**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 2, 2016**

**Department:** HS - 0681 - Physical Therapist Assistant

Year of Last Program Review: FY 2012-2013

Year of Next Program Review: FY 2017-2018

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Improve alignment and allocation of services/supplies/equipment at Courseview to ensure equitable resources and manageable workloads to meet accreditation standards and to facilitate a working and learning environment focused on continuous improvement. | In progress  Completed  No longer applicable | **Alignment**:  -Curriculum: The PTA program has redesigned the curriculum to comply with the Ohio Department of Higher Education 65-semester hour mandate with a planned implementation for Fall 2016 (pending CMT approval). The new curriculum fosters an interprofessional collaboration approach to education, which aligns with the Health Sciences Strategy. There is significant concern that Courseview students will be disadvantaged in their availability and accessibility to participate in interprofessional education opportunities.  -Schedule: No changes.  -Enrollment: No changes.  -Faculty: No changes.  -Budget: No changes.  -**Allocation of services**: Discrepancy still exists between the two campuses; however CVCC is now able to administer the TEAS.  -**Allocation of supplies/equipment**: No changes.  -**Equitable resources**:  -Classroom/lab space: No changes.  -Large meeting space: No changes.  -Faculty office space: Although 2 faculty have been sharing one office on the CVCC campus, the faculty will soon have separate office space on this campus to assure the opportunity for private advising meetings and problem resolution, in compliance with new accreditation standards (effective 2016), which state: “*8D2: Space is sufficient for faculty and staff offices, student advisement, conducting confidential meetings, storing office equipment and documents, and securing confidential materials*”.  -Other: The processes utilized to schedule courses and obtain large meeting space is different from the Dayton campus. There was one occasion in which PTA program faculty thought a meeting space was secured only to discover (at the last minute) a scheduling conflict occurred. However, this problem appears to have been resolved. Previously, there were issues with having large enough computer lab space to accommodate a full class of 22 PTA students. With adaptations at CVCC and advanced scheduling, this problem has been resolved.  -**Manageable workloads**:  -Faculty: No changes.  -Administrative assistants:  -The Dayton campus now has two full-time administrative assistants, Eileen Trentman and Angela Higham, who are dedicated to the Rehabilitation Services department (PTA and OTA programs) and will eventually have responsibilities related to the proposed Rehabilitation Clinic in the Health Sciences Center in addition to providing academic support. |
| Monitor the success of the competitive admission process to ensure the program is admitting qualified candidates for improved retention and achievement of personal and professional goals. | In progress  Completed  No longer applicable | See [Competitive Selection Process Information](#CompetitiveSelectionProcess). |
| Improve data collection to measure program and general education outcomes in a qualitative and quantitative way to ensure the program is promoting social responsibility, critical thinking, communication, and innovation. | In progress  Completed  No longer applicable | See [PTA Program Outcomes Data](#ProgramOutcomesData). |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| It is recommended that the department prioritize its excellent suggestion to improve the Program Review process the next time around by developing “a data collection method that addresses these components and maintain the data through the years”. Often good intentions are lost to competing priorities once the Program Review process is completed for the next five years – care should be taken to ensure that the department follows through with this plan, which should result in an even more impressive self-study in five years’ time. The department has the opportunity to take its already substantial assessment work to the next level with strategic and systematic collection, analysis and use of data, and the review team hopes that the department will act on this opportunity. | In progress  Completed  No longer applicable | **-Database:** In addition to storing program data, general student information and student performance, the database is also being used to store results of psychometric tests such as the VARK learning styles instrument and the Myers-Briggs Type Indicator. The database gives us ready availability to data that we can analyze.  **-Analysis:**  -We have conducted analysis on admissions and course data in MS Excel and have the capability to use SPSS, and R for advanced statistical analysis as well. We have completed our analysis of student performance in open admissions vs competitive admissions and find competitive admissions to be superior. We have also studied the feasibility of using a TEAS cut score as part of our admissions process and are ready to make a recommendation (see [Admissions and Student Performance Data Analysis](#JimsAnalysis)).  **-Sustainability:** No changes. |
| While the department has a solid history of serious efforts to reduce attrition, it continues to be something that the department should seek to address. The implementation of selective admissions holds great promise for lowering attrition, and it is recommended that the department carefully track the impact that these admissions changes have on subsequent student attrition and completion. Hopefully selective admissions will lead to substantial decreases in attrition, although even if they do the department should continue to explore other strategies that might increase retention of students in the program. | In progress  Completed  No longer applicable | See [PTA Attrition Data](#AttritionData). |
| The challenges of expanding the program to the Courseview Campus were discussed at length during the meeting with the review team, and while the department has truly done an excellent job of managing this expansion, there are still challenges with consistency in processes and procedures between the two locations that need to be addressed. At some point there will need to be contemplation and long-term planning regarding the eventual relationship between the two locations – will Courseview’s PTA program always be subordinate to the one at the Dayton Campus, or at some point will it eventually achieve a measure of independence? And what would the implications be institutionally and for accreditation? | In progress  Completed  No longer applicable | -**Inconsistency in processes and procedures**: The following inconsistencies continue to exist between the two campuses. As the Health Sciences division (and college) move toward an interprofessional collaboration approach to education, these discrepancies create even greater concern with regard to successful implementation of collaborative activities.  -Scheduling of courses is different for each campus.  -Scheduling of classroom/large meeting space is different for each campus.  -Availability of Crisis Counseling Services is limited at the Courseview campus, which creates a barrier for students to receive these needed services.  -The textbook adoption process does not always ensure the appropriate number of books are delivered to the Courseview campus. |
| The Courseview Campus overall is still young and growing, and is in a position where decisions will frequently need to be made regarding priorities and allocation of resources. The department will need to be proactive in articulating its needs to help with prioritization of limited resources. | In progress  Completed  No longer applicable | -**Health Sciences Strategy**: The following concerns continue to exist with regard to the Health Sciences Strategy.  -The PTA program has considered the possibility of incorporating the Courseview program into the Dayton program to better align with the college’s Health Sciences Strategy.  -The PTA program is concerned that accreditation issues may arise when the Health Sciences building and rehab clinic come to fruition if the program remains on two separate campuses.  -Courseview students would not have the same opportunity…  -To collaborate with OTA students, or other health science program students.  -To utilize and benefit from use of new equipment and technology (ie. simulation lab)  -To participate in education or patient care that occurs in the rehab clinic.  The Health Science Strategy occurring on the Dayton Campus cannot currently be fulfilled on the CVCC Campus. Multiple other Health Science Programs would need to offer cohort programs on the CVCC Campus in order for equity of education to exist. If it is deemed appropriate to continue with more Health Science programs at CVCC, there is concern related to the viability of the CVCC PTA program while the CVCC resources, facilities, equipment, and programs are being developed. |
| At the present time the chair of the department is heavily involved in Completion by Design, which provides some real benefits in terms of aligning the department’s goals with this initiative and positioning the department at the forefront of the institution’s efforts to increase completion. This connection should be leveraged in a synergistic way to both allow the department to support the Completion by Design initiative and allow Completion by Design to enhance the department’s efforts to increase student success. The department is uniquely positioned to support and be supported by this institutional initiative . | In progress  Completed  No longer applicable | No change. |
| It was noted in the self-study that not much data was reported for assessment results for program outcomes – while no doubt some data is currently collected, and more will be collected as the department increases its data collection and analysis efforts, in future self-studies – and in the Annual Updates the department submits in coming years - the department should make a point of explicitly reporting results of assessment of program outcomes. These results may include both quantitative and qualitative data. | In progress  Completed  No longer applicable | See [PTA Program Outcomes Data](#ProgramOutcomesData); [PTA Graduate/Licensure/Employment Data](#GradLicenseEmploymentData). |

**Section II: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: Existing curriculum: PTA 2212 (Clinical Practicum II); New curriculum (pending approval): PTA 2435 (Clinical Practicum II)**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

Click here to enter text.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate appropriate, effective written, oral and non-verbal communication, which reflects sensitivity and awareness to individual and cultural differences in all aspects of physical therapy services. (AFFECTIVE)  **PROGRAM OUTCOME #1** | COM-2206 COM-2225 ENG-1101 PTA-1106 PTA-1110 PTA-1112 PTA-2115 PTA-1124 PTA-1129 PTA-2211 PTA-2212 SOC-1145 |  | -[Graduate Survey](#GradSurvey)  -Clinical Performance Instrument (CPI) | See [PTA Clinical Performance Instrument (CPI) - PTA Program Outcome #1 Data](#CPIPO1Data): |
| Demonstrate clinical problem-solving skills in order to adjust the plan of care established by the PT, provide supervision of the physical therapy aide and work effectively on an interdisciplinary team.(COGNITIVE)(PSYCHOMOTOR/ COGNITIVE)  **PROGRAM OUTCOME #3** | BIO-1121 BIO-1222 PHY-1106 PTA-1106 PTA-1110 PTA-1112 PTA-2115 PTA-1116 PTA-1129 PTA-2211 PTA-2212 PTA-2226 PTA-2230 PTA-2238 SOC-1145 |  | -[Graduate Survey](#GradSurvey)  -Clinical Performance Instrument (CPI) | See [PTA Clinical Performance Instrument (CPI) – PTA Program Outcome #3 Data](#CPIPO3Data): |
| Participate in professional development based on self-assessment, performance appraisals and demonstration of behaviors reflecting conduct outlined in the Code of Ethics and Guide for Professional Conduct of the APTA.  **PROGRAM OUTCOME #6** | ALH-1101 PTA-1106 PTA-1110 PTA-2115 PTA-2211 PTA-2212 |  | -[Graduate Survey](#GradSurvey)  -Clinical Performance Instrument (CPI) | See [PTA Clinical Performance Instrument (CPI) – PTA Program Outcome #6 Data](#CPIPO6Data): |
| Perform data collection techniques as outlined in the plan of care, reported through accurate, timely and legible documentation. (PSYCHOMOTOR)  **PROGRAM OUTCOME #5** | ENG-1101 HIM-1101 PTA-1110 PTA-2115 PTA-1124 PTA-1129 PTA-2211 PTA-2212 PTA-2230 PTA-2238 |  | -[Graduate Survey](#GradSurvey)  -Clinical Performance Instrument (CPI) | See [PTA Clinical Performance Instrument (CPI) – PTA Program Outcome #5 Data](#CPIPO5Data): |
| Provide quality, efficient and cost effective physical therapy services utilizing human and material resources, computer technology and current knowledge of reimbursement and regulatory requirements and state practice acts. (PSYCHOMOTOR AND AFFECTIVE)  **PROGRAM OUTCOME #4** | ALH-1101 ENG-1101 MAT-1270 PHY-1106 PTA-1110 PTA-2211 PTA-2212 |  | -[Graduate Survey](#GradSurvey)  -Clinical Performance Instrument (CPI) | See [PTA Clinical Performance Instrument (CPI) – PTA Program Outcome #4 Data](#CPIPO4Data): |
| Provide safe, competent interventions and patient education, based on the plan of care established by the PT to minimize risk to the patient, self and others and ensure appropriate patient outcomes. (PSYCHOMOTOR/ COGNITIVE)  **PROGRAM OUTCOME #2** | BIO-1121 BIO-1222 PTA-1106 PTA-1112 PTA-1124 PTA-2211 PTA-2212 PTA-2226 PTA-2230 PTA-2238 SOC-1145 |  | -[Graduate Survey](#GradSurvey)  -Clinical Performance Instrument (CPI) | See [PTA Clinical Performance Instrument (CPI) - PTA Program Outcome #2 Data](#CPIPO2Data): |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | The PTA program has completely redesigned its [curriculum](#NewCurriculum) to meet the 65-semester hour mandate from the Ohio Department of Higher Education. As part of the redesign, a new mission and program goals/outcomes were developed. The program faculty have worked to identify appropriate assessments to measure expected student learning outcomes as well as program outcomes. |
| **How will you determine whether those changes had an impact?** | Determination of whether curricular changes have made an impact will be assessed through analysis of student feedback, advisory committee feedback, attrition rates, clinical instructor feedback, graduation rates, licensure passage rates, employment rates, and employer feedback. |

**Competitive Selection Process Information**

**PTA Program Outcomes Data**

**Graduate Survey Data**

This graph compares the graduates’ perception of the importance of each program outcomes to the function of a PTA. A one (1) to seven (7) scale was used where 1 = Not Important and 7 = Very Important.

This graph compares the graduates’ satisfaction with their preparation for each program outcome in the PTA program. A one (1) to seven (7) scale was used, where 1 = Not Satisfied and 7 = Very Satisfied.

**PTA Graduate/Licensure Employment Data**

The PTA Program initiated competitive admissions with the class of 2013-2015. However, the class composition for this class was not 100% competitive admission, as there were still “wait-listed” students. See information below related to ratios of competitive admission (CA) to wait-listed (WL) students on each campus.

No data is yet available for a fully competitive class.

Class of 2015—Dayton

* At Admission: 25% CA; 75% WL
* At Graduation: 32% CA; 68% WL

Class of 2015—Courseview

* At Admission: 86% CA; 14% WL
* At Graduation: 87.5% CA; 12.5% WL

**PTA Attrition Data**

**PTA Clinical Performance Instrument Data**

**Legend for Clinical Performance Instrument (CPI) Rating**

B: Beginning Performance (0 points)

AB: Advanced Beginner Performance (4 points)

I: Intermediate Performance (8 points)

AI: Advanced Intermediate Performance (12 points)

E: Entry-Level Performance (16 points) **\* (Target by end of final clinical experience)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B |  |  |  | AB |  |  |  | I |  |  |  | AI |  |  |  | E |  |  |  | WD |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

WD: With Distinction (20 points)

Students are expected to achieve Entry-Level Performance by the end of the final clinical.

**Program Outcome #1**

**Demonstrate appropriate, effective written, oral and non-verbal communication, which reflects sensitivity and awareness to individual and cultural differences in all aspects of physical therapy services.**

**Program Outcome #2**

**Provide safe, competent interventions and patient education, based on the plan of care established by the PT to minimize risk to the patient, self and others and ensure appropriate patient outcomes.**

**Program Outcome #3**

**Demonstrate clinical problem-solving skills in order to adjust the plan of care established by the PT, provide supervision of the physical therapy aide and work effectively on an interdisciplinary team.**

**Program Outcome #4**

**Provide quality, efficient and cost effective physical therapy services utilizing human and material resources, computer technology and current knowledge of reimbursement and regulatory requirements and state practice acts.**

**Program Outcome #5**

**Perform data collection techniques as outlined in the plan of care, reported through accurate, timely and legible documentation.**

**Program Outcome #6**

**Participate in professional development based on self-assessment, performance appraisals and demonstration of behaviors reflection conduct expectations outlined in *the Code of Ethics and Guide for Professional Conduct* of The American Physical Therapy Association.**

**New PTA Program Mission Statement**

The Physical Therapist Assistant program fosters an interprofessional approach to provide high quality, innovative, and evidence-based physical therapy education to individuals seeking the opportunity to practice as a physical therapist assistant and promote the movement system as a means of improving the health and wellness of patients, clients, and the community.

**New PTA Program Goals/Outcomes**

|  |  |  |
| --- | --- | --- |
| **Program Goal** | **Program Outcome** | **Associated Courses** |
| Collaborative delivery of ethical, legal, and culturally competent health care | Participate in the health care environment in an ethical and legal manner that demonstrates an understanding of the values, roles, and responsibilities of a physical therapist assistant in order to deliberatively work in collaboration with patients and members of the health care team with respect for diversity, culture, and the human experience. | ALH 1101, PTA 1000, PTA 1100, PTA 1140, PTA 1200, PTA 1215, PTA 1220, PTA 1230, PTA 1235, PTA 1245, PTA 2305, PTA 2315, PTA 2320, PTA 2325, PTA 2330, PTA 2335, PTA 2400, PTA 2405, PTA 2430, PTA 2435, SOC 1100 or SOC 1101 or SOC 1145 |
| Effective communication and interpersonal interaction | Demonstrate effective use of oral, written, and nonverbal communication and appropriate use of technology to enable the coordination, provision, and documentation of caring and compassionate services, assist with the education of consumers and other health care professionals, and find a shared language and meaning to manage and resolve conflict with integrity and professionalism. | PTA 1000, PTA 1100, PTA 1125, PTA 1135, PTA 1140, PTA 1145, PTA 1200, PTA 1215, PTA 1220, PTA 1230, PTA 1235, PTA 1245, ENG 1101, PTA 2305, PTA 2315, PTA 2320, PTA 2325, PTA 2330, PTA 2335, PTA 2405, PTA 2430, PTA 2435, COM 2206 or COM 2211 or COM 2225 |
| Quality patient care grounded in critical thinking, problem solving, and current evidence | Provide quality patient-centered care as outlined in the plan of care developed by the physical therapist and use critical thinking, problem solving, and current evidence to demonstrate competence in administering appropriate tests and measures and selecting safe and effective interventions in order to meet expected outcomes in a fiscally responsible manner. | BIO 1141/1147, PHY 1106/1107, PTA 1100, PTA 1120, PTA 1125, PTA 1135, PTA 1140, PTA 1145, ALH 2220, BIO 1242/1248, PTA 1200, PTA 1215, PTA 1220, PTA 1230, PTA 1235, PTA 1245, PTA 2305, PTA 2315, PTA 2320, PTA 2325, PTA 2330, PTA 2335, PTA 2400, PTA 2405, PTA 2430, PTA 2435 |
| Lifelong learning and continuous improvement based on assessment and informatics | Utilize informatics in the process of continual assessment to identify appropriate personal growth and professional development activities and lifelong learning opportunities for the purpose of striving for excellence in achieving goals, meeting outcomes, and responding to the evolving nature of education, research, and practice. | PTA 1000, PTA 1100, PTA 1145, PTA 1230, PTA 1245, PTA 2320, PTA 2330, PTA 2335, MAT 1470, PTA 2400, PTA 2430, PTA 2435 |

**New Curriculum**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Course # | Course Title | Credits |
| **Prerequisites to Qualify for PTA Limited Enrollment/Restricted Courses** | ALH 1101 | Introduction to Healthcare Delivery | 2 |
| BIO 1141 | Principles of Anatomy and Physiology I | 4 |
| PHY 1106/1107 | Physics for Technology | 3 |
| PTA 1000 | Introduction to Physical Therapy | 2 |
| Total | | | 11 |
|  | | | |
| **Semester 1** | PTA 1100 | Professional Issues | 1 |
| PTA 1120 | Functional Anatomy Lecture | 1 |
| PTA 1125 | Functional Anatomy Lab | 4 |
| PTA 1135 | Introduction to Manual Therapy | 2 |
| PTA 1140 | Introduction to Therapeutic Exercise Lecture | 1 |
| PTA 1145 | Introduction to Therapeutic Exercise Lab | 2 |
| **ALH 2220** | **Pathophysiology** | **3** |
| **BIO 1242** | **Principles of Anatomy and Physiology II** | **4** |
| Total | | | 18 |
|  | | | |
| **Semester 2** | PTA 1200 | Pathology for the Physical Therapist Assistant | 3 |
| PTA 1215 | Functional Mobility | 1 |
| PTA 1220 | Neuropathology | 2 |
| PTA 1230 | Orthopedic Principles and Application Lecture | 1 |
| PTA 1235 | Orthopedic Principles and Application Lab | 2 |
| PTA 1245 | Clinical Assessment for the PTA | 2 |
| **ENG 1101** | **English Composition** | **3** |
| Total | | | 14 |
|  | | | |
| **Semester 3** | PTA 2305 | Neuromuscular Rehabilitation | 2 |
| PTA 2315 | The Medically Complex Patient | 1 |
| PTA 2320 | Modalities I Lecture | 1 |
| PTA 2325 | Modalities I Lab | 1 |
| PTA 2330 | Seminar for Clinical Practicum I | 1 |
| PTA 2335 | Clinical Practicum I | 2 |
| **MAT 1120 or**  **MAT 1450** | **Business Math**  **Introductory Statistics** | **3** |
| Total | | | 11 |
|  | | | |
| **Semester 4** | PTA 2400 | Special Topics | 1 |
| PTA 2405 | Modalities II Lab | 1 |
| PTA 2430 | Seminar for Clinical Practicum II | 1 |
| PTA 2435 | Clinical Practicum II | 2 |
| **PSY 1100 or**  **SOC 1101 or**  **SOC 1145** | **General Psychology or**  **Introduction to Sociology or**  **Introduction to Cultural Anthropology** | **3** |
| **COM 2206 or**  **COM 2211 or**  **Com 2225** | **Interpersonal Communication**  **Effective Public Speaking**  **Small Group Communication** | **3** |
| Total | | | 11 |
|  | | | |
| **Total PTA Program Credits** | | | **65** |

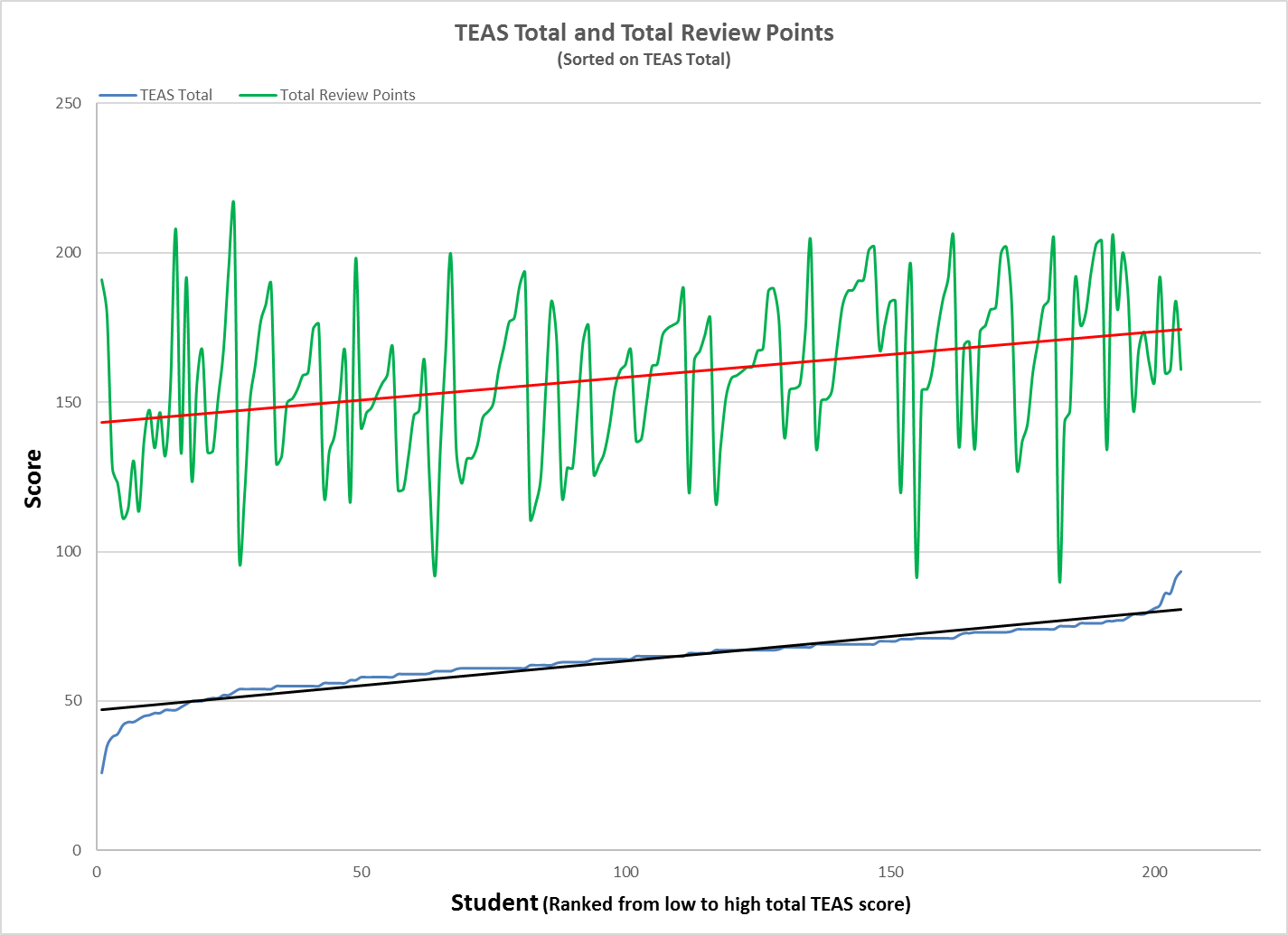
**Sinclair PTA Program Admissions and Student Performance Data Analysis**

**James R. Cropper, PT, DPT, MS**

**TEAS Cut Score**

I compared TEAS total score to the total transcript review points of 205 students who were reviewed between 2013 and 2016. There was a very strong relationship between TEAS scores and transcript review scores on ANOVA (P < 0.001) with a low-moderate correlation (rho = 0.35). This weaker correlation is likely due to a high variance for the review points. The chart below illustrates the variance of the total review points. Also, and more importantly, the trend lines clearly illustrate the relationship of TEAS scores to total review points.

Assessment Technologies Institute (ATI) recommends setting TEAS cut scores only on the total score because that score represents overall academic preparedness. We have discussed setting a cut score at the proficient level (58.7%). However, given the variance of the transcript review scores, I think it would be prudent to phase in the cut scores beginning with 50% for 2017 reviews, 55% for 2018 reviews, and 58.7% for reviews thereafter.



**Comparing Open Admission Student Performance to Competitive Student Performance**

I looked at the grades from PTA 1116 (Anatomy and Kinesiology), Fall 2012 (open admission) and 2014/2015 (competitive admission). Fall 2013 was a mixed class so I didn’t use their data. I chose 1116 because it doesn’t change much from year to year. Using Microsoft Excel 2016, I calculated an ANOVA comparing 41 open-admission students to 89 competitive admission students. The differences between the two groups was significant with P < 0.001. **Conclusion:** Competitive PTA students have a higher probability of success in anatomy and kinesiology than open admissions students. The tables on the following page give details of the ANOVA.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Single-Factor ANOVA for Sinclair Anatomy & Kinesiology Open and Competitive Enrollment Students** | | | | | | | |
|  |  |  |  |  |  |  |  |
| SUMMARY |  |  |  |  |  |  |  |
| *Groups* | *Count* | *Sum* | *Average* | *Variance* | *SD* | *Low* | *High* |
| Fall 2012 | 41 | 3448.76 | 84.12 | 30.97 | 5.57 | 78.55 | 89.68 |
| Fall 2014 & 2015 | 89 | 7254.3 | 87.91 | 29.24 | 5.38 | 70.2 | 104.0 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| ANOVA |  |  |  |  |  |  |  |
| *Source of Variation* | *SS* | *df* | *MS* | *F* | *P-value* | *F crit* |  |
| Between Groups | 404.80 | 1 | 404.8 | 13.59 | < 0.001 | 3.92 |  |
| Within Groups | 3811.89 | 128 | 29.78 |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Total | 4216.69 | 129 | 32.69 |  |  |  |  |