

Allied Health Advisory Committee Meeting
Wednesday, May 10th, 2023
3:00-4:30pm
Lake Tahoe Community College
Zoom

Attendees:

Elizabeth Ferguson (Part Time Instructor & Dental Coordinator/LTCC), Brad Deeds (Dean of Workforce Development and Instruction/LTCC), Nicole Bergner (Academic Counselor/LTCC), Sara Hunter (Administrative Assistant/LTCC), Adrian Escobedo (Director of Forestry, Fire, and Public Safety/LTCC), Jamie Rhone (CTE Program Specialist/LTCC), Michael Bangs (Research Analyst/LTCC), Jason Collin (Director/PT Revolution), Nancy Dalton (Board of Trustees Member/LTCC), , Amber Goligoski (Program Coordinator Work-Based Learning/LTCC), Ray Gamba (Vice President of Academic Affairs/LTCC), and Gloria Strasburg (Part Time Instructor/LTCC).

Industry Partner Updates:

Nicole: Shared that LTCC will be having a Career Day on June 6th- they are looking for different companies to come talk with students. Please contact Nicole at nabergner@ltcc.edu if you are interested in joining. There is also a CTE event tonight at the Middle School that is open to all.

Amber: The Work Experience program has been able to expand since Covid restrictions. There are currently four students completing the Sports Medicine program this Spring and will be completing their Senior Projects at Barton. There has been a wide variety of areas of interest shown- students are interested in areas like radiation, nursing, pediatrics, general medicine.

Brad: LTCC has recently expanded Dual Enrollment support at the High School. There has been continued interest in Sports Medicine. These programs also help prepare students for the Emergency Medical Technician course at LTCC.

Elizabeth: The Dental Assisting program continues to have high success rates. Elizabeth has noticed that the maturity level of seniors in Dual Enrollment matches the level of responsibility that is required in being in a dental office and students carry themselves with professionalism. There are two new classes, which are requirements to take the Dental Assisting certification exam. These two classes are Coronal Polishing and Pit and Fissure.

Gloria: Expressed interest in working with Amber to set up internships/externships for Medical Office Assisting students.

Brad shared the Annual Program Review for Dental Assisting, and the results from the Career & Technical Education Employment Outcomes Survey. Brad also shared Full Time Faculty member Tim Johnson's Professional Development Leave Project, which focused on the Physical Therapy Assistant program. Please see attached.

Nancy: Mentioned that she was impressed with Tim's presentation, and that it was well received by the Board.

Jason: 2025 is projected to have a huge shortage of physical therapist, which will create high demand for hiring. PT Revolution would be interested in partnerships through the community. They have been staying busy; however, it has been difficult to find additional Aides to meet the demand with such an active community like Tahoe.

Brad shared and reviewed the Annual Program Reviews for PT Aide, EMR, and EMT. Please see attached.

Meeting Adjourned.

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

Dental Assisting

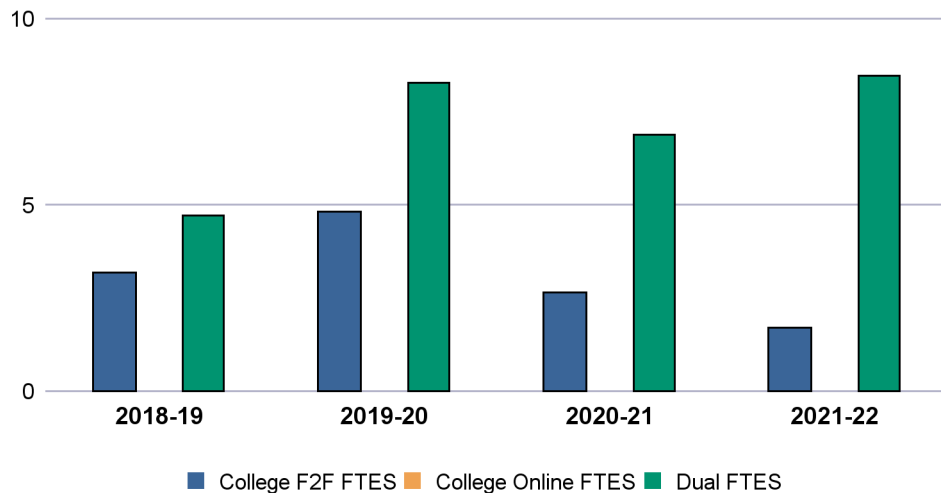


DENTAL ASSISTING SUMMARY

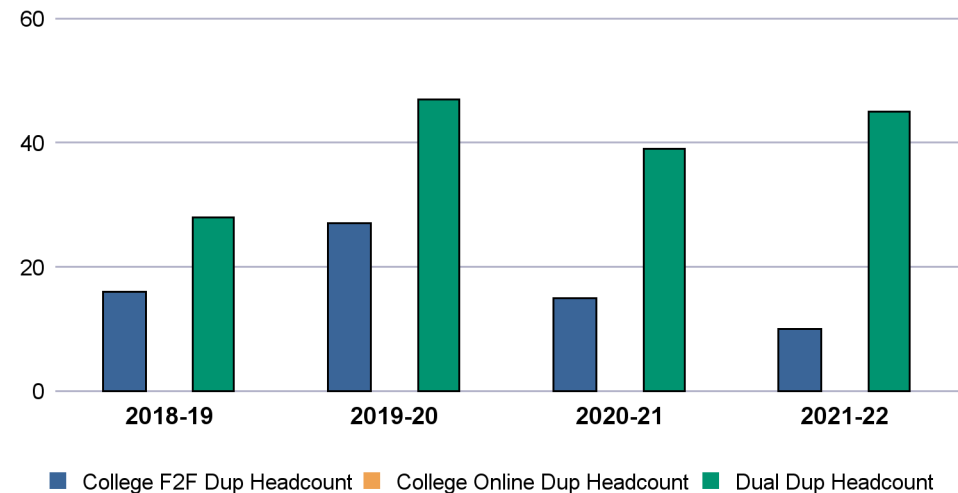
This report contains data from Academic Year (AY) 2018 to 2021. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. The following categories are excluded: CAL FIRE, Culinary Jail, Fire In-Service, IEC, ISP, ISP Work Experience, ISSI, Municipal Fire, Noncredit, Noncredit CDCP, South Bay JPA, and Work Experience.

	Total Sections	College F2F Sections	College Online Sections	Dual Sections	Total FTES	College F2F FTES	College Online FTES	Dual FTES	Total Duplicated Headcount	College F2F Duplicated Headcount	College Online Duplicated Headcount	Dual Duplicated Headcount
2018-19	6	2	0	4	7.90	3.18	0.00	4.72	44	16	0	28
2019-20	9	4	0	5	13.09	4.81	0.00	8.28	74	27	0	47
2020-21	9	3	0	6	9.53	2.65	0.00	6.87	54	15	0	39
2021-22	8	2	0	6	10.17	1.71	0.00	8.46	55	10	0	45
3-Yr Chg	33.3%	0.0%	---	50.0%	28.7%	-46.3%	---	79.2%	25.0%	-37.5%	---	60.7%
1-Yr Chg	-11.1%	-33.3%	---	0.0%	6.7%	-35.6%	---	23.1%	1.9%	-33.3%	---	15.4%

RESIDENT FTES



DUPLICATED HEADCOUNT



2021-22 ANNUAL PROGRAM REVIEW

Dental Assisting

Demographics: College F2F and College Online

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	0	0.0%	2	11.8%	1	16.7%	2	28.6%
Female	9	100.0%	15	88.2%	5	83.3%	5	71.4%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Hispanic	7	77.8%	13	76.5%	2	33.3%	5	71.4%
Native Amer/Alaska Native	0	0.0%	0	0.0%	1	16.7%	0	0.0%
Pacific Islander	1	11.1%	1	5.9%	0	0.0%	0	0.0%
White Non-Hispanic	1	11.1%	2	11.8%	3	50.0%	2	28.6%
Two or more races	0	0.0%	1	5.9%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Age < 25	5	55.6%	11	64.7%	6	100.0%	7	100.0%
Age 25 - 49	4	44.4%	6	35.3%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
Median Age	21		24		18		18	
Youngest	17		17		18		15	
Oldest	36		33		22		23	

2021-22 ANNUAL PROGRAM REVIEW

Dental Assisting

Demographics: Dual

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	5	17.9%	8	19.0%	7	17.9%	9	23.7%
Female	23	82.1%	33	78.6%	31	79.5%	28	73.7%
Unknown	0	0.0%	1	2.4%	1	2.6%	1	2.6%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
African American	0	0.0%	0	0.0%	0	0.0%	1	2.6%
Asian	1	3.6%	3	7.1%	3	7.7%	1	2.6%
Hispanic	18	64.3%	32	76.2%	33	84.6%	23	60.5%
Native Amer/Alaska Native	0	0.0%	1	2.4%	0	0.0%	1	2.6%
White Non-Hispanic	9	32.1%	5	11.9%	3	7.7%	11	28.9%
Two or more races	0	0.0%	1	2.4%	0	0.0%	1	2.6%

	2018-19	2019-20	2020-21	2021-22
Median Age	16	16	16	16
Youngest	14	13	14	14
Oldest	18	18	18	17

2021-22 ANNUAL PROGRAM REVIEW

Dental Assisting

Course Success:
College F2F and
College Online

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	0	0.0%	4	100.0%	3	100.0%	4	100.0%
Female	15	100.0%	20	100.0%	11	90.9%	5	80.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Hispanic	13	100.0%	15	100.0%	4	75.0%	6	100.0%
Native Amer/Alaska Native	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Pacific Islander	2	100.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	0	0.0%	6	100.0%	9	100.0%	3	66.7%
Two or more races	0	0.0%	3	100.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	10	100.0%	11	100.0%	14	92.9%	9	88.9%
Age 25 - 49	5	100.0%	13	100.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
College F2F	15	100.0%	24	100.0%	14	92.9%	9	88.9%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

2021-22 ANNUAL PROGRAM REVIEW

Dental Assisting

Course Success: Dual

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	5	100.0%	10	100.0%	7	100.0%	12	100.0%
Female	24	95.8%	35	100.0%	29	100.0%	32	96.9%
Unknown	0	0.0%	1	100.0%	1	100.0%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Asian	1	100.0%	4	100.0%	3	100.0%	0	0.0%
Hispanic	18	94.4%	34	100.0%	31	100.0%	29	96.6%
Native Amer/Alaska Native	0	0.0%	1	100.0%	0	0.0%	2	100.0%
White Non-Hispanic	10	100.0%	6	100.0%	3	100.0%	12	100.0%
Two or more races	0	0.0%	1	100.0%	0	0.0%	1	100.0%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

2021-22 ANNUAL PROGRAM REVIEW

Dental Assisting

2021-22 COURSE STATISTICS

DENTAL ASSISTING PRODUCTIVITY* (2021-22):										106.67
% FULL TIME INSTRUCTORS** (2021-22):										0%
% ADJUNCT INSTRUCTORS** (2021-22):										25%

COLLEGE F2F	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
HEA-147A-01 Dental Asst & Radiology-Pt 1	2	50.0%	0%	100%	5.0	4.0	80.0%	100.0%	0.73	40	0.17	80.00
HEA-147B-01 Dental Radiology- Part 2	1	100.0%					0.0%			0		---
HEA-147B-02 Dental Radiology- Part 2	1	0.0%	0%	100%	5.0	5.0	100.0%	80.0%	0.98	49	0.20	79.92
Total	4	50.0%	0%	100%	5.0	4.5	90.0%	88.9%	1.71	89	0.37	

COLLEGE ONLINE	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
		---					0.0%					---
Total		---					0.0%					

DUAL	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
HEA-147A-D1 Dental Asst & Radiology-Pt 1	2	0.0%	0%	0%	12.5	12.0	96.0%	100.0%	4.30	200	0.33	200.00
HEA-147B-D1 Dental Radiology- Part 2	2	0.0%	0%	0%	6.0	6.0	100.0%	100.0%	2.63	117	0.41	96.00
HEA-147C-D1 Dental Radiology-Part 3	1	0.0%	0%	0%	3.0	3.0	100.0%	100.0%	0.65	29	0.20	48.00
HEA-147C-D2 Dental Radiology-Part 3	1	0.0%	0%	0%	5.0	4.0	80.0%	75.0%	0.87	48	0.20	80.00
Total	6	0.0%	0%	0%	7.5	7.2	95.6%	97.7%	8.46	393	1.14	

* Excludes Summer, noncredit, work experience, internship, and cancelled sections

** Excludes summer assignments. Based on instructional workload and the percentage of workload assigned under full-time contracts versus adjunct contracts

*** Withdrawal and success statistics exclude noncredit classes.



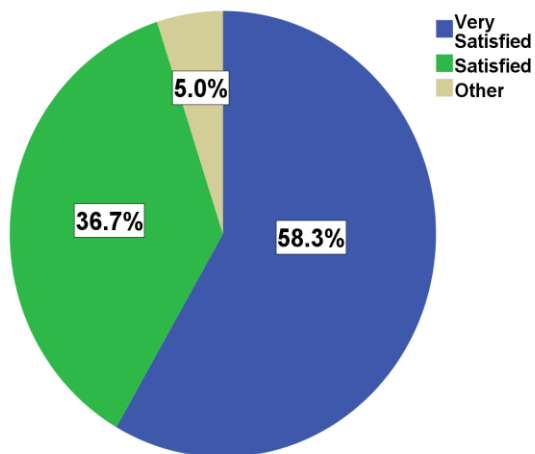
CAREER & TECHNICAL EDUCATION EMPLOYMENT OUTCOMES SURVEY

2022 COLLEGE REPORT

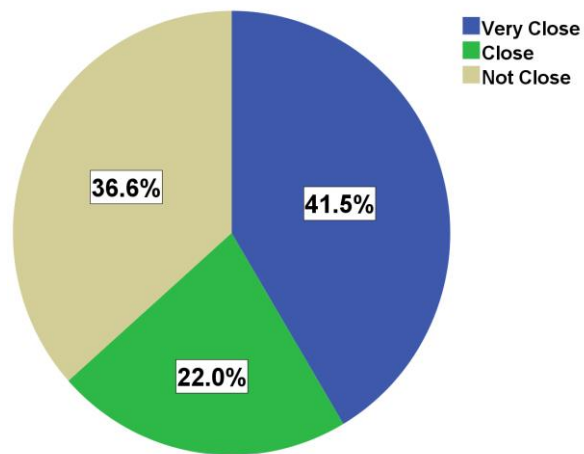
Lake Tahoe Community College

Completer and skills-building students at Lake Tahoe Community College were surveyed if they met one of the following criteria in 2019-2020, and did not enroll (or were minimally enrolled) in 2020-2021: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units (noncredit cohorts earned a noncredit vocational/CTE award or completed at least 48 CTE hours in that year). The survey was administered in 2022 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 338 students were surveyed and 61 (18%) students responded: 23% by email, 46% by phone, 13% by SMS Link, and 18% by 2-way SMS.

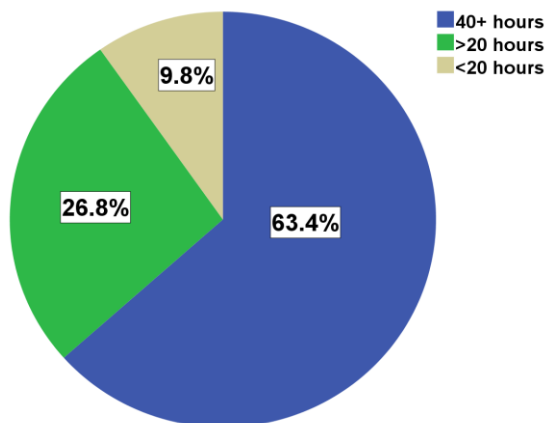
How satisfied are students with the education and training they received?



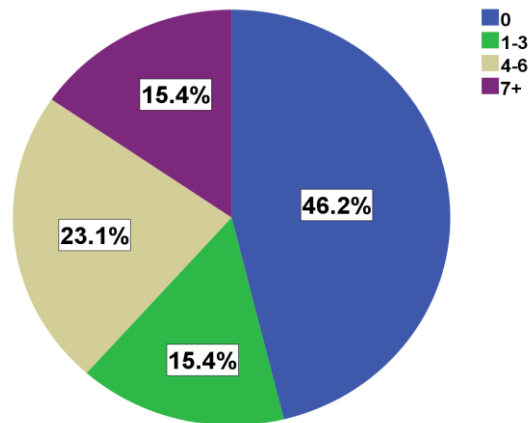
How many students secured a job that is closely related to their program of study?



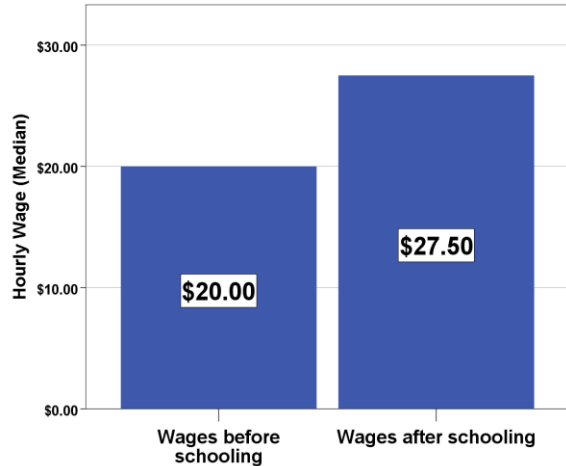
How many hours per week are employed students working?



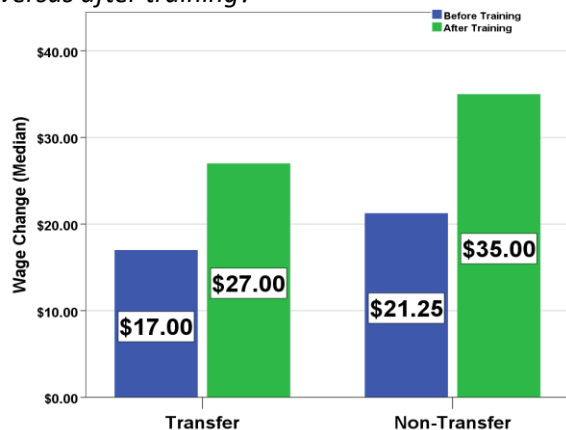
How many months did it take for students to find a job?



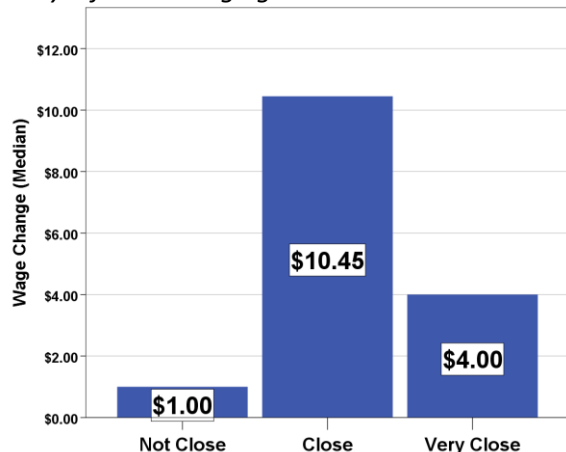
What were the hourly wages of the students before training versus after training?



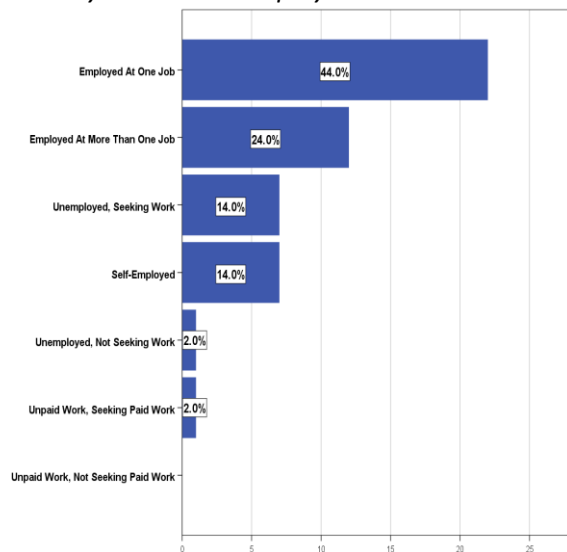
What were the hourly wages of transfer students and non-transfer students—before training versus after training?



Does the similarity between job and program of study influence wage gains?



What is your current employment status?



More Key Results

\$7.50 is the overall change in hourly wages after completing training—in dollars

38% is the overall change in hourly wages after completing training—in percentage gain

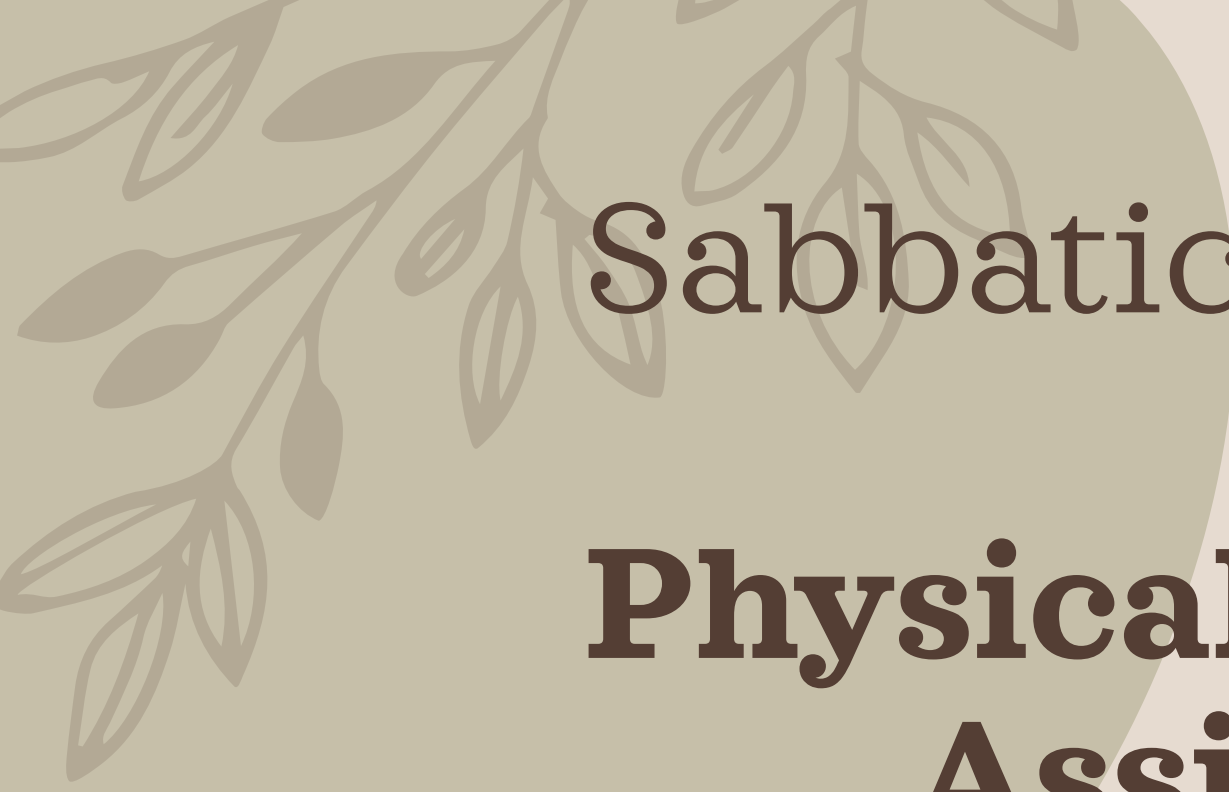
82% of respondents reported being employed for pay

38% of respondents reported transferring to another college or university

95% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.



Sabbatical Project

**Physical Therapy
Assistant**

Program Analysis

Goals

1

Needs Assessment

PT - Aide and Assistant

2

PT Assistant Program

National Data and
Curriculum Summary

3

Road Map for Program

Accreditation vs Satellite
Program

- **I. Professional Development Leave – Proposal**
 - A. Background
 - B. Rationale
- **II. Physical Therapy Aide – Program Summary**
 - A. Needs Assessment – National, California, and Regional Data
 - B. LTCC PT Aide Certification Program Data
 - C. Certification Proposal Change
- **III. Physical Therapy Assistant – Program Summary**
 - A. Needs Assessment – National, California, Nevada, Regional and Local Data
 - B. CAPTE National Data – private and public institutions
 - C. CCC Curriculum Summary and Template
- **IV. Road Map for Degree Program**
 - A. CAPTE Accreditation Process – Option 1
 - B. CAPTE Satellite Program Option – Option 2
 - C. LTCC Challenges



Evidence
of
Completion

V. Outcome of Project

- A. Benefits to the Department/College
- B. Benefits to the Students
- C. Benefits to Self

VI. Project References

VII. Project Resources

- A. Contacts
- B. Industry Partner Feedback on Physical Therapy Assistant
- C. Needs Assessment Data – Physical Therapy Aide and Assistant
- D. CAPTE Resource Materials

VIII. Appendix Materials



**Evidence
of
Completion,
cont'd**

PHYSICAL THERAPY AIDE

- LTCC Certification launched in the Fall of 2012
- Labor Market Data
 - National Wages: \$22,000 to \$37,000 (\$13-\$17/hr)
 - Job Outlook (10 years):
 - National -19 % Increase; CA - 22-31% increase
 - There is a need and undersupply
- However, NO national/state certification required
- LTCC Enrollment Decline
- Recommendation – LTCC discontinue the program

PHYSICAL THERAPY ASSISTANT

Centers of Excellence (CCC) –Greater Sacramento Labor Market Report

- *“Based on a comparison of occupational demand to postsecondary supply, there is an **undersupply of trained PT assistants and aids** in North (Greater Sac) region”*
- *“Community colleges interested in developing physical therapist assistant training programs identify and **work with local employers to substantiate need for additional training**”*
- *“Community colleges should also **consider offering bridge programs – from PT Aide to PT Assistant** – to support incumbent workers transitioning from a lower wage job into one that pays a living wage.”*
- *“**Move forward with new program development.**”*

PT Assistant – Needs Assessment

- Wages – National
 - Median Wage - \$61,180
 - (Lowest 10% - 37K to Highest 10% - \$80,170)
- Wages – California
 - Median Wage - \$73,150 (#1 state in wage earnings)
 - #2 in top 10 in metro areas (San Jose - \$85K; San Fran - \$78K)
- Wages – Regional (SAC)
 - Median Wage - \$73,935
 - (Entry - \$60K to Expert wage \$80K)

- Job Outlook – National
 - 2020-2030 – projected increase of 33,200 jobs (35%)
- Job Outlook – California
 - 2018-2028 – projected increase of 1700 jobs (28.8%)
 - 2020-2030 – projected increase 2400 jobs (37%)
 - Ranked 12th in top 100 “fastest growing occupations”
- Job Outlook – Regional (SAC)
 - 2015-2019 – saw a 14% increase
 - 2020-2025 – projected increase 110 jobs (25%)

CAPTE National Data:

PT Assistant Programs

- **Type of Institution** (% of Total Programs) Public -72.3%; Private-27.7%
- **Top Three States** (Highest Number of Programs) - FL, TX, CA
- **Admissions (Mean) 2020-21**
 - Class Size: 24; Total Applicants: 56
- **Enrollment Demographics (Mean)**
 - Women - 64.3%; Men - 35.4%
- **Length of Program** (Technical Phase)
 - 77 Weeks (Mean)
- **Curriculum**
 - Face to Face- 47.3%, Hybrid - 43.3%, Other - 9.4%
 - Semester Credits Required to Complete - 74.8

- **Faculty (Mean)**

- Full-Time Core Faculty Positions - 2.6; Part-Time Core Faculty Positions - 0.53 ;
Associated Faculty Positions - 3
- Faculty to Student Ratio (Lecture) - 13.5; (Lab) - 10.6

- **Outcomes**

- Graduation Rates 2012-2019 - 85.6%
- Employment Rates 12 Months Post-Graduation 2011-2020 - 96%
- Ethnicity of graduates: White - 68.7%; Hispanic - 13.1%

- **Costs (Mean)**

	<u>Public (In District)</u>	<u>Public (Out of District)</u>	<u>Private</u>
○ Annual Tuition	\$5,144	\$10,352	\$23,013
○ Annual Fees	\$1,063	\$1,063	\$812
○ Total Cost of Technical	\$13,044	\$22,670	\$39,945

California Community Colleges

- Bakersfield
- Cerritos
- Mendocino
- Ohlone
- Sacramento City
- Sequoias
- San Diego Mesa
- Shasta

- CCC
Program &
Curriculum
Summary
Example

Table 2: California Community College Curriculum

	CERRITOS CC	MENDOCINO CC	OHLONE	SAC CITY CC	SEQUOIAS	SD MESSA CC	SHASTA CC	BAKERSFIELD CC
<u>PreReq Unit</u>	19-24	13-14	11	14.5	8	12-18	14	18
<u>PTA Major</u>	42.5	46	43.5	37.5	43	46	44	44
<u>AS-D Units</u>	60	75-78	71.5	61-62	60	60	76	78
<u>PrqLength</u>	4 semesters	5 semesters	4 semesters	5 semesters	4 semesters	5 semesters	4 semesters	5 semesters
<u>Applicants</u>	180-300		85	161-172	100			
<u>Acc Stdnrs</u>	32	24	24	25-28	28	30	24	20
<u>Pre-Req</u>		Intro to PT	Intro to PT (1-3)	Intro to PT (1-onlin)		Intro to PT (2-onlin)	Intro to PT (1)	Intro to PT (2)
<u>Classes</u>	Anatom & Physio Medical Term (3)	Anatom & Physio Medical Term (3)	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio Medical Term	Anatom & Physio Medical Term (3)	Anatom & Physio
	*Frsh Comp		*Engl 101/Read	*College Comp		Interpers Comm		*Math
	*Inter Algebra					Psych-ag beh		*Written Comm
	*Psych Intro							*Student Planng
	*Oral com/US Hx							
<u>1st Year</u>								*starts spring
<u>1stS-Fall</u>	Intro to PT (4)	PT Practice (2)	Pathology (3)	Profess Ethics (1)	PTA Fundmntl (2)	Grow/Dev/Ag (3)	PTA pract (2)	1 st Semester-S
<u>Classes</u>	Kinesiology (4)	Pathology (3)	Kinesiology I (3)	Kinesiology (3)	PtMngmntPrct (3)	AcuteCareTech (2)	Pathology (3)	Kinesiology (3)
		PtCareSkills (3)	Therapy Ex I (3)	Kinesiol Lab (2)	Kinesiology (3)	Intro HumMov (3)	PtCareSkills (3)	PhysAg/Model (3)
		Clinical Kines (3)			Engio/PhysPTA (1)		Clinical Kines (3)	BePTA skls lab (1)
		*Reading/Comp (3)	*Math					
							*Eng - comp	*PEMoyt class (1)
							*Inter Algebra	*Ethics liv/die
								*Public speaking
<u>2ndS-Spr</u>	Pathology (3)	Therapeutic Ex (3)	Kinesiology II (3)	RegProc-Mod (3.5)	Mod-physagnt (3)	Intro to Path (3)	Therapy Ex (3)	2 nd Semester -F
<u>Classes</u>	Clinical Prct I (4)	Therap Agents (3)	Therapy Ex II (3)	Disorders I (3)	Pathophys (2)	Intro Ther Ex (2)	Therapy Agnt (3)	Orthopedic (3)
	PTAsp-Gr&Dv (3)	Clinic Develop (3)	Modalities Adv (2)		PTA Admin (1)	Topic -Neuro (2)	Clinical Prct I (4)	Pathophys (2)
	SftTissue Intercv (1)		Clinical Prct I (4)		Orthopedics (3)	Neuro Lab (2)		Care(lap) Inter (3)
	Neurology (3)				Clinical Educ I (3)			Admin/regs (2)
		*Comm/Spe	*Cultural Div (3)				*Soci/Psyc	Clinical Ed I (3)
		*Psych	*Engl - voices				*philosophy/Ethic	Int Skls Lab (1)
<u>Summer</u>	NA	NA	NA	Comm Allied (2)	NA	Patient Manag (1)	NA	Pre-req-before App
				Intro ClinicPrac (3)				
				IntProc-Mod (1)				

- Unitek College (Sacramento)

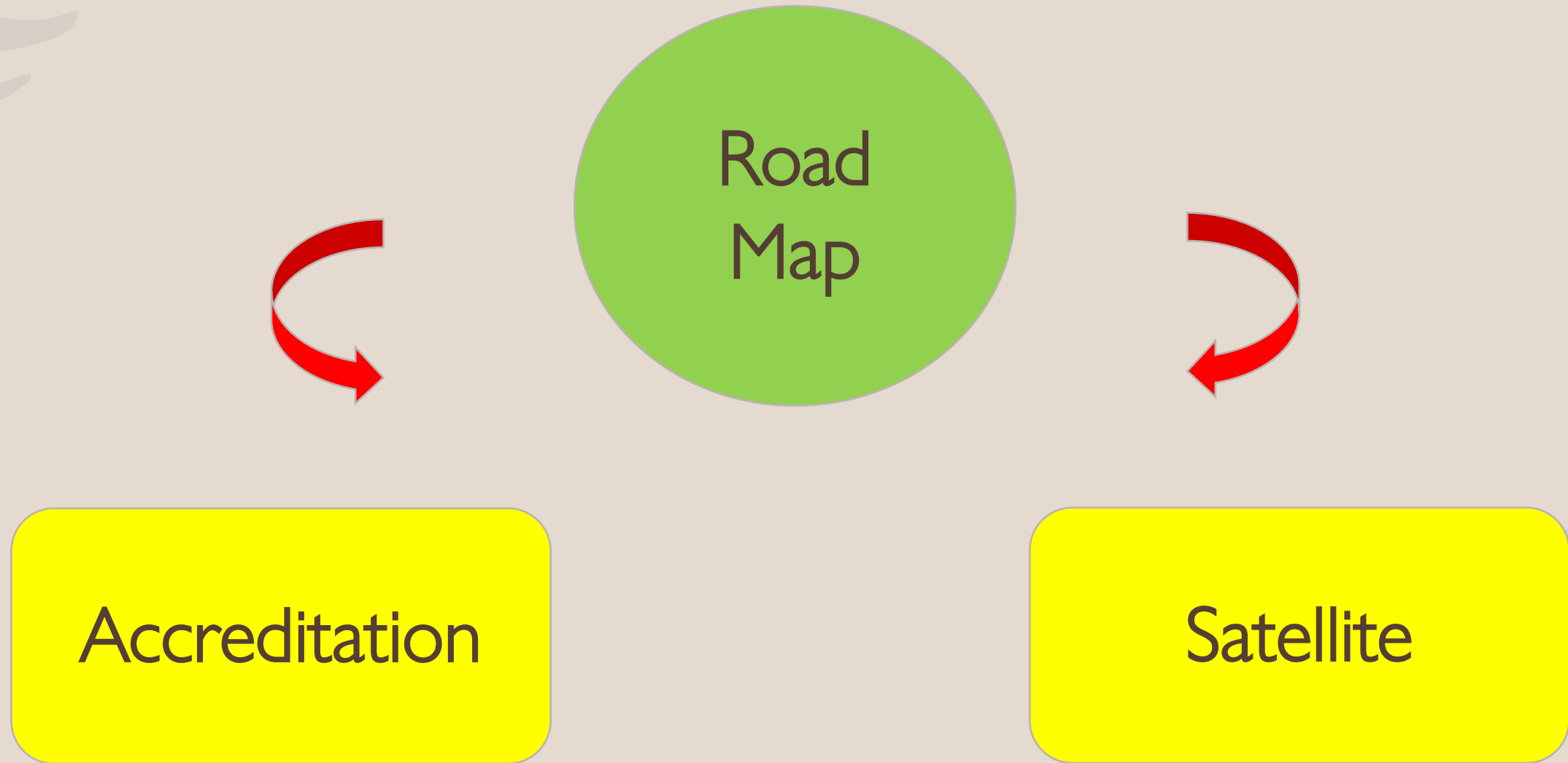
Canyons
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nology (Modesto)

Table 2: California Community College Curriculum

	CERRITOS CC	MENDOCINO CC	OHLONE	SAC CITY CC	SEQUOIAS	SD MESSA CC	SHASTA CC	BAKERSFIELD CC
<u>PreReq Unt</u>	19-24	13-14	11	14.5	8	12-18	14	18
<u>PTA Major</u>	42.5	46	43.5	37.5	43	46	44	44
<u>AS-D Units</u>	60	75-78	71.5	61-62	60	60	76	78
<u>PrgLength</u>	4 semesters	5 semesters	4 semesters	5 semesters	4 semesters	5 semesters	4 semesters	5 semesters
<u>Applicatns</u>	180-300		85	161-172	100			
<u>Acc Stdnts</u>	32	24	24	25-28	28	30	24	20
<u>Pre-Req</u>		Intro to PT	Intro to PT (1-3)	Intro to PT(1-onln)		Intro to PT(2-onln)	Intro to PT (1)	Intro to PT (2)
<u>Classes</u>	Anatom & Physio Medical Term (3)	Anatom & Physio Medical Term (3)	Anatom & Physio	Anatom & Physio	Anatom & Physio	Anatom & Physio Medical Term	Anatom & Physio Medical Term (3)	Anatom & Physio
	*Frsh Comp		*Engl 101/Read	*College Comp		Interpers Comm		*Math
	*Inter Algebra					Psych-ag beh		*Written Comm
	*Psych Intro							*Student Plannng
	*Oral com/US Hx							
1st Year								<u>*starts spring</u>
<u>1stS-Fall</u>	Intro to PT (4)	PT Practice (2)	Pathology (3)	Profess Ethirs (1)	PTA Fundmntl (2)	Grow/Dev/Ag (3)	PTA pract (2)	1 st Semester-S
<u>Classes</u>	Kinesiology (4)	Pathology (3) PtCareSkills (3)	Kinesiology I (3) Therapy Ex I (3)	Kinesiology (3) Kinesiol Lab (2)	PtMngmntPrin (3) Kinesiology (3)	AcuteCareTech(2) Intro HumMov (3)	Pathology (3) PtCareSkls (3)	Kinesiology (3) PhysAg/Modal (3)
		Clinical Kines (3)			Engin/PhysPTA (1)		Clinical Kines (3)	BgPTA skls lab (1)
		*Reading/Comp(3)	*Math					
							*Eng – comp	*PEMvot class (1)
							*Inter Algebra	*Ethics liv/die
								*Public speaking
<u>2ndS-Spr</u>	Pathology (3)	Therapeutic Ex (3)	Kinesiology II (3)	BegProc-Mod(3.5)	Mod-physagnt (3)	Intro to Path (3)	Therapy Ex (3)	2 nd Semester -F
<u>Classes</u>	Clinical Prct I (4)	Therap Agents (3)	Therapy Ex II (3)	Disorders I (3)	Pathophys (2)	Intro Ther Ex (2)	Therapy Agnt (3)	Orthopedic (3)
	PTAsp-Gr&Dv (3)	Clinic Develop (3)	Modalities Adv (2)		PTA Admin (1)	Topic –Neuro (2)	Clinical Prct I (4)	Pathophys (2)
	SftTissue Intery(1)		Clinical Prct I (4)		Orthopedics (3)	Neuro Lab (2)		Care(Inpp) Inter (3)
	Neurology (3)				Clinical Educ I (3)			Admin/regs (2)
								Clinical Ed I (3)
		*Comm/Spe	*Cultural Div (3)				*Soci/Pscv	Int Skls Lab (1)
		*Psych	*Engl – voices				*philosophy/Ethic	
Summer	NA	NA	NA	Comm Allied (2)	NA	Patient Manag(1)	NA	Pre-req-before App
				Intro ClinicPrac (3)				
				IntProc-Mod (1)				

Degree Program



Accreditation

Next Cycle -
2027

- (Step 1) Notice of Intent:
 - “notification from institution of intent to develop and seek accreditation of a PT assistant program.”
- (Step 2) Application for Candidacy (AFC)
 - To be considered eligible for review, and **before** the AFC is submitted, a couple of key needs **must** be met:
 - 1st need – hire a Program Director (March 21, 2026)
 - 2nd need – hire a Clinical Education Coordinator (December 1, 2026)
 - Reconfirmation of Intent
 - evidence that the institution is indeed moving forward with their Application for Candidacy
- The **fee for this pre-accreditation process is \$20,000** and billed in three installments: \$2,500 AFC Review, \$12,500 Pre-accreditation fee, and \$5,000 Initial accreditation fee.
- The **Annual Fee after accreditation is \$4,500.** (See Appendix 6)

Satellite Program

- The Process: (Satellite/Consortium)
 - formal agreement between two or more higher education institutions pooling resources for implementation and ongoing operation of a physical therapy assistant program.
 - **Application for Substantive Change (AASC)**, partner institution signifying their intention to add an institutional partnership (LTCC)
- Two-step approval process
 - (1) Submission of **AASC** - proposal with brief description of proposed consortium
 - (2) CAPTE Approval

Outcome of the Project

- Benefits to the College/Department (CTE)
 - *“prepare our students for a wide range of high-wage, high-skill, high-demand careers.”*
- Benefits to Students
 - *“Students come first.”*
 - *“The pursuit of excellence is essential”*
- Benefit to Self (instructional philosophy)
 - *“An old man going down a lone highway ... came... to a chasm vast and deep and wide, through which was flowing a sullen tide ... The old man crossed... But when safe on the other side, built a bridge to span the tide...Old man, said a fellow pilgrim near, you are wasting your strength with building here...your journey will end...you never again must pass this way...why build you this bridge at the eventide?...Good friend, in the path I have come, he said, There followeth after me today, a youth whose feet must pass this way...This swollen stream...to that youth may a pitfall be; He, too, must cross in the twilight dim; Good friend, I am building the bridge for him(her).”*



Portuguese Camino Walk (Porto to Santiago, Spain)



Istanbul – Blue Mosque

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

Physical Therapy Aide

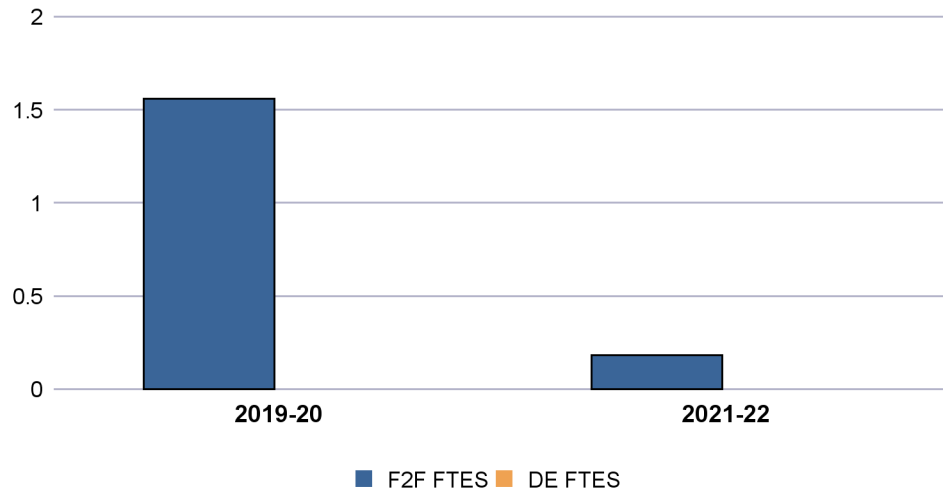


PHYSICAL THERAPY AIDE SUMMARY

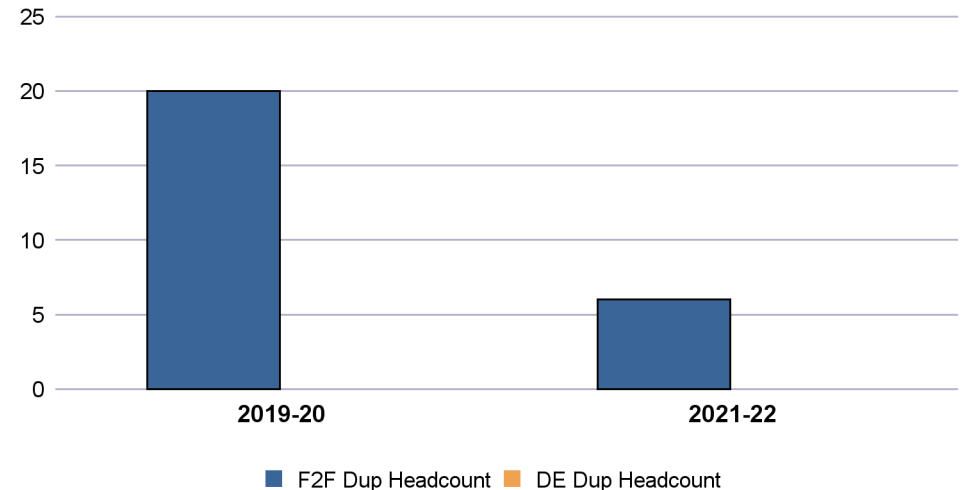
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	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2019-20	2	2	0	1.56	1.56	0.00	20	20	0
2021-22	1	1	0	0.18	0.18	0.00	6	6	0
1-Yr Chg (19-20 to 21-22)	-50.0%	-50.0%	---	-88.3%	-88.3%	---	-70.0%	-70.0%	---
1-Yr Chg (19-20 to 21-22)	-50.0%	-50.0%	---	-88.3%	-88.3%	---	-70.0%	-70.0%	---

RESIDENT FTES



DUPLICATED HEADCOUNT



ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

Physical Therapy Aide

DEMOGRAPHICS

	2019-20		2021-22	
	N	%	N	%
Male	4	33.3%	4	66.7%
Female	8	66.7%	2	33.3%

	2019-20		2021-22	
	N	%	N	%
Hispanic	8	66.7%	1	16.7%
White Non-Hispanic	3	25.0%	3	50.0%
Two or more races	1	8.3%	2	33.3%
Unknown	0	0.0%	0	0.0%

	2019-20		2021-22	
	N	%	N	%
Age < 25	6	50.0%	2	33.3%
Age 25 - 49	6	50.0%	4	66.7%
Age 50 +	0	0.0%	0	0.0%

	2019-20	2021-22
Median Age	26	31
Youngest	17	21
Oldest	55	37

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

Physical Therapy Aide

COURSE SUCCESS

	2019-20		2021-22	
	Enrollment	Success	Enrollment	Success
Male	6	83.3%	2	50.0%
Female	13	92.3%	1	100.0%

	2019-20		2021-22	
	Enrollment	Success	Enrollment	Success
Hispanic	12	91.7%	1	100.0%
White Non-Hispanic	5	80.0%	1	0.0%
Two or more races	2	100.0%	1	100.0%

	2019-20		2021-22	
	Enrollment	Success	Enrollment	Success
Age < 25	8	87.5%	1	100.0%
Age 25 - 49	11	90.9%	2	50.0%

	2019-20		2021-22	
	Enrollment	Success	Enrollment	Success
F2F	19	89.5%	3	66.7%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

Physical Therapy Aide

2021-22 COURSE STATISTICS

PHYSICAL THERAPY AIDE PRODUCTIVITY* (2021-22):											96
% FULL TIME INSTRUCTORS** (2021-22):											100%
% ADJUNCT INSTRUCTORS** (2021-22):											0%

FACE TO FACE	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
HEA-119A-01 Intro to Physical Therapy Aide	1	0.0%	100%	0%	6.0	3.0	50.0%	66.7%	0.18	24	0.08	96.00
HEA-119B-01 Advanced Physical Therapy Aide	1	100.0%					0.0%			0		---
Total	2	50.0%	100%	0%	6.0	3.0	50.0%	66.7%	0.18	24	0.08	

DISTANCE EDUCATION	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
		---					0.0%					---
Total		---					0.0%					

* Excludes Summer, noncredit, work experience, internship, and cancelled sections

** Excludes summer assignments. Based on instructional workload and the percentage of workload assigned under full-time contracts versus adjunct contracts

*** Withdrawal and success statistics exclude noncredit classes.

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

EMR

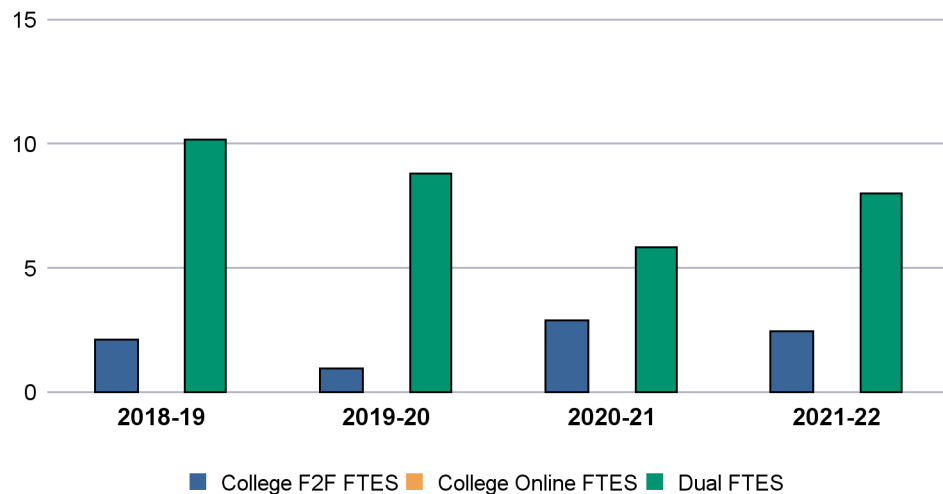


EMR SUMMARY

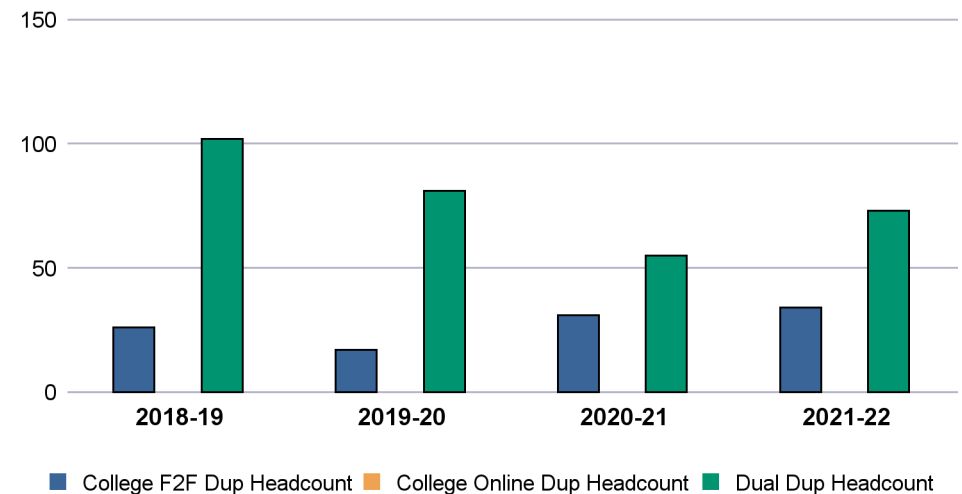
This report contains data from Academic Year (AY) 2018 to 2021. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below. The following categories are excluded: CAL FIRE, Culinary Jail, Fire In-Service, IEC, ISP, ISP Work Experience, ISSI, Municipal Fire, Noncredit, Noncredit CDCP, South Bay JPA, and Work Experience.

	Total Sections	College F2F Sections	College Online Sections	Dual Sections	Total FTES	College F2F FTES	College Online FTES	Dual FTES	Total Duplicated Headcount	College F2F Duplicated Headcount	College Online Duplicated Headcount	Dual Duplicated Headcount
2018-19	9	5	0	4	12.28	2.10	0.00	10.17	128	26	0	102
2019-20	7	4	0	3	9.76	0.96	0.00	8.80	98	17	0	81
2020-21	7	4	0	3	8.72	2.90	0.00	5.83	86	31	0	55
2021-22	6	3	0	3	10.46	2.46	0.00	8.00	107	34	0	73
3-Yr Chg	-33.3%	-40.0%	---	-25.0%	-14.8%	17.0%	---	-21.3%	-16.4%	30.8%	---	-28.4%
1-Yr Chg	-14.3%	-25.0%	---	0.0%	19.9%	-15.0%	---	37.3%	24.4%	9.7%	---	32.7%

RESIDENT FTES



DUPLICATED HEADCOUNT



2021-22 ANNUAL PROGRAM REVIEW

EMR

Demographics: College F2F and College Online

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	20	76.9%	10	58.8%	16	53.3%	23	69.7%
Female	6	23.1%	7	41.2%	14	46.7%	10	30.3%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
African American	0	0.0%	1	5.9%	2	6.7%	0	0.0%
Asian	1	3.8%	0	0.0%	0	0.0%	2	6.1%
Hispanic	4	15.4%	4	23.5%	8	26.7%	16	48.5%
Native Amer/Alaska Native	1	3.8%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	19	73.1%	11	64.7%	15	50.0%	11	33.3%
Two or more races	1	3.8%	0	0.0%	5	16.7%	3	9.1%
Unknown	0	0.0%	1	5.9%	0	0.0%	1	3.0%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Age < 25	14	53.8%	8	47.1%	18	60.0%	20	60.6%
Age 25 - 49	9	34.6%	7	41.2%	12	40.0%	13	39.4%
Age 50 +	3	11.5%	2	11.8%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
Median Age	25		25		23		21	
Youngest	17		18		15		16	
Oldest	62		74		46		46	

2021-22 ANNUAL PROGRAM REVIEW

EMR

Demographics: Dual

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	39	38.2%	25	30.9%	20	36.4%	31	42.5%
Female	62	60.8%	56	69.1%	35	63.6%	42	57.5%
Unknown	1	1.0%	0	0.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
African American	2	2.0%	0	0.0%	0	0.0%	0	0.0%
Asian	8	7.8%	5	6.2%	3	5.5%	2	2.7%
Hispanic	31	30.4%	39	48.1%	20	36.4%	26	35.6%
Native Amer/Alaska Native	0	0.0%	1	1.2%	0	0.0%	2	2.7%
Pacific Islander	0	0.0%	2	2.5%	0	0.0%	0	0.0%
White Non-Hispanic	51	50.0%	26	32.1%	29	52.7%	34	46.6%
Two or more races	8	7.8%	5	6.2%	2	3.6%	6	8.2%
Unknown	2	2.0%	3	3.7%	1	1.8%	3	4.1%

	2018-19	2019-20	2020-21	2021-22
Median Age	14	14	14	14
Youngest	13	13	13	13
Oldest	17	17	17	17

2021-22 ANNUAL PROGRAM REVIEW

EMR

Course Success: College F2F and College Online

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	18	94.4%	9	44.4%	16	100.0%	22	86.4%
Female	6	50.0%	6	66.7%	15	86.7%	10	80.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	1	100.0%	2	100.0%	0	0.0%
Asian	1	100.0%	0	0.0%	0	0.0%	2	100.0%
Hispanic	4	100.0%	3	0.0%	9	88.9%	16	81.3%
Native Amer/Alaska Native	1	100.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	17	76.5%	10	70.0%	15	100.0%	10	80.0%
Two or more races	1	100.0%	0	0.0%	5	80.0%	3	100.0%
Unknown	0	0.0%	1	0.0%	0	0.0%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	12	83.3%	8	50.0%	19	89.5%	19	73.7%
Age 25 - 49	9	100.0%	5	60.0%	12	100.0%	13	100.0%
Age 50 +	3	33.3%	2	50.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
College F2F	24	83.3%	15	53.3%	31	93.5%	32	84.4%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

2021-22 ANNUAL PROGRAM REVIEW

EMR

Course Success: Dual

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	35	80.0%	16	100.0%	19	100.0%	31	77.4%
Female	62	93.5%	36	100.0%	34	94.1%	42	90.5%
Unknown	1	100.0%	0	0.0%	0	0.0%	0	0.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	2	50.0%	0	0.0%	0	0.0%	0	0.0%
Asian	7	85.7%	2	100.0%	3	100.0%	2	100.0%
Hispanic	30	83.3%	18	100.0%	20	95.0%	26	69.2%
Native Amer/Alaska Native	0	0.0%	1	100.0%	0	0.0%	2	100.0%
Pacific Islander	0	0.0%	2	100.0%	0	0.0%	0	0.0%
White Non-Hispanic	49	91.8%	24	100.0%	27	96.3%	34	94.1%
Two or more races	8	100.0%	4	100.0%	2	100.0%	6	100.0%
Unknown	2	100.0%	1	100.0%	1	100.0%	3	66.7%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

2021-22 ANNUAL PROGRAM REVIEW

EMR

2021-22 COURSE STATISTICS

EMR PRODUCTIVITY* (2021-22):	285.12
% FULL TIME INSTRUCTORS** (2021-22):	0%
% ADJUNCT INSTRUCTORS** (2021-22):	50%

COLLEGE F2F	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
HEA-106-01 Emergency Medical Responder	3	0.0%	0%	100%	11.3	10.7	94.1%	84.4%	2.46	170	0.31	180.91
HEA-108-01 Emerg Med Responder (Refresh)	3	100.0%					0.0%			0		---
Total	6	50.0%	0%	100%	11.3	10.7	94.1%	84.4%	2.46	170	0.31	

COLLEGE ONLINE	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
		---					0.0%					---
Total		---					0.0%					

DUAL	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
HEA-106-D1 Emergency Medical Responder	1	0.0%	0%	0%	23.0	23.0	100.0%	91.3%	2.51	115	0.10	368.00
HEA-106-D2 Emergency Medical Responder	1	0.0%	0%	0%	24.0	24.0	100.0%	91.7%	2.74	120	0.10	384.00
HEA-106-D3 Emergency Medical Responder	1	0.0%	0%	0%	26.0	26.0	100.0%	73.1%	2.74	130	0.10	416.00
Total	3	0.0%	0%	0%	24.3	24.3	100.0%	84.9%	8.00	365	0.31	

* Excludes Summer, noncredit, work experience, internship, and cancelled sections

** Excludes summer assignments. Based on instructional workload and the percentage of workload assigned under full-time contracts versus adjunct contracts

*** Withdrawal and success statistics exclude noncredit classes.

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

EMT

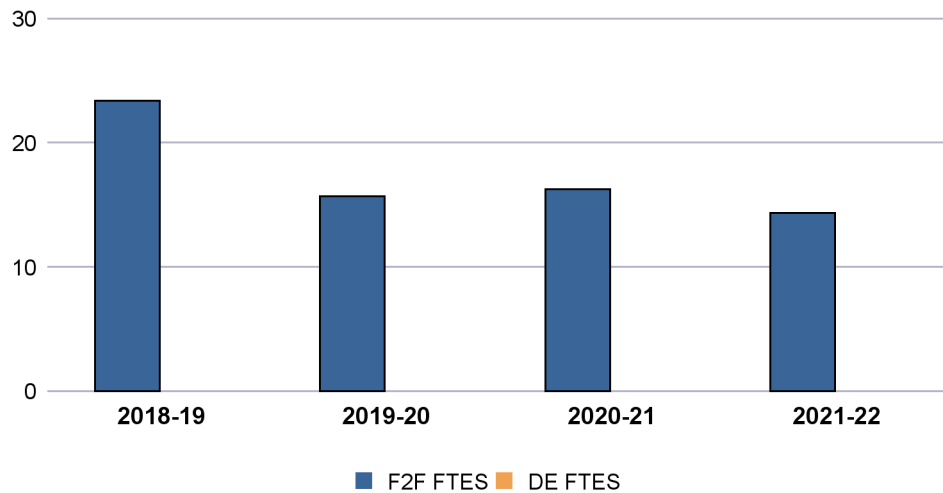


EMT SUMMARY

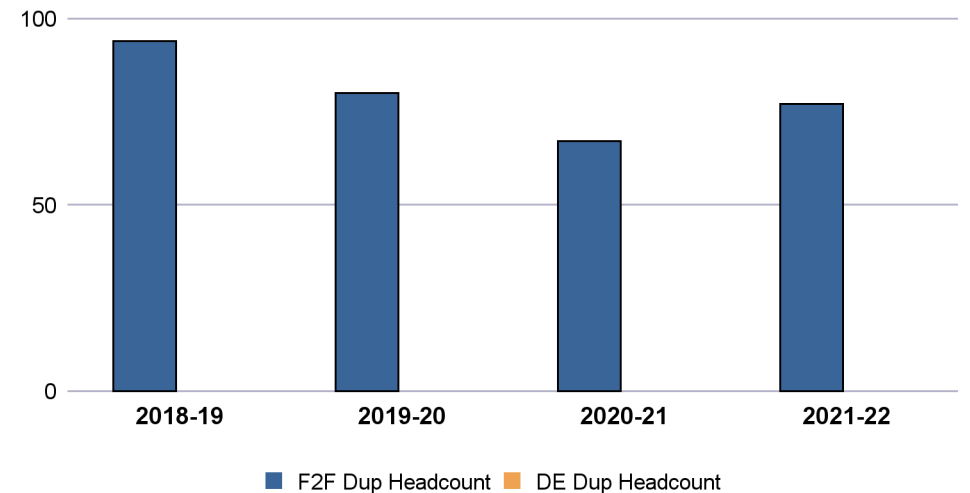
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	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2018-19	6	6	0	23.36	23.36	0.00	94	94	0
2019-20	5	5	0	15.68	15.68	0.00	80	80	0
2020-21	6	6	0	16.23	16.23	0.00	67	67	0
2021-22	6	6	0	14.36	14.36	0.00	77	77	0
3-Yr Chg (18-19 to 21-22)	0.0%	0.0%	---	-38.5%	-38.5%	---	-18.1%	-18.1%	---
1-Yr Chg (20-21 to 21-22)	0.0%	0.0%	---	-11.5%	-11.5%	---	14.9%	14.9%	---

RESIDENT FTES



DUPLICATED HEADCOUNT



ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

EMT

DEMOGRAPHICS

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Male	69	74.2%	53	66.3%	47	70.1%	54	70.1%
Female	24	25.8%	27	33.8%	20	29.9%	23	29.9%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
African American	0	0.0%	1	1.3%	2	3.0%	0	0.0%
Asian	0	0.0%	1	1.3%	0	0.0%	1	1.3%
Hispanic	17	18.3%	16	20.0%	19	28.4%	23	29.9%
Native Amer/Alaska Native	1	1.1%	2	2.5%	1	1.5%	1	1.3%
White Non-Hispanic	67	72.0%	54	67.5%	41	61.2%	43	55.8%
Two or more races	8	8.6%	4	5.0%	4	6.0%	8	10.4%
Unknown	0	0.0%	2	2.5%	0	0.0%	1	1.3%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Age < 25	35	37.6%	23	28.8%	30	44.8%	22	28.6%
Age 25 - 49	55	59.1%	48	60.0%	35	52.2%	48	62.3%
Age 50 +	3	3.2%	9	11.3%	2	3.0%	7	9.1%

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
Median Age	26		26		25		28	
Youngest	17		17		17		18	
Oldest	59		66		51		71	

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

EMT

COURSE SUCCESS

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	68	98.5%	46	97.8%	44	100.0%	49	98.0%
Female	22	95.5%	24	100.0%	18	88.9%	21	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	0	0.0%	0	0.0%	2	100.0%	0	0.0%
Asian	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Hispanic	14	100.0%	12	100.0%	16	100.0%	20	95.0%
Native Amer/Alaska Native	1	100.0%	2	100.0%	1	100.0%	1	100.0%
White Non-Hispanic	67	98.5%	49	98.0%	40	95.0%	40	100.0%
Two or more races	8	87.5%	4	100.0%	3	100.0%	7	100.0%
Unknown	0	0.0%	2	100.0%	0	0.0%	1	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	35	94.3%	17	94.1%	27	92.6%	19	100.0%
Age 25 - 49	52	100.0%	44	100.0%	33	100.0%	44	97.7%
Age 50 +	3	100.0%	9	100.0%	2	100.0%	7	100.0%

	2018-19		2019-20		2020-21		2021-22	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
F2F	90	97.8%	39	100.0%	13	100.0%	30	100.0%
Hybrid	0	0.0%	31	96.8%	49	95.9%	40	97.5%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

ANNUAL PROGRAM REVIEW DATA: 2018-19 to 2021-22

EMT

2021-22 COURSE STATISTICS

EMT PRODUCTIVITY* (2021-22):	239.33
% FULL TIME INSTRUCTORS** (2021-22):	0%
% ADJUNCT INSTRUCTORS** (2021-22):	100%

FACE TO FACE	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
HEA-140C-01 Emergency Medical Technician	3	0.0%	0%	100%	15.7	13.7	87.2%	95.1%	12.92	740	0.98	250.67
HEA-142A-01 EMT Refresher (24 hours)	3	0.0%	0%	100%	10.0	10.0	100.0%	100.0%	1.44	68	0.14	160.00
Total	6	0.0%	0%	100%	12.8	11.8	92.2%	97.2%	14.36	808	1.13	

DISTANCE EDUCATION	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTEs	WSCH	FTEF	Productivity
		---					0.0%					---
Total		---					0.0%					

* Excludes Summer, noncredit, work experience, internship, and cancelled sections

** Excludes summer assignments. Based on instructional workload and the percentage of workload assigned under full-time contracts versus adjunct contracts

*** Withdrawal and success statistics exclude noncredit classes.