

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Physical Therapist Assistant	100	PTA 100 07/01/2019-Fundamentals of Physical Therapy
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?

<p>Yes</p> <p>5/2010</p>

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

<p>The previous assessment report indicated</p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> ○ Legal and ethical aspects of PTA ○ Recognizing factors influencing communication <p><u>Weaknesses</u></p> <ul style="list-style-type: none"> ○ Recognizing the roles of the PTA, specifically the levels of supervision ○ Developing strategies to address cross-cultural communication ○ Developing complete short term goals when writing SOAP notes ○ Course outcomes and objectives needed to be revised

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

<p>1. Course outcomes were to be revised:</p>

- 2. Course objectives were to be revised: done 2010
- 3. Greater emphasis and practice writing short-term goals was given along with feedback.
- 4. First-day handout was revised.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize the legal and ethical responsibilities and behaviors of a physical therapist assistant in Michigan.

- Assessment Plan
 - Assessment Tool: Departmental final examination
 - Assessment Date: Spring/Summer 2013
 - Course section(s)/other population: All
 - Number students to be assessed: Number of students to be assessed is 30
 - 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)
2018, 2017, 2016		

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

# of students enrolled	# of students assessed
59	53

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 took the course written final exam were included in the course assessment. Each semester, several students did not complete the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who took the course final exam 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 final exam consisted of short-answer and multiple-choice items. Specific questions that addressed the role of the Physical Therapist Assistant (PTA), Michigan law, and ethics were also included in the assessment. The written exam questions were 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

The assessment plan indicated that the final written exam would be the tool and that the standard of success would be that 80% of the students would achieve 75% or higher on the final exam. In 2016, 94% of the students scored greater than 75%. In 2017 and 2018, 100% of students scored greater than 75%. For the 3 years, 98% of students scored greater than 75%. In order to look specifically at legal and ethical responsibilities, individual questions were selected. One cluster of questions 1-10 asked students to identify activities that were appropriate for a (PTA). Other multiple-choice (#31, 43, 63) and one short-answer (#67) also addressed this outcome.

Question #	2016 (percent > 75% correct)	2017	2018	
1 -10	100	100	94	98
31	76	66.6	77.7	73.4
43	100	72	88.8	86.9
63	82	88.8	88.8	86.5
67	100	100	100	100
	91.6	85.48	89.86	

While each year the question bank selected met the standard of success, two things stood out. First, in the cluster of questions specifically asking if a PTA could be a manager of a physical therapist department (implying that the manager would supervise physical therapists), 41 of the 53 students (77%) answered incorrectly. The other question with disproportionate incorrect answers (#31) required students to identify specific components of the Michigan practice act. This question did not meet 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 were able to identify activities that were legally and ethically appropriate for PTAs. The course is meeting the needs of students.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Based on this assessment, it became apparent that there needs to be greater emphasis placed on the specifics of Michigan law. In addition, the difference between patient treatment under the direction and supervision of a physical therapist and management roles needs to be clarified.

Outcome 2: Recognize the role and function of a Physical Therapist Assistant as a member of the health care team in a variety of patient care settings.

- Assessment Plan
 - Assessment Tool: Departmental final examination
 - Assessment Date: Spring/Summer 2013
 - Course section(s)/other population: All
 - Number students to be assessed: Number of students to be assessed is 30
 - 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)
2018, 2017, 2016		

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

# of students enrolled	# of students assessed
59	53

- 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 course were included in the assessment. Each semester, several students withdraw from the course before taking the final exam.

- 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 exam were included in the assessment.

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

The final exam consisted of short-answer and multiple-choice items. In addition to the exam final score a sample of individual questions were included in the assessment. Although no test questions specifically addressed different health care settings, several questions relating to PTA and patient relationships, PTA and PT interactions, and PTA and health care team roles were examined. The questions were scored using an answer key.

- 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 assessment plan indicated that the final written exam would be the tool and that the standard of success would be that 80% of the students would achieve 75% or higher on the final exam. In 2016, 94% of the students scored greater than 75%. In 2017 and 2018, 100% of students scored greater than 75%. For the three years, 98% of students scored greater than 75%.

Four multiple-choice questions were selected, and student response was assessed.

Question #	2016 (% correct)	2017 (% correct)	2018 (% correct)	
36	88.2	61	100	83.06
59	70.5	72	83.3	75.26
60	70.5	94	83.3	82.6
62	88.2	100	88.8	92.3
	79.3	81.75	88.85	

While each year the question bank met the standard of success, question 59 (which asked students to identify how to respond to a question that should be directed to another member of the health care team) had the lowest average of correct responses.

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 both their role as a member of the health care team and how to relate to physical therapists and 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.

In addition to revising the outcome statement, increased emphasis on working with members of the health care team needs to be addressed. Collaborative activities with other health care programs could also enhance this outcome.

Outcome 3: Recognize the different factors that influence interpersonal communication and identify appropriate adjustments in order to enhance interactions and increase effectiveness.

- Assessment Plan
 - Assessment Tool: Departmental final examination
 - Assessment Date: Spring/Summer 2013
 - Course section(s)/other population: All
 - Number students to be assessed: Number of students to be assessed is 30
 - 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, 2018		

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

# of students enrolled	# of students assessed
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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.

Students who withdrew from the class before the final exam were not included in the assessment.

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 took the final exam 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 written final exam consists of multiple-choice and short-answer questions. The test is graded using an answer key. The assessment plan indicated that the outcome would be assessed using the final exam score. In addition, two short-answer questions were included in the assessment.

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 assessment plan indicated that the final written exam would be the tool and that the standard of success would be that 80% of the students would achieve 75% or higher on the final exam. In 2016, 94% of the students scored greater than 75%. In 2017 and 2018, 100% of the students scored greater than 75%. The standard of success was met. However, in order to specifically assess interpersonal communication two short-answer questions were included in the assessment.

	2016 (% correct)	2017 (% correct)	2018 (% correct)	
#65	100	94.4	100	98.1
#66	94	83.33	100	92.44
	97	88.86	100	

Both short-answer questions addressed aspects of communication focusing on patient interaction. Given a brief scenario, students were to describe facilitators and barriers to communication and to describe a strategy to address them. Students effectively addressed motivation and barriers to communication at a level

appropriate for their experience with patients. This closer examination confirmed that the standard of success had been met.

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

The course is effectively providing the students with the tools to recognize and address issues of interpersonal communication.

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.

Assignments and class discussions can be modified to reinforce readings and provide opportunities to practice.

Outcome 4: Describe and implement strategies to communicate effectively with the health care team (patient, families and colleagues).

- Assessment Plan
 - Assessment Tool: Departmental final examination
 - Assessment Date: Spring/Summer 2013
 - Course section(s)/other population: All
 - Number students to be assessed: Number of students to be assessed is 30
 - 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, 2018		

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

# of students enrolled	# of students assessed
59	53

- 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.

Each semester several students withdrew from the course before the final exam. These students were not included in the assessment.

- Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the course were included in the assessment.

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

The written final exam consisted of short-answer and multiple-choice questions. The final exam was scored using an answer key. This overall score was used to assess the outcome.

In addition to the total final written exam score, a short answer question and a patient treatment note using the Subjective-Objective-Assessment-Plan (SOAP) format were included. The exam question was scored using an answer key, and the SOAP note was scored using a rubric.

- 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 assessment plan indicated that the final written exam would be the tool and that the standard of success would be that 80% of the students would achieve 75% or higher on the final exam. In 2016, 94% of the students scored greater than 75%. In 2017 and 2018, 100% of students scored greater than 75%. For the three years, 98% of students scored greater than 75%. According to that tool, the standard of success was met.

The short-answer question required that the students identify barriers to communication and compliance and to describe strategies that could address that barrier. The standard of success was met.

	2016 (% correct)	2017 (% correct)	2018 (% correct)	
#66	94	83.33	100	92.44

The exam also requires that students write a patient treatment note using the Subjective-Objective-Assessment-Plan (SOAP) format. This is the fourth SOAP note that students write during this course. Previous notes were written as homework assignments and returned with feedback. The final exam is the first in-class SOAP note written with a time constraint. This experience does not allow most students to edit and/or rewrite the note and also represents their first approximation of how it is to write a treatment note in a clinic setting. The scoring is represented below.

	2016 (% correct)	2017 (% correct)	2818 (% correct)	
SOAP Note	70.5	88.88	72.2	77.19

The average of the three years indicates that the standard of success has been met. Close examination of the notes indicates that students have difficulty with the assessment section of the note and with the plan. Short-term goals, a part of the assessment section, are incomplete and the plan is vague/incomplete.

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 describe strategies that would address interpersonal communication. While cookbook in nature, their level of understanding and strategies are appropriate for their level of experience. The SOAP note is introduced in this course, and students will utilize the format as they progress through the program.

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 would definitely benefit from more opportunity to practice writing SOAP notes. Assignments using patient treatment videos and patient scenarios that focus on specific sections of the SOAP note would allow for that practice. In the future, students will also be exposed to electronic documentation.

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.

Students are given more opportunities to write SOAP notes and to write short-term goals. While overall scores on the final SOAP note have not improved, the number

of errors in the assessment section and overall organization have improved. Students will benefit by additional practice in reviewing and writing SOAP notes.

- 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?

PTA 100 is effective in introducing students with limited experience to the roles and responsibilities of the physical therapist assistant. Students are able to generate basic SOAP notes and recognize their legal and ethical responsibilities, specifically those legal responsibilities which make up the Michigan physical therapy practice law. Communication is an essential component of effective health care and students are able to recognize potential barriers to communication and generate strategies to address them.

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

The results of this assessment have been shared with program faculty.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Documentation of patient treatment in the form of a SOAP note will be added as an assessment tool for outcome 4.	Documentation is an essential component of the course and communication. Students are expected to be able to compose these legal documents that communicate with other health care professionals and reimbursers.	2020
Objectives	Course objectives will be updated in the master syllabus and first day handouts to reflect course activities.	The master syllabus is overdue for review and revision.	2020
1st Day Handout	I will update the first-day handout to	Revising the master syllabus will lead to	2020

	reflect changes in objectives, course material and assignments.	changes in the first-day handout.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Add electronic documentation experiences.	Electronic documentation is required in most health care settings. While there are many formats of electronic documentation, an exposure will provide students with the experience.	2020

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

6.

III. Attached Files

[Course Outcomes 22018](#)

[Course Outcomes 2016](#)

[Course Outcomes 2017](#)

[Assessment Data](#)

Faculty/Preparer: Patricia Hill **Date:** 12/20/2019

Department Chair: Kristina Sprague **Date:** 01/06/2020

Dean: Valerie Greaves **Date:** 01/06/2020

Assessment Committee Chair: Shawn Deron **Date:** 06/16/2020

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: **PTA 100**
 Course Title: **Fundamentals of Physical Therapy**
 Division/Department Codes:

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 20__
 Spring/Summer 2010 (data collected from Fall 2007, 2008, 2009)

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):

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.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 30/63

6. Describe how students were selected for the assessment.
 Random final exams were selected, 10 from each year. All results of the program exit survey were selected.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 N/A

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 - a. Recognize the legal and ethical responsibilities and behaviors of a PTA in Michigan.
 - b. Recognize the role and function of a PTA as a member of the health care team in a variety of patient settings.
 - c. Recognize the different factors that impact interpersonal communication and identify appropriate adjustments in order to enhance interactions and increase effectiveness.
 - d. Describe and implement strategies to communicate effectively with the health care team (patient, families, and colleagues).

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. **Please attach a summary of the data collected.**

The standard of success for the course was met. Twenty eight of the thirty final exams selected, 93%, received a grade greater than or equal to 75%.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. **Please attach the rubric/scoring guide used for the assessment.**

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The standard of success for the course was identified as 80% of all students will achieve 75% or above on ^{the} departmental final. Although the standard of success was not identified for each course outcome, the final examination questions aligned to outcomes were examined (see strengths and weaknesses).

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths:

- Legal and ethical aspects,
- Factors influencing communication

Weaknesses:

- Roles of PTA, specifically levels of supervision,
- Strategies to address cross-cultural communication
- Developing complete short term goals when writing SOAP notes

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.

- a. Learning activities associated with role of PTA will be enhanced/modified to increase emphasis and incorporated throughout course.
- b. Cross-cultural communication will be examined to include learning activities
- c. Students will be given more practice in developing short term goals in patient care notes.
- d. Course objectives will be revised to include Commission on Accreditation in Physical Therapy Education (CAPTE) requirements (such as education, service) introduced in this course.

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. Outcomes/Assessments on the Master Syllabus

Change/rationale:

Revise course outcomes/ Course outcomes need to be slightly expanded (not just health care settings) and revised to accurately represent the desired results.

- b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

Update course objectives so that MS better reflects course content and to incorporate professional accreditation agency, CAPTE, requirements.

- c. Course pre-requisites on the Master Syllabus

Change/rationale:

- d. 1st Day Handouts

Change/rationale: Will reflect changes in objectives.

- e. Course assignments

Change/rationale:

- f. Course materials (check all that apply)

Textbook

Handouts

Other:

One of the course textbooks was changed to meet instructional needs. Handouts were also changed to represent changes in standards (ethics for physical therapist assistants), improve instruction on documentation, and legal changes regarding licensure in Michigan.

- g. Instructional methods

Change/rationale:

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- h. Individual lessons & activities

Change/rationale:

- a) Include specific activity directed towards identifying level of supervision. Review definitions , develop collaborative learning activity.
b) Incorporate service and education into learning activities

- 3. What is the timeline for implementing these actions?
a. Changes will be made for implementation Fall 2010

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.

Overall assessment gave good indication of student success with the course, as students cannot progress in the program if they do not earn at least a C in the course. As course outcomes were not identified in the measure of success, they were not used in the course assessment. In the future course assessment parameters will be more specific.

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

Assessment plan was found to be not specific enough to generate useful information regarding course effectiveness. Future assessments will use and examine specific outcomes and objectives (see attached course assessment).

- 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: FALL 2013

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

Submitted by:

Print: Patricia Reynolds Hill Signature Patricia Reynolds Hill Date: 5/27/10
Faculty/Preparer

Print: Connie Foster Signature Connie Foster Date: 6/1/10
Department Chair

Print: Granville Lee Signature G.P. Lee Date: 6/4/10
Dean/Administrator