

# Physical Therapist Assistant Education Programs 2021 ANNUAL ACCREDITATION REPORT – With Instructions

**DUE DATE: Monday, November 15, 2021**

**Submitted on CAPTE Accreditation Portal** (revised 9/18/20, 9/29/2020 pg 9, 10/16/20 pg 11, 9/17/2021)

## Instructions:

- This document must be used to collect the requested data as it contains instructions that are not found on the Portal.**
- YELLOW HIGHLIGHTED** items represent change in language from previous AAR; in some cases, changes represent an attempt to clarify and do not always represent a change in requested data.
- Key to Timeframe References:**

Term:	Refers to:
This Calendar Year	The 2021 calendar year
This Academic Year	The academic year of 2021-2022 (based on whenever that begins and ends for your institution)
Class of YYYY	Graduating class for year indicated. For example, class of 2021 refers to the class that graduated in 2021.

UNLESS OTHERWISE INSTRUCTED, ALL RESPONSES TO THE FOLLOWING QUESTIONS SHOULD REFLECT THE PROGRAM EXPERIENCED BY STUDENTS THAT HAVE GRADUATED OR WILL GRADUATE THIS CALENDAR YEAR. IF THERE ARE NO GRADUATES THIS CALENDAR YEAR, RESPONSES SHOULD REFLECT THE PROGRAM TO BE EXPERIENCED BY CURRENTLY ENROLLED STUDENTS.

- For programs with multiple cohorts:** Responses should reflect aggregate data for all cohorts, unless otherwise directed.
- For programs with accredited expansions:** A separate AAR has been created for the parent program and each expansion program. Responses should reflect only the program identified in the individual AAR unless otherwise directed. Portal access to each AAR requires a separate login; these have been provided to the program.
- Technical questions** about the use of the Portal should be sent to: [accreditation@apta.org](mailto:accreditation@apta.org)
- It is the program's responsibility to download and save the AAR once it is submitted. It is suggested that you convert the downloaded report to a PDF.
- Before starting the AAR on the Portal, review **Helpful Tips for Using the Portal** for important information regarding compatible web browsers, pop-up blocker settings and compatibility settings. This document can be accessed at: <http://www.capteonline.org/AAR/>
- A signature page is NOT required.**

## Definitions

### Admitted Student:

An individual who has been offered a seat in the incoming class of an institution or program after meeting the admissions requirements.

### Enrolled Student:

An admitted student who registers for, and begins, program courses identified in the established PTA program of study.

### Cohort:

A group of students who matriculate at the same time with the expectation that they will also complete the program at the same time.

**Core Faculty:**

Core faculty are those individuals appointed to and employed primarily in the program, including the program director, the academic coordinator of clinical education (ACCE) and other faculty who report to the program director. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. The core faculty include physical therapists and physical therapist assistants and may include others with expertise to meet specific curricular needs. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty. The core faculty may hold tenured, tenure track, or non-tenure track positions.

**Associated Faculty:**

Associated Faculty are those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty (ie clinical instructors). The associated faculty may include individuals with full-time appointments in the unit in which the program resides or in other units of the institution, but who have primary responsibilities in programs other than the PTA program. Adjuncts are considered associated faculty.

**Full Time Equivalent Calculations:**

In order to foster consistency of data, the Commission requires that FTE allocations be calculated based on the following schedule:

<b>Full-Time Appointments</b>	<b>FTE for PT and PTA Programs</b>
12 month appointment or 10 month appointment with routine additional 2 month summer appointment	1.33
11 month appointment or 9 to 9.5 month full-time appointment with routine additional 2-month summer appointment	1.22
10 month appointment	1.11
9 to 9.5 month appointment	1.0
8 month appointment	.80
7 month appointment	.78
6 month appointment	.67
5 month appointment	.56
4.5 month appointment	.5
4 month appointment	.45
3 month appointment	.34

<p align="center"><b><u>Part-Time Appointments</u></b></p> <p>Calculated based on the length of the appointment and the extent of contribution to the program; program determines the extent of contribution.</p>	<p align="center"><b>FTE</b></p>
Half time for 12 months	0.67
Half-time for 9 months	0.5 (1.00 x 0.5)
One course (determined to be 30% contribution) in a semester	.15 (0.5 x 0.3)

## Part 1: Vital Statistics/General Information

Q #	PTA Questions	Instructions	Options
	<b>General Information (Portal Page 1)</b>		
	<b>CONFIRMATION OF CONTACT AND OTHER INFORMATION</b>		
1.1	<p>Verify that the following URL is correct and points <b>directly</b> to the <b>required</b> accreditation statement. If not, replace with corrected URL before moving to question 1.1b.</p> <p>[The Portal will pull in the URL previously provided to the Accreditation Department]</p>	<p>All programs with the status of Accreditation are <b>required</b> to use the following statement in its entirety; this statement is found in Part 8 of the Accreditation Handbook.</p> <p>[INSERT Name of Program] at [INSERT Name of Institution] is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call [INSERT Direct Program Phone Number] or email [INSERT Direct Program Email Address]. If needing to contact the program/institution directly, please call [INSERT ONE Direct Program Phone Number] or email [INSERT ONE Direct Program Email Address].</p> <p>Please refer to Part 8 of the Accreditation Handbook or 8.2(a)(3) of the Rules of Practice and Procedure for the required statement if a program is on probation.</p>	
1.1b	<p>Verify that the following URL is correct and points directly to the program's main web page. If not, replace with the correct URL.</p> <p>[The Portal will pull in the URL previously provided to the Accreditation Department]</p>	<p>A current working link to the program's main/home web page. If the program's main web page also displays the accreditation statement, this URL may be the same as the URL in question 1.1.</p>	
1.2.	<p>Is the information on the program's contact information page on the CAPTE Portal correct?</p>	<p>From program's home page on CAPTE Portal, click on View Program Contacts to review contact information. If not accurate, email corrections to</p>	<p>Yes    No</p>

Q #	PTA Questions	Instructions	Options
		accreditation@apta.org.	
	<b>DEGREE TO BE AWARDED:</b>		
1.3.	Is a cohort of students scheduled to graduate this year?	<b>See definition of cohort. 'This Year' refers to the calendar year 2021.</b>	Yes No
1.4.	Month of graduation:	If there are no graduates this year, indicate the month when students normally graduate.  Programs with MULTIPLE ADMISSION DATES: Enter the month the first group of students will graduate this calendar year.	MM:
	UNLESS OTHERWISE INSTRUCTED, ALL RESPONSES TO THE FOLLOWING QUESTIONS SHOULD REFLECT THE PROGRAM EXPERIENCED BY STUDENTS THAT HAVE GRADUATED OR WILL GRADUATE THIS CALENDAR YEAR. IF THERE ARE NO GRADUATES THIS CALENDAR YEAR, RESPONSES SHOULD REFLECT THE PROGRAM TO BE EXPERIENCED BY CURRENTLY ENROLLED STUDENTS.	This Year refers to the calendar year 2021.	
	<b>PROGRAM LENGTH: (Portal Page 2)</b>	<b>Program responses should reflect business as usual. Changes made in response to the COVID pandemic are reported in the Covid impact survey and the AAR should represent business as usual.</b>	
2.1.	Overall format of the program	All program formats assume students will be entering the program from high school. Select the option that most closely represents the format of the program curriculum. <ul style="list-style-type: none"> <li>In a 1+1 model, students complete pre-requisites and general education courses in the first year before enrolling in the technical education courses.</li> <li>In a .5 + 2 model, students complete a semester of prerequisites and then complete two years of integrated coursework [general education and technical courses].</li> <li>In an integrated two-year (0+2) design, students are enrolled in prerequisite, general education and technical education courses in</li> </ul>	.5 + 2, 1+1, integrated 2-year (0+2)

Q #	PTA Questions	Instructions	Options
		the first year and may be enrolled in general education and technical education courses during part or all of the second year.	
2.2.	The institutional academic calendar is based on:	<p><b>Semesters</b> = calendar system with 2 semesters during academic year with about 16 weeks for each semester of instruction; may have additional summer term.</p> <p><b>Quarters</b> = calendar system with 3 sessions called quarters of about 12 weeks each. May range from 10-15 weeks; may have additional summer quarter.</p> <p><b>Trimesters</b> = calendar system with 3 terms of about 15 weeks each.</p>	Semesters Quarters Trimesters
2.3.	Number of terms (semesters, quarters, trimesters) required for completion of the program:	INCLUDE <b>all terms</b> required for the typical student to complete all pre-requisites, general education and technical education courses required in the degree plan, assuming that students enter the program from high school. Programs that deliver the program in modules or other non-traditional formats should report the number of “traditional” terms required for completion of the program.	
2.4.	Total length (in weeks) of the complete program (including general education, pre-requisite and technical education courses) either academic weeks or calendar weeks.	INCLUDE: all weeks that students participate in class/laboratory/distance learning/independent study, exam weeks, and clinical education. Please review this response to ensure that it corresponds to the response to the previous questions regarding number of terms and type of academic calendar.	
2.4a.	If the total program length (question 2.4) exceeds 5 semesters or 80 academic weeks or 104 calendar weeks, provide evidence that the additional length is required to address problems with student outcomes and what program will do to come into compliance with the required element for total length of program.		

Q #	PTA Questions	Instructions	Options
2.5.	Number of CREDITS required for completion of the program.	<b>If program is on the quarter system, enter quarter credits.</b>	
2.5a.	General education / prerequisite credits (both types of courses):	If on the quarter system, enter quarter credits.  If students are required to take courses prior to admission to the institution, those credits must be included here unless all students entering the institution, not the program, are required to take similar courses.	
2.5b.	Technical education credits: Classroom/Laboratory courses (including independent study, distance learning courses, etc.)	If on the quarter system, enter quarter credits.	
2.5c.	Technical education credits: Clinical Education courses	If on the quarter system, enter quarter credits.	
2.6.	Length of full-time Clinical Education (answered in 2.6a and 2.6b)		
2.6a.	Total number of weeks spent in FULL-TIME (35 or more hours per week) clinical education:		#
2.6b.	Length (in weeks) of the terminal clinical education experience(s):	INCLUDE: ALL experiences that occur at, or near, the end of the curriculum, regardless of number of sites to which students are assigned or number of courses included in the final clinical education series. For example, students complete two 8-week clinical experiences near the end of the curriculum and then return to campus for a final course, complete exit surveys and take a comprehensive exam. In this case, the length in weeks of the terminal clinical education experiences is 16 weeks.  Note: Portal requires whole number; it will not accept decimals.	

Q #	PTA Questions	Instructions	Options
	<b>CURRICULUM MODEL (Portal Page 3)</b>		
3.1.	Indicate which one of the following most closely describes the curriculum model:		Case-based; Lifespan-based; Problem-based; Modified Problem-based; Systems-based; "Guide"-based; Traditional; Hybrid
	<b>FINANCES: COST TO STUDENT (Portal Page 4)</b>	<b>Enter number, do not include \$ sign.</b>	
4.1.	Indicate the ANNUAL TUITION (excluding fees) for a full-time student enrolled in the technical phase of the program, utilizing September 1 through August 31 as the timeframe to calculate the annual tuition; enter 0 if not applicable:	Provide costs for the cohort that has or is expected to graduate this calendar year. If costs are different for each year of the program, provide the average amount. <b>Do not enter total tuition costs for the program; only provide the annual tuition.</b>	
4.1a.	Public institution, in-district or in-state student:	If not applicable, enter 0 (zero).	
4.1b.	Public institution, out-of-district or out-of-state student:	If not applicable, enter 0 (zero).	
4.1c.	Private institution:	If not applicable, enter 0 (zero).	
4.2.	Indicate the annual institutional fees for a full-time student enrolled in the technical phase of the program:	INCLUDE: General institutional fees (health insurance, recreation, etc.). If applicable, use fees for in-state students. If costs are different for each year of the program, provide the average annual costs related to the cohort that has or is expected to graduate this calendar year.  DO NOT INCLUDE: Program specific fees, laboratory fees. Enter 0 (zero) if appropriate.	



Q #	PTA Questions	Instructions	Options																																								
4.3.	Indicate the expected total cost of other program-related expenses:	<p>INCLUDE: Required texts, laboratory fees, other program costs for the entire technical program. If costs are different for each year of the program, provide the average annual costs related to the cohort that has or is expected to graduate this calendar year.</p> <p>DO NOT INCLUDE: Meals, housing, clinical education travel.</p>																																									
4.4.	Indicate the expected total cost of the program for students scheduled to graduate this calendar year:	<p>INCLUDE: Tuition, fees, other program costs for the ENTIRE technical program. If costs are different for each year of the program, provide the costs related to the cohort that has or is expected to graduate this calendar year. See Example.</p> <p>DO NOT INCLUDE: Meals, housing, clinical education travel.</p> <p><b>EXAMPLE</b> to determine the total costs of the program:</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Tuition</th> <th>General Fees</th> <th>Program-related Expenses</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1: Fall</td> <td>3000</td> <td>500</td> <td>800</td> <td>4300</td> </tr> <tr> <td>2: Spring</td> <td>3000</td> <td>500</td> <td>400</td> <td>3900</td> </tr> <tr> <td>3: Summer</td> <td>1500</td> <td>250</td> <td>0</td> <td>1750</td> </tr> <tr> <td>4: Fall</td> <td>3200</td> <td>500</td> <td>450</td> <td>4150</td> </tr> <tr> <td>5: Spring</td> <td>3200</td> <td>500</td> <td>300</td> <td>4000</td> </tr> <tr> <td>6: Summer</td> <td>3200</td> <td>500</td> <td>50</td> <td>3750</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>17100</b></td> <td><b>2750</b></td> <td><b>2000</b></td> <td><b>21850</b></td> </tr> </tbody> </table>	Term	Tuition	General Fees	Program-related Expenses	Total	1: Fall	3000	500	800	4300	2: Spring	3000	500	400	3900	3: Summer	1500	250	0	1750	4: Fall	3200	500	450	4150	5: Spring	3200	500	300	4000	6: Summer	3200	500	50	3750	<b>TOTAL</b>	<b>17100</b>	<b>2750</b>	<b>2000</b>	<b>21850</b>	
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4.4a.	Public institution, in-district/in-state student (lowest rate):	Provide in-district or in-state tuition, whichever is lower.																																									
4.4b.	Public institution, out-of-district/out-of-state student (highest rate):	Provide out-of-district or out-of-state tuition, whichever is higher.																																									
4.4c.	Private institution:																																										

Q #	PTA Questions	Instructions	Options
	<b>FINANCES PROGRAM BUDGET (Portal Page 5)</b>	<b>Program responses should reflect finances related to the program's fiscal year.</b>	
5.1.	Is this an AAR for an expansion program?	If no, skip to question 5.2.	Yes No
5.1a.	If yes, does the expansion program have a separate budget?	If yes, continue with 5.2. If no, skip to question 6.1.	Yes No
5.2.	Has there been a decrease (10% or more) in the past year in the total program budgeted salary expenses (excluding benefits)?		Yes No
5.2a	Has there been a decrease (25% or more) in the past three years in the total program budgeted salary expenses (excluding benefits)?		Yes No
5.2b.	If yes to either 5.2 and/or 5.2a, indicate the impact of the change on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse; Extremely Adverse
5.2c.	If yes to either 5.2 or 5.2a, list the budgeted amounts for the last 3 years (2019, 2020, 2021), describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change.		
5.3.	Has there been a decrease (10% or more) in the past year in the total program budgeted operating expenses (excluding salary and benefits)?	INCLUDE all budgeted expenses related to the program (overhead, equipment, travel, compensation for associated faculty, etc.), other than salary and benefits.	Yes No
5.3a	Has there been a decrease (25% or more) in the past three years in the total program budgeted operating expenses (excluding salary and benefits)?		Yes No
5.3b.	If yes to either 5.3 or 5.3a, indicate the impact of the change on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse; Extremely Adverse

Q #	PTA Questions	Instructions	Options
5.3c.	If yes to either 5.3 or 5.3a, list the budgeted amounts for the last 3 years (2019, 2020 & 2021), describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change.		
	<b>Program Director Qualifiers</b>		
6.1.	Does the Program Director have a minimum of a master's degree?		Yes No
6.2.	Does the Program Director have a current license/certification to practice as a PT or PTA in any US jurisdiction?		Yes No
6.2a.	Does the Program Director have a minimum of five years (or equivalent), full-time, post licensure experience that includes a minimum of three years (or equivalent) of full-time clinical experience?		Yes No
6.2b.	Does the Program Director have didactic and/or clinical teaching experience?		Yes No
6.2c.	Does the Program Director have experience in administration/management?		Yes No
6.3a.	Does the Program Director have experience in educational theory and methodology, instructional design, student evaluation and outcome assessment, including the equivalent of nine credits of coursework in educational foundations?		Yes No
6.3b.	If any answer in section 6 is no, list the question number(s) and describe the process(es) and timeline to come into compliance.		
	<b>SPACE ALLOCATION (Portal Page 7)</b>		
7.1.	Square Footage:		
7.1a.	Has there been a decrease in the square footage of laboratory space routinely used by the program of 25% or more?		Yes No

Q #	PTA Questions	Instructions	Options
7.1b.	If yes, indicate the impact of the change on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse; Extremely Adverse
7.1c.	If yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change including the current and previous square footage.		
	<b>CLINICAL EDUCATION INFORMATION (Portal Page 8)</b>	The following questions refer to clinical education sites, not the number of slots available or used by the program. Include sites that provide both part-time and full-time experiences. When calculating clinical education sites for corporate clinical education agreements where there is the potential to utilize multiple sites, include only the clinical education sites typically used by the program and NOT the total number of all possible clinical education sites. Provide information for the calendar year unless otherwise specified, regardless of the reason.	
8.1.	Number of clinical education sites with which the program had a clinical education agreement as of September 1 of this calendar year:		#
8.2.	Is the depth and breadth of clinical education sites used by the program sufficient to provide every student with the experiences necessary to achieve entry-level competence?		Yes No
8.2a.	If the response is "No" to the above question, indicate the impact on the program and explain how it is being addressed.		
8.3	Were students placed in clinical education experiences during the last academic year?	IF no, go to question 9.1.	Yes No
8.4.	Of the clinical instructors who worked with your students during the last academic year, what percent (%) were Credentialed Clinical Instructors?	Include any formal credentialing program. Enter percentage as whole number (i.e., "25", not "0.25") Do Not Enter % Sign	

Q #	PTA Questions	Instructions	Options
8.5.	Of the clinical instructors who worked with your students during the last academic year, what percent (%) held some type of certification of advanced clinical skill (e.g., ABPTS, FAAOMPT, other; but not first aid/CPR)?	Enter percentage as whole number (i.e., "25", not "0.25"). Do Not Enter % Sign	
8.6	Since October of last year (2020)...:		
8.6a.	Are you experiencing difficulty in maintaining access to sufficient part-time and/or full-time clinical education sites for student placements?		Yes No
8.6b.	Have students been placed in clinical sites for which they have not received prior didactic instruction regardless of part time or full-time assignment?		Yes No
8.6c.	Have any students had a clinical instructor who has had less than one year of clinical experience regardless of part time or full-time assignment?		Yes No
8.6d.	Have any students been assigned a clinical instructor of record who is not a PT or PTA regardless of part time or full-time assignment?		Yes No
8.6e.	Have you delayed any student(s) graduation due to cancellation or difficulty in making clinical education placements?		Yes No
8.6f.	If yes to any of the above questions in Section 8, identify the question # and provide specific information regarding the extent of the problem and the impact on the program.		
	<b>ADMISSION INFORMATION (Portal Page 9)</b>		
9.1.	How many times per year do you matriculate a new cohort of students in the TECHNICAL PHASE of the program?	See Definitions Section for the definition of cohort.	#
9.2.	Provide the month (MM) admitted for the cohort(s) entering this calendar year. If there are multiple cohorts, provide the information for each cohort. Planned Class Size will pre-populate from existing program data and cannot be changed on the Portal. If there have been changes to the class size, contact CAPTE staff for further instructions.	Your response to Question 9.1 will be used to validate the number of cohorts for which a response will be required.  <b>Use the Enter Data link on the right side of the grid to provide responses to Questions 10.1-10.6</b>	MM

Q #	PTA Questions	Instructions	Options
9.3.	Has the CAPTE set class size for any cohort of new students increased more than 10% from the last academic year?		Yes No
	<b>APPLICANT ADMISSION INFORMATION (Portal Page 10)</b>	<p>If multiple cohorts are admitted, data will need to be provided for EACH cohort. <b>As indicated in question 9.2, portal page 10 is accessed by clicking the Enter Data link at the end of the row for each cohort.</b></p> <p>Data for expansion programs are entered in Expansion Program AAR.</p> <p>This section only pertains to NEW students and not decelerating or re-entry students.</p>	
10.	For the class of students admitted to the technical phase of the program this <b>calendar</b> year, indicate the following:		
10.1.	Number of applicants:		
10.2.	Number of applicants who met all admission requirements, including timely submission of required documentation:		
10.3.	Number of applicants offered a place in the class:	Include both initial offers and offers to applicants on an "alternate" or "waiting" list.	
10.4.	From the applicants who were offered a place in the class (Q10.3), what is the number of <b>new</b> students who enrolled in the technical phase of the program:		
10.5.	For this cohort, is the number of enrolled <b>new</b> students (Q10.4) more than 10% higher than CAPTE set class size (Q9.2)?  Note: CAPTE does not round up.		Yes No
10.5a.	If yes, indicate the impact of the change on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse; Extremely Adverse

Q #	PTA Questions	Instructions			Options
10.5b.	If yes, state the percentage of increase, the number enrolled over the set class size, identify if the change is temporary or permanent, and describe how the program is addressing the impact of increased class size on faculty workload, faculty numbers, classroom and laboratory resources (space, equipment, and supplies) and clinical education sites.				
10.6	Average age of new students (Q10.4) who enrolled in the technical phase of the program:	Note: Portal requires whole number; it will not accept decimals. While your institution may not collect this information, programs are expected to provide this data as it can be obtained in a manner that does not identify individuals.			
	<p><b>ENROLLMENT INFORMATION AS OF OCTOBER 1 OF THIS CALENDAR YEAR (Portal Page 11)</b></p> <p>A response will be required for each item; therefore, enter zero (0) if none for any item.</p>	<p>FOR ALL ENROLLMENT QUESTIONS: INCLUDE: All students enrolled in the technical phase of the program. If there are multiple cohorts admitted in a year, include all cohorts.</p> <p>Data for expansion programs are entered in Expansion Program AAR.</p>			
11.1.	Indicate the enrollment as of October 1 of this calendar year for each class of students IN THE TECHNICAL PHASE OF THE PROGRAM. Note that there is now a third gender choice for those who do not identify with an existing option or choose not to answer: <b>GRAND TOTAL Q 11.1 MUST EQUAL TOTAL FOR Q 11.2</b>		<b>Men</b>	<b>Women</b>	<b>Other/Choose not to Answer</b>
		Freshman			
		Sophomore			
		Total			
		<b>Grand Total</b>			
11.2.	Indicate the total number of students enrolled IN THE TECHNICAL PHASE OF THE PROGRAM (as of October 1 of this calendar year) who are of the following race or ethnic origin:  <b>GRAND TOTAL Q 11.1 MUST EQUAL TOTAL FOR Q 11.2</b>	Hispanic/Latino of any race			#
		American Indian/Alaskan Native			#
		Asian			#
		Black or African-American			#
		Native Hawaiian or other Pacific Islander			#
		White			#
		Two or more races			#
		Unknown			#
		<b>TOTAL</b>			

Q #	PTA Questions	Instructions	Options
11.3.	Indicate the total number of students enrolled IN THE TECHNICAL PHASE OF THE PROGRAM (as of October 1 of this calendar year) who, upon entering the program, held the following highest earned degree:		
11.3a.	Baccalaureate degree		#
11.3b.	Master's degree		#
11.3c.	Doctoral degree		#
	<b>PROGRAM GRADUATES (Portal Page 12)</b>	Provide the data for expansion programs in the separate Expansion Program AAR.	
	For the class graduating this calendar year, indicate the following:	Enter zero (0) if "none" for any item. Totals are auto-calculated after all fields have values. The total for question 12.1. MUST equal the total for question 12.2.	
12.1.	Number of students who graduated or are expected to graduate this calendar year.	This number must equal the total for the next question.	#
12.2.	Number of students who graduated or are expected to graduate this calendar year who are of the following race or ethnic origin:	12.2a Hispanic/Latino of any race	#
		12.2b American Indian/Alaskan Native	#
		12.2c Asian	#
		12.2d Black or African-American	#
		12.2e Native Hawaiian or other Pacific Islander	#
		12.2f White	#
		12.2g Two or more races	#
		12.2h Unknown	#
	<b>TOTAL</b> (auto calculate on Portal; must equal number of grads in previous question)		Auto calculate



Q #	PTA Questions	Instructions	Options
12.3.	Based on current enrollments and average attrition rates to date, and in consideration of changes in applicant pools, please estimate the number of graduates expected over the next five calendar years. (If No graduates in a given year, enter "0" (zero):	12.3a. 2022 12.3b. 2023 12.3c. 2024 12.3d. 2025 12.3e. 2026	#
	<b>Graduation Rate Calculation Form</b>  <b>PROGRAMS CAN CONTINUE TO NOT COUNT STUDENTS WHO DROP FOR NON-ACADEMIC REASONS</b>	<b>Select 'View' to access graduation rate questions.</b>  Data will not pre-populate for any years and should be entered for 2018 and 2019. If complete data is available for 2020, enter that as well.	
	<b>Graduation Rate Instructions</b>		Program Response
G1.1	Was there a graduating cohort in calendar year being reported?	Response should be Yes or No.	Yes No
G1.1a	If yes, how many cohorts graduated in the year being reported?	<b>FOR PROGRAMS WITH MULTIPLE COHORTS GRADUATING during the YEAR being reported, complete a separate form for each cohort.</b>	
	If the program graduated more than one cohort, indicate which cohort this form is reporting on.	Will need to complete a separate form for each cohort.	
G1.2	Number of Students Admitted to Original Cohort of the graduating Class of [year being reported on] who enrolled in the first term of the professional/technical program.	This number is to be based on the # of students who started the first term of the professional/technical program AFTER DROP/ADD. <b>NEW STUDENTS ONLY—DO NOT COUNT RE-ENTRY/DECELERATED STUDENTS</b>	#
	NUMBER OF STUDENTS IN ORIGINAL COHORT WHO GRADUATED IN CALENDAR YEAR [2020]:		
G1.3	Number of students who graduated or are expected to graduate at the Normally Expected Time.		#
G1.4	Number of students who graduated or are expected to graduate within 101% to 150% of Program Length.		#

Q #	PTA Questions	Instructions	Options																
	NUMBER OF STUDENTS IN ORIGINAL COHORT WHO DID NOT COMPLETE THE PROGRAM WITHIN 150% OF PROGRAM LENGTH DUE TO:																		
G1.5a	Academic or Clinical Deficit		#																
G1.5b	Died/Severely Disabled/Active Military Duty/Health/Family Issues/Other not related to academic or clinical deficit		#																
G1.6	GRADUATION RATE	CALCULATION (G1.3 + G1.4) / (G1.2 – G1.5b)	Auto calculate																
	<b>EMPLOYMENT RATES (Portal Page 14)</b>	If there are multiple cohorts admitted in a year, include all cohorts; provide the data for expansion programs in the separate Expansion Program AAR.																	
14.1.	Did the program have graduates in calendar year 2020? If no, skip to Question 14.4.		Yes No																
14.2.	If yes, what percentage of those who graduated in calendar year 2020 and who sought employment were employed in physical therapy (full-time or part-time) within one year of graduation?	Enter percentage as whole numbers (i.e., "25", not "0.25"); <b>do NOT enter a % sign.</b>	%																
14.3.	What data is used to determine employment rate (for example, graduate surveys)?																		
	<b>PUBLICATION OF OUTCOME DATA</b>	<p>CAPTE expects 2-year outcome data posted on the program's webpage to identify the timeframe(s) determined as follows:</p> <p>(i) Graduation rate: use the formula required in the AAR; New Students only – re-entry/decelerated students only</p> <p>(ii) Licensure examination pass rate: consistent with the information published by the Federation of State Boards of Physical Therapy. In the case of a program that is not a member of the Federation of State Boards of Physical Therapy, an appropriate explanation must be provided.</p> <p>(iii) Employment rate: % of graduates who sought employment and were employed as PTAs within one year of graduation.</p> <p>CAPTE expects 2-year outcome data posted on the program's webpage. Programs are to clearly identify the timeframe(s) used to calculate the average data.</p> <p>Published data needs to utilize CAPTE's graduation rate formula, employment rate definition, and the average data definition. Calculate the average data based on raw data <u>not</u> the average of the averages.</p> <p>Example for 2-year average:</p> <table border="1"> <thead> <tr> <th>Year</th> <th># Admitted</th> <th># Graduated</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>35</td> <td>33</td> <td>94.2</td> </tr> <tr> <td>2018</td> <td>28</td> <td>23</td> <td>82.1</td> </tr> <tr> <td>2 yr avg</td> <td>63</td> <td>56</td> <td>56/63=88.8</td> </tr> </tbody> </table>	Year	# Admitted	# Graduated	Percentage	2017	35	33	94.2	2018	28	23	82.1	2 yr avg	63	56	56/63=88.8	
Year	# Admitted	# Graduated	Percentage																
2017	35	33	94.2																
2018	28	23	82.1																
2 yr avg	63	56	56/63=88.8																

Q #	PTA Questions	Instructions	Options
14.4.	Verify the following URL the correct, direct link to the program's web posting of graduation, licensure and employment rates?	As previously informed, CAPTE expects accurate outcome data to be posted and that the URL provided is a <b>direct</b> link to this information.  Outcome data must be no more than one (1) click from the program home page.	Yes    No
	[Data from the Accreditation Database will pull into this response] If 14.4 is NO, correct the URL in the field provided		
	<b>FACULTY INFORMATION (Portal Page 15)</b>	If multiple cohorts are admitted, provide information for core faculty, regardless of the # of cohorts admitted. If program has expansion program(s) and faculty teach in more than one program, individual FTEs must be appropriately allocated to each program.	
	<b>CORE FACULTY INFORMATION</b>	Core faculty are those individuals appointed to and employed primarily in the program, including the program director, the academic coordinator of clinical education (ACCE) and other faculty who report to the program director. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. The core faculty include physical therapists and physical therapist assistants and may include others with expertise to meet specific curricular needs. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty. The core faculty may hold tenured, tenure track, or non-tenure track positions.	
15.1.	Regarding the core faculty allocation for <b>this academic year:</b>		
15.1a.	Total number of FULL-TIME core faculty positions allocated (budgeted) to the program that are filled by a Physical Therapist/Physical Therapist Assistant:	INCLUDE: Full-time positions that are currently filled (including positions held by faculty members on sabbatical leave) or are currently vacant or filled with temporary personnel.	

Q #	PTA Questions	Instructions	Options
15.1b.	Total number of PART-TIME core faculty positions allocated (budgeted) to the program that are filled by a Physical Therapist/Physical Therapist Assistant:	INCLUDE: Part-time positions that are currently filled or are currently vacant or filled with temporary personnel. (Most part-time faculty will be considered associated faculty and should be reported in a later question.)	
15.1c.	Total number of FULL-TIME core faculty positions allocated (budgeted) to the program that are NOT filled by a Physical Therapist or Physical Therapist Assistant:	INCLUDE: Full-time positions that are currently filled (including positions held by faculty members on sabbatical leave) or are currently vacant or filled with temporary personnel.	
15.1d.	Total number of PART-TIME core faculty positions allocated (budgeted) to the program that are NOT filled by a Physical Therapist or Physical Therapist Assistant:	INCLUDE: Part-time positions that are currently filled OR are currently vacant OR filled with temporary personnel. (Most part-time faculty will be considered associated faculty and should be reported in a later question.)	
15.1e.	How many FTEs does the above number of core faculty (both full-time and part-time) represent?	If the program's accreditation has been expanded to include additional program(s), include all core faculty only for the parent program. If a faculty member ROUTINELY has an appointment beyond the usual faculty appointment (e.g., summer or overload), include that time in the Full-Time Equivalency (FTE) calculation. <b>Use table to determine the FTE calculation</b> provided earlier in instructions. Note this table was updated for 2018 – use only the table in this instruction set. (See page 2 of Instructions)	
15.2.	Regarding vacancies (this academic year) in currently allocated faculty positions:		
15.2a	Number of vacancies (this academic year) in currently allocated core faculty positions:	Include the program director and ACCE/DCE if applicable.	
15.2b.	Are 30% or more of the core faculty positions allocated to the entry-level program vacant or filled temporarily with associated faculty?		Yes    No
15.2c.	If yes, indicate the impact of the vacancy on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse;

Q #	PTA Questions	Instructions	Options
			Extremely Adverse
15.2d.	If yes, describe how the program is addressing the impact of the vacancies:		
15.2e.	Has there been a decrease of 25% or more over the most recent three <b>academic</b> years of the FTEs of core faculty positions allocated to the entry-level program?		Yes No
15.2f.	If yes, indicate the impact of the FTE decrease on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse; Extremely Adverse
15.2g.	If yes, identify the FTEs represented by the core faculty positions for each academic year (19-20, 20-21, 21-22). Describe how the program is addressing the impact of the FTE decrease.		
15.2h	Is the position of Program Director currently vacant or occupied by an interim or acting Program Director		Yes No
15.2i.	Is the position of ACCE/DCE currently vacant or occupied by an interim or acting ACCE/DCE?		Yes No
15.2j.	<b>Faculty Turnover:</b> What percent (%) of core faculty positions have turned over since October 2020?	Enter percentage as a whole number (i.e., "25", not "0.25").	%
15.3.	Regarding <b>projected vacancies:</b>		
15.3a.	For the next academic year, provide the number of projected vacancies in currently allocated (budgeted) core faculty positions:	Include the program director and ACCE/DCE if applicable.	#
15.3b.	For the next academic year, provide the number of projected vacancies due to new core faculty positions, if any:		#
15.3c.	Is the position of Program Director projected to be vacant at the end of this academic year?		Yes No Don't know
15.3d.	Is the position of ACCE/DCE projected to be vacant at the end of this academic year?		Yes No Don't know

Q #	PTA Questions	Instructions	Options
15.4.	Regarding <b>faculty to student ratios</b> :		
15.4a.	What is the core faculty to student ratio?	When determining this value, use (1) the number of full-time and part-time core faculty positions allocated to the program (regardless of the number of cohorts) and (2) the total number of ALL students enrolled in the technical phase of the program (regardless of the number of cohorts; include decelerating and re-entry students). Portal will allow response to include a decimal. Do not include a percent sign. Example: If the ratio is 1:20, enter 20.	
15.4b.	What is the AVERAGE faculty to student ratio during laboratory experiences?	Do not include a percent sign. Example: If the ratio is 1:20, enter 20.	
	<b>ASSOCIATED FACULTY</b>	Associated faculty are those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty. The associated faculty may include individuals with full-time appointments in the unit in which the program resides or in other units of the institution, but who have primary responsibilities in programs other than the PTA program.	
15.5.	Regarding <b>associated faculty</b> for this academic year:		
15.5a.	Number of associated faculty for this <b>academic year</b> who <b>are involved in</b> at least one-half, <b>or more</b> , of the contact hours of at least one course:		
15.5b.	How many FTEs do the above number of associated faculty for this <b>academic year</b> represent?	For the sake of consistency, please determine this number based on the following: 1 contact hour= 0.003 FTE, or 1 credit =0.033 FTE, or One (1) 3 credit course = 0.1 FTE.	
15.5c.	Number of other associated faculty for this <b>academic year</b> who teach in the program:	Those that teach less than one-half of the contact hours of at least one course but more than 3 hours.	

## Part 2: Faculty Information: Faculty List (Portal Page 16)

### DATA FOR INDIVIDUAL CORE & ASSOCIATED FACULTY MEMBERS FOR CURRENT ACADEMIC YEAR

To obtain a printed copy of what the program submitted for each faculty member in the last Annual Accreditation Report (AAR):

- From the Home Page, click on the validate/preview/print button that is under the Annual Report Grid.
- On the Annual Report Validation Page, scroll down to the bottom and click the preview/print preview button.
- Click the Download Annual Report button.
- Either print entire report, OR save as a PDF, and print relevant pages.

Include core and associated faculty for the program represented in this AAR, regardless of the number of cohorts.

**CORE FACULTY DATA:** See *Definitions at beginning of the document for a definition of core faculty.*

- The Portal will show data entered last year.
- Delete any individuals that are no longer core faculty (or if status has changed to Associated Faculty).
- Add new core faculty members, if any.
- **Update previously entered data as appropriate.**
- **Use the following Core Faculty Data Sheet to collect information prior to data entry if applicable; make copies of this sheet as needed.**

#### IMPORTANT:

- (1) The ONLY person(s) who should be designated as the Chair/Director must be the individual(s) who has been identified as the program administrator with the Accreditation Department. **Regardless** of the titles used at your institution, all other individuals **MUST** be designated as either the Clin Ed Coordinator (ACCE/DCE) or Other Faculty.
- (2) Please use the Clin Ed Coordinator designation on the Portal for ACCE/DCEs.
- (3) If an individual's status has changed from core to associated or vice versa, you will need to delete the faculty record and add a new faculty member for the appropriate classification in order for the relevant fields to show.
- (4) **Regarding Earned Degrees:** Since the DPT is a clinical degree – and tDPT programs were designed to give an individual the knowledge and skills equivalent to the current entry-level DPT degree, the tDPT degree is being included in the *Entry Level PT Degree (clinical) category and NOT in the Highest Earned Academic Degree category*. Even if the tDPT program included content beyond entry-level, it is to be included in the entry level category. If a faculty member who is a physical therapist does not have an academic degree higher than an entry-level DPT or tDPT degree, please use the Not Applicable option in the *Highest Earned Academic Degree category*. **Please keep in mind that the purpose of collecting this data is to accurately report faculty degrees as part of the Fact Sheets.**
- (5) **Percent of workload for core faculty should be determined in a consistent manner.**
- (6) **FTE calculations: see instructions at the beginning of the AAR.**
- (7) **There is a new field on individual faculty pages called 'Faculty Member Not Yet Identified'. This field is not used for Annual Reports and MUST BE LEFT BLANK FOR ALL FACULTY RECORDS.**

**SALARY DATA:** While this information is not required, we strongly urge you to provide it as it allows us to provide programs with important data to use in hiring. Enter salary data for the current academic year **ONLY** for those full-time core faculty members who have an institutional FTE of .75 or greater; provide the annual salary regardless of time devoted to the professional program. Once saved, salary data shows on the Portal only as asterisks (\*\*\*\*\*) to ensure confidentiality.

**ASSOCIATED FACULTY DATA FOR THOSE WHO TEACH IN 50% OR MORE OF AT LEAST ONE COURSE:** See *Definitions in the beginning of the document for a definition of Associated faculty.*

- The Portal will show data entered last year. Delete any individuals that are no longer associated faculty. If status has changed from Associated to Core Faculty, delete the associated record and add a new core faculty record.
- Add new associated faculty members, if any.
- **Update previously entered data as appropriate.**
- **Use the Associated Faculty Data Sheet to collect information prior to data entry; make copies as needed.**

**Core Faculty Information Sheet (make copies as needed) Note this form is used by both PT and PTA programs)**

Name			Faculty Type	Core	
Credentials (eg, PT, PhD, FAPTA)			Sex		
Position	Chair/Director Clin Ed Coordinator	Other Faculty Chair/Director & Clin Ed Coordinator	Race	Hispanic/Latino of any race American Indian/Alaskan Native Asian Black or African-American	Native Hawaiian or other Pacific Islander White Two or more races Unknown
# Months Appointed Per Academic Year			FTE (institution)	See instructions at beginning of AAR	
FTE (institution)	See instructions at beginning of AAR		FTE (program)	Do not include teaching or administrative responsibilities outside entry-level program	
Year of Birth			PT or PTA	PT	PTA Both Neither
Highest Earned Clinical (PT) Degree	1. Associate 2. Baccalaureate 3. Certificate 4. Masters 5. DPT	6. Bachelor + Transition DPT 7. Certificate + Transition DPT 8. Masters + Transition DPT 9. Not Applicable	Highest Earned Academic Degree ( <b>does NOT include any PT/PTA degrees</b> )	1. Baccalaureate 2. Masters (advanced) 3. Professional Doctorate (EdD, DrPH, DSc, etc.) ( <b>NOT DPT or tDPT</b> ) 4. Doctor of Philosophy 5. <b>Other (NOT DPT or tDPT)</b> 6. Not Applicable (please use this option if no degree higher than entry level degree or tDPT has been earned)	
Discipline of Highest Earned Degree	Administration Anatomy Education (adult ed, allied health, higher ed, higher ed admin, etc.) Ethics; Humanistic Studies Ex Physiology; Ex Science; Sports Med Gerontology Health Sciences; Allied Health Kinesiology; Biomechanics; Pathokinesiology	Medicine, Other Health Discipline Motor Learning Neuroscience; Neuroanatomy Pediatric PT; Special Ed Public Health Physical Therapy Physiology Other Not Applicable	Rank	Lecturer Instructor Assistant Professor Associate Professor Professor Graduate Research/TA	Administrative Appointment Clinical Assistant Professor Clinical Associate Professor Clinical Professor Other
Total Years as Core Faculty in Any Program	Note: This field will automatically update based on previous year's data. Portal won't accept decimal; if less than 1 year, enter 1.		Total Yrs as Core Faculty in Program	Note: This field will automatically update based on previous year's data. Portal won't accept decimal; if less than 1 year, enter 1.	
Primary Area of Expertise Taught in Program (choose one)	Administration/Management Anatomy Cardiopulmonary Clinical Education Clinical Medicine Education Electrotherapy/Modalities Geriatrics Integumentary Musculoskeletal Neuromuscular	Neuroscience Pathology Pediatrics Physiology Professional issues, incl communications, ethics Psychosocial Aspects of Care Research Therapeutic Exercise Other None	Secondary Area of Expertise Taught in Program (choose one)	Administration/Management Anatomy Cardiopulmonary Clinical Education Clinical Medicine Education Electrotherapy/Modalities Geriatrics Integumentary Musculoskeletal Neuromuscular	Neuroscience Pathology Pediatrics Physiology Prof. issues, incl communications, ethics Psychosocial Aspects of Care Research Therapeutic Exercise Other None
Enrolled in Degree Education	Yes, Baccalaureate Degree Yes, in tDPT program No	Yes, Masters Degree Yes, in other Doctoral program	Certified Clinical specialist	Yes No	
Scholarly productivity	Not involved in scholarship Actively engaged but product(s) not disseminated Actively engaged, <5 peer reviewed disseminated products Actively engaged, 5-10 peer-reviewed disseminated products in last 10 yrs Actively engaged, >10 peer-reviewed disseminated products in last 10 yrs		Tenure Status	Tenured Non-tenured (on tenure track)	Not eligible (on clinical track) Not eligible (for other reasons) No Tenure Track
Workload distribution: % Time:	% Teaching: Entry-level program % Service: Clinical Practice % Other: Administration	% Teaching: Other programs % Service: Committee Work, General Advising, etc % Other: Scholarship	% Other: Enrolled in Degree Program (as part of workload)		



**Associated Faculty Information Sheet (make copies as needed) Note this form is used by both PT and PTA programs)**

<b>Name</b>			
<b>Credentials (eg, PT, PhD, FAPTA)</b>		<b>Faculty Type</b>	Associated
<b>PT or PTA</b>	PT PTA	Both Neither	<b>Sex</b>
<b>Total Teaching Contact Hours Per Year</b>		<b>Highest Earned Clinical (PT) Degree</b>	1. Associate 2. Baccalaureate 3. Certificate 4. Masters 5. DPT 6. Bachelor + Transition DPT 7. Certificate + Transition DPT 8. Masters + Transition DPT 9. Not Applicable  Please note: this category is to identify the highest earned clinical degree held by faculty who are PT or PTAs.  Basic science faculty should choose Not Applicable.
<b>Highest Earned Academic Degree (does NOT include any PT/PTA degrees)</b>	1. Baccalaureate 2. Masters (advanced) 3. Professional Doctorate (EdD, DrPH, DSc, etc.) <b>(NOT DPT or tDPT)</b> 4. Doctor of Philosophy 5. <b>Other (NOT DPT or tDPT)</b> 6. Not Applicable (please use this option if no degree higher than entry level degree or tDPT has been earned)	<b>Discipline of Highest Earned Degree</b>	Administration Anatomy Education (adult ed, allied health, higher ed, higher ed admin, etc.) Ethics; Humanistic Studies Ex Physiology; Ex Science; Sports Med Gerontology Health Sciences; Allied Health Kinesiology; Biomechanics; Pathokinesiology Medicine, Other Health Discipline Motor Learning Neuroscience; Neuroanatomy Pediatric PT; Special Ed Public Health Physical Therapy Physiology Other Not Applicable
<b>Total Years as Faculty</b>	Note: <b>This field will automatically update based on previous year's data.</b> Portal won't accept decimal; if less than 1 year, enter 1.		<b>Total Yrs as Faculty in Program</b>
<b>Primary Area of Expertise Taught in Program (choose one)</b>	Administration/Management Anatomy Cardiopulmonary Clinical Education Clinical Medicine Education Electrotherapy/Modalities Geriatrics Integumentary Musculoskeletal Neuromuscular	Neuroscience Pathology Pediatrics Physiology Professional issues, incl communications, ethics Psychosocial Aspects of Care Research Therapeutic Exercise Other None	<b>Secondary Area of Expertise Taught in Program (choose one)</b>
<b>Enrolled in Degree Education</b>	Yes, Baccalaureate Degree Yes, in tDPT program No	Yes, Masters Degree Yes, in other Doctoral program	<b>Certified Clinical specialist</b>
<b>Race</b>	Hispanic/Latino of any race American Indian/Alaskan Native Asian Black or African-American	Native Hawaiian or other Pacific Islander White Two or more races Unknown	