

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Physical Therapist Assistant	198	PTA 198 05/06/2019-Soft Tissue Management
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Ann Herbert
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: Differentiate normal from abnormal conditions of the integument and other soft tissue structures of the spine and extremities.

- Assessment Plan
 - Assessment Tool: final examination
 - Assessment Date: Fall 2010
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students
 - How the assessment will be scored: Departmental final written exam will be scored with an answer sheet.
 - Standard of success to be used for this assessment: 90% of all students will score a minimum of 73% on the final exam

- Who will score and analyze the data: Department faculty will blind-score (when possible) the data and review the results.

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
94	47

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.

47 students were enrolled in both lecture and lab. All the students who completed the course were assessed. The numerical value of 94 reflects a duplicate counting of lab and lecture students. One student withdrew from the course for a total of 47.

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.

All students who completed the 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.

In addition to using the final exams, nine multiple choice and three true and false questions were selected that best represented this outcome. Questions were scored as correct or incorrect by faculty.

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>
The standard of success was met, as 98% of students (46 of 47) scored 73% or higher on the final exam.

However, as we looked at the outcome-related questions, only 42 of 47 (89%) of the students scored 73% or higher. This allowed us to identify areas where students are having more difficulty.

Questions #13 and #43 consistently had the lowest scores:

In 2016: 69% for question #13 and 58% for question #43

In 2017: 27% for question #13 and 45% for question #43

In 2018: 64% for question #13 and 76% for question # 43

These questions required integration of foundational information and interpretation of results regarding carpal tunnel and pelvic alignment.

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

Overall, students from all three years demonstrated a high level of understanding of the central components and application of knowledge.

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.

Questions #13 and #43 consistently had the lowest scores: In 2016 (68%, 58%), 2017 (27%, 45%) and 2018 (64%, 76%). These questions required integration of foundational information and interpretation of results regarding carpal tunnel and pelvic alignment. I plan to emphasize these concepts in greater detail.

To better prepare students for the licensing exam, test questions will be reformatted to involve a greater degree of clinical reasoning. Scores reflected difficulty with interpretation of patient data and application to treatment plan implementation. The final exam for 2019 has been revised to better integrate concepts learned in all courses in the Physical Therapist Assistant program.

Outcome 2: Demonstrate safe and appropriate soft tissue interventions and orthopedic techniques of the extremities, cervical, thoracic and lumbar spine.

- Assessment Plan
 - Assessment Tool: lab practical examination
 - Assessment Date: Fall 2010
 - Course section(s)/other population: all sections

- Number students to be assessed: all students
- How the assessment will be scored: Lab practical examination will be scored using a departmentally developed rubric.
- Standard of success to be used for this assessment: 90% of all students will score a minimum of 73% on the final lab practical
- Who will score and analyze the data: Department faculty will blind-score (when possible) the data and review the results.

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
94	47

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.

47 students were enrolled in both lecture and lab. All the students who completed the course were assessed. The numerical value of 94 reflects a duplicate counting of lab and lecture students. One student withdrew from the program.

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.

All students from all sections were included in the assessment process.

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

The final practical exam was used for this assessment. Each student was tested on select items from the master skills checklist and required to demonstrate appropriate techniques. See attached master skills document.

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 measure of success was met: 100% of the students scored 73% or higher on the final skills exam. In 2016, all students scored 90% or higher; in 2017, all students scored 86% or higher; and in 2018, all students scored 85% or higher.

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

Overall, students from all three years consistently demonstrated several interventions and techniques safely and appropriately.

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.

Based on this assessment, the students consistently performed well when tested on the Master skills list. In all three years, students have requested more time to cover and practice the materials presented. The students state they don't feel confident as they prepare to enter their clinical assignment. The amount of material that students are expected to have for clinical success exceeds what can be presented within the current contact hours.

Outcome 3: Collect and report appropriate data related to interventions and patient management.

- Assessment Plan
 - Assessment Tool: lab practical examination
 - Assessment Date: Fall 2010
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students
 - How the assessment will be scored: Lab practical examination will be scored using a departmentally developed rubric.
 - Standard of success to be used for this assessment: 90% of all students will score a minimum of 73% on the final lab practical
 - Who will score and analyze the data: Department faculty will blind-score (when possible) the data and review the results.
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)
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2. Provide assessment sample size data in the table below.

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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.

47 students were enrolled in both lecture and lab. All the students who completed the course were assessed. The numerical value of 94 reflects a duplicate counting of lab and lecture students. One student withdrew from the course.

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.

All students 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.

In all years, the lab final included data collection and recording in a patient care note. In 2018, an assignment was added to expand data collection and interpretation.

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 measure of success was met: 100% of the students scored 73% or higher on the final skills exam. In 2016, all students scored 90% or higher; in 2017, all students scored 86% or higher; and in 2018, all students scored 85% or higher.

The patient care note was a component of the lab practical exam and represented 10% of the final lab skills grade. This total score was used to measure success.

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

Students are able to consistently and accurately collect and document the patient data in a patient care note.

- 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.

As of 2019, the data collection, documentation and interpretation component of this outcome has been expanded to include a more detailed assignment separate from the final exam. This assignment will be used as an assessment tool. Documentation during the practical exam will be time limited to better reflect clinic demands. Students are now expected to utilize electronic documentation programs in clinic settings. Program-wide use of electronic documentation is being considered.

III. Course Summary and Intended Changes Based on Assessment Results

- 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

- 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?

Although the students have met the standard of success, they need more content (lecture) and Lab (practice) time to meet the expectations and demands of the clinic.

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

This information will be shared with all faculty members.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Outcome #1 will now	Outcome #1: Integument is not	2019

	<p>read: Differentiate normal from abnormal conditions of soft tissue and joint structures of the spine and extremities.</p> <p>Outcome #2 will now read: Interpret patient conditions and demonstrate safe and appropriate soft tissue interventions and orthopedic techniques of the extremities, cervical, thoracic and lumbar spine.</p>	<p>included as this is addressed in detail in other courses.</p> <p>Outcome #2: Interpretation is added so this outcome can be tested on both written and skill exams.</p>	
Assessment Tool	<p>Outcome #2: Students will be assessed in both written and skills exam format.</p>	<p>Expanding this outcome into a written assessment will allow a more detailed assessment of student comprehension and application.</p>	2019
Objectives	<p>Course objectives will be updated.</p>	<p>These objectives will be included in an updated master syllabus.</p>	2019
Course Assignments	<p>Increase time spent on concepts where students scored below 73% on the test questions.</p>	<p>Students didn't perform well on the questions related to student learning outcome #1.</p>	2019

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

6.

III. Attached Files

[Masterskills](#)
[practical exam checkoff](#)
[PTA 198 2016 data](#)
[PTA 198 2017 data](#)
[PTA 198 2018 data](#)

Faculty/Preparer: Ann Herbert **Date:** 05/17/2019
Department Chair: Kristina Sprague **Date:** 05/21/2019
Dean: Valerie Greaves **Date:** 06/14/2019
Assessment Committee Chair: Shawn Deron **Date:** 07/08/2019