

Program Assessment Report

Physical Therapist Assistant Program 15/16 Program Assessment Report

	Competently perform interventions under the supervision of the Physical Therapist in an ethical, legal, safe and effective manner.	Accurately utilize data collection skills to assist the Physical Therapist	Effectively communicate with the patient, patient's family, caregivers and members of the health care team	Correctly document patient interventions	Comments
Course: PHTA1050 Assessment: Final Lab test Benchmark: 86% Faculty: B. Wood	100% of students met benchmark 27 students				This group of students did well with lab testing however I feel we should look at the grade for only sections 6 & 7 which looks at actual treatment. Also the instructor did not keep good records of the individual sections just the overall grade.
Course: PHTA1090 Assessment: Final Lab test sections 6 & 7 Benchmark: 86% Faculty: N. Martin		100% of students met the benchmark 27 students			The students did well with this section.
Course: PHTA2150 Assessment: CPI Indicator #5 Benchmark: Entry-level Faculty: R. Cline			96% of students met this indicator 27 students		One student was ranked just below entry-level.
Course: PHTA2090 Assessment: Final Lab SOAP note Benchmark: 90% Faculty: N. Martin				100% of students met this benchmark 27 students	This group of students did well with their final SOAP note documentation which was 10 points of their final lab practical exam.

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	Educate health care providers, the community and government as it relates to physical therapy as required by the given situation	Consistently support patients with regard for individual, cultural and economic differences	Routinely display self-direction for career development and the ongoing process of learning	Recognize the importance of research as it relates to physical therapy	Comments
Course: Community Service Project Assessment: Benchmark: 100% participation Faculty: all faculty	100% of students met benchmark 27 students				All students in the program must complete two community service projects with 100% participation. This allows the students to become involved in a community activity and educate people about physical therapy. A better way to assess this would be to have the students' possibly complete presentations to the community to better educate about physical therapy.
Course: PHTA2130 Assessment: CPI Indicator #4 Benchmark: Advanced Intermediate Faculty: B. Wood		100% of students met the benchmark 27 students			This is an expectation of the program to successfully pass this course.
Course: PHTA2190 Assessment: Licensure presentation Benchmark: 77% Faculty: N. Martin			100% of students met this benchmark 27 students		The students did very well at presenting material to their classmates to prepare for the board exam. May possibly better assess this with having the students complete a reflection paper after completing all the reviews regarding areas of strengths and weaknesses prior to them taking their mock board exams.

Course: PHTA270 Assessment: Research Project/Presentation Benchmark: 77% Faculty: N. Martin				100% of students met this benchmark 27 students	Students did well with research projects and presentations which were graded by faculty and students..
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Reflection question to help you write your comment narrative and choose your benchmarks

BASIC PARAMETERS:

- Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
- This first year we are only using two variables- your benchmark and % of students that met the benchmark. If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.
- Each faculty member should assess at least one program outcome.
- First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.
- Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.

1. Does my accreditor need different benchmark numbers? SEE parameters above ☺
2. Is there anything unusual about this batch of students I used for the assessment? Example given above * for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.
3. Do I see a trend on this particular outcome from the previous year? (this is assumed this form will be used in subsequent years)
4. In relation to question above - what did I do differently this year?
5. Is this an introduction class to our program- does that have any impact on success rates?
6. Was the sample size too small? Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.