

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Physical Therapist Assistant	198	PTA 198 07/25/2023-Soft Tissue Management
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer		Ann Herbert
Date of Last Filed Assessment Report		07/08/2019

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

Through Fall 2018

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

Over a three year period, all students across all outcomes not only met, but by far exceeded the standard of success.

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

Based on this assessment, several changes were implemented. Students consistently and persistently requested additional scheduled lab time for more in-depth learning and practice. This was granted with the addition of a second lab meeting each week. This additional time allows for development of clinical reasoning to go along with skill acquisition. Outcome language was changed: Outcome 1 took out the word integumentary as this is better assessed in course leading up to PTA 198. Outcome 2 was changed to include lab practical data along with final written exam data as assessment tools, to better reflect the goals of this outcome. A detailed assignment on data collection and documentation was introduced to outcome 3. It was noted at the time of this assessment that written exams were re designed to better reflect the Licensure exam not only in format, but in the students' ability to apply their knowledge to a clinical situation.

II. Assessment Results per Student Learning Outcome

Outcome 1: Differentiate normal from abnormal conditions of soft tissue structures of the spine and extremities.

- Assessment Plan
 - Assessment Tool: Departmental written final examination
 - Assessment Date: Fall 2022
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer sheet
 - Standard of success to be used for this assessment: 90% of all students will score a minimum of 73% on the final exam
 - 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)
2022, 2021		

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

# of students enrolled	# of students assessed
66	33

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

The number 66 reflects a duplicate counting. Students are enrolled in both a lecture and lab portion of PTA 198 that encompass on overall 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 enrolled were assessed.

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

This outcome was assessed via the final written exam. Questions were selected to best represent the information relating to each outcome. The final exam is a multiple-choice question test that is designed to mirror the licensure exam students

take. Typically, each question has two good answers, students are asked to use clinical reasoning to select the BEST answer.

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

Met Standard of Success: Yes

In both years, students did very well. In 2022, 16/16 and in 2021, 16/17 met the standard of success for this outcome. 32/33 (97%) of students met the standard of success. In both years the class average for this outcome was 88% far exceeding the 73% standard.

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

In both years this outcome had a high level of success, far exceeding the 73% standard. Students showed a satisfactory level of understanding in this area of their learning.

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.

Improvements are always desired and continuing with an open question format, case studies and real-life application will continue to enhance the students' level of clinical reasoning to aid in the achievement of entry level clinical reasoning skills in their final clinical education courses.

Outcome 2: Differentiate and demonstrate safe and appropriate soft tissue interventions related to orthopedic techniques of the extremities, cervical, thoracic and lumbar spine.

- Assessment Plan
 - Assessment Tool: Final examination
 - Assessment Date: Fall 2022
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer sheet
 - Standard of success to be used for this assessment: 90% of all students will score a minimum of 73% on the final exam

- 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)
2022, 2021		

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

# of students enrolled	# of students assessed
66	33

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

The number 66 reflects a duplicate counting. Students are enrolled in both a lecture and lab portion of PTA 198 that encompass an overall 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 enrolled were assessed.

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

This outcome was assessed via the final written exam. Questions were selected to best represent the information relating to each outcome. The final exam is a multiple-choice question test that is designed to mirror the licensure exam students take. Typically, each question has two good answers, students are asked to use clinical reasoning to select the BEST answer.

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
 Twenty-two questions were selected to represent this outcome. In 2022, 14/16 or 88% and in 2021, 16/17 or 94% of the students met the standard of success. Overall, 30/33 (91%) of students scored 70% or higher, meeting 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.

Twenty-two questions were selected to represent this outcome. In 2022, 14/16 or 88% and in 2021, 16/17 or 94% of the students met the standard of success. Interestingly enough, one question in 2021 consistently challenged the students and by 2022 this question had a high success rate while four different questions stood out. In all cases, the students who failed to select the BEST answer, chose the next best option. These types of questions help the student to carefully review the information the question is asking and with greater thought, they can see how their answer would have been eliminated. Thus, students are better prepared for the licensure exam. With regards to the lab practical portion of this outcome, students demonstrated confidence in their selections and convey they have practiced the skills presented, utilizing the extra lab time has increased this significantly and allows for instructor feedback in a variety of techniques.

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 standard of success of 90% was missed in 2021 with 88% having scored 73% or higher on outcome related questions. As noted above, students consistently chose the second-best answer. Throughout the program, students are frequently engaged in sample questions to develop their skills of reading and answering licensure formatted questions. Clinical reasoning develops at different paces for students. For many, it happens once they are in their full-time clinical rotations and the patients they work with help to link their book knowledge to application. So often, the student has the knowledge and second guess's the answer. The plan is to continuously and persistently utilize opportunities for them to apply these skills in testing situations. Each year the test difficulty is reassessed to further challenge the students and this is being successfully demonstrated in our high licensure passing rate.

With regard to the lab practical component of this outcome, students struggle slightly with the amount and pressure for each treatment. Learning to read the patients' response while they are in a testing situation increases their stress levels, and multi-tasking under stress is difficult at this early stage. I continue to use the practical exams to assess their skill level and as a learning moment to convey specifics so they can get the a-ha moment with guidance. Students are well received for their skills in the clinic and practicing on real patients makes it much easier than simulation with a partner.

Outcome 3: Collect and report appropriate data related to interventions and patient management.

- Assessment Plan
 - Assessment Tool: Lab practical examination
 - Assessment Date: Fall 2022
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 90% of all students will score a minimum of 73% on the final lab practical
 - 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)
2022, 2021, 2020		

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

# of students enrolled	# of students assessed
102	51

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 in PTA 198 were assessed. The number 102 reflects a duplicate counting as each student is enrolled in a lecture and a lab component of 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 enrolled were assessed.

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

Based on the previous assessment, it was determined that a more in-depth assignment would be utilized for this outcome. Students are asked to complete a detailed data collection assignment on a fellow student, family member or friend. Based on the standard SOAP (Subjective, Objective, Assessment and Plan)

note recording method with in our industry, students gather data and identify problem areas. Goals, treatment recommendations and clinical reasoning are stated for each problem area identified. Students are scored using a rubric by faculty for each lab.

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

Met Standard of Success: Yes

In all three years the standard of success was met. In 2022 and 2021 all students scored an 88% or higher on this outcome and in 2020 all students scored an 80% or higher.

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

In all years this outcome standard was met by 100% of the students. This assignment requires the student to go back over several semesters of learning and perform skills, tests and measures on patients and then encourages clinical application to treatment, interventions and goal writing that prepares them for the final clinical education component of the program just prior to graduation. The success of this outcome shows the areas of strength that our students have developed throughout the sequentially based learning alignment of the PTA program. These strengths include the ability to look at the patient as a whole, not just the injured area and to explain in layman's terms the process, expectations and findings of their assessment.

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 have done exceptionally well with this assignment. It encourages problem-solving and creative thought processes to address a patient's whole body and not just one region. The linking of other regions to the symptomatic one takes curiosity. Curiosity is what we strive to draw out of students to promote the desire of lifelong learning and this is what leads to continuous improvement. Students are cautioned against diagnosis and while they are excited to see the relationships, it is important that they remain objective and develop problem lists and plans of care to address findings. Students are encouraged to not look at fellow students. Fellow students know what is expected and often fill in the gaps when it comes to positioning and directions.

Outcome 2: Differentiate and demonstrate safe and appropriate soft tissue interventions related to orthopedic techniques of the extremities, cervical, thoracic and lumbar spine.

- Assessment Plan
 - Assessment Tool: Lab practical examination
 - Assessment Date: Fall 2022
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 90% of all students will score a minimum of 73% on the final lab practical
 - 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)
2022, 2021		

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

# of students enrolled	# of students assessed
66	33

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

The number 66 reflects a duplicate counting. Students are enrolled in both a lecture and lab portion of PTA 198 that encompass on overall 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 were assessed.

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

Students partake in a final skills practical examination. Skills are drawn from their master skills checklist. Based on the rubric designated, students are asked to

accurately and safely demonstrate several skills randomly selected from the entire year worth of skills.

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

Met Standard of Success: Yes

In all three years, all students met the standard of success. In 2022, all students scored a 92% or higher, in 2021, all students scored an 83% or higher, and in 2020, all students scored a 73% or higher in this final skills examination.

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

Twenty-two questions were selected to represent this outcome. In 2022, 14/16 or 88% and in 2021, 16/17 or 94% of the students met the standard of success. Interestingly enough, one question in 2021 consistently challenged the students and by 2022 this question had a high success rate while four different questions stood out. In all cases, the students who failed to select the BEST answer, chose the next best option. These types of questions help the student to carefully review the information the question is asking and with greater thought, they can see how their answer would have been eliminated. Thus, students are better prepared for the licensure exam. With regards to the lab practical portion of this outcome, students demonstrated confidence in their selections and convey they have practiced the skills presented, utilizing the extra lab time has increased this significantly and allows for instructor feedback in a variety of techniques.

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 standard of success of 90% was missed in 2021 with 88% having scored 73% or higher on outcome related questions. As noted above, students consistently chose the second-best answer. Throughout the program, students are frequently engaged in sample questions to develop their skills of reading and answering licensure formatted questions. Clinical reasoning develops at different paces for students. For many, it happens once they are in their full-time clinical rotations and the patients they work with help to link their book knowledge to application. So often, the student has the knowledge and second guess's the answer. The plan is to continuously and persistently utilize opportunities for them to apply these skills in testing situations. Each year the test difficulty is reassessed to further challenge the students and this is being successfully demonstrated in our high licensure passing rate.

With regard to the lab practical component of this outcome, students struggle slightly with the amount and pressure for each treatment. Learning to read the patients' response while they are in a testing situation increases their stress levels, and multi-tasking under stress is difficult at this early stage. I continue to use the practical exams to assess their skill level and as a learning moment to convey specifics so they can get the a-ha moment with guidance. Students are well received for their skills in the clinic and practicing on real patients makes it much easier than simulation with a partner.

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.

Information and practice has contributed to a more confident and knowledgeable student.

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?

One intended change had a significant impact on student success. Having taught this course since the beginning of the PTA program, we went to bat for the students to gain the additional lab time that they consistently requested in the student opinion questionnaires. Prior to this additional time, the pace of the course was so intense that valuable skills and clinical reasoning were not able to be included. By adding this extra lab, students perform so well in all outcomes. The lecture component to this course is small and having time to dwell in the content during lab has contributed to turning out successful clinicians.

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

This information will be shared with all faculty members of the PTA program, along with the Dean and Department chair of the Allied Health programs.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

Two years were assessed due to the archiving of old courses in blackboard which resulted in the loss of data for 2020.

III. Attached Files

[2022 O1 questions](#)
[2022 course performance report](#)
[2021 O1 questions](#)
[2022 Outcome 1 performance](#)
[2022 Outcome 2 performance](#)
[2022 O2 questions](#)
[2021 Course performance](#)
[2021 O2 questions](#)
[Outcome 2/3 Lab data](#)
[Skills Rubric](#)
[Masterskills checklist](#)
[2021 Outcome 1 performance](#)
[2021 Outcome 2 performance](#)

Faculty/Preparer: Ann Herbert **Date:** 08/15/2023
Department Chair: Kristina Sprague **Date:** 08/16/2023
Dean: Shari Lambert **Date:** 08/17/2023
Assessment Committee Chair: Jessica Hale **Date:** 07/15/2024

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Physical Therapist Assistant	198	PTA 198 05/06/2019-Soft Tissue Management
Division	Department	Faculty Preparer
Health Sciences	Allied Health	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?

No

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

3.

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

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Differentiate normal from abnormal conditions of the integument and other soft tissue structures of the spine and extremities.

- Assessment Plan
 - Assessment Tool: final examination
 - Assessment Date: Fall 2010
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students
 - How the assessment will be scored: Departmental final written exam will be scored with an answer sheet.
 - Standard of success to be used for this assessment: 90% of all students will score a minimum of 73% on the final exam

- Who will score and analyze the data: Department faculty will blind-score (when possible) the data and review the results.

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
94	47

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

47 students were enrolled in both lecture and lab. All the students who completed the course were assessed. The numerical value of 94 reflects a duplicate counting of lab and lecture students. One student withdrew from the course for a total of 47.

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 using the final exams, nine multiple choice and three true and false questions were selected that best represented this outcome. Questions were scored as correct or incorrect by faculty.

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: <u>Yes</u>
The standard of success was met, as 98% of students (46 of 47) scored 73% or higher on the final exam.

However, as we looked at the outcome-related questions, only 42 of 47 (89%) of the students scored 73% or higher. This allowed us to identify areas where students are having more difficulty.

Questions #13 and #43 consistently had the lowest scores:

In 2016: 69% for question #13 and 58% for question #43

In 2017: 27% for question #13 and 45% for question #43

In 2018: 64% for question #13 and 76% for question # 43

These questions required integration of foundational information and interpretation of results regarding carpal tunnel and pelvic alignment.

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

Overall, students from all three years demonstrated a high level of understanding of the central components and application of knowledge.

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.

Questions #13 and #43 consistently had the lowest scores: In 2016 (68%, 58%), 2017 (27%, 45%) and 2018 (64%, 76%). These questions required integration of foundational information and interpretation of results regarding carpal tunnel and pelvic alignment. I plan to emphasize these concepts in greater detail.

To better prepare students for the licensing exam, test questions will be reformatted to involve a greater degree of clinical reasoning. Scores reflected difficulty with interpretation of patient data and application to treatment plan implementation. The final exam for 2019 has been revised to better integrate concepts learned in all courses in the Physical Therapist Assistant program.

Outcome 2: Demonstrate safe and appropriate soft tissue interventions and orthopedic techniques of the extremities, cervical, thoracic and lumbar spine.

- Assessment Plan
 - Assessment Tool: lab practical examination
 - Assessment Date: Fall 2010
 - Course section(s)/other population: all sections

- Number students to be assessed: all students
- How the assessment will be scored: Lab practical examination will be scored using a departmentally developed rubric.
- Standard of success to be used for this assessment: 90% of all students will score a minimum of 73% on the final lab practical
- Who will score and analyze the data: Department faculty will blind-score (when possible) the data and review the results.

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
94	47

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

47 students were enrolled in both lecture and lab. All the students who completed the course were assessed. The numerical value of 94 reflects a duplicate counting of lab and lecture students. One student withdrew from the program.

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 from all sections were included in the assessment process.

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

The final practical exam was used for this assessment. Each student was tested on select items from the master skills checklist and required to demonstrate appropriate techniques. See attached master skills document.

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 measure of success was met: 100% of the students scored 73% or higher on the final skills exam. In 2016, all students scored 90% or higher; in 2017, all students scored 86% or higher; and in 2018, all students scored 85% or higher.

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

Overall, students from all three years consistently demonstrated several interventions and techniques safely and appropriately.

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, the students consistently performed well when tested on the Master skills list. In all three years, students have requested more time to cover and practice the materials presented. The students state they don't feel confident as they prepare to enter their clinical assignment. The amount of material that students are expected to have for clinical success exceeds what can be presented within the current contact hours.

Outcome 3: Collect and report appropriate data related to interventions and patient management.

- Assessment Plan
 - Assessment Tool: lab practical examination
 - Assessment Date: Fall 2010
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students
 - How the assessment will be scored: Lab practical examination will be scored using a departmentally developed rubric.
 - Standard of success to be used for this assessment: 90% of all students will score a minimum of 73% on the final lab practical
 - Who will score and analyze the data: Department faculty will blind-score (when possible) the data and review the results.

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
94	47

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

47 students were enrolled in both lecture and lab. All the students who completed the course were assessed. The numerical value of 94 reflects a duplicate counting of lab and lecture students. One student withdrew from 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 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 all years, the lab final included data collection and recording in a patient care note. In 2018, an assignment was added to expand data collection and interpretation.

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 measure of success was met: 100% of the students scored 73% or higher on the final skills exam. In 2016, all students scored 90% or higher; in 2017, all students scored 86% or higher; and in 2018, all students scored 85% or higher.

The patient care note was a component of the lab practical exam and represented 10% of the final lab skills grade. This total score was used to measure success.

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

Students are able to consistently and accurately collect and document the patient data in a patient care note.

- 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.

As of 2019, the data collection, documentation and interpretation component of this outcome has been expanded to include a more detailed assignment separate from the final exam. This assignment will be used as an assessment tool. Documentation during the practical exam will be time limited to better reflect clinic demands. Students are now expected to utilize electronic documentation programs in clinic settings. Program-wide use of electronic documentation is being considered.

III. Course Summary and Intended Changes Based on Assessment Results

- 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.

N/A

- 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?

Although the students have met the standard of success, they need more content (lecture) and Lab (practice) time to meet the expectations and demands of the clinic.

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

This information will be shared with all faculty members.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Outcome #1 will now	Outcome #1: Integument is not	2019

	<p>read: Differentiate normal from abnormal conditions of soft tissue and joint structures of the spine and extremities.</p> <p>Outcome #2 will now read: Interpret patient conditions and demonstrate safe and appropriate soft tissue interventions and orthopedic techniques of the extremities, cervical, thoracic and lumbar spine.</p>	<p>included as this is addressed in detail in other courses.</p> <p>Outcome #2: Interpretation is added so this outcome can be tested on both written and skill exams.</p>	
Assessment Tool	<p>Outcome #2: Students will be assessed in both written and skills exam format.</p>	<p>Expanding this outcome into a written assessment will allow a more detailed assessment of student comprehension and application.</p>	2019
Objectives	<p>Course objectives will be updated.</p>	<p>These objectives will be included in an updated master syllabus.</p>	2019
Course Assignments	<p>Increase time spent on concepts where students scored below 73% on the test questions.</p>	<p>Students didn't perform well on the questions related to student learning outcome #1.</p>	2019

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

6.

III. Attached Files

[Masterskills](#)
[practical exam checkoff](#)
[PTA 198 2016 data](#)
[PTA 198 2017 data](#)
[PTA 198 2018 data](#)

Faculty/Preparer: Ann Herbert **Date:** 05/17/2019
Department Chair: Kristina Sprague **Date:** 05/21/2019
Dean: Valerie Greaves **Date:** 06/14/2019
Assessment Committee Chair: Shawn Deron **Date:** 07/08/2019