

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: PTA 250
 Course Title: Clinical Education III
 Division/Department Codes: Math, Science and Health
2. Semester assessment was conducted (check one):
☐ Fall 20__
☒ Winter 2012_
☐ Spring/Summer 20__
3. Assessment tool(s) used: check all that apply.
☐ Portfolio
☐ Standardized test
☐ Other external certification/licensure exam (specify):
☐ Survey
☐ Prompt
☐ Departmental exam
☐ Capstone experience (specify):
☒ Other (specify): APTA's Clinical Performance Instrument (CPI)
4. Have these tools been used before?
☐ Yes
☒ No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

This is the first assessment report for this course.

The first two years (2009, 2010) of PTA 250 were assessed, and the original version of the Clinical Performance Instrument was used. This was a hard copy document. In Summer, 2010, the APTA released the online revised version of the Clinical Performance Instrument. This was first utilized by the PTA program in Winter 2011, in PTA 250. The original CPI had 20 performance criterion. The revised CPI has 14.

The bulk of this assessment report will focus on data from the first 2 years (2009, 2010). The data from 2011 will be compared but due to the changes in the criterion, need to be looked at separately.

5. Indicate the number of students assessed and the total number of students enrolled in the course.
 2009: 10 students out of 14
 2010: 10 students out of 17
 2011: 10 students out of 17
6. If all students were not assessed, describe how students were selected for the assessment. (*Include your sampling method and rationale.*) The students were randomly selected to view a thorough review of the whole class.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 This is the first assessment of PTA 250, Clinical Education III. The APTA's Clinical Performance Instrument was revised in 2010.
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. (*You can copy and paste these from CurricUNET's WR report.*)
 1. Student will perform technical physical therapy interventions at the level of an "entry level" Physical Therapist Assistant by demonstration safe and ethical clinical practices.
 2. Student will identify critical thinking strategies to utilize in patient care interventions.

Approved by the Assessment Committee July 2011

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3. Student will demonstrate knowledge of fiscal management responsibilities as a member of the health care team through accurate billing and patient care documentation.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. (You can copy and paste these from CurricUNET's WR report.)

Outcomes and Standards of Success as listed on the Master Syllabus for PTA 250 Clinical Education III, do not match well. The outcomes, as written, look at student performance in specific areas. The Standards of Success, while not well defined in the master syllabus, focus on entry level performance during the final clinical rotation as the standard.

x
x

Standard of Success #1: The student must be within the 90th percentile in a minimum of 15 out of 20 performance standard on the CPI for the first rotation (Scored by the Clinical Instructor).

Standard of Success #2: The student must be within the 90th percentile in 17 out of 20 performance standard on the CPI for the final clinical rotation. (Scored by the Clinical Instructor). There must not be any "red flag" items in each of the clinical rotations.

Standard of Success #3: 75% of the students, each year, will be within the 90th percentile on the CPI (Clinical Performance Instrument) as scored by the Clinical Instructor.

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. ***In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.***

For Outcome #1: In 2009, all students reviewed for the assessment achieved Entry Level status by the end of PTA 250. In 2010, 80% achieved Entry Level. In 2010, two students were marked as "Not Observed" in Criterion #18. This was due to facility policies, and not based on student performance. For 2011, with the revised CPI, but identifying related performance criterion, 100% of the students achieved Entry Level in all of the areas.

For Outcome #2: Three individual performance criterion were reviewed for this particular outcome. In 2009, 90% of the students reviewed achieved Entry Level. The one student who did not, did not have enough exposure based on that particular facility to give an accurate marking. In 2010, in the areas reviewed, 80% of the students met the Entry Level standard. The 2 who did not were due to facility exposure/policy. For 2011, with the revised CPI, but identifying related performance criterion, 100% of the students achieved Entry Level in the related area.

x

For Outcome #3: Eight separate performance criterion in the CPI were reviewed for this outcome. In 2009, 90% of the students reviewed achieved entry level status in all areas. Again, the one student did not get enough exposure to a particular area. This was due to facility/CI set up. In 2010, in the 8 related areas, 100% of the students achieved Entry Level. For 2011, with the revised CPI, but identifying related performance criterion, 100% of the students achieved Entry Level in the related area.

Standard of Success #1: The student must be within the 90th percentile in a minimum of 15 out of 20 performance standard on the CPI for the first rotation (Scored by the Clinical Instructor).

In 2009, of the students assessed, 100% of the students met this standard. In 2010, 90% of the students assessed met this standard. The one student who did not meet this standard entered into a remediation contract for the remainder of PTA 250. Due to the changes in the CPI, the Standard of success doesn't work. The revised CPI doesn't use a percentile system.

x

Standard of Success #2: The student must be within the 90th percentile in 17 out of 20 performance standard on the CPI for the final clinical rotation. (Scored by the Clinical Instructor). There must not be any "red flag" items in each of the clinical rotations.

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In 2009, 100% of the students assessed met the criteria. In 2010, 100% met the criteria. Again, the revised CPI for 2011 does not use the percentile system but 100% of the students assessed with the new assessment tool, achieved Entry Level in all 14 criterion.

Standard of Success #3: 75% of the students, each year, will be within the 90th percentile on the CPI (Clinical Performance Instrument) as scored by the Clinical Instructor.

In 2009, 70% of the students achieved "Entry Level" in all 20 criterion. In 2010, 80% of the students are "Entry Level" in all 20 categories, and in 2011, under the new system, 100% of the students selected for assessment achieved "Entry Level" in all 14 performance criterion.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: Based on the overall data, the students are performing well in all aspects of their clinicals. This includes Safety, Professional Behaviors, Documentation and Technical Skills.

Weaknesses: The weaknesses – or challenges - come from each clinic being different and sometimes the exposure/opportunities that exist in each clinic. All of the Clinical Instructors are volunteers. While they are all PTs, or PTAs, their background and experience is widely varied. The PTA Program does conduct a yearly Clinical Instructor Orientation system where the Outcomes, Objectives and Standards of Success are reviewed.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)*

Annual Clinical Instructor Orientation will continue. Each year we hope to provide statistics about student student strengths and weakness. We will continue to encourage exposure to all criterion as much as possible while recognizing the uniqueness – but relevance – of all of our clinics.

During Orientation, as well as site visits, The Clinical Instructors are encouraged to use objective information and the information given with the CPI to score consistently and accurately.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. ☒ Outcomes/Assessments on the Master Syllabus
Change/rationale:

b. ☒ Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. ☐ Course pre-requisites on the Master Syllabus
Change/rationale:

d. ☒ 1st Day Handouts
Change/rationale: Will reflect changes in outcomes and objectives based on the revised Clinical Performance Instrument.

e. ☐ Course assignments
Change/rationale:

f. ☒ Course materials (check all that apply)
☐ Textbook
☒ Handouts

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xOther: All students and Clinical Instructors must complete the APTA's online training session for the revised CPI prior to using the new assessment tool. Information on how to complete this training is sent to all Clinical Instructors/Facilities with the Student Information Packets.

g. ☐ Instructional methods
Change/rationale:

h. ☐ Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions? As the revised CPI was first used in 2011, the grading criteria was changed at that time. Changes to the Master Syllabus will be completed by Winter 2012, when the next PTA 250 course is offered. X

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. The CPI is a very effective tool. It is objective and measureable. It monitors student progress throughout the Clinical Education Curriculum. The new, revised CPI is more definitive and more objective.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All ☒ Selected ☐

If "All", provide the report date for the next full review: _____ Spring/Summer

2014 _____.

If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

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Print: <u>Martha A. Showalter</u> Dean/Administrator	Signature: <u>Martha Showalter</u>	Date: <u>6/6/12</u>