

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

Discipline	Course Number	Title
Physical Therapist Assistant	150	PTA 150 06/01/2020- Therapeutic Procedures I
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?

Yes

This course was assessed in 2015.

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

As a result of the assessment, the master syllabus was updated in 2016. No changes to the course were suggested or made.

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

N/A

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

Outcome 1: Describe and demonstrate competent skills for managing the patient care environment.

- Assessment Plan
  - Assessment Tool: Final Written Exam
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All
  - Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section.
  - How the assessment will be scored: Answer key.

- Standard of success to be used for this assessment: A minimum of 80% of the students will correctly answer 80% or more of the related questions on the written exam.
- Who will score and analyze the data: PTA faculty.

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the written final exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 written final exam were included in the assessment. Course sections are held on main campus during the day.

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

The written final exam consists of multiple-choice and short answer questions. This exam is scored using an answer key.

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

For the three short answer questions related to outcome 1, 35 of 38 (92%) of the students scored 80% or higher. 100% of the students correctly answered questions 1 and 2. Three students scored below 80% on question #3.

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

Students were able to list components of managing the patient care environment, including factors to address before treating a patient, patient equipment for safely gait training a patient and how to assess orientation.

Their performance in the lab final practical demonstrated their knowledge of the basics of patient care management.

The course is effectively providing students with basic knowledge of the components of patient care.

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.

This introductory course effectively met the needs of students in the area of the patient care management with focus on the acute care and inpatient environment. Although the standard of success was met, greater opportunity to enhance student learning is always appropriate. Utilizing the nursing program simulation labs may offer the opportunity for collaboration with nursing students and/or increased exposure to inpatient environments.

Outcome 1: Describe and demonstrate competent skills for managing the patient care environment.

- Assessment Plan
  - Assessment Tool: Final Practical Exam
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All
  - Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section.
  - How the assessment will be scored: Department-developed rubric.

- Standard of success to be used for this assessment: A minimum of 80% of the students will correctly perform 80% or more of the practical skills.
- Who will score and analyze the data: PTA faculty.

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the final lab practical exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 final lab practical were included in the assessment. All course sections are held on main campus during the day.

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

For the lab final practical students are given a patient care scenario, which incorporates several skills and interventions. The exam is graded using a rubric (see lab final scoring rubric). Each component is graded as “full,” “partial,” or “no credit,” resulting in a total score. The "patient" in the exam is either a fellow student, an instructor or when available, alumni of the program.

Three components of the rubric were used to address managing the patient care environment: gathering equipment, modifies intervention as appropriate given the scenario (medical status, equipment), and safety (locks, socks, and gait belt, doesn't leave patient unattended).

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.

<p>Met Standard of Success: <u>Yes</u></p> <p>In 2018; 94% of students received full credit for gathering equipment and 88% received full credit for modifying the intervention. 94% received full credit for safety. One student received "no credit" for safety. 14/18 students (77%) received a score of 80% or better on the final lab practical.</p> <p>In 2019; 90% of students received full credit for gathering equipment and modifying the intervention. 95% of students received full credit for safety. No student received less than partial credit. 19/20 students (95%) received a score of 80% or higher on the final lab practical.</p> <p>Over the two years, 33 of 38 students (86%) received full credit for this skill. The standard of success was met.</p>
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7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

<p>Students were able to list components of managing the patient care environment, including factors to address before treating a patient, patient equipment for safely gait training a patient and how to assess orientation.</p> <p>Their performance in the lab final practical demonstrated their knowledge of the basics of patient care management.</p> <p>The course is effectively providing students with basic knowledge of the components of patient care.</p>
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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.

<p>This introductory course effectively met the needs of students in the area of the patient care management with focus on the acute care and inpatient environment. Although the standard of success was met, greater opportunity to enhance student learning is always appropriate. Utilizing the nursing program simulation labs may offer the opportunity for collaboration with nursing students and/or increased exposure to inpatient environments.</p>
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Outcome 2: Describe the factors that influence a patient's skin integrity related to positioning.

- Assessment Plan
  - Assessment Tool: Final Written Exam
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All
  - Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section
  - How the assessment will be scored: Department-developed answer key.
  - Standard of success to be used for this assessment: A minimum of 80% of the students will correctly answer 80% or more of the related questions on the written exam.
  - Who will score and analyze the data: PTA faculty.

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the written final exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 written final exam were included in the assessment. Course sections are held on main campus during the day.

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

The written final exam consists of multiple-choice and short answer questions. This exam is scored using an answer key.

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

Two questions in the 2018 written final exam addressed skin integrity and positioning. Both were multiple choice items requiring the students to recognize factors related to skin integrity. One question was answered correctly by 100% of the students. The other question was answered correctly by 94% (17/18) of the students.

One short answer question in the 2019 written final exam was related to positioning and skin integrity. 17/20 students (85%) received full credit for the answer. The remaining three students received partial credit.

In total, 34 of 38 students (89%) scored 80% or higher. The standard of success was met.

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

Students were able to identify and, in 2019, describe how positioning would influence skin integrity.

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.

Student achievement of this learning outcome met the standard of success and is appropriate for this introductory course. As faculty review the written final exam, items related to this outcome will be included.

Outcome 3: Demonstrate safe body mechanics with all patient care activities.

- Assessment Plan
  - Assessment Tool: Final Practical Exam

- Assessment Date: Fall 2018
- Course section(s)/other population: All
- Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section.
- How the assessment will be scored: Department-developed rubric.
- Standard of success to be used for this assessment: A minimum of 80% of the students will correctly perform 80% or more of the related practical skills.
- Who will score and analyze the data: PTA faculty.

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the final lab practical exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 final lab practical were included in the assessment. All course sections are held on main campus during the day.

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

For the lab final practical, students are given a patient care scenario, which incorporates several skills and interventions. The exam is graded using a rubric (see lab final scoring rubric). Each component is graded as “full,” “partial,” or “no

credit,” resulting in a total score. The "patient" in the exam is either a fellow student, an instructor or when available, alumni of the program.

The category of safety addresses patient safety and student PTA safety, including body mechanics.

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

In 2018, 94% of students (17/18) received full credit for safety. One student received no credit for the category.

In 2019, 95% of students (19/20) received full credit for safety. No student received less than partial credit.

Thirty-six (36) of 38 students (94.7%) received full credit on safety criteria. The standard of success was met.

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

Students demonstrated safe body mechanics with patient care activities. Throughout all lab courses the concepts of body mechanics during patient care activities are incorporated.

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.

Student achievement of this learning outcome met the standard of success and is appropriate for this introductory course. As faculty review the final lab practical and rubric, specifically including behaviors related to this outcome will be considered.

Outcome 4: Describe and demonstrate safe and appropriate patient handling with bed mobility skills.

- Assessment Plan
  - Assessment Tool: Final Written Exam
  - Assessment Date: Fall 2018

- Course section(s)/other population: All
- Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section.
- How the assessment will be scored: Answer key.
- Standard of success to be used for this assessment: A minimum of 80% of the students will correctly answer 80% or more of the related questions on the written exam.
- Who will score and analyze the data: PTA faculty.

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the written final exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 written final exam were included in the assessment. Course sections are held on main campus during the day.

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

The written final exam consists of multiple-choice and short answer questions. This exam is scored using an answer key.

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>No</u>
<p>In 2018, no items on the written final exam asked students to describe safe and appropriate patient handling for bed mobility. One true/false question addressed components of bed mobility. 100% of the students (18/18) responded correctly. However, I did not include these students in the calculation of the standard of success.</p> <p>In 2019, one short answer question asked students to describe safe and appropriate patient handling and addressed components of bed mobility. 15/20 (77%) answered the question correctly.</p> <p>Seventy-seven (77) percent of students were able to describe safe and appropriate patient handling and address components of bed mobility. This does not meet the standard of success.</p>

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

<p>Most students were able to describe and demonstrate safe and appropriate bed mobility skills when working with simulated patients.</p>
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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.

<p>The written final exam for 2018 did not contain an appropriate question to assess this outcome. In addition, the one question from 2019 is probably not really sufficient, and additional questions should be added.</p> <p>Students had the most difficulty asking the patient to assist with components of bed mobility. Their "patients" are fellow students who also have limited experience with gauging the appropriate amount of assistance needed.</p> <p>Bed mobility is one of the first skills in this introductory course that requires students to handle multiple components: equipment, themselves and the patient. This component is best assessed by demonstration of skills and discussion during feedback.</p>
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Outcome 4: Describe and demonstrate safe and appropriate patient handling with bed mobility skills.

- Assessment Plan

- Assessment Tool: Final Practical Exam
- Assessment Date: Fall 2018
- Course section(s)/other population: All
- Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section.
- How the assessment will be scored: Department-developed rubric.
- Standard of success to be used for this assessment: A minimum of 80% of the students will correctly perform 80% or more of the practical skills.
- Who will score and analyze the data: PTA faculty.

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the final lab practical exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 final lab practical were included in the assessment. All course sections are held on main campus during the day.

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

For the lab final practical, students are given a patient care scenario, which incorporates several skills and interventions. The exam is graded using a rubric (see lab final scoring rubric). Each component is graded as “full,” “partial,” or “no credit,” resulting in a total score. Bed mobility is one of the interventions included in the final lab practical. The "patient" in the exam is either a fellow student, an instructor or when available, alumni of the program.

The rubric identifies essential skills, which must be complete in order for the student to pass the exam. Two essential skills are included in this section: performs skill of rolling, side lying, supine to sit as needed, as appropriate and guards patient as appropriate.

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

In 2018, 95% (17/18) of the students completed the activities of that section with a score greater or equal to 80%.

In 2019, 95% (19/20) of the students completed the activities of that section with a score greater or equal to 80%.

In both years, the most common error was in giving the right amount of assistance, asking the patient to assist in the activity and having the patient scoot while in bed.

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

Most students were able to describe and demonstrate safe and appropriate bed mobility skills when working with simulated patients.

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 written final exam for 2018 did not contain an appropriate question to assess this outcome. In addition, the one question from 2019 is probably not really sufficient, and additional questions should be added.

Students had the most difficulty asking the patient to assist with components of bed mobility. Their "patients" are fellow students who also have limited experience with gauging the appropriate amount of assistance needed.

Bed mobility is one of the first skills in this introductory course that requires students to handle multiple components: equipment, themselves and the patient. This component is best assessed by demonstration of skills and discussion during feedback.

Outcome 5: Demonstrate basic wheelchair skills for patient activities.

- Assessment Plan
  - Assessment Tool: Final Practical Exam
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All
  - Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section.
  - How the assessment will be scored: Department-developed rubric.
  - Standard of success to be used for this assessment: A minimum of 80% of the students will correctly perform 80% or more of the related practical skills.
  - Who will score and analyze the data: PTA faculty.

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, 2019		

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

# of students enrolled	# of students assessed
78	38

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.

Forty students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 final lab practical were included in the assessment. All course sections are held on main campus during the day.

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

For the lab final practical, students are given a patient care scenario, which incorporates several skills and interventions. The exam is graded using a rubric (see lab final scoring rubric). Each component is graded as “full,” “partial,” or “no credit,” resulting in a total score. The "patient" in the exam is either a fellow student, an instructor or when available, alumni of the program.

The category of wheelchair requires students to fit the wheelchair, adjust leg rests as appropriate and any appropriate wheelchair skills.

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

As part of the lab final practical exam, students were asked to determine if the wheelchair fit the patient, describe optimal fit and adjust the leg rests to the appropriate length. All student had previously passed a detailed wheelchair skill check.

In 2018, 16/18 (88.8%) of students scored greater than or equal to 80% on this section.

In 2019, 16/20 (80%) of students scored greater than or equal to 80% on this section.

In total, 32 of 38 (84%) students scored 80% or higher. The standard of success was met.

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

Students are able to identify whether or not a wheelchair fits a patient and make or describe the indicated adjustments.

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 most common error in this section was adjusting the leg rests to the correct length and wheelchair selection. Review of wheelchair fit with emphasis on leg rest length throughout the course and prior to the lab final practical needs to be included.

Outcome 6: Describe and demonstrate appropriate Passive Range of Motion skills.

- Assessment Plan
  - Assessment Tool: Final Written Exam
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All
  - Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section.
  - How the assessment will be scored: Answer key.
  - Standard of success to be used for this assessment: A minimum of 80% of the students will correctly answer 80% or more of the related questions on the written exam.
  - Who will score and analyze the data: PTA faculty.

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the written final exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students

who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 written final exam were included in the assessment. Course sections are held on main campus during the day.

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

The written final exam consists of multiple-choice and short answer questions. This exam is scored using an answer key. Review of the written final exams from 2018 and 2019 showed that no test questions required students to describe appropriate passive range of motion skills. Test items were selected from each year's final exam that addressed passive range of motion and were scored using an answer key. Three questions were identified in the 2018 written final and two questions were identified in the 2019 final exam.

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

In 2018, three questions on the written final exam that addressed passive range of motion; all in the multiple-choice format. All three were answered correctly greater than 80% of the time (#27 - 100%, #28 - 83%, #34 - 100%).

In 2019, two questions on the written final exam addressed passive range of motion: one list, one multiple choice. Both were answered correctly greater than 80% (#27 and #33 - 95%).

Thirty-four (34) of 38 students (89%) scored 80% or higher on the outcome-related questions.

While not using the indicated assessment tool, the standard of success was met.

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

Students are able to identify components of and demonstrate passive range of motion.

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.

Student achievement of this learning outcome met the standard of success. Improved written test questions need to be included in the written exam. While student performance for this introductory course met the standard of success, emphasis on draping and hand placement is indicated. Faculty will discuss returning passive range of motion to the final lab practical or using the skill check as the assessment tool.

Outcome 6: Describe and demonstrate appropriate Passive Range of Motion skills.

- Assessment Plan
  - Assessment Tool: Final Practical Exam
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All
  - Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section.
  - How the assessment will be scored: Department-developed rubric.
  - Standard of success to be used for this assessment: A minimum of 80% of the students will correctly perform 80% or more of the practical skills.
  - Who will score and analyze the data: PTA faculty.

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the final lab practical exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students

who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 final lab practical were included in the assessment. All course sections are held on main campus during the day

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

Students are given a patient care scenario, which incorporates several skills and interventions. The exam is graded using a rubric (see lab final scoring rubric). Each component is graded as "full," "partial," or "no credit," resulting in a total score. The "patient" in the exam is either a fellow student, an instructor or when available, alumni of the program.

One of the interventions included is passive range of motion. The rubric identifies essential skills, which must be complete in order for the student to pass the exam. In Passive Range of Motion, the essential element is that the student "completes all motions/available range of the joint involved."

In 2019, passive range of motion was not included in the final lab practical. As a result it was decided to use the scores of the skill check-off in passive range of motion for both 2018 and 2019 to assess the outcome. Students must pass the skill check-off for passive range of motion, given earlier in the semester, in order to continue in the course and participate in the final lab practical exam.

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

In 2018, 16/18 (88%) of the students scored greater than or equal to 80% on the lab final. The areas of most frequent point deduction were draping and patient support. Both of these areas are difficult for students to conceive in a patient simulation when tested on peers who are clothed and without weakness.

2018 16/18 (88%) of students scored equal to or greater than 80%.

2019 20/20 (100%) of students scored equal to or greater than 80%.

In total, 36 of 38 students (95%) scored 20 of 25 (80%) or higher on the skills check. The standard of success was met.

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

Students are able to identify components of and demonstrate passive range of motion.

- 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.

Student achievement of this learning outcome met the standard of success. Improved written test questions need to be included in the written exam. While student performance for this introductory course met the standard of success, emphasis on draping and hand placement is indicated. Faculty will discuss returning passive range of motion to the final lab practical or using the skill check as the assessment tool.

Outcome 7: Describe and demonstrate safe basic transfer techniques.

- Assessment Plan
  - Assessment Tool: Final Written Exam
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All
  - Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section.
  - How the assessment will be scored: Answer key.
  - Standard of success to be used for this assessment: A minimum of 80% of the students will correctly answer 80% or more of the related questions on the written exam.
  - Who will score and analyze the data: PTA faculty.

- 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)
2019, 2018		

- Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
78	38

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.

All students who completed the written final exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 written final exam were included in the assessment. Course sections are held on main campus during the day.

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

One test question on the written final exam asked students to describe components of a transfer. This two-part short answer question was graded using an answer key.

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

In 2018, 16/18 (88%) students scored greater or equal to 80% on the question that addressed transfers.

In 2019, 15/20 (75%) students scored greater or equal to 80% on the question that addressed transfers.

In total, 31 of 38 students (82%) scored 80% or higher on the outcome-related questions.

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

Students were able to describe considerations for safe transfers and could safely transfer a patient twice in each scenario.

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.

We need to add emphasis on levels of assistance during classroom instruction. In addition, test questions should be evaluated and additional questions that require a practical application of the knowledge could be added.

While the standard of success was met, student performance needs improvement. Students are often so preoccupied with demonstrating the skill that they do not consider asking the "patient" to participate. Areas of needed emphasis include: determining the amount of assistance given by the student, wheelchair placement and instructing the patient to help with the transfer.

Outcome 7: Describe and demonstrate safe basic transfer techniques.

- Assessment Plan
  - Assessment Tool: Final Practical Exam
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All
  - Number students to be assessed: 50% of students or no fewer than 5 students per section with a minimum of one full section.
  - How the assessment will be scored: Department-developed rubric.
  - Standard of success to be used for this assessment: A minimum of 80% of the students will correctly perform 80% or more of the practical skills.
  - Who will score and analyze the data: PTA faculty.

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the final lab practical exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 final lab practical were included in the assessment. All course sections are held on main campus during the day.

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

For the lab final practical, students are given a patient care scenario, which incorporates several skills and interventions. The exam is graded using a rubric (see lab final scoring rubric). Each component is graded as “full,” “partial,” or “no credit,” resulting in a total score. The rubric identifies essential skills, which must be complete in order for the student to pass the exam. The "patient" in the exam is either a fellow student, an instructor or when available, alumni of the program.

In the transfer section, students perform either a stand pivot, squat pivot, or sliding board transfer depending on the selected scenario.

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

In 2018, 16/18 (88%) of the students scored 80% or greater on the transfer section. Two students did not pass the section due to missing essential skills (one student's patient had no slipper socks or shoes, one student transferred to the wrong side).

In 2019, 15/20 (75%) of the students scored 80% or greater on the transfer section. Five students did not pass the section due to missing an essential skill (no slipper socks, transferring to the wrong side or wheelchair positioning).

Over the two-year period, 31 of 38 students (82%) scored 8 of 10 (80%) or higher.

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

Students were able to describe considerations for safe transfers and could safely transfer a patient twice in each scenario.

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.

We need to add emphasis on levels of assistance during classroom instruction. In addition, test questions should be evaluated and additional questions that require a practical application of the knowledge could be added.

While the standard of success was met, student performance needs improvement. Students are often so preoccupied with demonstrating the skill that they do not consider asking the "patient" to participate. Areas of needed emphasis include: determining the amount of assistance given by the student, wheelchair placement and instructing the patient to help with the transfer.

Outcome 8: Demonstrate appropriate gait training skills on level and uneven surfaces.

- Assessment Plan
  - Assessment Tool: Final Practical exam
  - Assessment Date: Fall 2018
  - Course section(s)/other population: All sections
  - Number students to be assessed: At least 50%, no fewer than 5 per section with a minimum of one full section.
  - How the assessment will be scored: Department-developed rubric
  - Standard of success to be used for this assessment: 80% of students will correctly perform 80% or more of the practical skills.
  - Who will score and analyze the data: PTA faculty.

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the final lab practical exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 final lab practical were included in the assessment. All course sections are held on main campus during the day.

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

For the lab final practical, students are given a patient care scenario, which incorporates several skills and interventions. The exam is graded using a rubric (see lab final scoring rubric). Each component is graded as “full,” “partial,” or “no credit,” resulting in a total score. The "patient" in the exam is either a fellow student, an instructor or when available, alumni of the program.

The rubric identifies essential skills, which must be complete in order for the student to pass the exam.

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: No

In 2018, 14/18 students (77%) scored greater or equal to 80% on the gait section of the final lab practical. Two students received no points on the initial attempt

due to failure to include an essential skill. Both students passed the second attempt.

In 2019, 16/20 students (80%) scored greater or equal to 80% on the gait section of the final lab practical. One student failed to include an essential skill on the first attempt but was successful on the second attempt.

Over the two-year period, 30 of 38 students (79%) scored 80% or higher on the practical skills. The standard of success was not met.

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

Students consistently selected the appropriate assistive device, instructed in the correct amount of weight bearing and selected the appropriate gait pattern for the patient scenario.

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.

Gait training with an assistive device is a complex task for first-year students. Other than the student who missed an essential skill, most students lost points to the following: quality of patient instruction, hand placement on the patient or gait belt when guarding and fitting the assistive device. Greater emphasis on these components will be placed during review sessions.

Outcome 9: Demonstrate the ability to effectively complete three or more patient interventions as outlined in a patient's plan of care under the direction and supervision of a licensed physical therapist.

- Assessment Plan
  - Assessment Tool: Final Practical exam
  - Assessment Date: Winter 2018
  - Course section(s)/other population: All sections
  - Number students to be assessed: At least 50%, no fewer than 5 per section with a minimum of one full section.
  - How the assessment will be scored: Department-developed rubric
  - Standard of success to be used for this assessment: 80% or more of the students will correctly perform 100% of the interventions outlined above.
  - Who will score and analyze the data: PTA faculty

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)
2019, 2018		

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

# of students enrolled	# of students assessed
78	38

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.

All students who completed the final lab practical exam were included in the assessment. A total of 40 students were initially enrolled in this course. Students who withdrew from the class were not included. The total given as enrolled in all sections, counts students twice as the sections include lecture and labs.

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 final lab practical were included in the assessment. All course sections are held on main campus during the day.

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

For the lab final practical students are given a patient care scenario, which incorporates several skills and interventions. Each scenario includes bed mobility, transfers, gait training, wheelchair assessment and repositioning the "patient" at the end of the exam. In 2018, the scenarios included passive range of motion.

The exam is graded using a rubric (see lab final scoring rubric). Each component is graded as "full," "partial," or "no credit," resulting in a total score. The rubric identifies essential skills, which must be complete in order for the student to pass the exam. The "patient" in the exam is either a fellow student, an instructor or when available, alumni of the program.

A passing score on the initial attempt of the lab final practical was considered to have met the criteria. In order to remain in the PTA program, students must pass the lab final exam.

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>
In 2018, 15/18 students (83%) passed the lab final on the initial attempt.
In 2019, 19/20 students (95%) passed the lab final on the initial attempt
Over the two years, 34 of 38 students (89%) received full credit for this skill. The standard of success was met.

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

Students performed well on the multiple tasks of the lab final practical demonstrating the ability to organize and perform in a safe and timely manner.
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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.

Instructors will continue to emphasize safety, patient instruction and the details of the procedures.
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### 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
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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?

Physical Therapist Assistant students enter the program with varying amounts of experience. Some students have been physical therapy technicians in in-patient or out-patient settings. Some students have experience as nursing assistants, massage therapists and/or personal trainers. Many students have had no patient care experience. This introductory course in basic physical therapy procedures is meeting the needs of the variety of students. It not only teaches basic skills but also differentiates what constitutes physical therapy from basic patient care.
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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 program faculty in faculty meetings, when submitting the course assessment and when revising/updating the master syllabus. Program faculty will continue to emphasize all the components of safe patient management for both patient and health care provider safety. Program faculty will examine and prioritize the components of the lab final practical in order to address learning outcomes keeping in mind the time limitations and limitations of simulations.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<p>Outcome 1: Remove describe and the written exam assessment tool.</p> <p>Outcome 4: Remove describe and the written exam assessment tool.</p> <p>Outcome 6: Replace "describe" with "identify".</p> <p>Outcome 7: "Identify components of and demonstrate safe basic transfer techniques."</p>	<p>Outcome 1: Patient management is demonstrated when students modify a treatment session and/or give rationale.</p> <p>Outcome 4: Bed mobility is demonstrated when students perform the skills and/or give rationale.</p> <p>Outcome 6: This is consistent with effective testing.</p> <p>Outcome 7: This is consistent with how the outcome is tested.</p>	2020
Assessment Tool	Modify outcome 1 assessment tool to only the final lab practical.	Managing the patient care environment and having the student explain (describe) their decisions is	2021

	<p>Specify and give feedback on body mechanics during the final lab practical.</p> <p>Outcome 6: Use the skill check as the assessment tool</p> <p>Outcome 7: Add written exam question as an assessment tool</p>	<p>better assessed in the practical than in a written exam.</p> <p>Body mechanics will be scored and students provided feedback.</p> <p>Outcome 6: Students will demonstrate the skills as well as have the opportunity to discuss their rationale.</p> <p>Outcome 7: Safe transfers are best demonstrated or identified.</p>	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Utilize the nursing program simulation lab for instruction and testing. Collaborate with other health care programs, as possible in-patient care simulations.	Provides opportunity for collaboration with other health care students and greater exposure to inpatient experiences.	2021
Other: Standards of success	For the final lab practical exam, the standard of success will be: "80% of the students will receive full credit on the outcome-related practical exam criteria/skills" and for the final written exam, the standard of success will be: "A minimum of 80% of	These standards of success accurately reflect the nature of the assessment tool and evaluation process.	2021

	the students will correctly answer the outcome-related questions on the written exam."		
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5. Is there anything that you would like to mention that was not already captured?

6.
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### III. Attached Files

[Final Lab Practical Exam Rubric](#)  
[PTA 150 assessment data](#)

**Faculty/Preparer:** Patricia Hill **Date:** 02/15/2021  
**Department Chair:** Kristina Sprague **Date:** 02/22/2021  
**Dean:** Valerie Greaves **Date:** 02/28/2021  
**Assessment Committee Chair:** Shawn Deron **Date:** 04/12/2021

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

Discipline	Course Number	Title
Physical Therapist Assistant	150	PTA 150 05/18/2015- Therapeutic Procedures I
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Kathleen Cook
Date of Last Filed Assessment Report		

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

Outcome 1: Describe guidelines for managing patient care environment.

- Assessment Plan
  - Assessment Tool: Departmental final exam
  - Assessment Date: Winter
  - Course section(s)/other population: All
  - Number students to be assessed: 1/3 of each section; no less than 4/section
  - 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)
2014, 2013, 2012		

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

# of students enrolled	# of students assessed
136	34

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.

At least 50% from students enrolled in PTA 150 lecture and lab were reviewed.

2012 = 12/24

2013 = 12/20

2014 = 10/20

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.

Students were randomly selected from PTA 150 Lecture and Lab sections.

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

Outcome #1 (Based on MS 2010) Describe and demonstrate competent skills for managing the patient care environment.

On the final exam, questions #47 and #60 and sections 1 and 2 on the final practical were used. Students were considered competent if the questions were answered correctly and if they scored at least a 73% on each section on the final practical.

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

Over a 3-year period (avg.) 89% correctly answered #47 on the written final.

Over a 3-year period (avg.) 100% correctly answered #60 on the written final.

Over a 3-year period (avg.) 94% achieved a 73% or greater on sections 1 and 2 in the practical.

The average from 2012-2014, was 94% achieving the standard of success of 80% will receive full credit for selected responses.

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

Based on the assessment results, the students demonstrated strong competency in this area overall.

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.

Students achieved the standard of success over the 3-year period. Continued success will be monitored through individual competencies and overall final exams.

Outcome 2: Describe factors affecting patient comfort.

- Assessment Plan
  - Assessment Tool: Departmental final exam
  - Assessment Date: Winter
  - Course section(s)/other population: All
  - Number students to be assessed: 1/3 of each section; no less than 4/section
  - 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)
2014, 2013, 2012		

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

# of students enrolled	# of students assessed
136	34

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.

At least 50% of the students enrolled from 2012-2014 were reviewed.

2012 = 12/24

2013 = 12/20

2014 = 10/20

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.

Students were randomly selected from Lecture and Lab sections.

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

Outcome #2 (as stated on MS, 2010): Describe the factors that influence a patient's skin integrity related to positioning.

Questions # 55 and #56 from the final written exam and sections 2 and 3 from the final practical were used to assess this outcome. Students were considered competent if they correctly answered #55 and achieved 2/2 correctly on #56, and achieved at least a 73% on each section of the final practical.

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

For question #55, over a 3-year period, 94% of the students correctly answered this question.

For question #56, over a 3-year period, 79% of the students correctly answered this question.

For Sections 2 and 3, over a 3-year period, 83% of the students successfully passed those sections.

The average for all 3 related data points was 83% from 2012-2014.

Based on the standard of 80% will receive full credit for selected responses, the standard of success was achieved.

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

Overall, student achievement in this area was strong. There was one question where the students demonstrated difficulties. This was a short answer/fill in type of question. This question will be reworked to a multiple choice style of question for consistency.

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.

Please see above.

Outcome 3: Describe the factors that influence skin integrity in patient populations.

- Assessment Plan
  - Assessment Tool: Departmental final exam
  - Assessment Date: Winter
  - Course section(s)/other population: All
  - Number students to be assessed: 1/3 of each section; no less than 4/section
  - 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)
2014, 2013, 2012		

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

# of students enrolled	# of students assessed
136	34

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.

At least 50% of students enrolled in PTA 150 lecture and labs were reviewed.

2012 = 12/24

2013 = 12/20

2014 = 10/20

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.

Students were randomly selected from PTA 150 Lecture and Lab sections.

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

Outcome #3 (as written on MS 2010): Demonstrate safe body mechanics with all patient care activities.

Assessment tool: Final Practical Exam, all sections of the exam were used to assess student competency. Students needed to achieve passing scores in body mechanics and safety related elements to be considered competent in this area.

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

Over a 3-year period, 92% (avg) achieved the criteria for being competent in the area of body mechanics.

The standard of success (80% would receive full credit) was achieved.

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

Students met the standard of success, however, upon review of the written final exam, there were no questions related to this objective on the exam. Two questions related to this outcome will be added to the written 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.

Two questions related to this outcome will be added to the written final to better assess student learning.

Outcome 4: Demonstrate good body mechanics when performing patient care techniques.

- Assessment Plan

- Assessment Tool: Practical exam
- Assessment Date: Winter
- Course section(s)/other population: All
- Number students to be assessed: 1/3 of each section; no less than 4/section
- 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)
2013, 2014, 2012		

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

# of students enrolled	# of students assessed
136	34

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.

At least 50 % of the students enrolled in PTA 150 Lecture and Lab Sections were reviewed.

2012= 12/24

2013 = 12/20

2014 = 10/24

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.

Students were randomly selected from PTA 150 lecture and lab sections.

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

Outcome #4 (as stated in MS, 2010): Describe and demonstrate safe and appropriate patient handling with bed mobility skills.

Question #36 on the written final and section 3 on the final practical were reviewed. Students had to correctly answer #36 and score at least 73% on section 3.

- 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

Over a 3-year period, 2012-2014, 100% of the students correctly answered # 36 correctly on the written exam and 100% achieved at least a 73% on section #3 of the final practical.

Over a 3-year period, 2012-2014, 100% of the students reviewed, achieved the standard of success (80% will successfully pass the selected criteria).

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

Students demonstrated strong achievement in this area. 100% of those reviewed achieved the standard of success.

- 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.

Will continue to monitor.

Outcome 5: Describe the components of standard precautions.

- Assessment Plan
  - Assessment Tool: Departmental final exam
  - Assessment Date: Winter
  - Course section(s)/other population: All
  - Number students to be assessed: 1/3 of each section; no less than 4/section
  - 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)
2014, 2013, 2012		

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

# of students enrolled	# of students assessed
136	34

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.

At least 50% of the students enrolled in PTA 150 lecture and lab sections were reviewed.

2012 = 12/24

2013 = 12/20

2014 = 10/20

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.

Students were randomly selected from PTA 150 lecture and lab sections.

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

Outcome #5 (Based on MS 2010): Demonstrate basic wheelchair skills for patient activities.

Final Practical section 7 was used to assess this outcome.

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

Over a 3-year period, 2012 - 2014, (avg). 83% passed this section on the final practical. The standard of success is that 80% will pass this competency. This has been achieved.

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

Overall, student achievement was strong in this area with 92% achieving the standard of success.

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.

While the standard was achieved, upon review, the practical section of this outcome needs to be emphasized more by students and instructors. Most students missed points here due to time management issues.

Outcome 6: Move a patient through activities of bed mobility.

- Assessment Plan
  - Assessment Tool: Practical exam
  - Assessment Date: Winter
  - Course section(s)/other population: All
  - Number students to be assessed: 1/3 of each section; no less than 4/section
  - 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)
2013, 2012, 2014		

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

# of students enrolled	# of students assessed
136	34

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.

At least 50% of students enrolled in PTA 150 lecture and lab sections were reviewed.

2012 = 12/24

2013 = 12/20

2014 = 10/20

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.

Students were randomly selected from PTA 150 lecture and lab sections.

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

Outcome #6 (as stated in MS 2010) Describe and demonstrate appropriate Passive Range of Motion skills.

Questions #26 and #34 on the written final, and Section 3 on the final practical were reviewed. Questions #26 and #34 needed to be answered correctly and students needed to achieve at least a 73% in section 3 to achieve this outcome.

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

From 2012-2014, 94% of the students correctly answered question #26.

From 2012-2014, 94% of the students correctly answered question #34.

From 2012-2014, 97% of students successfully passed section 3 on the final practical. Based on the standard of success of 80% of the students receiving full credit for the questions and passing the section on the lab final, the standard of success was achieved.

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

Student achievement in this area was strong with 96% of the students achieving the standard of success.

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.

Will continue to monitor

Outcome 7: Demonstrate the following transfers: bed/mat to wheelchair, bed/mat to standing, two-person lift, and wheelchair to car.

- Assessment Plan
    - Assessment Tool: Practical exam
    - Assessment Date: Winter
    - Course section(s)/other population: All
    - Number students to be assessed: 1/3 of each section; no less than 4/section
    - 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)
2014, 2013, 2012		

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

# of students enrolled	# of students assessed
136	34

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.

From 2012-2014, at least 50 % from PTA 150 Lecture and Lab sections were reviewed.

2012= 12/24

2013 = 12/20

2014 = 10/20

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.

Students were randomly selected from PTA 150 lecture and lab sections.

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

Outcome #7 (as stated on MS 2010) Describe and demonstrate safe basic transfer techniques.

Questions #32 and 33 on the written final and section 5 on the final practical were reviewed.

Students needed to answer #32 and #33 correctly and students needed to achieve a 73% or greater in section #5 on the final practical.

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

From 2012-2014, 97% (avg) of the students answered question #32 correctly.

From 2012-2014, 100% (avg) of the students answered question #33 correctly.

From 2012-2014, 92% (avg) of the students achieved a 73% or greater on section 5 of the final practical.

Overall, for this outcome, 96% of the students from 2012-2014 achieved the standard of 80% will receive full credit and pass the related competency.

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

Student achievement for this outcome was strong with 96% of the students achieving the standard of success.

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.

Will continue to monitor.

Outcome 8: Measure an individual for a wheelchair.

- Assessment Plan
  - Assessment Tool: Practical exam
  - Assessment Date: Winter
  - Course section(s)/other population: All
  - Number students to be assessed: 1/3 of each section; no less than 4/section
  - 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)
2014, 2013, 2012		

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

# of students enrolled	# of students assessed
136	34

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.

From 2012-2014, at least 50% of students enrolled in PTA 150 lecture and lab sections were reviewed.

2012 = 12/24

2013 = 12/20

2014 = 10/20

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.

Students were randomly selected from PTA 150 lecture and lab sections.

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

Outcome #8 (as stated in MS, 2010) Demonstrate appropriate gait training on level and uneven surfaces:

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

Questions #16 and #27 and section #6 on the final practical were reviewed. Students were expected to answer the exam questions correctly and achieve at least 73% on section 6 of the final practical.

From 2012-2014, 97% (avg) of the students answered question #16 correctly.

From 2012 -2014, 100% (avg) of the students answered question #27 correctly.

From 2012 - 2014, 92% (avg) of the students achieved at least a 73% on section 6 of the final practical.

From 2012-2014, 96% of the students achieved credit and passed the related competency for this outcome, meeting the standard of success (80% will successfully pass the competency/receive full credit).

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

Student achievement was strong in this outcome, with 96% achieving the standard of success.

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.

Will continue to monitor.

Outcome 9: Determine if a wheelchair properly fits an individual and make minor adjustments to improve positioning.

- Assessment Plan
  - Assessment Tool: Practical exam
  - Assessment Date: Winter
  - Course section(s)/other population: All
  - Number students to be assessed: 1/3 of each section; no less than 4/section
  - 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)
2014, 2013		

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

# of students enrolled	# of students assessed
88	34

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.

From 2012-2014, at least 50% of students enrolled in PTA 150 lecture and labs were reviewed.

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.

From 2012-2014, students were randomly selected from PTA 150 lectures and labs.

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

Outcome #9 (as written in MS, 2010) Students will be able to demonstrate competency with patient scenario requiring 3+ skill interventions.

This outcome looked at overall competency/passing of the final practical exam from 2012-2014.

- 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

From 2012-2014, 86% of the students passed the final practical exam.

2012 = 83%

2013 = 75%

2014 = 100%

The standard of success is that 80% will achieve this outcome. Over a 3-year period, the average is 86%. The standard of success is achieved.

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

In review of the final practical results from 2012-2014, student achievement related to this outcome was good at 85% achieving the standard of success. Those students reviewed that did not pass had issues with time management (2 each in 2012 and 2013). In 2013, one did not pass due to safety issues and another due to issues with overall performance/critical thinking.

- 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.

Will continue to monitor this area. This is the most critical element in review of PTA 150 - can students "put it all together" in a patient simulation. Time management is already incorporated into individual skills checks. In some students, this is the first time we see struggles with the "whole" concept.

## II. Course Summary and Action Plans Based on Assessment Results

1. 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?

Overall, this course appears to be meeting the needs of the students. This is based on course assessment process at WCC and accreditation standards required for the program. The instructor would like to revise some of the final exam questions to begin preparing students for the PTA Licensure Exam. While the exam content is appropriate, the revision of some questions would be of benefit for students.

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

The results will be shared at the next PTA Program Advisory Committee Meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

Please be advised that this course assessment is based on Outcomes and Objectives written in the PTA 150 Master Syllabus in 2010. This is posted on the Curriculum website. The Course Assessment report, when pulled up, did not reflect these outcomes, so they were written in place of what was there to reflect an accurate assessment.

There was a course assessment report written for PTA 150 in 2010. This never made it to the website. Michelle Garey is aware.

### III. Attached Files

[2015 PTA 150 Cours Assessment Summary](#)

[2015 Course Assessment Data](#)

**Faculty/Preparer:** Kathleen Cook **Date:** 11/24/2015  
**Department Chair:** Connie Foster **Date:** 12/03/2015  
**Dean:** Valerie Greaves **Date:** 01/23/2016  
**Assessment Committee Chair:** Michelle Garey **Date:** 02/16/2016