

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Physical Therapist Assistant	280	PTA 280 03/15/2019-Clinical Concepts
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Patricia Hill
Date of Last Filed Assessment Report		

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Complete and pass the National Physical Therapist Assistant Licensure exam.

- Assessment Plan
  - Assessment Tool: PTA National exam
  - Assessment Date: Winter 2011
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored:
  - Standard of success to be used for this assessment:
  - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017, 2016, 2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
44	44

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

N/A

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This is a face-to-face day class, held on the main campus. All students were included in assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The original assessment plan indicated that the Federation of State Boards of Physical Therapy (FSBPT) National Exam, which is required for licensure, would be used for assessment. Passing this standardized multiple-choice exam was to be used. Most students take this exam after graduation, in July or October. Every year a few (2-4) students take the exam in April before graduation.

For purposes of the course assessment and as this is a capstone class, we also used a standardized test which is taken as a program final exam. An external company, Scorebuilder's, has an academic multiple-choice exam which students are required to pass in order to pass the course.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes  
 The FSBPT exam results were as follows:

Year	First time pass rate (%)	Ultimate Pass Rate (%)
2018	90.9	90.9
2017	88.9	88.9
2016	92.9	92.9

Using the National Exam, as indicated in the original assessment plan, the standard of success was met. Each year more than 80% of the students passed the National Licensure exam.

The Scorebuilder's exam:

Year	% scoring $\geq 73\%$
2018	45
2017	31
2016	64

The Scorebuilder's exam serves two purposes. It is used for program assessment and it also determination of readiness to take the licensure exam. When students take this exam they are either participating in full time clinical education or have just returned to campus after participating in full time clinicals. In order to be successful on this exam, students need to have been studying throughout their clinicals. Their priorities have been to prepare for their day-to-day patient interaction and usually have underestimated the difficulty of the exam. Using the Scorebuilder's exam, as an assessment tool, the standard of success has not been met.

Both exams can provide an analysis of student performance, which can be used in program assessment.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students know that they need to prepare for the licensure exam and as this class ends in May and their exam is usually not until July, at the earliest, feel that there is time. We continue to stress that the program final exam (Scorebuilders) must also be passed in order to pass the course and graduate from the program. If the Scorebuilder's exam is not passed, students will have the opportunity to take a second exam developed by the FSBPT, the agency that administers the National Exam. They must successfully pass this exam (with a score > 70% ) in order to pass the class. The strength could be seen in the overall pass rate of the FSBPT exam.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The company that developed the academic exam, Scorebuilder's, now has two exams. This exam will be used if students are not successful on a first attempt. Course instructors can continue to stress the importance of preparing throughout the semester for the final exam.

Outcome 2: Demonstrate the skills and knowledge necessary for entry level employment and a career as a Physical Therapist Assistant.

- Assessment Plan
  - Assessment Tool: Portfolio
  - Assessment Date: Winter 2011
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored:
  - Standard of success to be used for this assessment:
  - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2018, 2017, 2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
44	44

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

N/A

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This is a face-to-face course, which is held on campus during the day. All students enrolled in this capstone course were included in the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The original assessment plan indicated that a student portfolio would be used to assess the outcome. Each portfolio would include a resume, a lifelong learning plan, a departmental organization chart representing one of the two clinical education placements and a group presentation of a research article review. Each of these components was scored with a rubric.

The department organization chart was not included in assignments for 2018. The purpose of the assignment was intended to assist students in understanding how the job setting and lines of authority influenced decision making which would influence both their role as a PTA and job satisfaction. In the previous year's assignment, students did not make the connection as their focus was primarily learning how to treat patients. In 2018 departmental organization and its influence on day-to-day work was a discussion item and not an assignment.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>					
Year	Resume	Org Chart	Career Plan		Article review %
2018	100%	N/A	100%	100%	100%
2017	100%	100%	100%	100%	100%
2016	100%	84.6%	100%	100%	96.1%

Each item of the assignment was scored individually and for the purposes of course assessment the portfolio was graded as a single item. In each of the years assessed, students were successful in each individual assignment and the overall portfolio grade reflected that.

The portfolio does not actually measure the student's ability to function as a PTA. Most of those skills are demonstrated in a clinical setting during clinical education. These assignments contain elements of necessary entry-level knowledge; the ability to read, analyze and discuss research literature, to develop a plan to continue their education and growth, and to develop a resume.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Upon completion of the assignments, students have a well-written resume, a learning plan that will of course change over the year(s) and skills in reviewing research articles and presenting a "journal club" type review.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The department organization chart assignment can be revised to focus on influence of the structure of a PT department on the how the PTA functions instead of outlining how the department is structured.

### III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

While the strengths and weaknesses had already been identified this assessment encouraged looking at the assignments and how they could be changed to meet the objectives.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results of this assessment will be shared with faculty at a faculty meeting.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	When updating the Master Syllabus outcome 2 will be revised to read: Demonstrate the knowledge necessary for entry-level employment and a career as a Physical Therapist Assistant.	Clinical skills and decision-making are demonstrated during the clinical education experience and are not addressed in this course. Assignments and the final exam involve knowledge.	2020
Assessment Tool	When the Master Syllabus is updated a second assessment tool, the Scorebuilder's exam, will be added.	The program final occurs during the course and indicates both readiness for the national licensing exam and subject knowledge. Both exams can be used to assess student performance across subject areas and program strengths and weaknesses.	2020
Course Assignments	Change the department organization chart to a comparison of the two clinical experiences and how the organization of the department influenced the role and functioning of the PTA.	Having students compare the different settings as opposed to just describing will help them gain greater insights.	2020

5. Is there anything that you would like to mention that was not already captured?

6.

### III. Attached Files

#### [Data](#)

<b>Faculty/Preparer:</b>	Patricia Hill	<b>Date:</b> 04/02/2019
<b>Department Chair:</b>	Kristina Sprague	<b>Date:</b> 04/03/2019
<b>Dean:</b>	Valerie Greaves	<b>Date:</b> 04/07/2019
<b>Assessment Committee Chair:</b>	Shawn Deron	<b>Date:</b> 05/17/2019