Assessment Committee Meeting Minutes

Friday, October 21, 2022

1. **Opening:** The regular meeting of the Assessment Committee was called to order at 12:01 pm by Justin Tickhill. The meeting was held online via Zoom.
2. **Present:** Dr. Gina Kamwithi, Justin Tickhill, Dr. Kelly Gray, Dr. Howard Walters, Christine Lynch, Wesley Adams, Allyson McCune, ~~Barb Keener~~, ~~Kimberly Lybarger~~, ~~Alicia~~ ~~Camak~~, Amy Burns
3. **Minutes**

October 5, 2022 Minutes – reviewed and accepted as presented.

Motion to approve: 1st: Wesley Adams, 2nd: Christine Lynch

1. **Review of the 2020/2021 PARs document of the Physical Therapist Assistant Program (2021 Cohort) with Allyson McCune, Program Director (PD)**. PARsReport was sent to members prior to the meeting and was reviewed during the meeting. Highlights of the discussion are included below:

Chair is aware of some of the challenges with the PTA Program and accrediting body. When reviewing the document, nothing stood out other than the exam scores did not meet the benchmark. PD said the data is a little skewed. All of the students who passed their CAPTE exam have gotten employment. The issues have been the pass rate for the exam. She is currently working on the CAPTE report and the wording is different this year for how they want the data presented on the report.

The PTA program is on probation as the 3-year average pass rate average on the CAPTE exam is less than the 85% requirement. With Covid, the averages were low: 74, 84 and 81. These numbers really cannot improve until the new cohort takes the exam. PD is currently working with six of the 2022 grads who did not pass the exam. CAO - we can continue to improve this rate by continuing to reach out to these students and continue to work with students who were unsuccessful.

PD - students must take practice exams for the program. There were 4 failures over the summer, and these students were told they were not ready to take the exam but took it anyway. It does not affect our numbers if students take the test multiple times. Chair – Remediation and recuperation is the goal of the CAPTE process.

PD - the 2023 cohort will have taken a total of 5 practice exams before graduation. They can remediate the next year if they have a failure. PD has access to additional benchmark data with CAPTE. The content breakdown is of areas of weakness, individual student scores, and how many times the students have taken the test. After each practice exam, PD goes through specific detail with students by looking through the data. The Chair stated that next year A&P planned on moving to the HAPS exam.

PD followed assessment report like previous director. The next time she does the report, it will look different. She stated that Functional Anatomy scores are very week with the program. She has taken over this course, has re-worked it, and focuses a lot on the muscular skeletal. This is a foundational error with students. She has added a new textbook to help the students learning of anatomy. She is getting a lot of areas, and has also made pre-lab assignments and students are tested on it. If the test scores on this assignments are low, then this is how PD has caught students struggling. She mentioned the 8-week class has been difficult as there is not enough time to cover all of the material.

Chair asked several years ago if there are other things he could add to his A&P class to help better prepare PTA students. He provides different ways for students to study. For some students who take A&P and Kinesiology at same time, it is very difficult. Chair would like to do more in A&P but would need to trim back other material in the course. PD – for the Muscular skeletal side, students learn it goes with action and nerve and they show where it is at. In the clinical setting that is what they’re going to need to know. Students are having difficulty with neuro, re-vamped a bit and has a review.

Member stated there used to be a chart in programs that showed intro, re-intro and mastery and how students go through the 3 steps. We don’t want someone to learn and not retain the information. ALO stated that a mature program in Assessment should document intro, reinforcement and mastery. This is not only in program classes but also in gen ed classes.

PD stated in past courses, instructors reviewed with students some of the A&P with slides. PD would like to require that for new students coming into the program, they would have to take at least A&P 1 before being accepted to the program. Now that Functional Anatomy course is 8-weeks, having A&P 1 already will definitely help them with the course. PD has a lot of students taking A&P 2 and there isn’t an issue with them. ALO said this conversation is accreditation gold. PD suggested having the Functional Anatomy Course be 16 weeks, so there is more time for students to learn the material and take it with them with other PTA classes. Chair suggested looking at 16-weeks for A&P and 16 weeks for Functional Anatomy. CAO - too early to do. We need to gather data first. A&P 1 and 2 could be made as program requirements. We may lose students as they may go elsewhere.

PD said mostly the students who do not have A&P 1 struggle the most. She said it is necessary to do Functional Anatomy in the fall and Modality in spring, but it could potentially be switched. They are using a new textbook and workbook for Functional Anatomy and there are a lot of pre-made things for the instructor, PowerPoint, etc.

Chair asked if PTA was utilizing the Anatomage Table. PD said she will be using it spring semester for two of her courses (Neuro for sure). Chair said to new members that the goal of PARs is adding perspective, see what is happening and provide constructive criticism to various programs at the college.

1. **CWO Conversation** – led by ALO. CWO has been one of the biggest struggles at this point. A video presentation was shared with members that explains CWOs. ALO sent this video and an email to faculty. She would like the Assessment committee to engage with faculty to review their CWOs. She would like to have faculty review their syllabi and identify which outcome is outlined and which faculty in their department will be deploying the rubric. We are getting back to basics as we are not getting much data on CWOs. We know it is happening but it is difficult to get the information.

She proposed for 1-2 hours of time in the February in-service to review the rubrics and have more conversation on CWOs and to teach faculty how to get rubrics into classes and have faculty sit down with other faculty and tune assignments. This will give faculty space to do these things. CAO stated this would be a better activity to do at combined division meetings in January and February as there may not be enough time in February In-Service and this area would not pertain to Staff.

CWOs, PARs and PFSS reports are due to faculty the Tuesday before Thanksgiving. ALO stated the data represents the number of students assessed and not the number of students in the course. The score is of those who participated. Once she is finished with compiling all of the data for these charts for faculty and distributing to faculty, she will have time to commit to CWO training.

At the next meeting, Assessment Committee will focus on how to best do CWO training. ALO will share her vision of what the CWO training will look like and will ask for input from the committee.

1. **Adjournment**

Chair adjourned the meeting at 1:03 pm.

1. **Next Meeting: Friday, November 4, 2022**

Respectfully submitted by Amy E. Burns, Recorder