

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Physical Therapist Assistant	250	PTA 250 05/25/2022-Clinical Education III
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer		Ann Herbert
Date of Last Filed Assessment Report		

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

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

<p>Yes</p> <p>PTA 250 was assessed for the first and only time in 2012.</p>

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

<p>The standard of success is based on the APTA's clinical performance instrument (CPI). In 2011, the APTA revised the CPI. The quantity of performance criteria dropped from 20 to 14 altering the areas that students were measured against as well as eliminating a percentile system. Overall, each year, 2009, 2010 and 2011 despite the change, all outcomes met the standard of success. Based on the overall data, students were found to be performing well in all aspects of their clinicals. Any weakness found was determined to correlate to the varied experience of the clinical instructor, large variety of clinical settings along with the exposure and opportunities provided by each unique clinical site.</p>

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

<p>Few changes were implemented as the report was very positive. The primary focus was to continue educating the Clinical Instructors via orientation and site visits to improve consistent and accurate scoring using the CPI, utilizing objective examples.</p>

II. Assessment Results per Student Learning Outcome

Outcome 1: Student will perform technical physical therapy interventions at the level of an "entry-level" physical therapist assistant by demonstrating safe and ethical clinical practices

- Assessment Plan

- Assessment Tool: Clinical Performance Instrument (CPI) from the APTA
- Assessment Date: Winter 2009
- Course section(s)/other population: All
- Number students to be assessed: All
- How the assessment will be scored:
- Standard of success to be used for this assessment:
- Who will score and analyze the data:

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2022, 2021, 2020	

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

# of students enrolled	# of students assessed
49	49

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 enrolled students 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 who were enrolled in the course were included in the assessment.

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

The Physical Therapist Clinical Performance Instrument, designed by the American Physical Therapy Association is a standardized, validated instrument used to assess student performance during clinical education experiences. The CPI consists of 14 performance criteria that clinical instructors, following tool training, use to assess the students. The performance criteria selected for this outcome include: #1 Safety, #5 Communication, #7-11, clinical problem solving,

Therapeutic exercises, Therapeutic Techniques, Physical agents/modalities, Electrotherapeutic Modalities along with #13 documentation.

Following completion of the final CPI assessment, full-time departmental faculty, namely the Academic Coordinator of Clinical Education, analyzes the data against the standard of success.

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

Met Standard of Success: Yes

The standards of success in the original master syllabus correspond to an outdated version of the tool. The standard of success used in the current assessment was: 75% of students will achieve Entry Level performance in the outcome-related CPI areas.

Over the course of three years, 91.84% of students (45/49) met the standard of success for this outcome. In 2022, 88.24% (15/17) achieved entry level performance. The two students who did not, had Physical Therapists as clinical instructors, who were both highly specialized. These rotations proved to be an excellent learning opportunity; however, expectations were aligned to the PT student versus the PTA. This was most notable in the first ever pediatric rotation for our program. In 2021, 94.4% (17/18) met the standard of success. The one student who did not meet the performance criteria was in a hospital setting that due to Covid had highly complex patients, hence requiring greater reliance on the clinical instructor. In 2020, despite Covid closing clinics and delaying clinical rotations, 92.86% (13/14) met the standard of success. One student failed to meet the entry level on all areas assessed. The Physical Therapist clinical instructor of the sole student not meeting the standard, verbally expressed that they would not classify a student as entry level as no student should meet entry level as there is always room for improvement.

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

Students performed extremely well in their clinical education portion of the program despite the additional challenges in the classroom and clinic related to the pandemic. The PTA program was fortunate to have face-to-face labs over the past several years, but additional practice time in the form of open labs and group meets were limited. Faculty, clinical instructors and students were creative, motivated, resilient and courageous as they faced daily protocol changes and impediments to learning and applying these technical skills. The numbers speak for themselves as to the strength that all parties showed to reach the standard of success during such unusual circumstances

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.

91.84% over three years is pretty impressive given the constant changes. It has highlighted the need for greater ease of access to clinical instructor education. Despite providing written information on student skill competencies, course syllabus, CPI training and expectations, in several instances, clinical instructors had difficulty with interpreting student performance. Plans to develop brief and concise video educational tools for clinical instructors that pertain to each clinical education rotation are in process. Attendance to Clinical instructor orientation training sessions has traditionally been limited. The pandemic clearly affected all types of programs and burnout in the profession is high. Developing videos that CIs can access at their convenience will help clarify expectations and strategies to address any difficulties. That along with videotelephony options for meetings, such as Zoom, may ease time constraints on clinical instructor productivity requirements.

Outcome 2: Student will identify critical thinking strategies to utilize in patient care interventions.

- Assessment Plan
 - Assessment Tool: Clinical Performance Instrument (CPI) from the APTA
 - Assessment Date: Winter 2009
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2022, 2021, 2020	

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

# of students enrolled	# of students assessed
49	49

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 enrolled 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 who were enrolled in the course were included in the assessment.

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

The Physical Therapist Clinical Performance Instrument, designed by the American Physical Therapy Association is a standardized, validated instrument used to assess student performance during clinical education experiences. The CPI consists of 14 performance criteria that clinical instructors, following tool training, use to assess the students. The performance criteria selected for this outcome include: #1 Safety, #7-11, clinical problem solving, Therapeutic exercises, Therapeutic Techniques, Physical agents/modalities, Electrotherapeutic Modalities along with #13 documentation.

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

Met Standard of Success: Yes

The standards of success in the original master syllabus correspond to an outdated version of the tool. The standard of success used in the current assessment was: 75% of students will achieve Entry Level performance in the outcome-related CPI areas.

Over the course of three years 91.84% (45/49) of the total students assessed, met the standard of success. As in the prior outcome, from 2022 through 2020, 88.24%, 94.44% and 92.86% met the standard of success. For each outcome, the same students did not meet the entry level performance due to highly specialized Physical Therapists as clinical instructors, first time pediatric placement, the impact of Covid on the complexity of patients and the change in standard clinical practices to ensure safety.

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

While there were challenges with the change from traditional lecture to video lecture as the mode to teach the students, it also opened up the ability to get creative with case studies, break out rooms, YouTube and a new PT app. This variety helped students develop greater clinical problem solving strategies as well as targeted different learning styles to enhance understanding. Feedback on the CPI and with site visits reinforced that students were exceeding expectations in the clinic.

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.

In all three years, the standard of success was exceeded. While PTs and PTAs both generously take our students, the challenge to having a PT as a Clinical Instructor highlights the educational gap between a Doctor of Physical Therapy and the PTA Associate's degree. The video educational tools will address the technical-based PTA program that relies on experience and mentorship to gain advanced clinical problem solving capabilities. It will clarify what it means to be entry level, especially in specialty areas, complex patient populations and with advanced trained clinicians.

Outcome 3: Demonstrate knowledge of fiscal management responsibilities as a member of the health care team through accurate billing and patient care documentation.

- Assessment Plan
 - Assessment Tool: Clinical Performance Instrument (CPI) from the APTA
 - Assessment Date: Winter 2009
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2022, 2021, 2020	

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

# of students enrolled	# of students assessed
49	49

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 enrolled 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 who were enrolled in the course were included in the assessment.

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

The Physical Therapist Clinical Performance Instrument, designed by the American Physical Therapy Association is a standardized, validated instrument used to assess student performance during clinical education experiences. The CPI consists of 14 performance criteria that clinical instructors, following tool training, use to assess the students. The performance criteria selected for this outcome include: #2 clinical behaviors, #3 Accountability, #5 communication, #7 clinical problem solving, #13 documentation and #14 Resource management.

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

Met Standard of Success: Yes

The standards of success in the original master syllabus correspond to an outdated version of the tool. The standard of success used in the current assessment was: 75% of students will achieve Entry Level performance in the outcome-related CPI areas.

As in the prior outcomes, 91.84% (45) of the 49 students assessed met the standard of success. As in the prior outcomes, from 2022 through 2020, 88.24%, 94.44% and 92.86% met the standard of success. For each outcome, the same students did not meet the entry level performance secondary to highly specialized Physical Therapists as clinical instructors, first time pediatric placement, the impact of Covid on the complexity of patients and the change in standard clinical practices to ensure safety.

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

Students demonstrated the strength and flexibility in adapting to a variety of documentation software programs, insurance requirements, personal documentation styles and strategies to meet clinic expectations, schedules and productivity standards. Writing objective SMART goals with limited time is addressed at week one in the goals of each student and over the course of 6 weeks. In each final rotation, students developed the foundation to create their individual voice in the legal record that outlines ethical billing practices.

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 program relies on the clinicians to train the students in the electronic medical documentation programs due to the amount of variability in software programs along with the varied documentation responsibility and requirements of each clinical partnership between the PT and PTA. Students traditionally have a solid understanding of the formatting of documentation expectations heading into the clinics. It is in the clinic that students begin to work on brevity and time management skills. This is a function of the clinical experience, to bring all the student has learned into one place, applied to a real patient on a rigid schedule. Clinical instructors understand this as they have all been in the same position. The job of the program is to address the requirements, importance, accuracy and professionalism of the written word, along with the legal ramifications associated with this responsibility. Given the exceptional levels that students met this standard, we are doing our job well. Billing is ever changing and these changes are an area the program continues to investigate.

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.

Over the years, the attendance to Clinical Instructor orientations opportunities dwindled and since the pandemic have gone away completely. Therefore the intended change was not implemented as expected.

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 course is where students demonstrate and apply their knowledge and skill to show competency after completing all the academic and clinical education

courses. PTA 250 assesses the program itself. There were no surprises in the assessment. It reinforces that continual communication with the clinical site coordinators, clinical instructors and students is imperative to a objective assessment of student performance. Clinical instructors are encouraged but not required to be certified to be a clinical instructor by the American Physical Therapy Association (APTA). This certification alleviates many of the disparities in defining performance standards. All sites and instructors take students on a volunteer basis, as a member of the Detroit Area Clinical Education Consortium. PT and PTA programs have struggled for placements over the years, which has been greatly affected by the pandemic and professional burnout due to increasing work and productivity demands as national chains take the place of private and community-based sites. The mission of many hospitals and national chains are not as supportive of student education opportunities. This saddens more than surprises.

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

Assessment results will be shared in Department meetings as an ongoing conversation to the accreditation standards.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	CPT Code and Billing Handout	In the first semester of the program, students are educated on Physical Therapy billing, documentation and standards of care. Different clinics accept different insurance plans and with the variety of insurance companies that cover Physical Therapy it is a complicated process. Each insurance company has specific rules,	2023

		<p>fee schedules, documentation and time requirements. This is touched on throughout the progression of the program, but it is the time in the clinic that students begin to connect the documentation to billing and productivity standards. Time management with documentation is a skill that develops overtime, and having a quick reference "cheat sheet" would assist students as they navigate the nuances of fiscal management.</p>	
<p>Course Materials (e.g. textbooks, handouts, on-line ancillaries)</p>	<p>Creation of clinical education welcome video and guide for clinical instructors.</p>	<p>This will serve as a quick, yet detailed reference in regards to student skill competencies, program curriculum content and how it applies to the CPI assessment and entry level performance criteria. Information will be designed to alleviate discrepancies in rating criteria and expectations of a PTA vs. a PT and/or in specialty settings. New Clinical</p>	<p>2023</p>

		<p>instructors are taking students from a variety of sites with each rotation. Certification is not required; therefore, there is a knowledge gap with regards to student assessment as well as individual clinician standards that influence the ratings. Depending upon the years of experience and comfort with direct evaluative skills, a clinical instructor, may hesitate to reach out for guidance. In years past, attendance at a "Clinical Instructor Orientation" was very limited, so creating a video that covers the orientation and introduces the ACCE should reduce additional time constraints for the clinicians and encourage a more personal approach to foster a collegial relationship.</p>	
<p>Other: Update Master Syllabus</p>	<p>Update the assessment tool to reflect current CPI, the standard of success, and</p>	<p>The current master syllabus is outdated and incomplete. The updates will reflect current tools and expectations.</p>	<p>2023</p>

	objectives in the master syllabus.		
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[pta250-assessment data](#)

Faculty/Preparer: Ann Herbert **Date:** 06/08/2022
Department Chair: Kristina Sprague **Date:** 06/14/2022
Dean: Shari Lambert **Date:** 06/21/2022
Assessment Committee Chair: Shawn Deron **Date:** 11/12/2022

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: PTA 250
 Course Title: Clinical Education III
 Division/Department Codes: Math, Science and Health

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2012_
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify): APTA's Clinical Performance Instrument (CPI)

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

This is the first assessment report for this course.

The first two years (2009, 2010) of PTA 250 were assessed, ^{and} the original version of the Clinical Performance Instrument was used. This was a hard copy document. In Summer, 2010, the APTA released the online revised version of the Clinical Performance Instrument. This was first utilized by the PTA program in Winter 2011, in PTA 250. The original CPI had 20 performance criterion. The revised CPI has 14.

The bulk of this assessment report will focus on data from the first 2 years (2009, 2010). The data from 2011 will be compared, but due to the changes in the criterion, need to be looked at separately.

5. Indicate the number of students assessed and the total number of students enrolled in the course.
 2009: 10 students out of 14
 2010: 10 students out of 17
 2011: 10 students out of 17

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)* The students were randomly selected to view a thorough review of the whole class.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 This is the first assessment of PTA 250, Clinical Education III. The APTA's Clinical Performance Instrument was revised in 2010.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*
 1. Student will perform technical physical therapy interventions at the level of an "entry level" Physical Therapist Assistant by demonstration safe and ethical clinical practices.

 2. Student will identify critical thinking strategies to utilize in patient care interventions.

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3. Student will demonstrate knowledge of fiscal management responsibilities as a member of the health care team through accurate billing and patient care documentation.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

Outcomes and Standards of Success as listed on the Master Syllabus for PTA 250 Clinical Education III, do not match well. The outcomes, as written, look at student performance in specific areas. The Standards of Success, while not well defined in the master syllabus, focus on entry level performance during the final clinical rotation as the standard.

x
x

Standard of Success #1: The student must be within the 90th percentile in a minimum of 15 out of 20 performance standard on the CPI for the first rotation (Scored by the Clinical Instructor).

Standard of Success #2: The student must be within the 90th percentile in 17 out of 20 performance standard on the CPI for the final clinical rotation. (Scored by the Clinical Instructor). There must not be any "red flag" items in each of the clinical rotations.

Standard of Success #3: 75% of the students, each year, will be within the 90th percentile on the CPI (Clinical Performance Instrument) as scored by the Clinical Instructor.

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. ***In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.***

For Outcome #1: In 2009, all students reviewed for the assessment achieved Entry Level status by the end of PTA 250. In 2010, 80% achieved Entry Level. In 2010, two students were marked as "Not Observed" in Criterion #18. This was due to facility policies, and not based on student performance.

For 2011, with the revised CPI, but identifying related performance criterion, 100% of the students achieved Entry Level in all of the areas.

For Outcome #2: Three individual performance criterion were reviewed for this particular outcome. In 2009, 90% of the students reviewed achieved Entry Level. The one student who did not, did not have enough exposure based on that particular facility to give an accurate marking. In 2010, in the areas reviewed, 80% of the students met the Entry Level standard. The 2 who did not were due to facility exposure/policy.

For 2011, with the revised CPI, but identifying related performance criterion, 100% of the students achieved Entry Level in the related area.

x

For Outcome #3: Eight separate performance criterion in the CPI were reviewed for this outcome. In 2009, 90% of the students reviewed achieved entry level status in all areas. Again, the one student did not get enough exposure to a particular area. This was due to facility/CI set up. In 2010, in the 8 related areas, 100% of the students achieved Entry Level. For 2011, with the revised CPI, but identifying related performance criterion, 100% of the students achieved Entry Level in the related area.

Standard of Success #1: The student must be within the 90th percentile in a minimum of 15 out of 20 performance standard on the CPI for the first rotation (Scored by the Clinical Instructor).

In 2009, of the students assessed, 100% of the students met this standard. In 2010, 90% of the students assessed met this standard. The one student who did not meet this standard entered into a remediation contract for the remainder of PTA 250. Due to the changes in the CPI, the Standard of success doesn't work. The revised CPI doesn't use a percentile system.

x

Standard of Success #2: The student must be within the 90th percentile in 17 out of 20 performance standard on the CPI for the final clinical rotation. (Scored by the Clinical Instructor). There must not be any "red flag" items in each of the clinical rotations.

COURSE ASSESSMENT REPORT

In 2009, 100% of the students assessed met the criteria. In 2010, 100% met the criteria. Again, the revised CPI for 2011 does not use the percentile system but 100% of the students assessed with the new assessment tool, achieved Entry Level in all 14 criterion.

Standard of Success #3: 75% of the students, each year, will be within the 90th percentile on the CPI (Clinical Performance Instrument) as scored by the Clinical Instructor.

In 2009, 70% of the students achieved "Entry Level" in all 20 criterion. In 2010, 80% of the students are "Entry Level" in all 20 categories, and in 2011, under the new system, 100% of the students selected for assessment achieved "Entry Level" in all 14 performance criterion.

- 5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. (This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)

Strengths: Based on the overall data, the students are performing well in all aspects of their clinicals. This includes Safety, Professional Behaviors, Documentation and Technical Skills.

Weaknesses: The weaknesses – or challenges - come from each clinic being different and sometimes the exposure/opportunities that exist in each clinic. All of the Clinical Instructors are volunteers. While they are all PTs, or PTAs, their background and experience is widely varied. The PTA Program does conduct a yearly Clinical Instructor Orientation system where the Outcomes, Objectives and Standards of Success are reviewed.

III. Changes influenced by assessment results

- 1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. (If students met all expectations, describe your plan for continuous improvement.)

Annual Clinical Instructor Orientation will continue. Each year we hope to provide statistics about student student strengths and weakness. We will continue to encourage exposure to all criterion as much as possible while recognizing the uniqueness – but relevance – of all of our clinics.

During Orientation, as well as site visits, The Clinical Instructors are encouraged to use objective information and the information given with the CPI to score consistently and accurately.

- 2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a. x Outcomes/Assessments on the Master Syllabus
Change/rationale:

- b. x Objectives/Evaluation on the Master Syllabus
Change/rationale:

- c. [] Course pre-requisites on the Master Syllabus
Change/rationale:

- d. x 1st Day Handouts
Change/rationale: Will reflect changes in outcomes and objectives based on the revised Clinical Performance Instrument.

- e. [] Course assignments
Change/rationale:

- f. x Course materials (check all that apply)
[] Textbook
x Handouts

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xOther: All students and Clinical Instructors must complete the APTA's online training session for the revised CPI prior to using the new assessment tool. Information on how to complete this training is sent to all Clinical Instructors/Facilities with the Student Information Packets.

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions? As the revised CPI was first used in 2011, the grading criteria was changed at that time. Changes to the Master Syllabus will be completed by Winter 2012, when the next PTA 250 course is offered.

x

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. The CPI is a very effective tool. It is objective and measureable. It monitors student progress throughout the Clinical Education Curriculum. The new, revised CPI is more definitive and more objective.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All Selected

If "All", provide the report date for the next full review: _____ Spring/Summer

2014 _____.

If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Print: Kathleen A Cook Signature Kathleen A Cook Date: 5-17-12
Faculty/Preparer

Print: Connie Foster Signature Connie Foster Date: 5/30/12
Department Chair

Print: Martha A. Showalter Signature Martha Showalter Date: 6/6/12
Dean/Administrator