

Program Assessment Report

Program: Physical Therapist Assistant - Associate in Applied Science

Year: 20/21

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.

Status quo - continue to develop ways to work on/improve this ability in students

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 graduates take the licensure exam. Both the first-time and the ultimate pass rate must be posted to our public website per our external accreditor.

Courses Affected

All

Time Frame

2021 graduating class

Submitted By

Chris Hausbeck

Result

Result

(3) Results exceeded expectation/standard

Data Collection (general or specific stats regarding results)

From the 2021 graduating class, the ultimate pass rate was 92.3% (12/13 students). The first-time pass rate was also 92.3% (12/13 students). Only students who passed the PEAT were allowed to take the licensure exam prior to graduation. Delta's first-time pass rate (92.3%) was above the national average of 79.8%.

Delta's ultimate pass-rate (92.3%) was also above the national average of 86.3%. Delta's mean scale score for first-time test takers was 639.9, which fell slightly below the national mean scale score of 647.8.

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. We will monitor our mean scale score compared to the national average.

Use of Data to Improve Student Success

The program will begin to require remedial work if a student doesn't pass the PEAT exam. This could be a passing score on another practice exam, or proof of completion of content review modules. This should also help our mean scale score to improve.

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

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 2020 and 2021; employer survey results collected Summer 2021

Submitted By

Chris Hausbeck

Result

Result

(2) Results met expectation/standard

Data Collection (general or specific stats regarding results)

Employer survey results: 8 employers returned the survey. No critical thinking items fell below our 80% benchmark. CPI results: All students (30/30) 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

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

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

2019-2021

Submitted By

Chris Hausbeck

Result

Result

(1) Results did not meet expectation/standard

Data Collection (general or specific stats regarding results)

100% of students (max of 40 students, but typically less due to attrition rates) self-assessed their behaviors and then received feedback on the professional behaviors assessment. The disciplinary process was initiated with two students.

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

The disciplinary process was initiated with two different students. Each progressed through all four steps and ultimately were dismissed from our program for unprofessionalism. One occurred in Winter 2020 and the other in Fall 2021. We learned that 4 "strikes" is one too many.

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 discipline faculty tried multiple approaches and tactics to resolve the unprofessional student behaviors before dismissing these individuals, but all approaches failed. This showed us that our process works, but we were disappointed that it had to be implemented.

Employer survey results: 8 employers returned the survey. No critical thinking items fell below our 80% benchmark. CPI results: All students (30/30) met the benchmark

The program will begin to require remedial work (see above) if a student doesn't pass the PEAT. Additionally, we will increase our benchmark data from 85% to 90%.

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

Please continue with the work you are doing to ensure student success.

Curriculum Council Comments

N/A

N/A

N/A

Action Plan

Continue use of this tool throughout our program; update the professional behaviors disciplinary process to go from four steps to three.

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

Monitor first-time pass rates, make the changes described above.

Actions Taken in Response to Older Reports