

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Physical Therapist Assistant	195	PTA 195 06/29/2022-Introduction to Disease
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer	Ashley Bernstein	
Date of Last Filed Assessment Report	10/19/2017	

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 last assessed through Winter 2017.

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

As a result of the previous course assessment, it was determined that this course is providing students with knowledge and resources needed to be familiar with diseases of the various systems, common diagnostic procedures, and how pathologies often affect patient performance.

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

It was determined that test questions from unit exams as well as the final exam would be utilized to assess if student learning outcomes were met. Additionally, it was determined that test questions would be updated to address specific learning outcomes and the desired level of learning. The implementation date was set for Winter 2018 (next term class was taught).

II. Assessment Results per Student Learning Outcome

Outcome 1: Describe risk factors, causes and effects of selected pathological conditions and health-related events.

- Assessment Plan

- Assessment Tool: Departmental final written examination (short answer and multiple choice)
- Assessment Date: Winter 2020
- Course section(s)/other population: All
- Number students to be assessed: All students registered in the course
- How the assessment will be scored: Answer key
- Standard of success to be used for this assessment: 80% of students will score 75% or higher on the outcome-related questions
- Who will score and analyze the data: Program 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)
	2022, 2021, 2020	

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

# of students enrolled	# of students assessed
55	54

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.

Not all enrolled students were assessed due to one student withdrawing in the middle of the semester in 2021 due to medical reasons.

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.

The Physical Therapy Assistant program is a day program on campus. Therefore, all the students enrolled and assessed were day students on campus.

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

The final exam for this course is cumulative. The exam consists of outcome-related questions for all three outcomes. There are no longer short answer questions. The questions are in multiple choice format, matching, and true/false.

The reasoning for removing short answer is to make the style of questions similar to the licensing exam.

Also, over the three years, the difficulty of questions increased to best prepare students for the licensure exam. The content of most questions is based on practice tests of the licensure exam.

Due to the nature of multiple choice, matching, and true/false formats, and that it is a computer-based exam, it is scored through Blackboard.

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 2020, 100% of enrolled students scored higher than 75% on questions related to this outcome (20 out of 20 students). In 2021, 94% of students scored higher than 75% on questions related to this outcome (16 out of 17 students). In 2022, 94% of students scored higher than 75% on questions related to this outcome (16 out of 17 students). Overall, 96% of students scored higher than 75% on questions related to this outcome (52 out of 54 students). The standard of success was met.

These numbers were derived from assessing each student's goal performance. This data was collected with Blackboard Tools.

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

PTA 195 introduces the study of disease and disease processes in humans. In this course we summarize the risk factors and clinical manifestations of pathological conditions across the lifespan. Exercise affects every system in the human body. The knowledge gained in this course allows students to provide the best care of their patients, to understand how their intervention(s) affect their patients holistically and how to treat their patients holistically towards a path of wellness. This course builds on foundational skills learned in PTA 150 (Fall semester) regarding functional training of patients with any pathology.

This course reinforces student learning from PTA 160 Therapeutic Procedures II (same semester) as PTA 160 provides an opportunity to apply that knowledge with technical skills of patient care with certain pathologies.

In meeting SLO #1, the students also meet all the objectives stated in the master syllabus that support this SLO. Finally, there is alignment between this SLO and

all three of the program student learning outcomes as well as with the program mission and philosophy.

Since the standard of success has been met for each year of this assessment, students are able to demonstrate competency in describing risk factors and cause-and-effect of selected pathologies and health-related events.

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 have met the standard of success. As the difficulty level of questions has increased and students are still doing well with this outcome, continuous improvement can occur with continued scouring of practice licensure exams. The entity that is responsible for the licensing exam claims some changes may be coming on the format of the exam and potential content changes to keep up with current practice. Staying abreast of any changes and then updating the outcome-related questions to reflect the changes in the licensing exam is the plan for improvement.

Outcome 2: Identify the purpose of common diagnostic procedures used in the diagnosis and monitoring of patients.

- Assessment Plan
 - Assessment Tool: Departmental unit and final written examinations (short answer, multiple choice, and matching)
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All students enrolled in the course
 - How the assessment will be scored: Answer key
 - Standard of success to be used for this assessment: 80% of students will score 75% or higher on the outcome-related questions
 - Who will score and analyze the data: Program 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)
	2022, 2021, 2020	

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

# of students enrolled	# of students assessed
55	54

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.

Not all enrolled students were assessed due to one student withdrawing in the middle of the semester in 2021 due to medical reasons.

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.

The Physical Therapy Assistant program is a day program on campus. Therefore, all the students enrolled and assessed were day students on campus.

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

This outcome was set to be assessed by the final exam as well as a departmental unit exam. It is unclear if this was to be one unit exam and the final or all three of the unit exams and the final. In 2020, two of the three unit exams were given on paper and this assessor does not have access to those. So, this assessor used the 3rd unit exam and the final exam to assess this outcome over the three years period.

The final exam for this course is cumulative. The exam consists of outcome-related questions for all three outcomes. There are no longer short answer questions. The questions are in multiple choice format, matching, and true/false. The reasoning for removing short answer is to make the style of questions similar to the licensing exam.

Also, over the three years, the difficulty of questions increased to best prepare students for the licensure exam. The content of most questions is based on practice tests of the licensure exam.

Due to the nature of multiple-choice, matching, and true/false formats, and that it is a computer-based exam, it is scored through Blackboard.

The 3rd unit exam covered material over two modules. These two modules cover the body systems most associated with physical therapy treatments. Therefore, these two modules are discussed in depth. The format for this unit exam is similar

to the final exam in that the questions are now only multiple choice, true/false, and matching. There is no short answer. This is important to prepare students for the format of the licensure exam. Also, the difficulty of the unit exam increased over the three-year period.

Due to the nature of multiple choice, matching, and true/false formats, and that it is a computer-based exam, it is scored through Blackboard.

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 2020, 100% of enrolled students scored higher than 75% on questions related to this outcome (20 out of 20 students). In 2021, 100% of students scored higher than 75% on questions related to this outcome (17 out of 17 students). In 2022, 59% of students scored higher than 75% on questions related to this outcome (10 out of 17 students). The standard of success was met for 2020 and 2021. The standard of success was not met for 2022. Overall, 87% of students scored higher than 75% on questions related to this outcome (47 out of 54 students). The standard of success was met.

These numbers were derived from assessing each student's goal performance. This data was collected with Blackboard Tools.

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

PTA 195 introduces the study of disease and disease processes in humans. In this course we discuss common diagnostic (both medical and therapeutic) procedures and ways to monitor a patient's response to activity especially in the face of pathology. This course builds on foundational monitoring skills learned in PTA 150 (previous fall semester) regarding monitoring of patients with any pathology.

This course reinforces student learning from PTA 160 Therapeutic Procedures II (same semester) as PTA 160 provides an opportunity to apply that knowledge with technical skills of patient care with certain pathologies.

In meeting SLO #1, the students also meet all the objectives stated in the master syllabus that support this SLO. Finally, there is alignment between this SLO and all three of the program student learning outcomes as well as with the program mission and philosophy.

In the years where the standard of success has been met for this assessment, students are able to demonstrate competency in identifying common diagnostic tools and monitoring of patient response to activity.

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.

As there was such a big difference in meeting the standard in 2022, the only thing I can ascertain is that I, as the instructor, did not emphasize diagnostic and monitoring tools enough to assist in the students' learning. I have made a note of this for the current semester. I have also added some monitoring tools to the previous semester in PTA 150 to provide additional (and more) exposure. An assessment after this current semester will give more information about this outcome's standard of success.

Outcome 3: Describe the implications of specific system pathologies or conditions on patient performance of therapeutic interventions performed by the physical therapist assistant under the direction and supervision of a licensed physical therapist.

- Assessment Plan
 - Assessment Tool: Departmental unit and final written examinations (short answer and multiple choice)
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All enrolled students
 - How the assessment will be scored: Answer Key
 - Standard of success to be used for this assessment: 80% of students will score 75% or higher on the outcome-related questions
 - Who will score and analyze the data: Program 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)
	2022, 2021, 2020	

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

# of students enrolled	# of students assessed
55	54

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.

Not all enrolled students were assessed due to one student withdrawing in the middle of the semester in 2021 due to medical reasons.

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.

The Physical Therapy Assistant program is a day program on campus. Therefore, all the students enrolled and assessed were day students on campus.

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

This outcome was set to be assessed by the final exam as well as a departmental unit exam. It is unclear if this was to be one unit exam and the final or all three of the unit exams and the final. In 2020, two of the three unit exams were given on paper and this assessor does not have access to those. So, this assessor used the 3rd unit exam and the final exam to assess this outcome over the three years period.

The final exam for this course is cumulative. The exam consists of outcome-related questions for all three outcomes. There are no longer short answer questions. The questions are in multiple choice format, matching, and true/false. The reasoning for removing short answer is to make the style of questions similar to the licensing exam.

Also, over the three years, the difficulty of questions increased to best prepare students for the licensure exam. The content of most questions is based on practice tests of the licensure exam.

Due to the nature of multiple-choice, matching, and true/false formats, and that it is a computer-based exam, it is scored through Blackboard.

The 3rd unit exam covered material over two modules. These two modules cover the body systems most associated with physical therapy treatments. Therefore, these two modules are discussed in depth. The format for this unit exam is similar to the final exam in that the questions are now only multiple choice, true/false, and matching. There is no short answer. This is important to prepare students for the format of the licensure exam. Also, the difficulty of the unit exam increased over the three-year period.

Due to the nature of multiple choice, matching, and true/false formats, and that it is a computer-based exam, it is scored through Blackboard.

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 2020, 100% of enrolled students scored higher than 75% on questions related to this outcome (20 out of 20 students). In 2021, 88% of students scored higher than 75% on questions related to this outcome (15 out of 17 students). In 2022, 94% of students scored higher than 75% on questions related to this outcome (16 out of 17 students). Overall, 94% of students scored higher than 75% on questions related to this outcome (51 out of 54 students). The standard of success was met.

These numbers were derived from assessing each student's goal performance. This data was collected with Blackboard Tools.

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

PTA 195 introduces the study of disease and disease processes in humans. In this course we discuss the healing process and how certain pathologies or medications can affect this process and therefore affect prognosis. We also discuss how certain pathologies affect a person's mobility and function. We discuss how physical therapy intervention can improve function in the face of pathology or in spite of the pathology (such as in chronic and progressive conditions). The knowledge gained in this course allows for the students to provide the best care of their patients, to understand how their intervention(s) affect their patients holistically and how to treat their patients holistically towards a path of wellness. This course builds on foundational skills learned in PTA 150 (previous fall semester) regarding functional training of patients with any pathology.

This course reinforces student learning from PTA 160 Therapeutic Procedures II (same semester) as PTA 160 provides an opportunity to apply that knowledge with technical skills of patient care with certain pathologies.

In meeting SLO #1, the students also meet all the objectives stated in the master syllabus that support this SLO. Finally, there is alignment between this SLO and all three of the program student learning outcomes as well as with the program mission and philosophy.

Since the standard of success has been met for each year of this assessment, students are able to demonstrate competency in describing the implications of pathology on patient function, mobility, and performance.

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 have met the standard of success. As the difficulty level of questions has increased and students are still doing well with this outcome, continuous improvement can occur with continued scouring of practice licensure exams. The entity that is responsible for the licensing exam claims some changes may be coming on format of the exam and potential content changes to keep up with current practice. Staying abreast of any changes and then updating the outcome-related questions to reflect the changes in the licensing exam is the plan for improvement.

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.

One proposed change was to update course content and assessment questions on higher levels of knowledge. This has occurred as the difficulty of test questions has increased. The test questions are now written in a format that is geared toward the application of knowledge. Test questions about monitoring a patient's response address the evaluation stage of Bloom's Taxonomy. The class of 2022 students took this course in 2021 and had a 100% licensure passing rate so these changes seem to be very effective.

Another proposed change was to include departmental unit exams for assessment in addition to the final exam. One unit exam was added this assessment. This allows for more data collection and assessment of student learning. Moving forward, all three unit exams plus the final will be included. Instead of just looking at one moment in time, one assessment in time (the final exam), looking at all exams allow for a better representation of learning over the course of the semester.

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?

This is a unique course in that it introduces students to a very in-depth look at pathophysiology and its effect on patient mobility and function. It is the only place within the program curriculum in which a background on pathology over multiple systems is taught. Therefore, students must demonstrate competency in order to understand what is happening to an individual post stroke or post organ transplant (for example) and how to intervene to improve patient mobility. As

more patients are being discharged from acute care earlier or going straight from the ICU to home, and as patients have more co-morbidities, the students must be competent in understanding how diabetes affects healing (for example) and how to provide interventions for the patient’s current issue as well as have an impact on the modifiable risk factors of diabetes. This allows the students to become more holistic practitioners, meeting the needs of patients more globally and include prevention strategies in their treatment plans. This allows for students to appropriately monitor a patient’s response to activity and adjust as needed to maintain patient safety. I believe this course is meeting the needs of the students.

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

This information, including the action plan, will be shared with Departmental Faculty during departmental meetings.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Change Outcome #2 to: Compare common diagnostic procedures and outcome tools used in the diagnosis and monitoring of patients.	In most information on Bloom’s Taxonomy verbs, “identify” is a knowledge level term. As the test questions are increasing in difficulty and complexity to match the licensure exam, it seems prudent to use language associated with the understanding level. Any level higher would be more appropriate for physical therapists (PTs) but not physical therapist assistants (PTAs).	2023

Outcome Language	<p>Change outcome #3: Correlate the implications of specific system pathologies or conditions on patient performance of therapeutic interventions performed by the physical therapist assistant under the direction and supervision of a licensed physical therapist.</p>	<p>In most information on Bloom's Taxonomy verbs, "describe" is a knowledge level term or understanding level. As the test questions are increasing in difficulty and complexity to match the licensure exam, it seems prudent to use language associated with the analyze level. Any level higher would be more appropriate for physical therapists (PTs) but not physical therapist assistants (PTAs).</p>	2023
Assessment Tool	<p>Outcome-related questions on all departmental unit exams as well as the final exam.</p>	<p>The current tool for outcome 1 is just the final exam. The current tools for outcomes 2 and 3 are departmental unit exams and the final exam. All three outcomes can be assessed using the same tools. By including all exams (the outcome-related questions) gives a better picture of how a student is learning and applying the material versus basing it on one</p>	2023

		performance (final exam).	
Objectives	<p>Change objective #2</p> <p>Summarize the risk factors, etiological factors, pathogenesis, and clinical manifestations of pathological conditions across the lifespan of the: musculoskeletal, nervous, cardiovascular, pulmonary, renal and urologic, integumentary, lymphatic, endocrine and metabolic, gastrointestinal, genital and reproductive, immune, and hepatic and biliary systems.</p>	<p>In our accreditation standards set by the Commission on Accreditation in Physical Therapy Education (CAPTE), there is mention of conditions seen across the lifespan. This occurs in standard 6D and 7B. I would like to update the objective to include lifespan to reflect on these standards. I also want to be inclusive of all of the systems that need to be addressed, according to our accreditation body. This expands the list that was there previously.</p>	2023
Objectives	<p>Add objective #10</p> <p>Assess factors of illness and disability and their influence on the achievement of short- and long-term goals identified in the plan of care.</p>	<p>Some pathological processes have an end point and a patient can achieve their normal level of function at the end of an episode. Some pathological processes are chronic and some are progressive. PTAs should understand how pathological processes affect</p>	2023

		healing and if patient goals are achievable and reasonable to help manage expectations along the execution of the plan of care set by a licensed physical therapist.	
Objectives	Change objective #9 Determine factors that affect tissue healing	The previous objective #9 is incorporated in another new proposed objective. It is necessary to understand the factors that affect tissue healing with regards to prognosis and if a patient is responding appropriately to treatment.	2023
Objectives	Change objective #6 Examine the results of common blood tests, physical performance measures, and diagnostic procedures and the implications on the execution of the plan of care developed by a licensed physical therapist.	Our accreditation body specifies including chart reviews prior to patient care and specifies lab values as part of that. Also, to reflect current practice, physical performance measures are widely used and expected. This new language reflects this.	2023
Objectives	Change objective #5 Associate common diagnostic	Upgrade the Bloom's taxonomy verb to reflect a	2023

	procedures used in the diagnosis and treatment of pathological and health-related conditions including electrocardiogram, pulmonary function studies, radiography, electromyography, magnetic resonance imaging, and computerized tomography.	higher level of learning.	
Objectives	Remove objective #4	It is included in new proposed objective #3	2023
Objectives	Change objective #3 Discuss the psychological considerations of illness and recovery.	Our accreditation body has a standard that states, "The comprehensive curriculum plan is based on: (1) information about the contemporary practice of physical therapy; (2) standards of practice; and (3) current literature, documents, publications, and other resources related to the profession, to the delivery of health care services"... The state of Michigan is requiring all practicing clinicians to learn about pain science and requires continuing education in pain	2023

		science and pain management. The previous objective put focus on psychological pathology. I wanted the objective to be inclusive of all mental health. Current literature states the connection between mental health and the effect on physical outcomes in therapy.	
Objectives	<p>Change course objective #3</p> <p>Relate any special implications, precautions, and contraindications for physical therapy in the context of pathology and health-related events across the lifespan.</p>	I wanted to remove the special implications, precautions, and contraindications from other objectives and combine them in one since they are related. I also wanted to upgrade the level of learning to be achieved. Finally, I wanted to add lifespan per accreditation standards.	2023
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	<p>Update to 5th edition</p> <p>Goodman, C. & Fuller, K. (2020). <i>Pathology: Implications for the Physical Therapist</i> (5th edition). Elsevier Saunders.</p>	The newest edition includes more on the psychological aspects of illness, disability, and recovery which is more relevant to current practice. I'm sure the next edition will	2023

		have more COVID related information when it comes out.	
Other: Update the Course Description	<p>Update the Course Description of the Master Syllabus.</p> <p>In this course, students are introduced to the study of disease processes in humans. Areas of study will include the musculoskeletal, nervous, cardiovascular, pulmonary, renal and urologic, integumentary, lymphatic, endocrine and metabolic, gastrointestinal, genital and reproductive, immune, and hepatic and biliary systems. Medical conditions across the lifespan in all major systems will be presented. Emphasis will be placed on the impact of the disease/disorder on body systems and on patient mobility and function. Lecture and student projects will include the pathology, prognosis, medical interventions, and appropriate physical therapy interventions</p>	<p>In our accreditation standards set by the Commission on Accreditation in Physical Therapy Education (CAPTE), there is mention of conditions seen across the lifespan. This occurs in standard 6D and 7B. I would like to update the course description to include lifespan to reflect on these standards.</p> <p>The language used in the CAPTE standards:</p> <p>6D: ... prepare students to provide physical therapy care to individuals with diseases/disorders involving the major systems³⁵, individuals with multiple system disorders, and individuals across the lifespan and continuum of care, including individuals with chronic illness.</p>	2023

	by the PTA under the direction and supervision of a licensed physical therapist.	7B: ... includes content and learning experiences about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; and the medical and surgical conditions across the lifespan commonly seen by physical therapist assistants.	
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[PTA 195 Sample Outcome-Related Questions](#)
[Student Performance on Outcomes](#)

Faculty/Preparer: Ashley Bernstein **Date:** 01/20/2023
Department Chair: Kristina Sprague **Date:** 01/23/2023
Dean: Shari Lambert **Date:** 02/13/2023
Assessment Committee Chair: Shawn Deron **Date:** 03/17/2023

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Physical Therapist Assistant	195	PTA 195 05/10/2017- Introduction to Disease
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Patricia Hill
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Describe epidemiological factors for selected pathological conditions across the life span.

- Assessment Plan
 - Assessment Tool: Departmental final written examination (short answer and multiple choice)
 - Assessment Date: Fall 2010
 - Course section(s)/other population: All
 - Number students to be assessed: Random sample of students (50% of each section and/or 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)
	2017, 2016, 2015	

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

# of students enrolled	# of students assessed
48	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.

The 13 students enrolled in Winter 2017 were included in this assessment instead of using enrolled students from Winter 2014. Students from years 2015, 2016 and 2017 were assessed.

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.

We determined as that class sizes are so small (12 - 20 each year) that it would be most beneficial to include all members of each class on the assessment.

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

Couse exams were used to assess the outcome. Matching section (20 items).

The matching section requires that students know and can recognize the definition of a disease, symptoms of a disease and characteristics of a disease. Answers are either correct or incorrect.

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 the year 2015, 93.3% of the students answered $\geq 85\%$ of the items correctly. In the year 2016, 73% of the students answered $\geq 85\%$ of the items correctly. In 2017, 100% of the students answered $\geq 85\%$ of the items correctly. Over the 3 years, 87% of students answered $\geq 85\%$ of the section correctly.

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 define pathological conditions and recognize the symptoms and characteristics of the disease.

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 course could be improved by focusing test questions and course content on higher levels of knowledge.

Outcome 2: Describe common diagnostic procedures.

- Assessment Plan
 - Assessment Tool: Departmental final written examination (short answer, multiple choice, and matching)
 - Assessment Date: Fall 2010
 - Course section(s)/other population: All
 - Number students to be assessed: Random sample of students (50% of each section and/or 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)
	2017, 2016, 2015	

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

# of students enrolled	# of students assessed
48	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.

The 13 students enrolled in Winter 2017 were included in this assessment instead of using enrolled students from Winter 2014. Students from years 2015, 2016 and 2017 were assessed.

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, which is an expansion of the original selection criteria. Each Winter semester, no more than 20 students are enrolled in this course. Since the numbers are so small, it was decided to use all students.

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

Questions from the multiple choice section of the written final exam were used. Years 2015 and 2016 had three questions out of 52 that addressed diagnostic tests. Year 2017 had 4 questions out of 54 that related to diagnostic tests. It was noted during the review of unit exams for each year that the unit exams contained 3 - 4 questions each addressing diagnostic tests.

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 year 2015, 80% (12 of 15) of the students answered $\geq 85\%$ of those questions correctly. In 2016, 89% (17 of 19) of the student answered $\geq 85\%$ of those questions correctly. In 2017, 85% (11 of 13) of the students answered $\geq 85\%$ of those questions correctly. While the questions did not ask students to actually describe the diagnostic tests, they were required to recognize either the definition of the test or the meaning of the results. The questions are within the knowledge realm and can be used to meet the standard of success. The 3-year average was 85%, although in year 2015, only 80% met the standard of success.

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

Students appear to be able to describe diagnostic procedures.

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.

It became apparent that diagnostic procedures need to be addressed in the final exam and/or assessment to include unit exams. Greater emphasis in instruction and student assessment should include diagnostic tests for specific conditions.

Outcome 3: Describe the implications of specific system pathologies on therapeutic interventions performed by the physical therapist assistant under the direction and supervision of a licensed physical therapist.

- Assessment Plan

- Assessment Tool: Departmental final written examination (short answer and multiple choice)
- Assessment Date: Fall 2010
- Course section(s)/other population: All
- Number students to be assessed: Random sample of students (50% of each section and/or 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)
	2017, 2016, 2015	

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

# of students enrolled	# of students assessed
48	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.

The 13 students enrolled in Winter 2017 were included in this assessment instead of using enrolled students from Winter 2014. Students from years 2015, 2016 and 2017 were assessed.

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, which is an expansion of the original selection criteria. Each Winter semester, no more than 20 students are enrolled in this course. Since the numbers are so small, it was decided to use all students.

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

Four of the short answer questions from written final exams address the influence of specific conditions on physical therapy interventions. The responses were

scored using an instructor key. Responses were given full or partial credit based on the completeness and accuracy of their answers.

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

While several multiple choice questions required students to identify the potential effect of a diagnosis on physical therapy interventions, only 3 short answer questions required students to either describe the effects of conditions on patients or their treatment. In each year 100% of students received full or partial credit for each answer (standard of success being > 85%).

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

For the questions asked, students were successful in identifying either complications or strategies for intervention related to patient conditions.

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.

Additional questions should be included in the final and unit exams which will have students actually describe the effects of specific pathologies on physical therapy interventions. Students should be able to identify an appropriate response if changes would be needed.

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?

This course is providing students with knowledge and resources needed to be familiar with diseases of the various systems, common diagnostic procedures and how pathologies often affect patient performance.

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

This information will be shared with Department Faculty during the next faculty meeting during fall inservice.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	In addition to the final exam, unit exams may be used in course assessment. In addition the final exam will be changed.	In order to ensure that the learning outcomes are addressed, in the future, questions from unit exams will be included in course assessment. In addition, test questions to address specific outcomes and the desired level of learning will be developed.	2018

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

5.

III. Attached Files

[Data with summary](#)

Faculty/Preparer: Patricia Hill **Date:** 07/11/2017
Department Chair: Connie Foster **Date:** 07/14/2017
Dean: Valerie Greaves **Date:** 07/14/2017
Assessment Committee Chair: Michelle Garey **Date:** 10/18/2017