

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.
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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.
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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.

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

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