections with only 10 students per section to comply with the college's social distancing rules. Enrollment has stabilized since 2023 as social distancing and enrollment restrictions were lifted by the college. Note: CAPTE accreditation standards require that the PTA 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.



3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

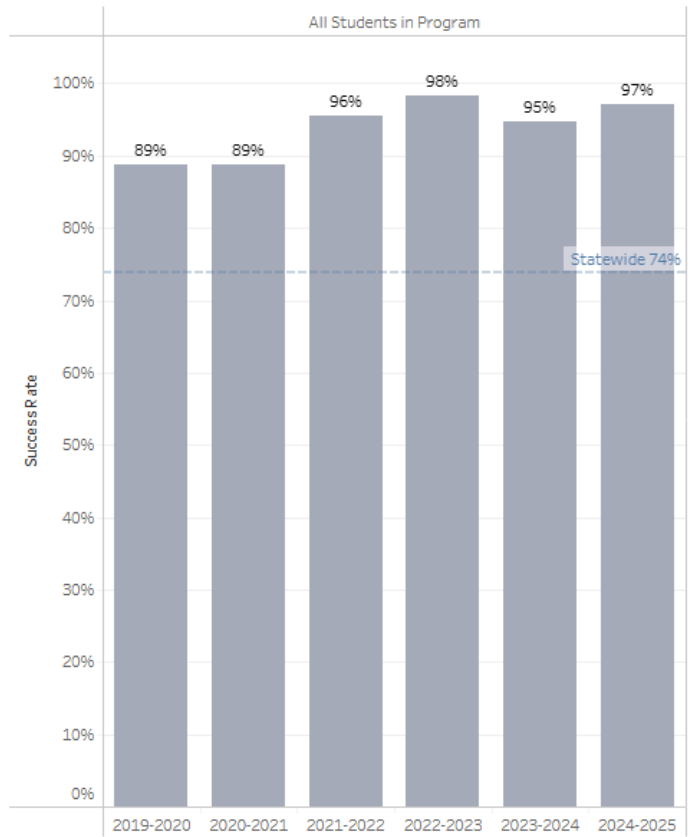
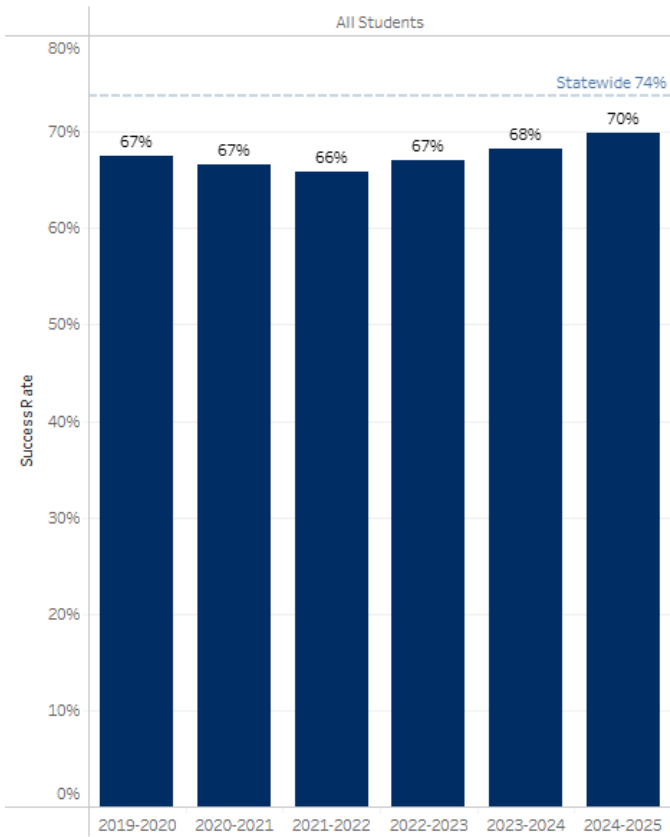
The PTA Department has very high success rates overall when compared to the College as a whole. This success is reflected even as the PTA Department has a more stringent passing criteria of 75% for all courses within the program to meet CAPTE standards. PTA success rates have been generally above 95% for the overall PTA Program across all student populations for the past 4 years. The only dip to 89% came in 2019-2020 & 2020-2021 due the Covid crisis that lead to a significant number of incompletes in courses that involved skills labs or in-person clinical internships. Even with the covid issues, the PTA department maintained success rates higher than the state average of 74% in the past 6 years. Comparatively, Cerritos College generally had success rates in the 67-70% range during the same time period.



Course Success & Course Completion



Division:
 Department:
 Subject:



Select Success or Course Completion:
 Population to Display:
 Select Characteristic to Diaggregate:
 Select Display:
 Show Statewide 2023-2024 Rate:

Graph Legend All Students in Pr...

Retention (Completion) rates for the PTA Program have been steadily 98-100% over the past 6 years. These outcomes outperform the state average of 89% and Cerritos College that demonstrated retention rates ranging from 79 - 83% from 2019 - 2025.



Course Success & Course Completion



Show Annual Plan Question

Show IPR Question

Division

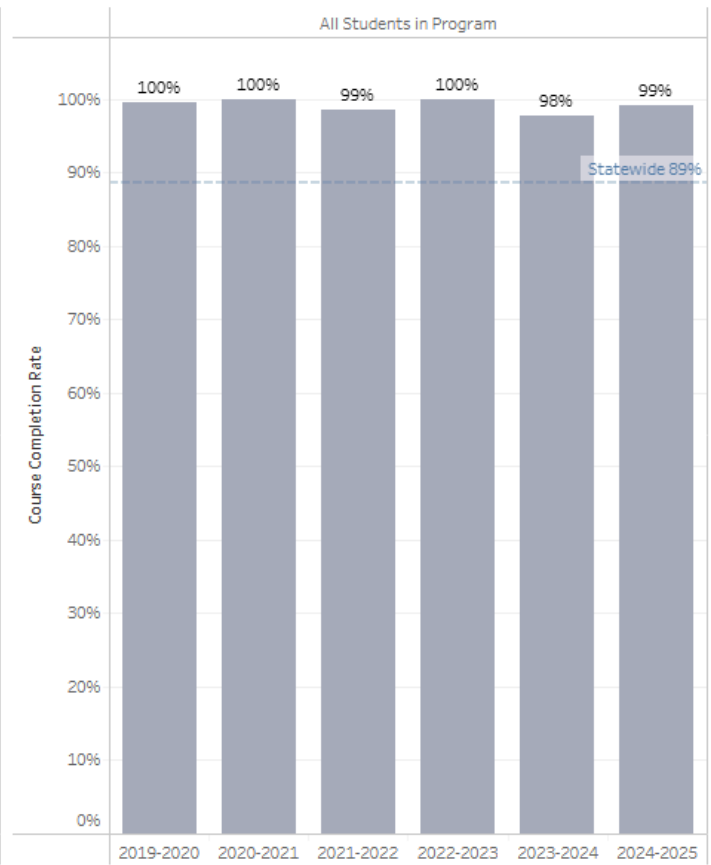
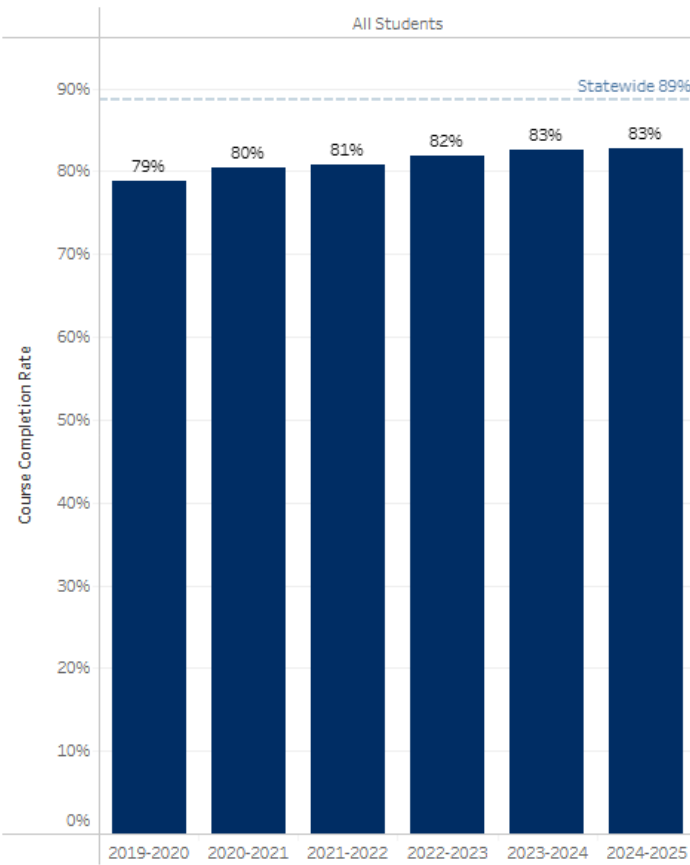
Health Occupations

Department

PTA

Subject

PTA



Select Success or Course Completion

Course Completion Rate

Population to Display

Cerritos College

Select Characteristic to Disaggregate

All Students

Select Display

Graph

Graph Legend

All Students in Pr...

Show Statewide 2023-2024 Rate

True

When comparing disaggregated Success Rates and Completion rates by course, there were a few key findings. First, success rates were generally between 92 - 100% for most courses over the past 6 years with the exception of the the following: Clinical Internship courses (PTA 126, PTA 236, and PTA 246) during the covid crisis from 2019-2020 through 2021-2022 had a significant drop in success rates. This dip reflects special circumstances related to covid as students in the clinical internship courses had their internships delayed due to lack of availability of clinical sites. Many students received an Incomplete grade during that time period which is not considered successful per the data parameters. All students were able to complete their internships with minimal to no delays in graduation. The completion rate data by course reflects this reality as those courses have a 100% completion rate noted. Second, the PTA 130 course had a 0% success rate in Spring 2020 because the in-person skills lab was cancelled during the height of the covid crisis. Students were later able to complete that course in Fall 2020 when labs came back to campus with some precautions. This is reflected in the 100% completion rate. Lastly, the PTA 110 and PTA 120 courses have the lowest success rates which fluctuate between 80% and 100% -- still above the college and state averages. These two courses are the 1st semester courses for incoming cohorts in the Fall. It is often a challenging transition for students to move from more straight forward pre-requisite courses to a rigorous PTA professional training program that requires significant clinical application and fast-paced skills acquisition. Often, students are trying to manage a fulltime work schedules with night courses which has lead to a few students who either withdraw or who are unable to reach the 75% passing requirements for these courses. If students persist to the end of the semester but do not pass one course, they are given a chance to repeat the course and to continue in the PTA Program in a decelerated format. This enables our PTA department to help the majority of students reach the final goal of program completion and graduation with an A.S. degree.

Course Success Rate Chart:

Division: Health Occupations
 Department: PTA
 Subject: PTA

| Division | Department | Subject | Course | Select Student Attribute | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|--------------------|------------|---------|---------|--------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | | | | Academic Year | Academic Year | Academic Year | Academic Year | Academic Year | Academic Year |
| Grand Total | | | | | 88.68% | 88.74% | 95.61% | 98.35% | 94.81% | 97.06% |
| Health Occupations | PTA | PTA | PTA 110 | All Students | 96.88% | 83.33% | 93.33% | 100.00% | 87.50% | 87.88% |
| | | | PTA 120 | All Students | 93.75% | 80.00% | 84.38% | 90.32% | 85.29% | 82.35% |
| | | | PTA 125 | All Students | 96.55% | 100.00% | 100.00% | 96.43% | 100.00% | 100.00% |
| | | | PTA 126 | All Students | 31.03% | 32.14% | 100.00% | 96.30% | 96.55% | 100.00% |
| | | | PTA 128 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 93.33% | 100.00% |
| | | | PTA 129 | All Students | 100.00% | 100.00% | 93.75% | 100.00% | 100.00% | 100.00% |
| | | | PTA 130 | All Students | 0.00% | 100.00% | 100.00% | 100.00% | 96.55% | 93.33% |
| | | | PTA 230 | All Students | 100.00% | 86.67% | 96.43% | 100.00% | 96.30% | 100.00% |
| | | | PTA 233 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | | | PTA 235 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 96.55% | 100.00% |
| | | | PTA 236 | All Students | 100.00% | 60.71% | 82.76% | 92.86% | 92.59% | 100.00% |
| | | | PTA 240 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 96.15% | 100.00% |
| | | | PTA 245 | All Students | 100.00% | 100.00% | 96.43% | 100.00% | 96.15% | 100.00% |
| | | | PTA 246 | All Students | 97.06% | 85.71% | 92.86% | 100.00% | 92.31% | 96.55% |
| | | | PTA 250 | All Students | 100.00% | 100.00% | 96.55% | 100.00% | 96.30% | 100.00% |

Select Success or Course Completion: Success Rate
 Population to Display: Cerritos College
 Select Characteristic to Diaggregate: All Students
 Select Display: Table

[Graph Legend](#)
Show Statewide 2023-2024 Rate: True

Course Complete Rate Chart:



Course Success & Course Completion



Division:
 Department:
 Subject:

| Division | Department | Subject | Course | Select Student Attribute | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|--------------------|------------|---------|---------|--------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | | | | Academic Year | Academic Year | Academic Year | Academic Year | Academic Year | Academic Year |
| Grand Total | | | | | 99.58% | 100.00% | 98.61% | 100.00% | 97.64% | 99.10% |
| Health Occupations | PTA | PTA | PTA 110 | All Students | 96.88% | 100.00% | 93.33% | 100.00% | 93.75% | 93.94% |
| | | | PTA 120 | All Students | 96.88% | 100.00% | 93.75% | 100.00% | 94.12% | 94.12% |
| | | | PTA 125 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | | | PTA 126 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | | | PTA 128 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 93.33% | 100.00% |
| | | | PTA 129 | All Students | 100.00% | 100.00% | 96.88% | 100.00% | 100.00% | 100.00% |
| | | | PTA 130 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 96.55% | 100.00% |
| | | | PTA 230 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | | | PTA 233 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | | | PTA 235 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 96.55% | 100.00% |
| | | | PTA 236 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | | | PTA 240 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 96.15% | 100.00% |
| | | | PTA 245 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 96.15% | 100.00% |
| | | | PTA 246 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | | | PTA 250 | All Students | 100.00% | 100.00% | 96.55% | 100.00% | 100.00% | 100.00% |

Select Success or Course Completion:
 Population to Display:
 Select Characteristic to Diaggregate:
 Select Display:

Show Statewide 2023-2024 Rate:

Graph Legend

When looking at disaggregated data for different populations including race/ethnicity, veterans, SAS students, and first-generation students there was only one disproportionate impact (DI) group identified by our Institutional Effectiveness, Research, Planning and Grants (IERPG) Department. The only DI group noted for success and completion were Asian students in 2020-2021 for PTA 126 (Clinical Practicum I). This DI impact can be attributed to the covid crisis and Asian students being more cautious with precautions which lead to a higher proportion of Asian students choosing to take incomplete grades for PTA 126. These students all eventually successfully completed the course and were able to complete the PTA program. No other groups were identified as statistically significant for DI since a strong correlation for DI cannot be drawn if there are less than 10 data points. Although the SAS student data showed a grand total 71% success rate in 2024-2025 which is lower than other PTA outcomes in non-Covid affected years, this outcome was not identified as "DI" since there were only 7 total SAS attempts for that year and 2 were unsuccessful. The two unsuccessful outcomes for PTA 110 and PTA 130 were the same student who took incompletes in both courses due to health issues. This student later successfully completed and is still on track to graduate from our PTA Program. Overall, the PTA Program demonstrates strong success and completion rates across ethnic groups and special populations.

Success Rates by Ethnicity:



Course Success & Course Completion



Division

Department

Subject

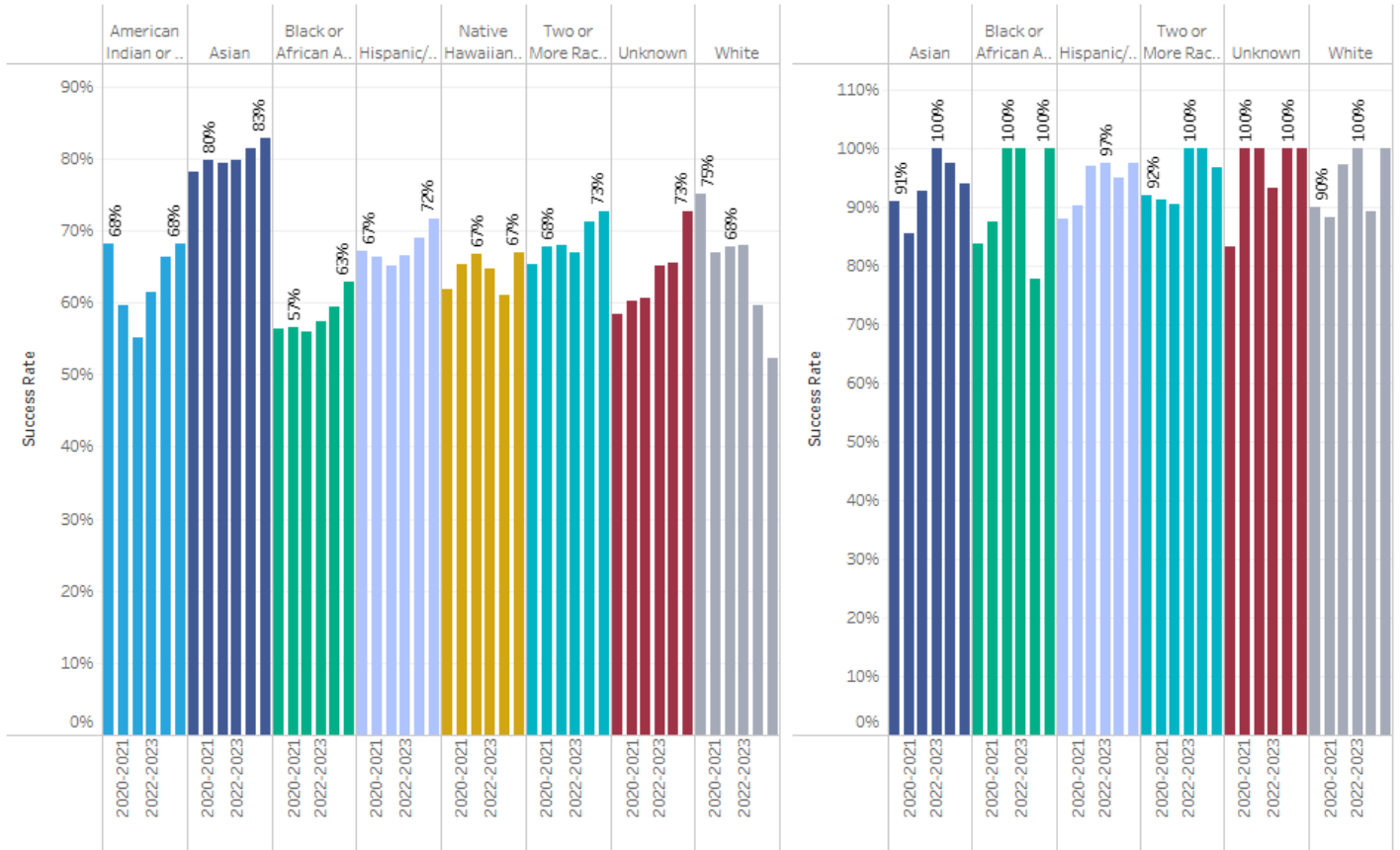
Show Annual Plan Question

Show IPR Question

Health Occupations

PTA

PTA



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Success Rate

Cerritos College

Race/Ethnicity

Graph

Graph Legend

Asian

Black or African ...

Hispanic/Latino

Show Statewide 2023-2024 Rate

True

Veterans Success Rates:



Course Success & Course Completion



Division

Department

Subject

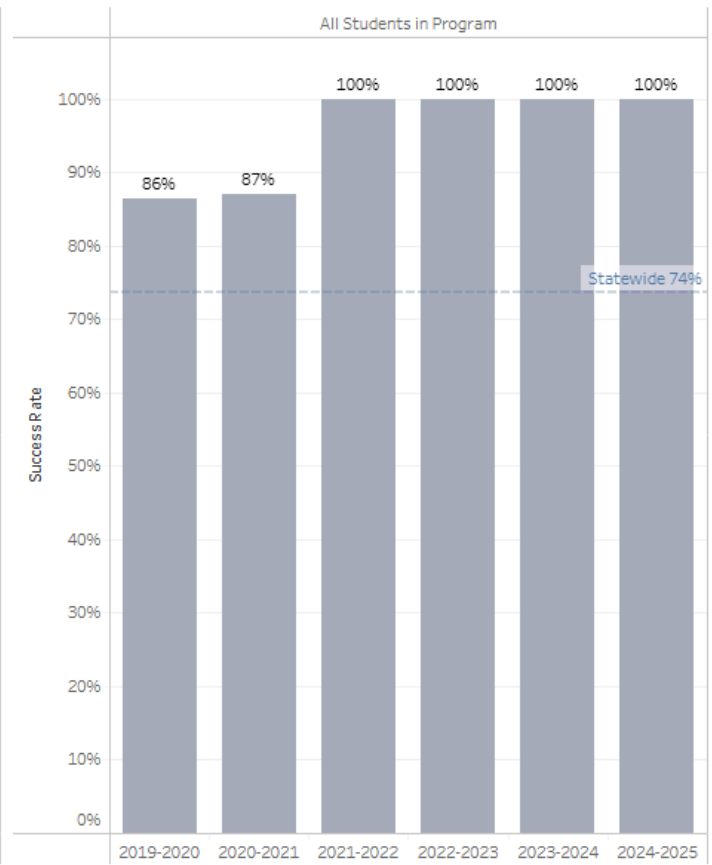
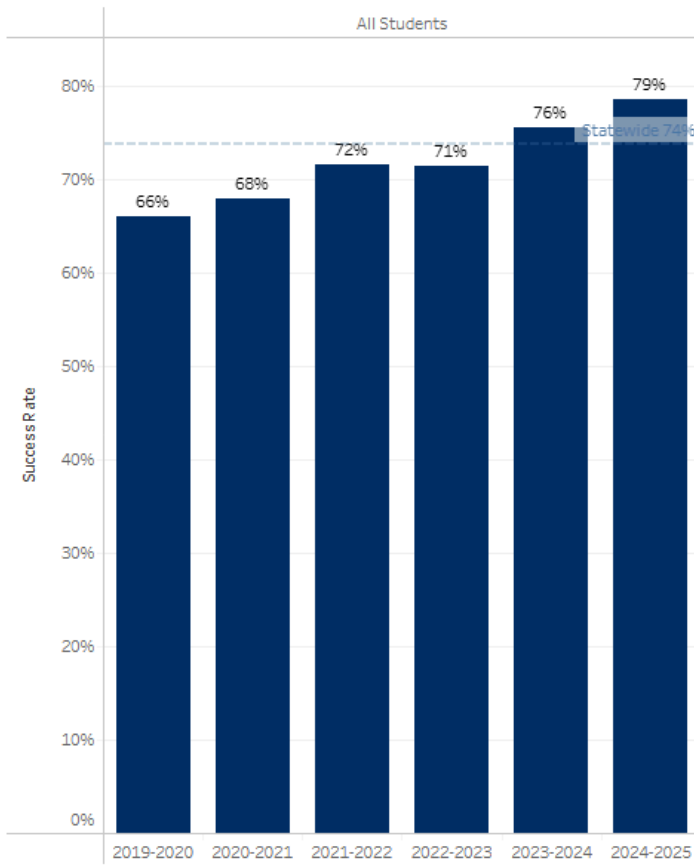
Show Annual Plan Question

Show IPR Question

Health Occupations

PTA

PTA



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Success Rate

Veteran students

All Students

Graph

Graph Legend

All Students in Pr...

Show Statewide 2023-2024 Rate

True

SAS Student Success Rates:

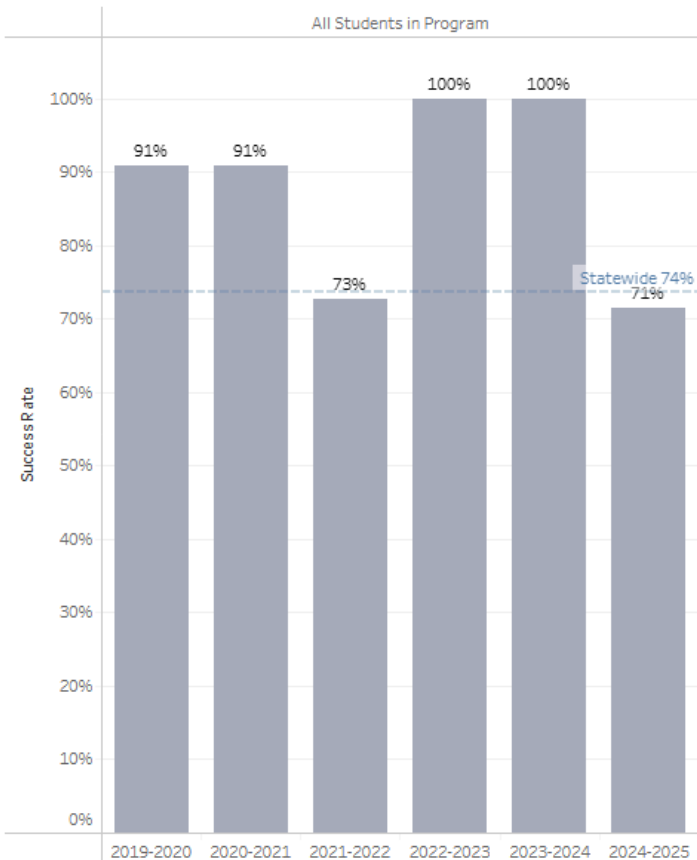
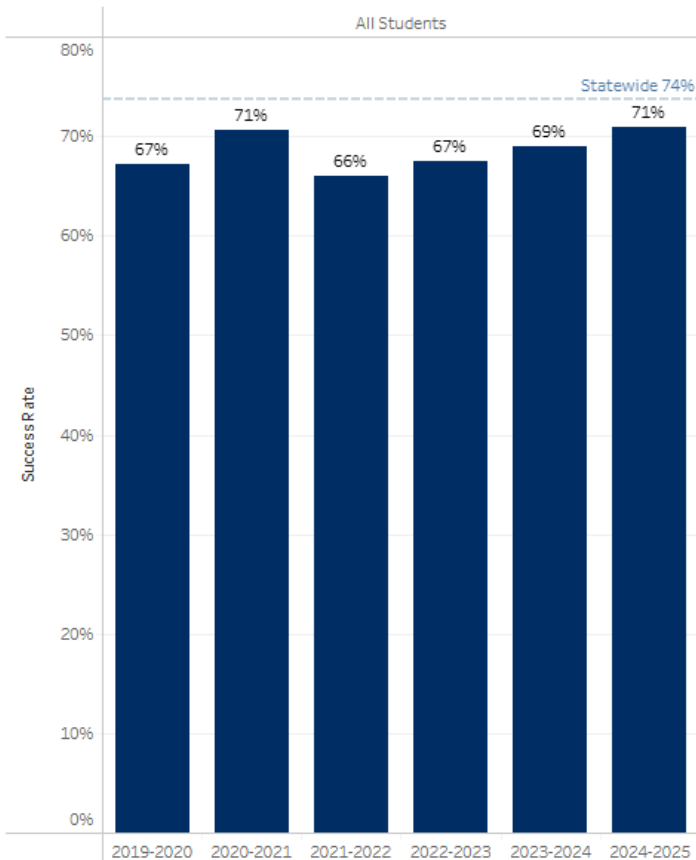
Course Success & Course Completion



Division: Health Occupations | Department: PTA | Subject: PTA

Show Annual Plan Question

Show IPR Question



Select Success or Course Completion: Success Rate | Population to Display: SAS students | Select Characteristic to Diaggregate: All Students | Select Display: Graph

Graph Legend: All Students in Pr... | Show Statewide 2023-2024 Rate: True

Course Success & Course Completion



Division: Health Occupations | Department: PTA | Subject: PTA

Show Annual Plan Question

Show IPR Question

| Division | Department | Subject | Course | Select Student Attribute | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026* |
|--------------------|------------|---------|---------|--------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | | | | Academic Year | Academic Year | Academic Year | Academic Year | Academic Year | Academic Year |
| Grand Total | | | | | 90.91% | 72.73% | 100.00% | 100.00% | 71.43% | 66.67% |
| Health Occupations | PTA | PTA | PTA 110 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 120 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 125 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 126 | All Students | 50.00% | | 100.00% | | | |
| | | | PTA 128 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 129 | All Students | 100.00% | 66.67% | 100.00% | | | |
| | | | PTA 130 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 230 | All Students | 0.00% | 66.67% | 100.00% | | | |
| | | | PTA 233 | All Students | 100.00% | 100.00% | | | | |
| | | | PTA 235 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 236 | All Students | 100.00% | 33.33% | | | 100.00% | |

Academic Year: 2024-2025
 Term: Academic Year
 Special Population: SAS students
 All Students: All
 Division: All
 Department: All
 Subject: All
 Course: All
 Enrollment: 7
 Successes: 5
 Success Rate: 71.43%
 DI Proportionality Index:
 DI Status: Indeterminable (<10)



Course Success & Course Completion



Show Annual Plan Question

Show IPR Question

Division: Health Occupations

Department: PTA

Subject: PTA

| Division | Department | Subject | Course | Select Student Attribute | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year | 2024-2025 Academic Year | |
|--------------------|--------------|---------|---------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--|
| Grand Total | | | | | 90.91% | 72.73% | 100.00% | 100.00% | 71.43% | |
| Health Occupations | PTA | PTA | PTA 110 | All Students | 100.00% | | 100.00% | | 0.00% | |
| | | | PTA 120 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 125 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 126 | All Students | 50.00% | | 100.00% | | | |
| | | | PTA 128 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 129 | All Students | 100.00% | 66.67% | 100.00% | | | |
| | | | PTA 130 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 230 | All Students | 0.00% | 66.67% | 100.00% | | | |
| | | | PTA 233 | All Students | 100.00% | 100.00% | | | | |
| | | | PTA 235 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 236 | All Students | 100.00% | 33.33% | | | | |
| | | | PTA 240 | All Students | 100.00% | 100.00% | 100.00% | 100.00% | | |
| | | | PTA 245 | All Students | 100.00% | 100.00% | | 100.00% | | |
| | | | PTA 246 | All Students | 100.00% | 50.00% | 100.00% | 100.00% | | |
| PTA 250 | All Students | 100.00% | 66.67% | 100.00% | 100.00% | | | | | |

Academic Year: 2024-2025
 Term: Academic Year
 Special Population: SAS students
 All Students: All Students
 Division: Health Occupations
 Department: PTA
 Subject: PTA
 Course: PTA 110
 Enrollment: 1
 Successes: 0
 Success Rate: 0.00%
 DI Proportionality Index:
 DI Status: Indeterminable (<10)

Select Success or Course Completion

Population to Display

Select Characteristic to Diaqqreate

Select Displav



Course Success & Course Completion



Show Annual Plan Question

Show IPR Question

Health Occupations

PTA

PTA

| Division | Department | Subject | Course | Select Student Attribute | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year | 2024-2025 Academic Year | |
|--------------------|------------|---------|---------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--|
| Grand Total | | | | | 90.91% | 72.73% | 100.00% | 100.00% | 71.43% | |
| Health Occupations | PTA | PTA | PTA 110 | All Students | 100.00% | | 100.00% | | 0.00% | |
| | | | PTA 120 | All Students | 100.00% | | 100.00% | | 100.00% | |
| | | | PTA 125 | All Students | 100.00% | | 100.00% | | 100.00% | |
| | | | PTA 126 | All Students | 50.00% | | 100.00% | | 100.00% | |
| | | | PTA 128 | All Students | 100.00% | | 100.00% | | 100.00% | |
| | | | PTA 129 | All Students | 100.00% | 66.67% | 100.00% | 100.00% | | |
| | | | PTA 130 | All Students | 100.00% | | 100.00% | | 0.00% | |
| | | | PTA 230 | All Students | 0.00% | 66.67% | 100.00% | | | |
| | | | PTA 233 | All Students | 100.00% | 100.00% | | | | |
| | | | PTA 235 | All Students | 100.00% | | 100.00% | | | |
| | | | PTA 236 | All Students | 100.00% | 33.33% | | | | |
| | | | PTA 240 | All Students | 100.00% | 100.00% | 100.00% | | | |
| | | | PTA 245 | All Students | 100.00% | 100.00% | | | | |
| | | | PTA 246 | All Students | 100.00% | 50.00% | 100.00% | | | |
| | | | PTA 250 | All Students | 100.00% | 66.67% | 100.00% | | | |

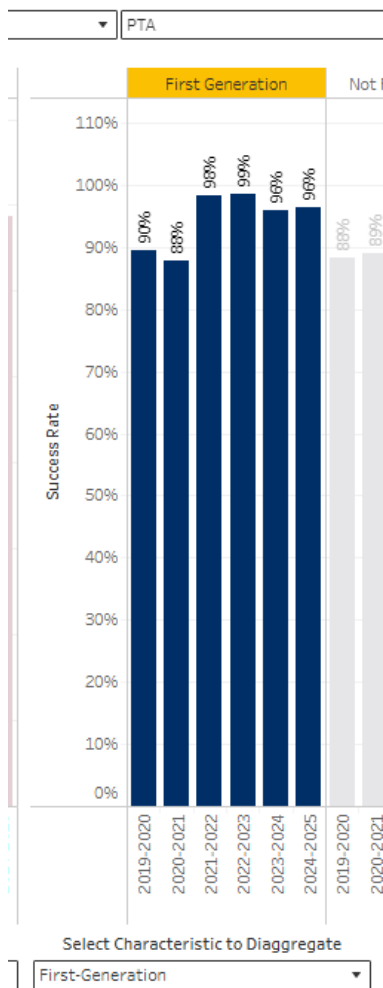
Academic Year: 2024-2025
 Term: Academic Year
 Special Population: SAS students
 All Students: All Students
 Division: Health Occupations
 Department: PTA
 Subject: PTA
 Course: PTA 130
 Enrollment: 1
 Successes: 0
 Success Rate: 0.00%
 DI Proportionality Index:
 DI Status: Indeterminable (<10)

Select Success or Course Completion: Success Rate
 Population to Display: SAS students
 Select Characteristic to Display: All Students

Graph Legend

Show Statewide 2023-2024 Rate

First Generation Success Rates:



4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

Since the PTA department provides all instruction in a traditional in-person format, the mode of instruction is not a factor in student success and completion. During the covid crisis, lecture courses were provided on-line in 2020-2021, but the PTA faculty decided to return to campus as soon as allowed. All courses returned to the traditional in-person format by Fall 2021.

Overall, the PTA Department has done an excellent job of mitigating performance gaps and helping all populations achieve equitable outcomes over the past 6 years. Current ways that the PTA department provides support to students includes the following: Open labs 4x/week (2 hours per day) via an AED course that provides extra skills practice time and tutoring from faculty members; peer mentorship via a 1st Year/2nd Year buddy program; orientation information for all incoming students and referrals as needed to support services on campus such as SHS, Falcon's Nest, and SAS; and peer tutoring offered to students who are identified as at risk in PTA 120 following the first midterm exam.

Future plans to address student performance gaps and improve success and completion rates for PTA 110 and PTA 120 include: Add a required anatomy review module to be completed between PTA Orientation and the first day of the Fall term for incoming cohorts. Make medical terminology a pre-requisite to enter the PTA Program. Other plans to close performance gaps and increase pass rates for clinical courses (PTA 126, PTA 236 and PTA 246) to > 98% include: Develop a new Skills lab course to address advanced hospital skills and neurological interventions; Develop Pre-fresher hospital simulations that would be completed 1 -3 weeks prior to a student's first acute or subacute clinical internship to better prepare students for these settings; Add intra-professional experience practice (DPT - PTA) and inter-professional simulation lab experiences in combination with Nursing.

The current efforts and future plans noted above are designed to promote retention and success for all student groups, thus promoting equitable outcomes and degree attainment within the PTA department.

5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

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. SLO data shows strong outcomes for courses in general. Several programmatic changes based on data are noted in the section above. NPTE licensure pass rates remain high and above the CAPTE accreditation benchmarks. In an effort to further improve NPTE licensure exam first-time pass rates to above 95%, the PTA department is planning to extend the PTA 250 (Board Exam Prep) course from 6- weeks to 9-weeks in order to add review content extra test taking practice. Graduation rates and employment rates are excellent and remain above the CAPTE accreditation benchmark standards, confirming that the PTA program is a value-add to the college and community by offering a high quality, low-cost education that trains students to enter a strong healthcare job market as supported by labor market data. The PTA faculty count it a privilege to provide opportunities for students to enter a fulfilling and well-paying CTE career.

B. Career Technical Education (CTE) Supplemental Questions : Version by Christensen, Valeria on 02/18/2026 05:46

1. How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

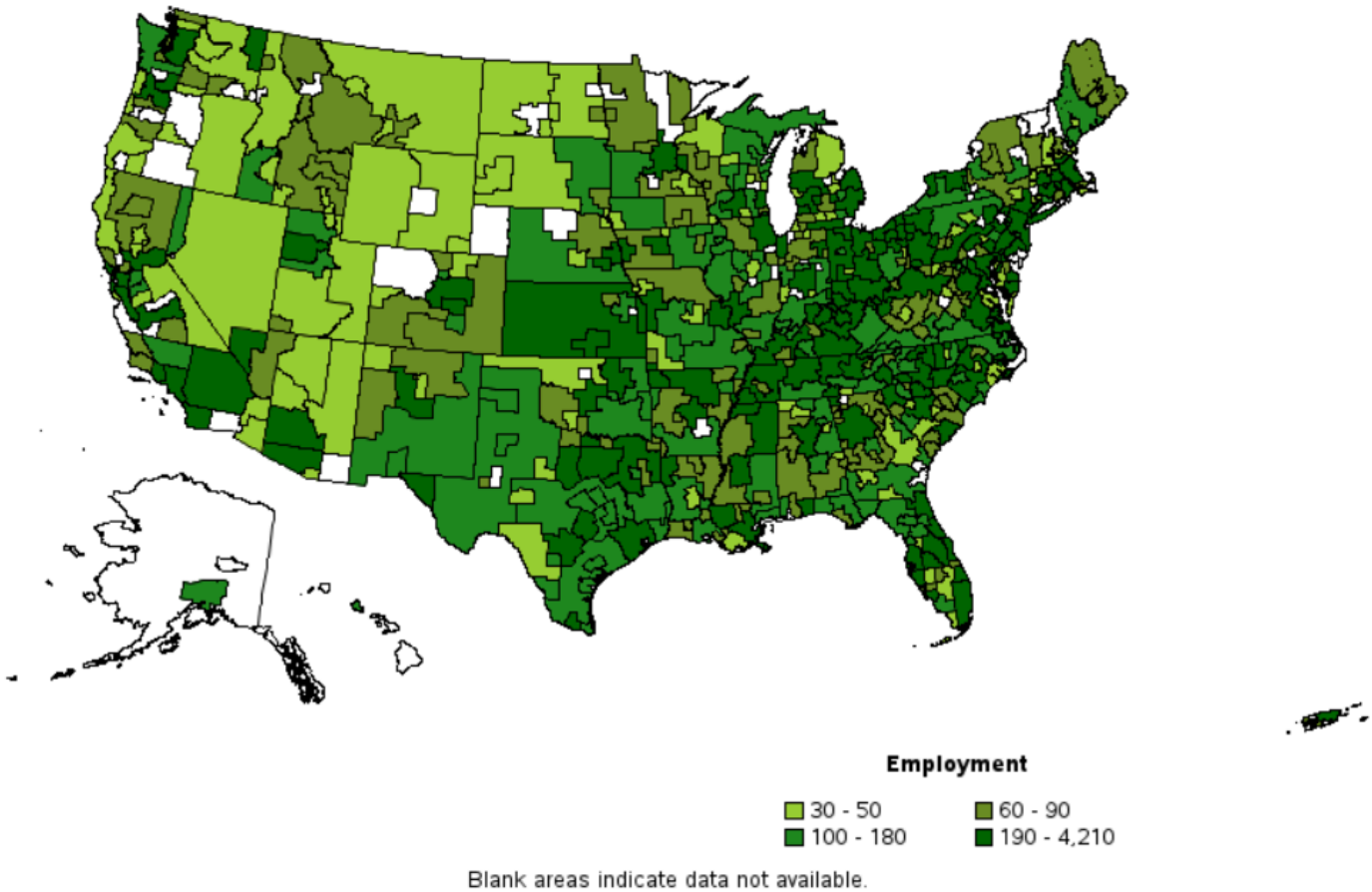
Overall, the labor market for Physical Therapists Assistants remains strong. In the past 6 years, there has been continued high demand for healthcare professionals in general. The projections have wayned a bit since the covid crisis in 2020. The labor analysis had shifted from a high of 29% projected growth in demand for Physical Therapists Assistants from 2019-

2029 to a growth outlook of 16% for 2024-2034. This is still a very strong market growth projection, noted to be "much faster than average" by the Bureau of Labor and Statistics (BLS), compared to a projected of 3% average growth for all occupations.

Data above from 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> (<https://www.bls.gov/ooh/healthcare/physical-therapist-assistants-and-aides.htm>)

Additional data from the BLS notes that the median annual wage for Physical Therapist Assistants was \$65,860 in May 2023. This data reflects wages across the entire United States. When disaggregating the data further, the BLS ranked the Los Angeles-Long Beach-Anaheim, CA metropolitan area among the highest in the nation for total employment rate, employment rates and mean wages, noting that the annual mean wage in LA-LB-Anaheim is approximately \$70,010. Finally, the state of California is ranked 2nd in the nation for annual mean wages with an average wage of \$77,700.

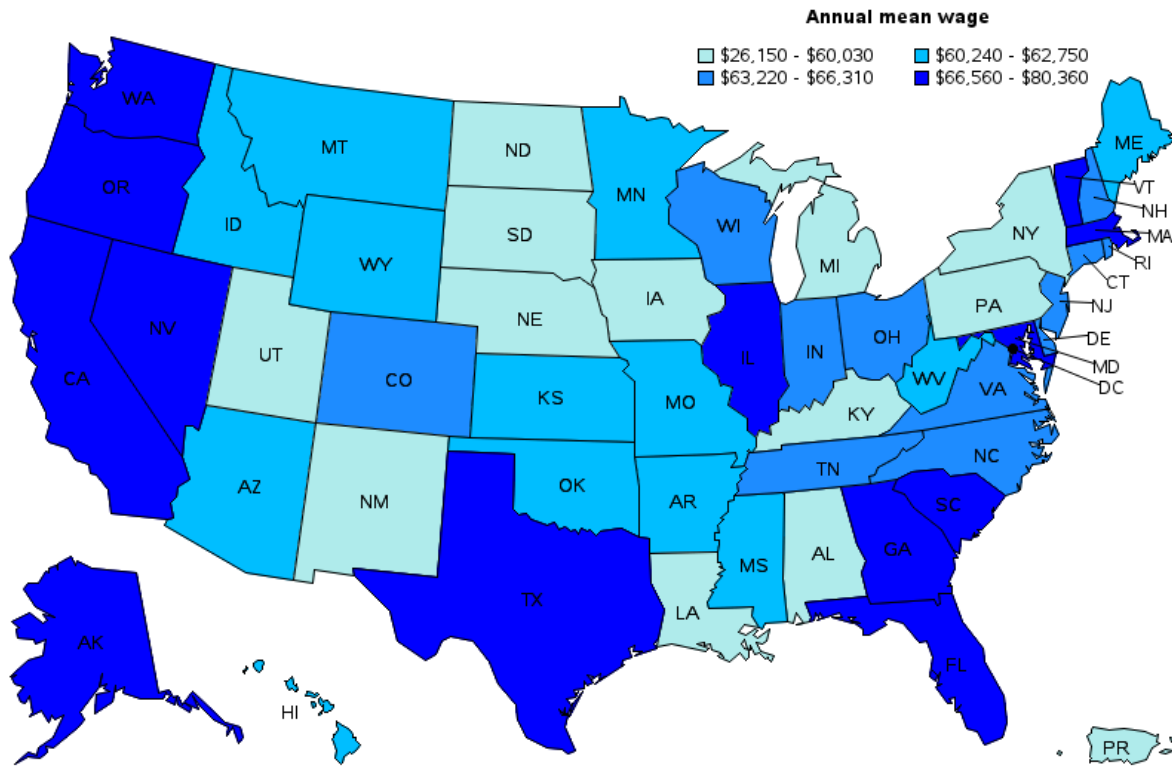
Employment of physical therapist assistants, by area, May 2023



Metropolitan areas with the highest employment level in Physical Therapist Assistants:

| Metropolitan area | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|---|-----------------------|-------------------------------------|------------------------------|-------------------------|-----------------------------|
| New York-Newark-Jersey City, NY-NJ-PA | 4,210 | 0.44 | 0.65 | \$ 30.32 | \$ 63,060 |
| Chicago-Naperville-Elgin, IL-IN-WI | 3,410 | 0.76 | 1.10 | \$ 33.57 | \$ 69,820 |
| Los Angeles-Long Beach-Anaheim, CA | 3,290 | 0.53 | 0.78 | \$ 33.66 | \$ 70,010 |
| Miami-Fort Lauderdale-West Palm Beach, FL | 2,660 | 0.98 | 1.43 | \$ 32.35 | \$ 67,290 |
| Dallas-Fort Worth-Arlington, TX | 2,350 | 0.59 | 0.87 | \$ 33.21 | \$ 69,090 |
| Philadelphia-Camden-Wilmington, PA-NJ-DE-MD | 1,920 | 0.68 | 0.99 | \$ 31.67 | \$ 65,870 |
| Houston-The Woodlands-Sugar Land, TX | 1,860 | 0.58 | 0.85 | \$ 36.79 | \$ 76,510 |
| Boston-Cambridge-Nashua, MA-NH | 1,590 | 0.58 | 0.84 | \$ 35.23 | \$ 73,270 |
| Tampa-St. Petersburg-Clearwater, FL | 1,480 | 1.05 | 1.53 | \$ 33.25 | \$ 69,150 |
| Austin-Round Rock, TX | 1,410 | 1.14 | 1.66 | \$ 37.39 | \$ 77,780 |

Annual mean wage of physical therapist assistants, by state, May 2023



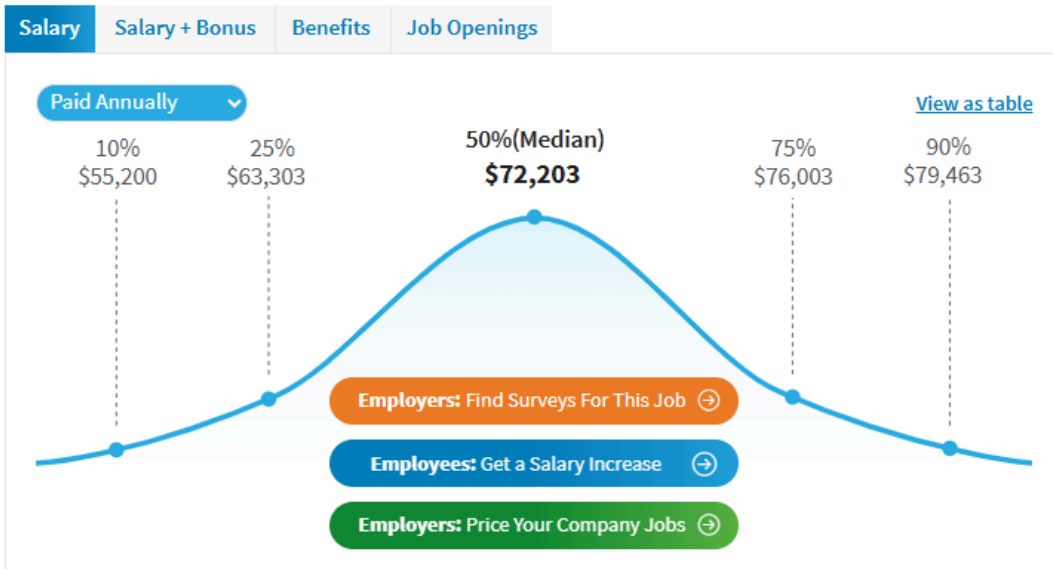
Blank areas indicate data not available.

Top paying states for Physical Therapist Assistants:

| State | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|-------------------------------|----------------|------------------------------|-----------------------|------------------|----------------------|
| Nevada | 670 | 0.45 | 0.66 | \$ 38.64 | \$ 80,360 |
| California | 8,230 | 0.46 | 0.67 | \$ 37.36 | \$ 77,700 |
| Texas | 10,110 | 0.75 | 1.09 | \$ 34.64 | \$ 72,060 |
| Georgia | 2,370 | 0.50 | 0.73 | \$ 34.53 | \$ 71,830 |
| Massachusetts | 2,340 | 0.64 | 0.94 | \$ 34.29 | \$ 71,320 |

Data above from Bureau of Labor Statistics, Occupational Employment and Wages - Physical Therapist Assistants, at <http://www.bls.gov/oes/2023/may/oes312021.htm> (<http://www.bls.gov/oes/2023/may/oes312021.htm#u00A0>)

Per the website Salary.com, the current average wage within the Los Angeles area for a PTA is \$72,203 annually or \$35 hourly. <https://www.salary.com/tools/salary-calculator/physical-therapist-assistant-pta/los-angeles-ca> (<https://www.salary.com/tools/salary-calculator/physical-therapist-assistant-pta/los-angeles-ca>)



When reviewing the Lightcast Report for 2025-2026, this data closely matched the BLS and Salary.com data. Per Lightcast data, combined growth for Physical Therapist Aides and Physical Therapists Assistants (PTAs) was noted to be 19% between 2019 - 2024. Further disaggregated data focusing only on PTAs only showed a much stronger rate of growth of 75%! Additionally, Median earnings for our area from Lightcast were noted to be \$71,500 annually or \$34.37 hourly, also confirming BLS and Salary.com reporting.

Target Occupations

| 5,219 Jobs (2019) 19% below National average | +19.0% % Change (2019-2024) Nation: +4.9% | \$34.37/hr \$71.5K/yr Median Earnings Nation: \$28.70/hr; \$59.7K/yr | 1,176 Annual Openings | | |
|--|---|--|--------------------------|----------------------|---------------------------------|
| Occupation | 2019 Jobs | Annual Openings | Median Earnings | Growth (2019 - 2024) | Employment Concentration (2019) |
| Physical Therapist Aides | 2,940 | 392 | \$17.09/hr | -24.39% | 1.34 |
| Physical Therapist Assistants | 2,279 | 784 | \$36.73/hr | +75.08% | 0.53 |

Overall, there is a very strong market for PTAs and the outlook for further growth is optimistic, making a degree in this professional area a valuable way to support upward economic mobility for our students.

2. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

The Cerritos College PTA Program provides comprehensive education and training so that students graduate with knowledge to provide physical therapy interventions as generalists who can practice in outpatient or acute/subacute care. We provide strong didactic and clinical skills teaching as well as practice in clinical decision-making and reasoning to maintain patient safety and optimize outcomes. Additionally, the faculty provide teaching and considerations for culturally responsive care so that graduates are prepared to provide kind and equitable care for all patient populations. Per the Lightcast data, educational opportunities outside of a private institution are very limited with only 92% of PTA Program offered at private institutions vs 8% offered in non-private setting such as a public college. The most distinctive component of our PTA Program is that we offer a high-quality CTE professional training program that is very affordable. Total cost for the entire Associate in Science PTA degree at Cerritos College is approximately \$4600. The average private college offers the same degree for around \$50-60K. Another distinctive feature of our PTA Program is that we are the only training program in the area that is offered as an evening program, allowing students to work part-time or full-time to help them continue to support themselves and pay for tuition without going further into debt. In fact, the average debt taken per student withing our PTA Program is less than \$1000. These program qualities allow those in the community the opportunity for upward mobility for themselves and their family. The faculty is proud of the work we do because we can help our students change the trajectory of life for themselves and their families via providing them with a low-cost degree in a stable and well-paying profession.

3. What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

Program Completion Data:

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 6 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 |
|-----------------|-----------------|
| 2020 | 100% |
| 2021 | 100% |
| 2022 | 96.7% |
| 2023 | 100% |
| 2024 | 86.2% |
| 2025 | 96.7% |
| 6-Year Average | 96.6% |

Employment Data:

Our outside accreditation agency, CAPTE, has set the benchmark for employment rates to be at least 90%, measured as the percentage of graduates who sought employment as physical therapists assistants and were employed within 1 year of graduation, 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 |
|-----------------|-----------------|
| 2019 | 100% |
| 2020 | 100% |
| 2021 | 100% |
| 2022 | 100% |
| 2023 | 100% |
| 2024 | 100% |

The PTA Program has very strong graduation rates overall. The faculty has seen students struggle at bit, particularly in the 1st semester, leading to a larger proportion of students who need to repeat either PTA 110 or PTA 120 (1st semester courses) which leads to a decelerated course of study. Students in this situation still graduate within 150% of the standard time-frame, therefore maintaining acceptable graduation rates per the CAPTE benchmark. We have seen a lower class success rate in those 1st semester courses since 2020 and the Covid crisis, leading a dip in class success rates. The PTA faculty plan to add an Anatomy refresher module that will be assigned at the summer PTA Orientation for incoming cohort students to help them be more prepared for their 1st semester to help improve class success rates and overall graduation rates. We will revisit the embedded tutoring program for PTA 120 (Kinesiology) to support student success and gradation. Employment rates continue to be strong as the Cerritos PTA graduates are well-trained and ready for the workforce. We will continue to emphasize professional behavior, resume writing, interviewing tactics and advice, and interview practice via a mock interview format in our PTA 240 course in order to support job-seeking efforts and employment rates. Other ways that our department plans to continue to maintain these strong employment outcomes include fostering community relationship with area employers and passing along job opportunities to alumni and students. A future goal is to develop a strong presence on-line via social media to foster networking, and to develop a job board for PTA alumni and students.

4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

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 from the most recent Federation of State Boards of Physical Therapy (fsbpt) report in Fall 2025:



Cerritos College (PTA)

Free Basic Pass Rate Report

School Code: 0510
 Graduation Years: 2023 - 2025
 Exam Level: PTA
 State: CA
 Date of Report: 1/30/2026

| | | | | Summary Performance for the School by Graduation Year | | | Summary Performance for All U.S.-Accredited Candidates by Graduation Year | | |
|-----------------|------------|----------------------|------------------------------|---|------------------|---------------------------------|---|------------------|--------------------------------|
| Graduation Year | Group | Number of Candidates | Number of Passing Candidates | Pass Rate | Mean Scale Score | Confidence Interval of the Mean | Pass Rate | Mean Scale Score | Standard Deviation Scale Score |
| 2025 | First Time | 27 | 23 | 85.2% | 668.4 | 11.3 | 80.2% | 647.7 | 57.5 |
| | Ultimate | 27 | 27 | 100.0% | 678.2 | 9.2 | 88.0% | 651.9 | 54.1 |
| 2024 | First Time | 25 | 23 | 92.0% | 654.2 | 12.8 | 76.4% | 642.3 | 58.2 |
| | Ultimate | 25 | 25 | 100.0% | 661.2 | 10.7 | 92.1% | 651.6 | 50.8 |
| 2023 | First Time | 29 | 27 | 93.1% | 669.2 | 10.8 | 81.0% | 650.4 | 59.3 |
| | Ultimate | 29 | 28 | 96.6% | 670.8 | 10.4 | 94.3% | 658.1 | 51.9 |

Scale Scores of 600 and above are passing. If your cohort has less than five students, data will not show up on this report.

The Cerritos College PTA Program exceeds the benchmarks set by our outside accrediting body for ultimate pass rates with a > 96% 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 90% or above on a yearly basis
2. Improve ultimate pass rates to 100% for all graduating cohorts

The PTA Department plans to support these goals by increasing the teaching time in the Licensing Exam Prep course in the final semester (PTA 250) from 6-weeks (1.0 unit) to 9-weeks (1.5 units) beginning in Spring 2027. This change is currently up for approval by the Curriculum Committee and we hope to have it fully approved by January 2026. We have also implemented app-based study and review options and the use of the Academic PEAT (Practice Exam & Assessment Tool) in the PTA 250 course. The PEAT is a fee-based service provided by the Federation of State Boards of Physical Therapy and two retired practice exams with detailed assessment on areas of strength and weakness for development of personalized study plans. This entity develops and administers the NPTE for all of the United States Each student received access to the PEAT via course fees. Lastly, the faculty would like to develop a process to follow-up with graduates who do not pass the NPTE on the first attempt to provide additional support via offering to cover the cost of a formalized exam review prep course from a company that provides such a service like TherapyEd or ScoreBuilders. We will see funds in the budget or via grants to support this effort. This strategy would help us reach the 100% ultimate pass rate goal and support graduate success and career advancement.

Section 3. Instructional Program Learning Outcomes Assessment

A. SLO Assessment Report : Version by Christensen, Valeria on 12/17/2025 09:24

| Course By SLO | Expected Performance | Performance |
|---|----------------------|-------------|
| PTA120 - Kinesiology | | |
| Lecture and Lab: Describe the joint motions and muscle actions for each phase of the normal gait cycle. (Active from 2021 FA) | 100.00% | 73.08% |
| Lecture and Lab: Identify basic gait deviations and propose likely causes. (Active from 2021 FA) | 100.00% | 73.08% |
| Lecture and Lab: Analyze biomechanical principles as applied to movement, exercise, pain and dysfunction at each major joint or body segment. (Active from 2021 FA) | 100.00% | 73.72% |
| Lab: Perform goniometric measurements on selected joints and list normal ranges for all covered joints. (Active from 2021 FA) | 100.00% | 87.18% |

| Course By SLO | Expected Performance | Performance |
|--|----------------------|-------------|
| Lab: Perform manual muscle tests on selected muscle groups. (Active from 2021 FA) | 100.00% | 84.62% |
| Lecture and Lab: Assess deviations of alignment and posture and propose likely causes. (Active from 2021 FA) | 100.00% | 74.36% |
| Define common orthopedic or nerve pathologies and discuss common patient presentations for each pathology. (Active from 2021 FA) | 100.00% | 67.20% |
| Identify anatomical structures or features and understand their function for each joint or body segment. (Active from 2021 FA) | 100.00% | 66.40% |
| PTA125 - Pathology | | |
| Students describe common disorders, their signs and symptoms and pathophysiology, and possible medical or physical therapy interventions and precautions for the musculoskeletal system. (Active from 2013 FA) | 100.00% | 81.58% |
| Students describe common disorders, their signs and symptoms and pathophysiology, and possible medical or physical therapy interventions and precautions for the cardiovascular system. (Active from 2013 FA) | 100.00% | 81.58% |
| Students describe common disorders, their signs and symptoms and pathophysiology, and possible medical or physical therapy interventions and precautions for the respiratory system. (Active from 2013 FA) | 100.00% | 81.58% |
| Students describe pathophysiology, signs and symptoms, related disorders, and possible medical or physical therapy interventions and precautions for patients having diabetes. (Active from 2013 FA) | 100.00% | 81.58% |
| Students describe common types of cancer and general principles related to physical therapy interventions. (Active from 2013 FA) | 100.00% | 81.58% |
| Students describe selected common disorders, their signs and symptoms, pathophysiology, and possible medical or physical therapy interventions or precautions for other systems including, but not limited to, the lymphatic, endocrine and immune systems, and processes of healing and repair. (Active from 2013 FA) | 100.00% | 81.58% |
| Students identify common medications, their general uses, and their effects on patients receiving physical therapy interventions. (Active from 2013 FA) | 100.00% | 81.58% |
| Students define common terms used in pathology. (Active from 2013 FA) | 100.00% | 82.46% |
| PTA126 - Clinical Practicum I | | |
| Students adhere to legal and ethical standards for the practice of physical therapy. (Active from 2016 SP) | 100.00% | 100.00% |
| Students consider patients' differences, values, preferences and needs when delivering care. (Active from 2016 SP) | 100.00% | 100.00% |
| Students deliver safe and effective basic physical therapy interventions. (Active from 2016 SP) | 100.00% | 100.00% |
| Students demonstrate effective communication skills with clinical staff, patients, and caregivers according to clinical performance instrument guidelines. (Active from 2016 SP) | 100.00% | 100.00% |
| Students demonstrate professional behavior according to clinical performance instrument guidelines. (Active from 2016 SP) | 100.00% | 100.00% |
| Students identify and report changes in patient status to clinical supervisor. (Active from 2016 SP) | 100.00% | 100.00% |
| Students perform basic patient data collection. (Active from 2016 SP) | 100.00% | 100.00% |

| Course By SLO | Expected Performance | Performance |
|--|----------------------|-------------|
| Students write documentation which accurately reflects the care delivered and the patient's response. (Active from 2016 SP) | 100.00% | 100.00% |
| PTA128 - Physical Therapy Aspects of Growth and Development | | |
| Students identify common diagnoses seen in the pediatric population. (Active from 2013 FA) | 100.00% | 69.03% |
| Students explain the rationale for physical therapy services for the common diagnoses. (Active from 2013 FA) | 100.00% | 69.30% |
| Students adapt a physical therapy treatment plan that is age appropriate/diagnosis appropriate by listing activities that will help attain the child's goals. (Active from 2013 FA) | 100.00% | 54.39% |
| Students identify abnormal movement patterns in children with Cerebral Palsy, spastic diplegia. (Active from 2013 FA) | 100.00% | 53.51% |
| Students identify common sports injuries/conditions that occur in the pediatric/adolescent population that are rare in adults. (Active from 2013 FA) | 100.00% | 66.67% |
| Students describe a type of sensory integration dysfunction. (Active from 2013 FA) | 100.00% | 31.58% |
| PTA130 - Soft tissue Interventions | | |
| Students are able to appropriately assess patient response to and effectiveness of interventions and propose alterations or advancements in application of manual techniques to optimize patient recovery within the plan of care. (Active from 2016 SP) | 100.00% | 94.62% |
| Students are able to integrate soft tissue techniques, joint techniques and taping interventions into a comprehensive intervention plan set by the physical therapist. (Active from 2016 SP) | 100.00% | 94.62% |
| Students explain indications and contraindications for soft tissue techniques. (Active from 2016 SP) | 100.00% | 95.70% |
| Students identify appropriate special tests for given diagnoses. (Active from 2016 SP) | 100.00% | 87.10% |
| Students safely perform selected joint mobilization techniques (Active from 2016 SP) | 100.00% | 94.62% |
| Students safely perform selected myofascial and soft tissue mobilization techniques. (Active from 2016 SP) | 100.00% | 95.70% |
| Students safely perform selected taping techniques (Active from 2016 SP) | 100.00% | 94.62% |
| Students understand and describe interventions to address lymphedema management. (Active from 2016 SP) | 100.00% | 94.62% |
| PTA233 - Prosthetics and Orthotics for Allied Health Professionals | | |
| Students discuss the purposes of spinal orthoses. (Active from 2018 FA) | 0.00% | 86.36% |
| PTA235 - Neurology | | |
| Students explain the pathophysiology of neurological disorders. (Active from 2013 FA) | 100.00% | 81.42% |
| Students identify signs and symptoms of selected disorders. (Active from 2013 FA) | 100.00% | 83.19% |
| Students define terms related to the study of neurology. (Active from 2013 FA) | 100.00% | 79.65% |
| Students select contraindications and precautions for physical therapy treatment. (Active from 2013 FA) | 100.00% | 76.99% |
| Students know innervations of selected muscle groups, dermatomes, and myotomes. (Active from 2013 FA) | 100.00% | 61.95% |
| Given a patient scenario, students differentiate between likely and unlikely clinical presentations. (Active from 2013 FA) | 100.00% | 71.68% |

| Course By SLO | Expected Performance | Performance |
|--|----------------------|-------------|
| Students propose effective physical therapy interventions for selected disorders. (Active from 2013 FA) | 100.00% | 77.88% |
| PTA240 - Activities of Daily Living | | |
| Students select correct assessment or intervention procedures for patients having pain. (Active from 2013 FA) | 100.00% | 100.00% |
| Students choose correct interventions for improvement of activities of daily living. (Active from 2013 FA) | 100.00% | 100.00% |
| Students link findings of physical therapy evaluation to correct PTA actions. (Active from 2013 FA) | 100.00% | 100.00% |
| Given a licensing examination or career building scenario, choose the most effective course of action. (Active from 2013 FA) | 100.00% | 100.00% |
| Students write a professional resume (Active from 2013 FA) | 100.00% | 100.00% |
| Students explain a selected ADL topic to an audience (Active from 2013 FA) | 100.00% | 100.00% |
| PTA245 - Advanced Modalities | | |
| Students choose correct indications, contraindications, and appropriate application of electrical physical agents. (Active from 2013 FA) | 100.00% | 80.00% |
| Students choose correct indications, contraindications, and appropriate application of laser therapy. (Active from 2013 FA) | 100.00% | 86.67% |
| Students choose correct indications, contraindications, and appropriate application of biofeedback and relaxation interventions. (Active from 2013 FA) | 100.00% | 80.51% |
| Students describe the role of electrical stimulation in wound care. (Active from 2013 FA) | 100.00% | 77.95% |
| Students choose correct indications, contraindications, and application of traction interventions. (Active from 2013 FA) | 100.00% | 81.54% |
| Students choose correct indications, contraindications, and application of compression interventions. (Active from 2013 FA) | 100.00% | 84.62% |
| Students demonstrate competency in applying selected interventions in electrical agents, compression and traction by completion of laboratory skills check offs and/or passing practical examinations. (Active from 2013 FA) | 100.00% | 95.38% |
| PTA246 - Clinical Affiliation | | |
| Students adhere to ethical guidelines for the physical therapist assistant. (Active from 2016 SP) | 100.00% | 94.19% |
| Students effectively communicate with other members of the health care team according to clinical performance instrument guidelines. (Active from 2016 SP) | 100.00% | 94.19% |
| Students participate in shared responsibilities of the physical therapy department according to clinical performance instrument guidelines. (Active from 2016 SP) | 100.00% | 94.19% |
| Students safely apply electrotherapeutic physical agents. (Active from 2013 FA) | 100.00% | 94.19% |
| Students produce timely, concise, accurate documentation of patient care. (Active from 2013 FA) | 100.00% | 95.35% |
| Students demonstrate ability to accurately self-assess their clinical competency using the clinical performance instrument. (Active from 2013 FA) | 100.00% | 94.19% |
| Students recommend modifications in the plan of care to their clinical supervisor using sound rationale. (Active from 2013 FA) | 100.00% | 94.19% |
| Students safely perform functional and gait training with patients. (Active from 2013 FA) | 100.00% | 94.19% |
| Students adapt delivery of therapy services with consideration for patients' differences, values, preferences, and needs. (Active from 2013 FA) | 100.00% | 94.19% |

| Course By SLO | Expected Performance | Performance |
|--|----------------------|-------------|
| Students adapt exercise programs to address patients' individual barriers to progress. (Active from 2013 FA) | 100.00% | 94.19% |
| PTA246 - Clinical Affiliation | | |
| Safely apply electrotherapeutic physical agents (Active from 2017 SP) | 100.00% | 94.19% |
| Produce timely, concise, and accurate documentation of patient care (Active from 2017 SP) | 100.00% | 94.19% |
| Demonstrate ability to accurately self-assess their clinical competency using the clinical performance instrument (Active from 2017 SP) | 100.00% | 94.19% |
| Recommend modifications in the plan of care to their clinical supervisor using sound rationale (Active from 2017 SP) | 100.00% | 94.19% |
| Safely perform functional and gait training with patients (Active from 2017 SP) | 100.00% | 94.19% |
| Adapt delivery of therapy services with consideration for patients' differences, values, preferences, and needs (Active from 2017 SP) | 100.00% | 94.19% |
| Adapt exercise programs to address patients' individual barriers to progress (Active from 2017 SP) | 100.00% | 94.19% |
| PTA250 - Licensure Examination Preparation | | |
| Analyze selected physical therapy case studies. (Active from 2021 FA) | 100.00% | 100.00% |
| Analyze selected standardized test questions for content and format. (Active from 2021 FA) | 100.00% | 100.00% |
| Self-assess areas for further study on the PTA licensing exam. (Active from 2021 FA) | 100.00% | 100.00% |
| PTA250 - Licensure Examination Preparation | | |
| Students analyze selected physical therapy case studies. (Active from 2013 FA) | 100.00% | 100.00% |
| Students analyze selected standardized test questions for content and format. (Active from 2013 FA) | 100.00% | 100.00% |
| Students self-assess areas for further study on the PTA licensing exam. (Active from 2013 FA) | 100.00% | 100.00% |
| PTA110 - Intro to Physical Therapy | | |
| Students are able to accurately assess safety and assist levels for mobility, gait and stairs. (Active from 2016 SP) | 100.00% | 66.89% |
| Students select appropriate mobility interventions based on review of plan of care, PT evaluation and patient record, and with regard to short and long term goals listed by primary physical therapist. (Active from 2016 SP) | 100.00% | 66.23% |
| Students are able to determine appropriate and safe progression for bed mobility, transfers, gait, stairs and wheelchair management based on patient performance. (Active from 2016 SP) | 100.00% | 76.16% |
| Students propose sound rationale for physical therapy interventions (Active from 2013 FA) | 100.00% | 65.33% |
| Students choose safe practices for transfers, gait, and selected physical agents. (Active from 2013 FA) | 100.00% | 64.67% |
| Lecture and Lab: Students choose correct documentation practices and demonstrate basic proficiency with SOAP note format. (Active from 2013 FA) | 100.00% | 65.33% |
| Students analyze roles of patient team members. (Active from 2013 FA) | 100.00% | 66.67% |
| Students choose correct legal and ethical practices and other professional behaviors. (Active from 2013 FA) | 100.00% | 65.33% |
| Students apply critical thinking to solve problems and patient care scenarios. (Active from 2013 FA) | 100.00% | 64.67% |

| Course By SLO | Expected Performance | Performance |
|--|----------------------|-------------|
| Lab: During a patient simulated scenario with a student partner, students demonstrate safe application of gait training, transfers, and a selected physical agent. (Active from 2013 FA) | 100.00% | 76.00% |
| Lab: Accurately assess vital signs. (Active from 2013 FA) | 100.00% | 66.67% |
| Lab: Discuss and follow appropriate Aseptic Techniques. (Active from 2013 FA) | 100.00% | 69.75% |
| Lab: Demonstrate safe and effective technique for basic massage and postural drainage. (Active from 2013 FA) | 100.00% | 63.87% |
| Students identify best practices for applications of physical therapy interventions. (Active from 2013 FA) | 100.00% | 75.33% |
| PTA120 - Kinesiology | | |
| Lecture and Lab: Students describe the joint motions and muscle actions for each phase of the normal gait cycle. (Active from 2013 FA) | 100.00% | 87.50% |
| Lecture and Lab: Students identify basic gait deviations and propose likely causes. (Active from 2013 FA) | 100.00% | 90.91% |
| Lecture and Lab: Students analyze biomechanical principles as applied to movement, exercise, pain and dysfunction at each major joint or body segment. (Active from 2013 FA) | 100.00% | 90.91% |
| Lab: Students perform goniometric measurements on selected joints and list normal ranges for all covered joints. (Active from 2013 FA) | 100.00% | 87.72% |
| Lab: Students perform manual muscle tests on selected muscle groups. (Active from 2013 FA) | 100.00% | 87.72% |
| Lecture and Lab: Students assess deviations of alignment and posture and propose likely causes. (Active from 2013 FA) | 100.00% | 90.91% |
| Lab: Accurately identify and palpate bony landmarks. (Active from 2013 FA) | 100.00% | 86.89% |
| Lab: Accurately palpate selected muscles. (Active from 2013 FA) | 100.00% | 86.85% |
| Lecture: Identify origin, insertion, action and innervation of selected muscles. (Active from 2013 FA) | 100.00% | 75.59% |
| Students define common orthopedic or nerve pathologies and discuss common patient presentations for each pathology. (Active from 2015 FA) | 100.00% | 86.11% |
| Students identify anatomical structures or features and understand their function for each joint or body segment. (Active from 2015 FA) | 100.00% | 86.11% |
| PTA129 - Physical Therapy Aspects of Aging and Integumentary Management | | |
| Students describe pathologies and system changes with aging. (Active from 2013 FA) | 100.00% | 74.86% |
| Applying precautions and considerations for the aging population, choose the most appropriate rehabilitation interventions. (Active from 2013 FA) | 100.00% | 74.86% |
| Students discuss effects of inactivity. (Active from 2013 FA) | 100.00% | 74.86% |
| Students discuss theories and demographics of aging. (Active from 2013 FA) | 100.00% | 74.86% |
| Students given a patient scenario, choose the best course of action for the PTA. (Active from 2013 FA) | 100.00% | 74.86% |
| Students discuss the impact of medications on the aging population. (Active from 2013 FA) | 100.00% | 74.86% |
| Students choose the correct data collection measures. (Active from 2013 FA) | 100.00% | 74.86% |
| Students discuss effective programs and treatment strategies for impaired patients. (Active from 2013 FA) | 100.00% | 74.86% |
| Students describe stages and events in wound healing. (Active from 2013 FA) | 100.00% | 88.00% |

| Course By SLO | Expected Performance | Performance |
|---|----------------------|-------------|
| Students describe wound characteristics and stages. (Active from 2013 FA) | 100.00% | 88.00% |
| Students identify best interventions for patients with wounds. (Active from 2013 FA) | 100.00% | 88.00% |
| Students identify causes, signs, and assessment of burn injury. (Active from 2013 FA) | 100.00% | 88.00% |
| Students describe body system responses to burns. (Active from 2013 FA) | 100.00% | 88.00% |
| Students describe impairments, and rehabilitation goals and interventions for patients having burn injuries. (Active from 2013 FA) | 100.00% | 88.00% |
| PTA230 - Therapeutic Exercise | | |
| The student will perform physical therapy interventions in a safe and effective manner. (Active from 2013 FA) | 100.00% | 84.02% |
| Students identify indications & contraindications for therapeutic exercise as well as understand precautions for various diagnoses and/or surgeries. (Active from 2013 FA) | 100.00% | 84.02% |
| Students identify appropriate exercises for various stages of tissue healing: acute, subacute, and chronic. (Active from 2013 FA) | 100.00% | 84.02% |
| Students discuss concepts of aquatic therapy and apply general principles to select appropriate exercises for patients. (Active from 2013 FA) | 100.00% | 78.69% |
| Students discuss concepts related to cardiopulmonary rehab and apply general principles to select appropriate exercises for patients with various cardiopulmonary conditions. (Active from 2013 FA) | 100.00% | 65.57% |
| Students discuss concepts related to the treatment of neurologically impaired patients and apply general principles to select appropriate exercise interventions for patients with various neurological disorders. (Active from 2013 FA) | 100.00% | 72.54% |
| Students discuss concepts related to the treatment of orthopedic patients and apply general principles to select appropriate exercise interventions for patients with various orthopedic diagnoses or surgeries. (Active from 2015 FA) | 100.00% | 86.07% |
| Students select appropriate therapeutic exercises to address specific physical therapy functional or physical goals, taking into consideration general exercise principles and basic concepts of strength and conditioning. (Active from 2015 FA) | 100.00% | 86.48% |
| Students define, identify typical presentations for, and select appropriate therapeutic exercise interventions for various physical therapy related pathologies or conditions. (Active from 2015 FA) | 100.00% | 84.15% |
| Students identify basic surgical or medical interventions that are utilized to address common physical therapy related pathologies. (Active from 2015 FA) | 100.00% | 80.87% |
| Students discuss concepts related to the treatment of vestibular and balance impairments and apply general principles to select appropriate exercise interventions for patients exhibiting these impairments. (Active from 2015 FA) | 100.00% | 70.14% |
| Students discuss concepts related to the treatment of patients experiencing pregnancy and/or post partum impairments and apply general principles to select appropriate exercise interventions for these patients. (Active from 2015 FA) | 100.00% | 64.48% |
| PTA233 - Prosthetics and Orthotics for Allied Health Professionals | | |
| Students describe "safety position" of the hand to prevent contracture formation. (Active from 2013 FA) | 100.00% | 84.55% |

| Course By SLO | Expected Performance | Performance |
|--|----------------------|-------------|
| Students list the goals of prosthetic training. (Active from 2013 FA) | 100.00% | 84.55% |
| Students explain how to instruct a patient in management of the residual limb. (Active from 2013 FA) | 100.00% | 88.18% |
| Students discuss the purposes of limb orthoses. (Active from 2013 FA) | 100.00% | 89.09% |
| PTA236 - Clinical Practicum II | | |
| Students are able to perform appropriate therapeutic exercise routines with a variety of patients. (Active from 2013 FA) | 100.00% | 98.21% |
| Students are able to instruct patients and caregivers in selected interventions. (Active from 2013 FA) | 100.00% | 98.21% |
| Students are able to safely apply selected physical agents. (Active from 2013 FA) | 100.00% | 98.21% |
| Students are able to record and communicate to clinical supervisor patients' progress and response to therapy interventions. (Active from 2013 FA) | 100.00% | 98.21% |
| Students are able to safely perform selected manual therapy techniques. (Active from 2013 FA) | 100.00% | 98.21% |
| Students are able to consider patients' differences, values, preferences and needs when delivering care. (Active from 2013 FA) | 100.00% | 98.21% |

B. SLO Assessment Analysis : Version by Christensen, Valeria on 02/18/2026 04:57

1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

SLOs for each PTA course that is taught are assessed each semester. Since each PTA course is only offered 1x/year, this amounts to SLO assessments being completed 1x per academic year for each active course within the PTA department. The current planning process includes each instructor making a determination on which data point(s) will be utilized to assess student performance for each SLO within their assigned course, collecting data points over the semester via assignment and/or test score outcomes, downloading data that is disaggregated by student via Canvas gradebook, and uploading key data points to eLumen after the course has been closed for the semester. Results are reviewed by the assigned instructor and course reflections and plans are noted within eLumen. Both full-time and part-time faculty are involved in this process. If there is a key theme that arises that requires something more than continued monitoring, this issue can be brought forward at a department faculty meeting for further review and discussion. SLO outcome data is also reported periodically to the PTA Advisory Committee.

2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

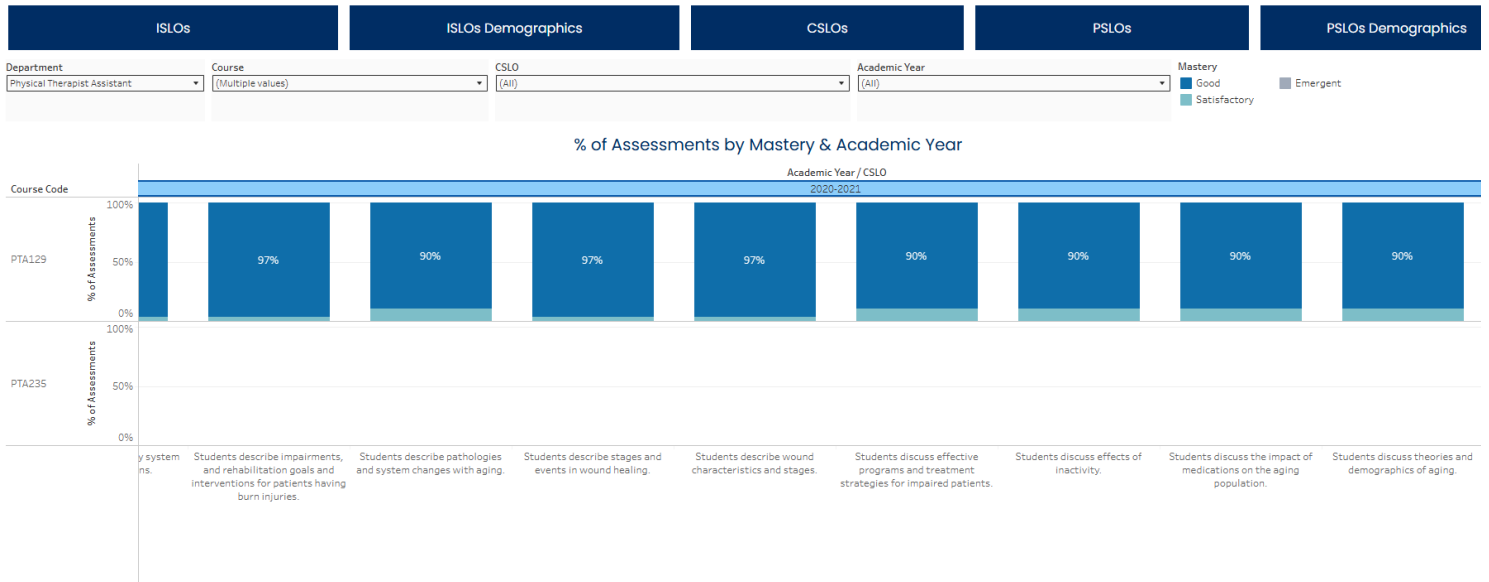
Action or improvement plans are written as needed, based on the results of the reported SLO data. If a key finding arises that points to a lack of overall success for a particular SLO within a course, faculty can review the types of assessments they are using, the quality and varied assignment or test opportunities for students to meet the SLO, and the methods of instruction or content provided to see if there are more effective methods of helping students learn the necessary content or skills to succeed. Once key areas of improvement are identified and discussed with the Program Director, instructors can make changes to their courses. Minor changes that do not affect the course description or course content can be implemented the next time the course is offered. If a major change is needed, those changes would be submitted for review and approval by the college curriculum committee before implementing.

As a note: the 6-year average Performance reported in the above SLO data section is only partial data that lists those student who reached "Satisfactory" only. Those students who received a "Good" rating were not included. This gives an incomplete picture since student success with mastery in SLO outcomes includes both those categories. When looking more closely at the SLO outcome data from the IERPG dashboard, our SLOs outcomes when both "Good" and "Satisfactory" outcomes included, the performance rates for all of our courses are generally > 90% with the majority of courses landing in the 97-100% performance category, indicating excellent outcomes. As an example, below are two snapshots of SLO outcome data from the IERPG Learning Outcomes dashboard:

PTA 129 Data for 2020-2021:



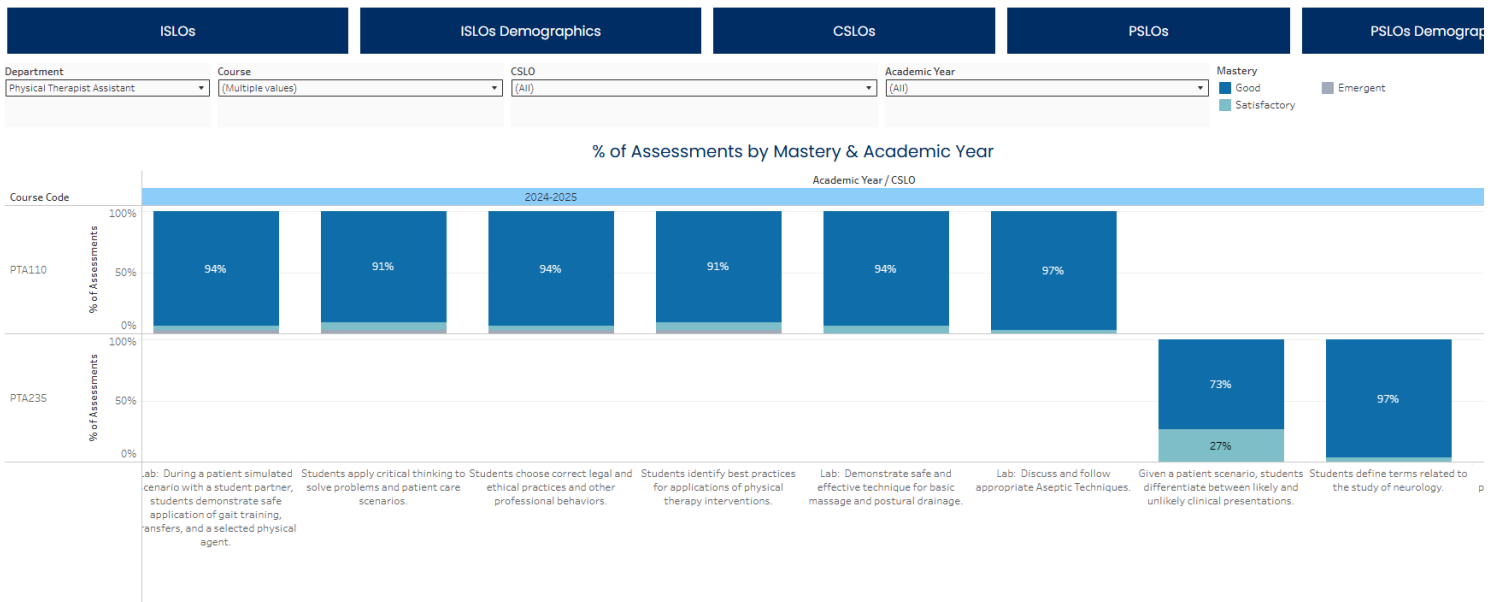
Course Student Learning Outcomes (CSLOs)



PTA 110 and PTA 235 Data from 2024-2025:



Course Student Learning Outcomes (CSLOs)



To date, outcomes for SLO data for the PTA Program have been excellent overall with the vast majority of students landing in the "Satisfactory" to "Good" performance ranges in all courses that have been assessed regularly; therefore, there are no planned changes based on SLO data at this time. The faculty continue to monitor outcomes and will make appropriate adjustments as needed.

C. Curricular Course Review : Version by Christensen, Valeria on 01/30/2026 08:19

1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

During the last IPR process in 2021, a plan was devised to complete course curriculum reviews for each course once every 3 years which is more often than required by the IPR process. In retrospect, this was a very ambitious goal. Unfortunately, the course curriculum reviews did not happen as planned. This happened in large part because the PTA Department Chair and Program Director roles were combined with a very larger Director of Clinical Education (DCE) role. The PTA Chair did not provide strong leadership in this area due to the large administrative demand in other areas. All PTA courses are currently in the process of curriculum review (initiated in Fall 2025) in preparation for the 2026 IPR. We anticipate that all course curriculum reviews and updates will be completed and approved by the Curriculum Committee by May 2026.

In the past few years, some administrative support roles have been put into place and supported by grant or district funds to lighten the administrative load and give Department Chairs and Program Directors some room to accomplish all the tasks required by both the college and professional accreditation bodies. Among the most helpful roles that have been created and funded are the Health Occupations Clinical Coordinator & Program Assistant as well as Application Specialists. As staff get fully trained and comfortable with the complicated processes,

this support has slowly freed up space so that the PTA DC/PD can begin to provide stronger leadership for curriculum reviews moving forward. The following plan will be implemented for the next 6-year curriculum review cycle:

| Course Number | Course Name | Planned Review |
|---------------|--|----------------|
| PTA 110 | Introduction to Physical Therapy | Spring 2031 |
| PTA 120 | Kinesiology | Spring 2028 |
| PTA 125 | Pathology | Fall 2030 |
| PTA 126 | Clinical Practicum I | Fall 2028 |
| PTA 128 | Physical Therapy Aspects of Growth and Development | Fall 2031 |
| PTA 129 | Physical Therapy Aspects of Aging & Integumentary Management | Spring 2029 |
| PTA 130 | Soft Tissue Interventions | Fall 2029 |
| PTA 230 | Therapeutic Exercise | Spring 2031 |
| PTA 233 | Prosthetics and Orthotics for Applied Health Professionals | Spring 2029 |
| PTA 235 | Neurology | Fall 2029 |
| PTA 236 | Clinical Practicum II | Spring 2030 |
| PTA 240 | Activities of Daily Living | Fall 2028 |
| PTA 245 | Advanced Modalities | Fall 2030 |
| PTA 246 | Clinical Affiliation | Fall 2029 |
| PTA 250 | Licensing Exam Review | Fall 2027 |

2. Explain any course additions to current course offerings.

In the past six years, there have not been any additions or deletions to the current course offerings. There is a plan in place to extend the PTA 250 course to 9-weeks as discussed in the CTE section to support Licensure pass rates. This is currently with the Curriculum Committee for final approval. In response to student survey feedback and Advisory Committee recommendations, there is a plan to develop one new 1.5 unit lab course that we hope to name "PTA 210 - Advanced Hospital Skills & Neurology Intervention Techniques". This additional course will fill a gap in student experience as many are overwhelmed when they are initially placed in Acute/Neuro care internships. Since the majority of work experience prior to entering the PTA Program is available in Outpatient Orthopedics, this course will serve to build on PTA 110 lab skills content to improve student confidence and success in clinical courses (PTA 126, PTA 236 and PTA 246).

The PTA Department received full accreditation in 2016, approving the current curricular that was used over the past 6 years 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 PTA Program will again be going through their professional CAPTE accreditation process in 2026-2027 with a self study report (SSR) due in September 2026 and an on-site visit in Spring 2027.

3. Explain any course deletions and inactivation's from current course offerings.

This is not applicable to the PTA Program.

4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

Based on data that has already been reviewed in the previous CTE section, our degree completion has strong outcomes for graduation rates. We offer each course on a yearly basis since the PTA Program progresses in a lock-step fashion with a new incoming cohort that enters every Fall. The vast majority of our students complete their course of study within 150% of the normal sequence time of 2 years (4 semesters) as the 6-Year average graduation rate for this past IPR cycle stands at 96.6%. This means that students in our PTA Program are completing in 3 years or less, further supporting Cerritos Colleges students first framework of completing a degree or transferring in 5 years or less. Our degree completion remains steady in total number per year since the PTA program is limited to a cohort size of 32 (+/- 10%) via our professional accreditation body, the Commission on Accreditation for Physical Therapy Education (CAPTE). The PTA Program has excellent outcomes for completion within the scope of CAPTE Accreditation.

5. Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

Please see the answers provided in the CTE Section (Section 2, B4).

Section 4. Instructional Program Reflection

A. Six-Year Program Reflection : Version by Christensen, Valeria on 02/18/2026 04:59

1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

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.

It seems that that the PTA Program has fully recovered from challenges presented during and shortly following the Covid crisis in 2020-2021. Availability of clinical sites has rebounded, cohort enrollment has returned to pre-covid numbers, and we began admitting a few more students (35 total which keeps our PTA Program in compliance with our CAPTE regulated cohort size of 32 +/- 10%) in Fall 2025.

Some key positive changes and additions over the past 6 years that have helped the PTA Program by ensuring a more fair and balanced faculty workload and prioritizing student support and success include the following:

- 1) Hiring and training of a full-time Clinical Coordinator & Program Assist who helps several of the Health Occupations Division departments with contract management and clinical on-boarding for student internships
- 2) Training and hiring of Application Specialists to help tackle the time consuming process of program application reviews and data collection
- 3) Addition of the Academic PEAT and other license exam review apps in PTA 250 to increase student confidence and success when taking their NPTE License exam post graduation
- 4) Submission of a proposal to increase the PTA 250 course to 1.5 units beginning in Spring 2027 to further assist with exam preparation and success (pending Curriculum Committee approval)
- 5) Approval for the addition of 2 extra hours per week of open lab (for a total of 8 hours per week) in Fall 2025 via an AED course to support student access to skills tutoring & practice,

facilitating safety and skill mastery for clinical experience success

- 6) Development of a PTA Club for networking, continuing education, and professional mentorship
- 7) Coordination of large equipment ordering via grant funds to replace old equipment and add new industry specific rehabilitation tools that are often used in physical therapy
- 8) Completion of the Health Science Building renovations in May 2025 with use of the new state-of-the-art PTA Lab space starting in Fall 2025 which has provided students with an excellent learning and practice environment that will prepare them well for the workforce and healthcare demands.

The PTA department faculty are continually looking for innovative ways to prepare students for the healthcare field. A couple of future goals and changes that the PTA department would like to see take place include:

- 1) Development of a partnership with a local Doctor of Physical Therapy (DPT) program for student practice and experience in intra-professional collaboration to mimic the teamwork that happens in real-world healthcare settings
- 2) Expansion of hospital simulations via the Skills Lab to include inter-professional collaborations with Nursing students and possibly Pharm Tech and/or SLPA students
- 3) Explore the possibility of expanding access to the PTA Lab space and adjacent classroom for practice and study purposes on weekends or during weekday times outside of AED open lab tutoring hours
- 4) Hiring of a regular PTA Application Specialist via district funding for yearly Spring work
- 5) Development of an Anatomy Review Module for incoming students to boost 1st semester success
- 6) Explore the possibility of a "Pre-Fresher" review of inpatient skills with hospital simulation to improve student confidence and success on their first inpatient acute clinical internship experience
- 7) Expand the use of Artificial Intelligence or explore other data management and placement systems to aide in the cumbersome PTA clinical placement process for PTA 126, PTA 236 and PTA 246
- 8) Addition of a new PTA 210 Lab course for advances hospital skills and neurological interventions training
- 9) Explore the possibility of a partnership with a local senior assisted living facility to provide balance, flexibility and fall risk screening as a service to the community and student opportunity for practice in these assessment skills
- 10) Work on the development of a Physical Therapist Assistant bachelor's degree or a PTA Program Expansion at the Associate in Science degree level

2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

The 6-year trend has been stable due to CAPTE Accreditation restrictions. Graduation rates are excellent for the PTA Program (> 96%).

The only way to increase the number of students who acquire a PTA associate in science degree would be to consider a PTA Program expansion. There are several barriers to this option:

- 1) Since lab ratios are limited to 16:1, this would require additional faculty hiring to accommodate more lab sections
- 2) Additional lab sections would likely push labs into the daytime hours due to limited PTA Lab space, changing the dynamics of the PTA Program
- 3) Availability of Inpatient acute hospital clinical experiences is scarce; CAPTE requires that all graduates have clinical experiences in both acute care and outpatient
- 4) The logistical demands of the clinical placement process and on-boarding requirements would necessitate the hiring of additional administrative support staff to manage the extra load

3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

The main unplanned event was the advent of the Covid Crisis. Since our last IPR was postponed and submitted in 2021, this subject was covered in the 2021 IPR report. Please see that report for details.

There were no other unplanned events of note.

4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

The Department Chair, Dr. Valeria Christensen currently sits on the SCAITE (Artificial Intelligence) 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. Dr. Christensen has coordinated a group of faculty and student volunteers at the Rancho Los Amigos Spinal Cord Injury Games each Fall since 2023. This is a fun community outreach to provide adaptive sports opportunities for those with spinal injuries or disabilities that otherwise make them wheelchair bound. Each Spring, she coordinates PTA student mentorship project where PTA students teach safe transfer skills, proper body mechanics and DME fitting skills to Pharm Tech and Medical Assisting students. In October 2025, Dr. Christensen was selected a a speaker, along with colleagues from USC, CSLUB, and Western University of Health Sciences, for a session at the American Physical Therapy Association - Education Leadership Conference (ELC):

Teglia, V., Christensen, V., Gustafson, S., Konecne, J. (2025, October). *Beyond the Basics in Clinical Education: Team Design, Curricular Development, and DCE Advocacy* [Conference presentation]. American Physical Therapy Association (APTA, Education Leadership Conference, Kansas City, MO

Dr. Christopher Ingstad, full-time PTA faculty member, spearheaded the establishment of the PTA Club in Spring 2024. He continues to act as the club advisor for this group and facilitates professional growth activities and community service via the LA Food Bank food distribution volunteer work. Dr. Ingstad currently sits on the Faculty Development Committee for the college. Additionally, each Fall he coordinates PTA student mentorship projects or service projects with other departments around campus where PTA students teach body mechanics, DME fitting, or safe transfer skills to students in Pharm Tech, Dental Assisting, and Medical Assisting. He also uses his athletic training certification to volunteer in the Athletic Training department and coordinates times for PTA students to help with Cerritos College sports and athletes on the field or in the training room.

5. Provide a status update on goals from the last program review cycle.

| Goal | Action Plan | Timeline | Person(s) Assigned | Status as of 12/16/25 |
|---|---|---------------|--|-----------------------|
| 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 | Complete & Ongoing |
| | b. Maintain high NPTE Pass rates via adding student resource for exam prep (Review app & PEAT) | Spring 2022 | Ingstad | Complete |
| | c. Regular SLO data collection, input and assessment | Each semester | All faculty; Christensen to oversee | Complete & Ongoing |
| | d. Provide continuing education opportunities for full-time & part-time staff to maintain expertise in assigned teaching subjects | Yearly | Christensen | Complete |

| | | | | |
|---|---|--------------------------|-----------------------|--|
| | 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 | In Progress |
| 2. Maintain high employment rates for graduates | 1. Establishment of job boards for students and alumni | Spring 2023 | Ingstad | Not completed; Dr. Christensen does send out email blasts to alumni when she received job opportunities from employers |
| | b. Regular social media networking for students and alumni | Spring 2023 | Ingstad | Partially completed; account established |
| 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 | Completed |
| | b. Hire a contract specialist for Health Occupations Division | Fall 2021 | Christensen | Completed |
| | c. Purchase clinical management software (Exxat) | Fall 2021 | Christensen | Not Achieved; no funding available via unit plan despite repeated requests |
| 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 | Completed - Item Purchased and in use in the PTA Lab |
| | b. Research purchase of capital equipment (Alter G treadmill) and make request in unit plan | Fall 2022 | Christensen & Ingstad | Completed - Item Purchased and in use in the PTA Lab |
| | c. Assess current equipment and develop a plan to replace old or outdated items | Yearly | Christensen & Ingstad | Complete and ongoing |

| 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 | Complete |
| | b. Streamline application process via addition of PTA-CAS system | Fall 2021 | Christensen | Completed in different way - hiring of Application Specialists (PTA-CAS was sunset by the APTA) |
| | c. Look at CAPTE requirements to add and report on addition of distance education to curriculum | Spring 2022 | Christensen & Ingstad | Complete |
| | d. Assess current internship experience availability and determine how many more partnerships and slots are needed for expansion | Fall 2022 | Christensen | On Hold |
| | e. Determine new faculty and support staff needs for Program expansion | Spring 2023 | Christensen & Ingstad | On Hold |
| | f. Determine needed timeline and sequence of events to apply for Program expansion | Fall 2023 | Christensen & Ingstad | Complete - Hold until after 2027 CAPTE accreditation visit |
| | g. Meet with Dean and VP to propose program expansion | Spring 2024 | Christensen & Ingstad | On hold |
| | h. If approved, begin faculty and support staff hiring process | Fall 2026 | Christensen | On hold |
| | i. Submit substantive change to CAPTE for approval | Fall 2026 | Christensen | On Hold |
| | j. Start first PTA "expansion class" | Fall 2027 | All faculty | On Hold |
| 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 | Completed for 2 semesters but stopped; will revisit |
| | c. Addition of Software and/or subscription purchases and other Technology to enhance student learning, practice and retention | Yearly, as needed | Christensen | Completed & Ongoing |

6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

NA

Section 5. Instructional Program Goals and Resource Requests

A. Six-Year Program Goals and Resource Requests