

## Program Assessment Report

Program: Physical Therapist Assistant - Associate in Applied Science

Year: 18/19

Division: Health and Wellness

Contact: Chris Hausbeck

## Delta College



### Actions Taken in Response to Last Year's Report

Due to the favorable results of the previous assessment, this practice was continued.

The Clinical Performance Instrument (CPI) data was as good or better than our previous clinical evaluation tool. Continue use of the CPI.

None.

### Rationale for Current Assessments

#### Assessment 1 of 3

#### Goal / Project

Prepare students for a job as a healthcare professional

#### Outcome(s)

Pass the National Physical Therapy Exam.

#### Standard / Objective

*The ultimate pass rate on the NPTE for each cohort of students will be 85% or greater*

#### Method of assessment

External Licensure Exam

#### Comment/Details about the method of assessment

All students take the licensure exam. Ultimate pass rate must be posted publicly, first-time pass rates are available to the programs.

#### Courses Affected

All

#### Time Frame

2019 graduating class

#### Submitted By

Chris Hausbeck

#### Result

#### Result

(3) Results exceeded expectation/standard

#### Data Collection (general or specific stats regarding results)

From the 2019 graduating class, the ultimate pass rate was 90% (9/10 students). The first-time pass rate was 90% (9/10 students).

What We Learned (areas for improvements, strengths, etc.)

The ultimate pass rate continues to exceed the benchmark, but the program still aims to achieve 100% first-time pass rate.

Use of Data to Improve Student Success

The program continues to track PEAT data to see how it correlates with first-time and ultimate pass rates.

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|--|--|
| <p>Institutional Student Learning Outcome</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apply Knowledge and Skills</li> <li><input checked="" type="checkbox"/> Think Critically</li> <li><input type="checkbox"/> Communicate Effectively</li> <li><input type="checkbox"/> Act Responsibly</li> </ul> | <p>Action plan items of what is planned based on the data and results</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Change assignments/activities</li> <li><input type="checkbox"/> Change materials provided</li> <li><input type="checkbox"/> Adjust grading rubric</li> <li><input type="checkbox"/> Continue to Monitor</li> <li><input type="checkbox"/> Update course content</li> <li><input type="checkbox"/> Update course outcomes</li> <li><input type="checkbox"/> Update prior courses</li> <li><input type="checkbox"/> Other</li> </ul> |
|--|--|

**Assessment 2 of 3**

**Goal / Project**

Prepare students for a job as a healthcare professional

**Outcome(s)**

Utilize appropriate critical thinking abilities to carry out an established plan of care under the supervision of a physical therapist.

**Standard / Objective**

*All students in PTA 224 (terminal clinical education course) will earn the required scores on the CPI for critical thinking as outlined in the course syllabus. Additionally, 80% or more of respondents on the employer surveys will rate critical thinking skills as adequate (rating 3 out of 5) or better.*

Method of assessment

Clinical Evaluation(s)

Comment/Details about the method of assessment

There is a specific outcome with several objectives related to clinical problem solving on the clinical evaluation instrument we use. There is also a specific section of the employer survey that asks about critical thinking.

Courses Affected

PTA 224

Time Frame

CPI data from Winter 2019; employer survey results collected Summer 2018

Submitted By

Chris Hausbeck

**Result**

Result

(2) Results met expectation/standard

Data Collection (general or specific stats regarding results)

Employer survey results: No critical thinking items fell below our 80% benchmark.      CPI results: All students met the benchmark

What We Learned (areas for improvements, strengths, etc.)

The data tells us that our students are consistently demonstrating entry-level critical thinking skills by

graduation. Additionally, employers agree with this as well.

Use of Data to Improve Student Success

Status quo - continue current practices

|  |   |
|--|---|
| <p>Institutional Student Learning Outcome</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apply Knowledge and Skills</li> <li><input checked="" type="checkbox"/> Think Critically</li> <li><input type="checkbox"/> Communicate Effectively</li> <li><input type="checkbox"/> Act Responsibly</li> </ul> | <p>Action plan items of what is planned based on the data and results</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Change assignments/activities</li> <li><input type="checkbox"/> Change materials provided</li> <li><input type="checkbox"/> Adjust grading rubric</li> <li><input checked="" type="checkbox"/> Continue to Monitor</li> <li><input type="checkbox"/> Update course content</li> <li><input type="checkbox"/> Update course outcomes</li> <li><input type="checkbox"/> Update prior courses</li> <li><input type="checkbox"/> Other</li> </ul> |
|--|---|

**Assessment 3 of 3**

**Goal / Project**

Prepare students for a job as a healthcare professional

**Outcome(s)**

Demonstrate professional behaviors of the physical therapy field.

**Standard / Objective**

*100% of students will complete the professional behaviors assessment in their first year of the program; Students will maintain professional behaviors throughout the two year program*

Method of assessment

Other - Internal Measure

Comment/Details about the method of assessment

Students complete a Professional Behaviors Assessment each semester and self-assess their progress with the professional behaviors. Faculty also fill this out. Students are aware that there is a disciplinary process that will be implemented if they don't adhere to these behaviors.

Courses Affected

All

Time Frame

2018-2019

Submitted By

Chris Hausbeck

**Result**

Result

(2) Results met expectation/standard

Data Collection (general or specific stats regarding results)

100% of students self-assessed their behaviors and then received feedback on the professional behaviors assessment. The disciplinary process was not initiated.

What We Learned (areas for improvements, strengths, etc.)

Individual discussions with students prompted some positive changes in their behaviors; some students lacked self-awareness and didn't realize some of their behaviors are deemed unprofessional.

Use of Data to Improve Student Success

This process is worthwhile for students - the professional behaviors are employability skills so we are helping them get a "leg up" in the workforce

| Institutional Student Learning Outcome                      | Action plan items of what is planned based on the data and results                                    |
|---|---|
| <input type="checkbox"/> Apply Knowledge and Skills         | <input type="checkbox"/> Change assignments/activities <input type="checkbox"/> Update course content |
| <input type="checkbox"/> Think Critically                   | <input type="checkbox"/> Change materials provided <input type="checkbox"/> Update course outcomes    |
| <input checked="" type="checkbox"/> Communicate Effectively | <input type="checkbox"/> Adjust grading rubric <input type="checkbox"/> Update prior courses          |
| <input checked="" type="checkbox"/> Act Responsibly         | <input checked="" type="checkbox"/> Continue to Monitor <input type="checkbox"/> Other                |

## Comments and Action Plan

### Discipline/Program Comments

The faculty collectively acknowledge the positive impact of this tool and the awareness the students have of professional behaviors due to this process. Employers and clinical instructors report professionalism being a strength in our students.

The discipline is always looking for ways to improve critical thinking with our students. Anecdotally, students seem to be struggling with this more and more.

The program still hopes to achieve a first-time pass rate of 100%. The program coordinator will contact all students who don't pass the NPTE on the first attempt to see if they need additional coaching/assistance.

### Advisory Board Comments

The advisory board continues to support this project and clinical instructors appreciate the professionalism our students display

N/A

The advisory board is pleased with this outcome/pass rate.

### Assessment Committee Comments

### Curriculum Council Comments

N/A

N/A

N/A

### Action Plan

Continue use of this tool throughout our program.

Continue to track data using the CPI; send employer surveys every 2 years.

Continue to monitor PEAT data for possible correlation with first-time pass rates.

### Actions Taken in Response to Older Reports