

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Physical Therapist Assistant	180	PTA 180 05/26/2020-Clinical Kinesiology
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Ann Herbert
Date of Last Filed Assessment Report	07/16/2013	

**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

Spring of 2013

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

Over a 4-year period, 2009-2012 87 of 87 students were assessed. It was determined that in no year did the students meet the measure of success of 80% of the students would score an 87% or higher on the final exam for all four outcomes. This assessment highlighted that few questions on the final exam addressed outcome-related questions.

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

Changes to the course work included the addition of outcome-related questions to the final exam as well increasing expectations in the area of palpation of muscle origins and insertions to increase the understanding of muscle action. Inclusion of a video surveillance data base for gait observation was also addressed in a basic format.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Apply principles of physics and biomechanics to joint and muscle movement.

- Assessment Plan
  - Assessment Tool: Departmental unit and/or final examination (multiple choice, fill in the blank and short answer)

- Assessment Date: Fall 2016
- Course section(s)/other population: All
- Number students to be assessed: All
- How the assessment will be scored: Departmentally-developed rubric and/or scoring key
- Standard of success to be used for this assessment: 85% of the students will score 83% or higher (B).
- Who will score and analyze the data: department 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)
2019		

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

# of students enrolled	# of students assessed
40	20

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.

20 students were enrolled in both lecture and lab. All students who completed the course were assessed. The numerical value of 40 represents a duplicate counting of lab and lecture students.

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 completed 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.

In addition to the final exam, 13 test questions that best represented this outcome were selected. Blackboard alignment tools were used to assess these questions.

These questions focused on the students' understanding of the biomechanical principles of movement, including the analysis of the physical laws as they relate to movement (energy, force, position, gravity) and the effects that are seen in the human body.

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 standard of success was met. 100% of the students scored an 83% or higher on the final exam, with an average score of 88.75%. 85%, or 17 of 20 students, scored an 83% or higher on the outcome-related questions. The average score for these 13 questions was 89.6%. Question #44 showed the greatest difficulty with 30% of the students scoring incorrectly. This question dealt with a functional movement of the mouth and reflects a reverse action when compared to other muscles of the body, and this proved to be of medium difficulty.

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

The students demonstrated a strong level of understanding of the central components of this outcome. Their areas of strength were concepts regarding positions of joint congruency, differentiating between simple types of muscle contractions as well as open and closed chain activities.

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.

While the standard of success was met, students were challenged by more complex movements with regards to the type of muscle contraction occurring, whether it is concentric or eccentric. These concepts take time to develop as their knowledge of muscle function is moved away from memorization to application in the upcoming course work.

Outcome 2: Describe human movement in terms of planes, anatomical structures (skeletal, muscular, neural) and components of normal movement.

- Assessment Plan
  - Assessment Tool: Departmental unit and/or final examination (multiple choice, fill in the blank and short answer)
  - Assessment Date: Fall 2016
  - Course section(s)/other population: All
  - Number students to be assessed: All

- How the assessment will be scored: Departmentally-developed rubric and/or scoring key
- Standard of success to be used for this assessment: 85% of the students will score 83% or higher (B).
- Who will score and analyze the data: department faculty

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

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

# of students enrolled	# of students assessed
40	20

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.

20 students were enrolled in both lecture and lab. All students who completed the course were assessed. The numerical value of 40 represents a duplicate counting of lab and lecture students.

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 completed 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.

In addition to the final exam, 13 test questions that best represented this outcome were selected. Blackboard alignment tools were used to assess these question.

These questions focused on the ability to describe the normal components of human movement.

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

The standard of success was not met. 100% of the students scored an 83% or higher on the final exam, with an average score of 88.75%. However, in the outcome-related questions, 16 of 20 students, or 80%, scored an 83% or higher with the average score being 86.2%.

Two questions stood out in this area and were of moderate difficulty. Question #52 dealt with a muscle that changes its action depending upon the joint position and question #66 looked at axis of motion vs planes of motion. These two concepts are initially hard to separate in this early stage of learning. A vast amount of material and both areas are expanded upon as students proceed through the program.

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

While students performed well overall on the final exam, they struggled with several of the outcome-related questions. They did however excel in the more direct muscle actions and simple concepts of planes and axis of motion.

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 outcome breaks down movements into very discreet terms that are unfamiliar to the layperson. It requires visualization in multiple dimensions. Repetitive exposure with an increasingly more complex analysis continues throughout the sequential didactic and lab components of the PTA program. This allows the time it takes to gain a thorough understanding of the material.

Outcome 3: Analyze normal movements in select movements and activities.

- Assessment Plan
  - Assessment Tool: Departmental unit and/or final examination (multiple choice, fill in the blank and short answer)
  - Assessment Date: Fall 2016
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Departmentally-developed rubric and/or scoring key
  - Standard of success to be used for this assessment: 85% of the students will score 83% or higher (B).
  - Who will score and analyze the data: department 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)
2019		

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

# of students enrolled	# of students assessed
40	20

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.

20 students were enrolled in both lecture and lab. All students who completed the course were assessed. The numerical value of 40 represents a duplicate counting of lab and lecture students.

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 completed 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.

In addition to the final exam, 10 test questions that best represented this outcome were selected. Blackboard alignment tools were used to assess these questions.

These questions required the student to analyze activities and normal movements associated with activities of daily living.

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

The standard of success was not met. 100% of the students scored an 83% or higher on the final exam, with an average score of 88.75%. On the outcome-related questions, 75% of students scored an 83% or higher; however, the average score on these questions was 91.5%.

Three questions, #44, #22 and #19 again proved to be of medium difficulty. This outcome is closely linked to the first outcome and students were challenged by a more complex analysis of functional activities as to what is happening at a specific point in time.

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

Students excelled in the areas of primary muscle actions and task specific movements in straight plane activities.

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 outcome demonstrates overlap with outcome #1, and increasing their exposure to abnormal movement patterns enhances the understanding of normal movement patterns. Inclusion of app-based physical therapy links as well as building a data base of video examples is being explored for the coming term.

#### Outcome 4: Identify components of normal and abnormal posture and gait.

- Assessment Plan
  - Assessment Tool: Departmental unit and/or final examination (multiple choice, fill in the blank and short answer)
  - Assessment Date: Fall 2016
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Departmentally-developed rubric and/or scoring key
  - Standard of success to be used for this assessment: 85% of the students will score 83% or higher (B).
  - Who will score and analyze the data: department 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)
2019		

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

# of students enrolled	# of students assessed
40	20

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.

20 students were enrolled in both lecture and lab. All students who completed the course were assessed. The numerical value of 40 represents a duplicate counting of lab and lecture students.

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 completed 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.

In addition to the final exam, nine test questions that best represented this outcome were selected. Blackboard alignment tools were used to assess these questions.

These questions focused on the components of gait, both normal and abnormal, and the students' ability to recognize the phase of gait and muscles associated with that phase.

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 standard of success was met. 100% of the students scored an 83% or higher on the final exam, with an average score of 88.75%. 85%, or 17 of 20 students, scored an 83% or higher on the outcome-related questions. The average score for these nine questions was 91.7%. Only one question stood out as slightly difficult.

Question #3 focused on what they wouldn't see during a normal gait cycle and in this stage of learning it is easier to identify normal vs an abnormal motion that wouldn't occur at a specified time of gait.

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



Students demonstrated a strong ability to identify both normal and abnormal gait patterns and characteristics of gait as it relates to the most common gait deviations

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.

Increasing the variety of video analysis through app-based physical therapy links as well as instructor-led group based observation in public places not only on campus, but also with sporting events such as the volunteer opportunity of a local marathon comes later in the program. At this first exposure to the complexity of gait analysis, they have demonstrated a basic competence to build upon in future course work.

### 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.

The changes that were implemented helped to identify areas of focus to broaden the teaching format to aid in learning style preferences by adding palpation and video tools. One additional concept that was introduced this semester was the effect of gravity in different positions to aid in positional sense and muscle force production. This is the first year for this instructor to teach PTA 180 and after teaching PTA 220 for the first time in Winter 2019 I had noticed that 2<sup>nd</sup> year students were really challenged by this concept and it hindered their performance in PTA 220. By adding gravity in this manner, they were able to better understand the concept of concentric and eccentric contractions that had been a greater challenge in years past. Lab quizzes included greater exploration of functional tasks to further challenge the areas that students were lacking, and it appears to have been successful.

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 meeting the needs of our students. I was personally pleased with the results of this assessment. As with every assessment, valuable information is gained in student comprehension of the material presented. PTA 180 is placed in the first semester, as it is one of the most challenging courses and sets the pace early on as to the expectations for student commitment to learning. The Physical Therapist Assistant program is designed as a sequential model of learning. These difficult concepts are continually built upon over each semester. At the end of the program, students are consistently amazed how once what was so confusing is now common sense.

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

The results of this assessment will be shared with all faculty.
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- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	<p>We are adding an app-based learning program called Physio U. This app provides a comprehensive learning experience that includes numerous videos of common functional activities as well as normal and abnormal gait patterns. Information is organized to encourage clinical reasoning and even offers short quizzes to test student comprehensive that allows them to explore a diverse body of knowledge at their own pace and in a format that is mobile.</p> <p>I would like to note that as a class we were scheduled to volunteer at the Ann Arbor Marathon not only to show support to our</p>	<p>The assessment results demonstrated that students would benefit from access to a variety of videos to aid in their ability to analyze movements that show how muscles are functioning at different points during functional activities. The organization of the app encourages further exploration to show how muscle strength, length and postural patterns influence the planes and axes of motion. A great plus to this is that students can watch videos over and over to begin to train their eyes to identify what they are seeing.</p>	2020

	<p>clinical partners, but also to have the opportunity to observe the movement mechanics of a wealth of runners and walkers. This experience was canceled due to the COVID-19 pandemic, but we certainly look forward to next year to use this volunteer opportunity to aid in these outcome-related deficits.</p>		
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5. Is there anything that you would like to mention that was not already captured?

I would like to mention that in future assessments, multiple years will be assessed. Due to the COVID -19 pandemic, accessing data was not possible. Given that it was my first year to teach this course, it was good to go over the prior assessment, and compare it to those changes. This assessment information will aid in this falls plan for course material presentation. My predecessor laid down the foundational changes for me to expand upon. I look forward to the next assessment to see students meet all outcome measures.

### III. Attached Files

- [outcome 1 questions](#)
- [outcome 2 questions](#)
- [outcome 3 questions](#)
- [outcome 4 questions](#)
- [Outcome 1 Performance](#)
- [Outcome 2 Performance](#)
- [Outcome 3 Performance](#)
- [Outcome 4 Performance](#)
- [PTA 180 CP](#)

**Faculty/Preparer:** Ann Herbert **Date:** 06/08/2020  
**Department Chair:** Kristina Sprague **Date:** 06/08/2020  
**Dean:** Valerie Greaves **Date:** 07/12/2020  
**Assessment Committee Chair:** Shawn Deron **Date:** 09/21/2020



**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Physical Therapist Assistant	180	PTA 180 03/21/2013-Clinical Kinesiology
Division	Department	Faculty Preparer
Math, Science and Health	Allied Health	Patricia Hill
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Apply principles of physics and biomechanics to joint and muscle movement.

- Assessment Plan
  - Assessment Tool: Departmental unit and/or final examination (multiple choice, fill in the blank and short answer)
  - Assessment Date: Fall 2010
  - 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)
2012, 2011, 2010, 2009		

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

# of students enrolled	# of students assessed
190	87

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 register for a lecture section and lab section, therefore are counted twice.
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The number of students registered for PTA 180 was 95. A total of 87 students actually completed the course and 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 sections of this course were assessed. This course only meets during the day.

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

All students were given a departmental/course written final examination consisting of multiple choice and fill in questions. The examination was 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: No

Questions on the final written exam addressed minimal aspects of physics and biomechanics; primarily concepts of muscle length tension, arthokinetics, and kinetic chain. Year 2009 had no test questions for this outcome.

The measure of success for this outcome had been determined to be that 80% of students would achieve a final exam score equal to or better than a B+ (which for this course was a grade of 87% or higher). In no year did 80% of the students achieve a final exam score greater equal to or better than a B+.

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

Areas of strength include understanding of joint congruency, closed and open kinetic chain activities, and concentric and eccentric muscle contractions.

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 area of active and passive insufficiency and its impact on movement was consistently found to be an area needing improvement.

Outcome 2: Describe human movement in terms of planes, anatomical structures (skeletal,

muscular, neural) and components of normal movement.

- Assessment Plan

- Assessment Tool: Departmental unit and/or final examination (multiple choice, fill in the blank and short answer)
- Assessment Date: Fall 2010
- 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:

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Students register for a lecture section and lab section, therefore are counted twice. The number of students registered for PTA 180 was 95. A total of 87 students actually completed the course and 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 enrolled in this class were assessed. This course is only offered during the day.

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

All students were given a departmental/course written final examination consisting of multiple choice and fill in questions. The examination was 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: No

Questions on the written final exam addressed the muscles associated with select movements, the planes and axes associated with select movements, types of movements and nerves associated with movement. The measure of success for this outcome was that 80% of students would achieve a final exam score of equal to or better than a B+ (which was a score of 87% or higher for this course). In no year did 80% of the students achieve a final exam score equal to or better than a B+.

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

Identifying the planes and axes of motions of extremities, and identifying the function of a muscle.

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.

Pelvic movements, muscles responsible for scapular movements (taught early in the semester); that is looking at a movement and determining which muscles are responsible for the activity. Recognizing the types of activities associated with which lever (which requires more integration of the material),

Outcome 3: Analyze normal and abnormal movements in select movements and activities.

- Assessment Plan
  - Assessment Tool: Departmental written and lab practical unit and/or final examination (short answer and multiple choice)
  - Assessment Date: Fall 2010
  - 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.

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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 sections of this course were assessed. This course meets only during the day.

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

All students were given a departmental/course written final examination consisting of multiple choice and fill in questions. The examination was 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: No  
 Questions on the final written exam addressed aspects of normal and abnormal movements. The measure of success for this outcome was that 80% of students would achieve a final exam score of equal to or better than a B+ (which was a score of 87% or higher for this course). In no year did 80% of the students achieve a final exam score equal to or better than a B+.

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

Recognizing components of normal movement in straight plane activities.  
 Recognizing the muscular components of normal movements when observing motions.

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.

Providing students with more opportunities to analyze movements both normal and abnormal using video and demonstration and less on paper.

Outcome 4: Identify components of normal and abnormal posture and gait.

- Assessment Plan
  - Assessment Tool: Departmental written and lab practical unit and/or final examination (short answer and multiple choice)
  - Assessment Date: Fall 2010
  - 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:

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Students register for a lecture section and lab section, therefore are counted twice. The number of students registered for PTA 180 was 95. A total of 87 students actually completed the course and 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 sections of this course were assessed. This course only meets during the day.

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

All students were given a departmental/course written final examination consisting of multiple choice and fill in questions. The examination was 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: No

Questions on the final written exam addressed normal and abnormal gait and postures. The measure of success for this outcome was that 80% of students would achieve a final exam score of equal to or better than a B+ (which was a score of 87% or higher for this course). In no year did 80% of the students achieve a final exam score equal to or better than a B+.

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

Students demonstrated the ability to identify the components of an abnormal posture. If given a standard deviation, they could identify what would be expected. Given a normal gait and typical abnormality, students could identify expected components of specific phases of gait.

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.

Level of competence was lower than expected. Posture and gait are the last components of the course and are developed in sequential courses. In order to improve, posture can be integrated into an earlier section. Head and neck posture as a component of the study of the trunk. More examples and opportunities for observing abnormal gait will be provided.

## 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 appears to be meeting the need to instruct students in palpation, identification of landmarks and muscle action. It also introduces students to normal gait and posture. It lays the foundation for students to be able to use basic information about muscles and movement to begin to analyze abnormal movements. The assessment confirmed what has been observed in laboratory classes and later classes; that students have difficulty determining the types of muscle contractions involved in an activity.

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

The results of this assessment, changes, and action plan will be discussed with faculty at a faculty meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	<p>A B+ final exam score will no longer be the sole assessment of this course. Additional specific assessment items will be added such as:</p> <ol style="list-style-type: none"> <li>1. The student will identify components of normal and abnormal gait.</li> <li>2. The student will accurately palpate the origin, insertion, and muscle belly of a muscle.</li> <li>3. The student will</li> </ol>	<p>These added items will give a more accurate indicator of how the course is meeting the needs of students and preparing them for the application of this coursework in later semesters of the program.</p>	2013

	demonstrate the action of a select muscle and the correct (requested) muscle contraction.		
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4. Is there anything that you would like to mention that was not already captured?
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### III. Attached Files

[Outcome 1](#)

[Final Written Exam Scores](#)

[Outcome 2](#)

[Outcome 3](#)

[Outcome 4](#)

**Faculty/Preparer:** Patricia Hill

**Date:** 6/25/13

**Department Chair:** Connie Foster

**Date:** 6/27/13

**Dean:** Martha Showalter

**Date:** 6/27/13

**Assessment Committee Chair:** Michelle Garey

**Date:** 7/16/13