

# Program Assessment Report

Program: Physical Therapist Assistant - Associate in Applied Science  
Year: 23/24  
Division: Health and Wellness  
Contact: Chris Hausbeck

## Delta College



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

### Rationale for Current Assessments

#### Assessment 1 of 3

#### Goal / Project

Prepare students for a job as a healthcare professional

#### Outcome(s)

Use relevant interpersonal skills to communicate with each diverse person in the healthcare setting.

#### Standard / Objective

80% of responses on the employer surveys will rate interpersonal skills as adequate (score of 3 out of 5) or greater; All students (100%) will achieve a rating of "entry level" on the CPI by the end of their final clinical rotation.

#### Method of assessment

Clinical Evaluation

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

Employer surveys are mailed out every two years. There are two questions on this survey that specifically ask employers to rate our grads on communication and interpersonal relationships. The CPI is completed during each full-time clinical rotation. On the CPI, there are two assessment item on interpersonal skills. Item 2.1 is "Interpersonal Communication" and item 2.2 is "Interpersonal Inclusivity."

#### Courses Affected

Interpersonal skills are practiced in all courses; CPI ratings affect PTA 224 (final clinical course in the program)

#### Time Frame

Winter 2023 and Winter 2024 semester

#### Submitted By

#### Result

#### Result

#### How many students

22

#### Average Score

0

#### Percent that met standard

100.0%

#### For GenEd Only

Level 0

Level 1:

Level 2:

Level 3:

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

17 employer surveys were returned, for a 50% return rate. Of those returned, 100% rated communication and interpersonal skills as adequate or above (actually, only one employer chose "adequate." The rest chose

"very well." On the CPI for the class of 2023 and class of 2024, 100% of students (22/22) achieved an entry level rating on the interpersonal skills items.

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

Our students are demonstrating proficiency/meeting this program outcome. Their preparation in the technical and laboratory courses prepares them for clinical rotations. Clinical rotations then prepare them to be employees. They're demonstrating proficiency when appropriate.

**Use of Data to Improve Student Success**

Employers value interpersonal skills. We hear this over and over again at our annual program advisory board meetings. We should continue to emphasize this program outcome in order to prepare excellent graduates.

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 checked="" type="checkbox"/> Change assignments/activities	<input type="checkbox"/> Update course or CC prog conte
<input type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided	<input type="checkbox"/> Update course or CC prog outcc
<input checked="" type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric	<input type="checkbox"/> Change course sequence or prerequisites
<input checked="" type="checkbox"/> Act Responsibly	<input checked="" type="checkbox"/> Continue to monitor and assess next outcome	<input type="checkbox"/> Other
	<input type="checkbox"/> Review or update assessment proces	

**Assessment 2 of 3**

**Goal / Project**

Prepare students for a job as a healthcare professional

**Outcome(s)**

Perform appropriate technical skills to function as a competent entry-level physical therapist assistant.

**Standard / Objective**

*All students in PTA 224 (terminal clinical education course) will earn the required scores on the CPI for technical skills (interventions) as outlined in the course syllabus. Additionally, 80% or more of respondents on the employer surveys will rate technical skills as adequate (rating 3 out of 5) or better. On the exit survey for graduating students, they will assess their preparation/ability on technical skills. If fewer than 80% rate their preparation as "adequate" or better, this will trigger action by the program coordinator.*

**Method of assessment**

Clinical Evaluation

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

On the CPI, there are three assessment items on technical skills. Item 3.2 is "Interventions: Therapeutic Exercise and Techniques." Item 3.3 is "Interventions: Mechanical and Electrotherapeutic modalities." Item 3.4 is "Interventions: Functional Training and Application of Devices and Equipment." There is an entire section with multiple questions on the employer survey that asks about "entry-level technical skills." There is also an entire section on the exit survey that asks about data collection skills and a section that asks about interventions/technical skills.

**Courses Affected**

Technical skills are practiced in all lab courses; CPI ratings affect PTA 224 (final clinical course in the program)

**Time Frame**

Winter 2023 and Winter 2024

**Submitted By**

**Result**

**Result**

(2) Results met expectation/standard

How many students      Average Score      Percent that met standard

22

80

100.0%

For GenEd Only    Level 0     Level 1:     Level 2:     Level 3:

Data Collection (general or specific stats regarding results)

Employer survey results: 17 employers returned the survey (50% response rate). No technical skill items fell below our 80% benchmark. CPI results: All students (22/22) met the benchmark for achieving entry level on their technical skills by the end of the final rotation. On the exit survey, all items were rated at 80% or above in 2023. In 2024, one item (prosthetic/orthotic safety) was rated at 70%, so this triggered a review.

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

The data tells us that our students are consistently demonstrating technical skills at the level we expect them to by graduation. The program should continue to add contemporary practices into the curriculum as recommended by the advisory board. Additionally, employers agree with this as well. Regarding the 2024 rating of orthotic/prosthetic safety, there was a new adjunct faculty member that taught this content to this cohort and that individual is no longer with the College.

Use of Data to Improve Student Success

Status quo - continue current practices

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<input checked="" type="checkbox"/> Apply Knowledge and Skills	<input checked="" type="checkbox"/> Change assignments/activities <input type="checkbox"/> Update course or CC prog conte
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**Assessment 3 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. This is a CAPTE standard.*

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

2024 graduating class

Submitted By

### Result

#### Result

(2) Results met expectation/standard

How many students

10

Average Score

90

Percent that met standard

90.0%

For GenEd Only

Level 0

Level 1:

Level 2:

Level 3:

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

From the 2024 graduating class, the ultimate pass rate was 90% (9/10 students). The first-time pass rate was 70%% (7/10 students). Only students who passed the PEAT were allowed to take the licensure exam prior to graduation. Delta's first-time pass rate (70%) was below the national average of 76.4%. Delta's ultimate pass-rate (90%) was above the national average of 89.3%. Delta's mean scale score for ultimate pass rate was 640.5, which was slightly below the national mean scale score of 650.

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

The ultimate pass rate continues to exceed the internal benchmark as well as the minimum standard set by our external accreditor CAPTE, but the program still aims to achieve 100% first-time pass rate and ultimate pass rate. We will monitor our mean scale score compared to the national average and examine content reports to see which areas we can improve. We learned that requiring students to pass the PEAT correlates with a higher first-time pass rate, ultimate pass rate, and mean scale score compared to past years. When looking at PEAT results, the program did see an increase in cardiopulmonary scores which has historically been a weak point.

#### Use of Data to Improve Student Success

We will continue to require that students pass the PEAT exam in order to satisfy the programmatic requirements for graduation. Students will have multiple attempts to pass this exam. Passing the PEAT exam has the highest correlation possible to passing the NPTE.

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### Comments and Action Plan

#### **Discipline/Program Comments**

Outcome 5 -The program will continue to require students to pass the PEAT prior to graduation. Some PTA programs do a capstone course in the final semester where the students meet with an instructor and do board prep each week. If the 2025 results are less than favorable or don't meet the benchmark, the program will consider developing such a course.

Outcome 3 - The discipline is reassured by this data that we're preparing our students effectively. The assessment methods continue to worthwhile, as the field is ever changing.

Outcome 2 - The program is pleased that our students and graduates are proficient in this area. It is very

important for patient care.

### **Advisory Board Comments**

Outcome 5 - The advisory board appreciates being made aware of the pass rates each year; they also would like to see 100% passing on a consistent basis.

Outcome 3 - Advisory Board members consistently affirm the technical skills of our students and graduates. The board meets 1x/year.

Outcome 2 - The advisory board has repeatedly emphasized that this is an important program outcome and should be monitored and addressed regularly.

### **Assessment Committee Comments**

#### **Curriculum Council Comments**

N/A

#### **Action Plan**

Outcome 5 - Will integrate board prep questions throughout the entire curriculum beginning Fall 2025 using the product Basecamp by Scorebuilders. The cost of Basecamp has been added as a course fee so all students will have access.

Outcome 3 - Continue to track data using the CPI; send employer surveys every 2 years, complete exit survey annually.

Outcome 2 - Continue to assess this program outcome; the program continues to work on incorporating BEDI opportunities and learning activities.

### **Actions Taken in Response to Older Reports**