

Annual Program Assessment Report

Academic Year Assessed: 2019-2020

Department/Program: Physical Therapy Assistant

1. Program Map

A curriculum map linking courses to program outcomes has been completed.

Yes

No: Please contact Mandy if you need support with this.

If completed, does your program map need to be updated?

Yes: Please send your updated map to Mandy.

No

2. Assessment Plan and Schedule

Please review your draft assessment plan & schedule and update as needed.

3. Courses Assessed

AHPT 201

AHPT 215

4. Program Outcomes Assessed

85% of students will maintain a 2-year average ultimate pass rate on the NPTE.

100% of students will utilize peer review research within at least two assignments while in the program.

100% of students will demonstrate through at least one assignment that addresses an area of need within the PTA scope of practice utilizing audio and visual aids to accommodate different learning styles of the patient or community prior to graduation.

100% of full-time faculty will implement at least one assignment based on peer review research annually.

5. Faculty Data and Course Perceptions

a) Percentage of full-time faculty participating in assessment

100

b) What went well?

Students filled out how they felt they met the course outcomes with all outcomes and students scoring a minimum of 2 (outcome met) for each one.

Everything went well with this course this semester. Midterm and final written exams, practical exam, lab activities, field trips, functional progression presentation seemed to all beneficial to the students

c) What might have gone better?

Better scoring and rubrics to reflect student performance

Not ending the semester via distance learning due to the COVID-19 Pandemic.

6. Overall Assessment of Student Learning

a) Areas of strength demonstrated in student learning.

Better use of skill checks to demo competency in that particular skill

Student were able to show that they did their research on the different Orthopedic conditions/disorders that they chose for their presentation.

Showed that they were all comfortable with speaking in front of small audiences, which is part of this profession.

All were able to organize information which was asked of in the rubric clearly and easy to follow.

Good use of peer reviewed resources for referencing.

b) Areas that need improvement in student learning.

Cont to come up with assignments and assessments to encourage student participation in readings outside of class. Currently using min papers at the start of the class which has overall increased compliance with their readings yet cont to try and improve these methods

Some students did have trouble with answering some critical thinking questions that were asked of them based off their presentation.

c) Measures of student feedback/indirect learning used

Assessment Measure	Where
Anecdotal/informal conversations with students	AHPT 201; AHPT 215
Instructor-created feedback forms	AHPT 201; AHPT 215
Institutional student course evaluations	AHPT 201; AHPT 215
Student success rates in your course	AHPT 201; AHPT 215
Other indirect measures of student learning (surveys, exit interviews, focus groups, job placement, etc)	AHPT 201; AHPT 215

d) Planned changes and measures of success.

Course	Planned Change	Reason for Change	Success Measure
AHPT 201	Add further assignments besides minute papers. Use more mind maps, open question format, group discussion.	Student engagement & instructor observation	Through the students filling out their outcomes assessment (self-assessment) which tracks their compliance with their readings as a component to learning in the class.
AHPT 215	<i>Continue with the breakdown of treatment components for each joint pathology and incorporate further critical thinking about the treatment components during lab activities. Also, will add a question to the Student Feedback Forms for future cohorts to explain how they feel they were able to apply critical thinking process throughout this course and add this questions to all of my Student Feedback Forms.</i>	Student success and instructor observation	<i>100% of the class explain how they met stated objective above on Student Feedback Forms.</i>

e) Changes resulting from previous assessments: What was changed and what drove those changes? How was success measured?

Minute papers discussing the readings. It has increased compliance with reading as it appeared on the outcomes assessment.

Feedback from clinical instructors indicates they are concerned about our students' understanding of therapeutic exercise. Continue to implement therapeutic exercise aspect of the portfolio with each course improving on basic therapeutic exercises on each body part covered this past semester.

f) What previous departmental or program-level changes have led to outcome improvements? Explain.

n/a

7. College Learning Outcomes Assessed

a) CLOs assessed and tools used

CLOs	Course	Assessment Tools	Rating	Average Rating
Communication	AHPT 201	Exams, presentations, assignments	4	
Critical Thinking	AHPT 201	Exams, presentations, assignments	3	
	AHPT 215	Functional progression presentation; practical exams	3	
Professionalism	AHPT 201	Exams, presentations, assignments	4	

Average assessment of student CLO attainment:

- | | |
|-----------------------------|------------------------------|
| 4) Exceeded expectations | 3) Met expectations |
| 2) Approaching expectations | 1) Did not meet expectations |

b) Discussion of student CLO attainment.

Performance on the exam, assignment tied to the CLO

I feel that most all of the students doing ok with the critical thinking, but there will always be improvement that needs to have as they grow in their careers as Physical Therapist Assistants.

c) Areas of strength demonstrated in student CLO attainment.

The rubric demo directly addressing the communication and professional aspect of the assignment

As a program, I feel that we are constantly working critical thinking with our students. For the most part, the students are understanding that critical thinking is a vital part of our profession and that they need to thinking on their feet at a snap of a finger with patients.

d) Areas that need improvement in student CLO attainment.

Critical thinking is sometimes hard to judge- test questions that are multi layered in terms of concepts can help assess that CLO. But there may be multiple way to assess critical thinking- and some people may not agree. Professionalism can be hard to judge and sometimes not quantifiable.

Some students did have trouble with answering some critical thinking questions that were asked of them based off their functional progression presentations.

e) Planned changes to CLO assessment and measures of success.

Continue to work on critical thinking throughout the program by continually asking students how they would do or why they would do certain things with patients in their Practical Exams and presentations.

- *Continue to see the student successful pass their NPTE exams once they have completed the PTA Program.*

8. High Impact Practices

a) High Impact Practices and integration methods

HIP	Where	How
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First-Year Seminars and Experiences		
Common Intellectual Experiences	AHPT 201	Group discussions Presentations- paired up and discussion underserved populations that may be affected by delivery of healthcare.
Learning Communities	AHPT 201	Group discussions Presentations- paired up and discussion underserved populations that may be affected by delivery of healthcare.
Writing-Intensive Courses	AHPT 201	Group discussions Presentations- paired up and discussion underserved populations that may be affected by delivery of healthcare.
Collaborative Assignments and Projects	AHPT 201	Group discussions Presentations- paired up and discussion underserved populations that may be affected by delivery of healthcare.
Undergraduate Research		
Diversity/Global Learning	AHPT 201	Presentations- paired up and discussion underserved populations that may be affected by delivery of healthcare.
ePortfolios	AHPT 201	Students in this particular course have a ePortfolio project. Part of their grade included having to provide feedback to at least one other peer.
Service Learning/Community-Based Learning	AHPT 201	Each student is required to perform one service related task for their community and reflect on it- this is not tied to one particular class.
Internships		
Capstone Courses and Projects		

b) Impact on student success and discussion.

Huge- students learn from each other, less competition and more collaboration goes a long way.

c) Planned changes to HIPs integration and success measures.

Cont with peer feedback in many of the assignments along with in class group discussion in large and small groups.

9. Response to Assessment

a) Based on the analysis of the data, what was learned from this assessment period? Overall success has been noted with encourage students to perform these high impact practices through learning from each other, small groups discussions, e portfolios that have student

gather feedback from each other. Success has been measured through completion of these self assessments and over all better grades on assignments and tests.

b) Will there be any program-level curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?

YES _____ NO _____

If yes, when will these changes be implemented and how (if applicable) will they be measured?

Further assessment prior to each exam will help students self reflect throughout the year vs at the end of year.

More assignments requiring mentoring from fellow students before handing in their assignment.

c) If other criteria are used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions. End of the year curricular and program assessment matrix along with the student self evaluations help demonstrating objectively if these goals are met.

Please return this completed form to Mandy Wright at assessment@gfcmu.edu