

# ARNEC Assessment Information

The ARNEC ADN program utilizes ATI testing resources to assess our students' probability of passing the NCLEX-RN examination, as well as assessing their learning after they have completed various specialized content (i.e. Pediatrics, Maternal-Newborn Nursing, Nutrition, etc.). My nursing background is in Maternal-Newborn Nursing, and I endeavored to see my students' ATI Assessment scores increase by implementing new methods that both engage students and reflect the content and question-types the students will see on the new NCLEX-RN exam (also known as "Next Gen" or "NGN"). I based my rationale for implementing these changes from training I received at various continuing education courses or workshops I have attended over the past year.

One change I implemented in 2023 is introducing a series of "Celebrity Hospital" case studies into my lectures. Most of the information provided in a celebrity case study is based on true events, but I do take the liberty to enhance the client's condition for dramatic effect. Verbal feedback I've received from students has been that these case studies are fun, relatable, and provide a reprieve from the sometimes-heavy mental load of discussing pathophysiology and disease management. I presented the students with a scenario of a celebrity presenting to the hospital with X-Y-Z symptoms, and encourage the students to brainstorm what disease processes may be at play, what the anticipated management and monitoring may include, and what nursing interventions would be appropriate based on the clinical findings. Within these case studies, I also introduced several NGN-style questions such as bow-tie questions, matrix/grid, and highlighting question types as the case study unfolds. I then encouraged each campus to work together on solving these questions, and called on a randomly-selected campus to provide an answer and feedback. This encouraged discussion and interaction among all the virtual campuses.

For the 2023 cohort, 129 students completed the RN Maternal Newborn assessment, and 112 of these students reached Level 2 proficiency—or **86.8%** of students. ATI defines Level 2 proficiency as "exceeds minimum expectations for performance in this content area", and this indicates that students are likely to meet NCLEX-RN standards in the content area.

In comparison, for the 2022 cohort, 242 students completed the RN Maternal Newborn Assessment, and 200 of those students reached Level 2 proficiency—or **82.6%**. For the 2021 cohort, 284 students completed the RN Maternal Newborn assessment and 226 reached Level 2 proficiency—or **79.5%** (keep in mind this was the year prior to my teaching with ARNEC).

In summary, one of the ways I have modified my classroom teaching methods has been implementing unfolding case studies and incorporating more NGN-style questions into my lectures. This has improved student performance, as evidence by improved ATI Maternal Newborn assessment scores. I am also confident that by presenting material in this manner, students are able to effectively put theory into application, and practice clinical judgment skills. By developing these skills, we prepare new-graduate nurses to not only pass the NCLEX-RN, but also be competent entry-level RNs at the bedside.

***Brooke Baldrige***

BSN, RN, RNC-OB

ARNEC Faculty

Based on last year's student and program evaluations, I have made several adjustments. Some were based off simply experience and what worked and what did not work so well with the students last year. I will list some of the changes below.

1. **Student focus** – One of the challenges of last year was keeping the students engaged throughout the entire class period. I tried games last year, but the students did not like this approach, based on last year's program evaluation.
  - a. More intentional breaks. Even if it's just for a few minutes. I have found that this injects a little bit of energy into the students throughout the night. Society has about an 8 sec attention span, so this applies to the classroom as well and that is a challenge.
  - b. Keeping an active dialogue going between campuses to stimulate thought and keep their focus on the subject at hand. I have tried to put real-life scenarios to the students throughout the night and expect them to give me answers based on these scenarios. It gives me a good idea as to what I need to cover more thoroughly or maybe even something that I missed altogether. Maybe just asking the question a different way may take the impression from , "I did a horrible job at teaching that," to, "maybe they got it after all!" It keeps me on my toes, as well.
  - c. Exam review – This is something that I started at the beginning of this cohort. I was looking for a way to gauge how I was doing at getting the content across while keeping their focus. Were they getting it? If I ask them about content that may/may not be included on the next week's exam and I get blank faces or long pauses, I know that I need to revisit that and I take that moment to do so. I always save it until the very last thing before they go home on Thursday night. I take that time to reframe scenarios/topics that address their reasoning abilities, problem solving, and building critical thinking skills. I know that I have a better chance of keeping their attention and have received a lot of positive feedback from the students.
2. **Teach-the-teacher activities** – Having them get involved in teaching their peers has been a way to keep them engaged, keep them on their toes, and require of them to prepare before coming to class. They don't necessarily like homework, but I ask them to put some work into it before they get there and to engage with their classmates to prepare a brief presentation for their peers across campuses. I can then start to ask them those questions that will tease out whether they really understood the presented material.
3. **Higher level questioning on exams** – I have gone back over every test question from last year and changed them to focus on application of the material rather than recall. They are patterned after NCLEX-RN test questions, and I have adapted many to reflect the change to NGN (NextGen).

I hope that I have provided the correct information and that it will be helpful. Please, let me know if I can add anything further.

Robin Jordan, BSN, RN, CCDS

ARNEC Faculty

Office Phone: 870.216.2922

Cell: 903.824.4110

Email: [rjordan@cccua.edu](mailto:rjordan@cccua.edu)

They have made several changes to their lectures to prepare students for NGN and to learn how to answer clinical judgement questions. They have restructured exams to offer partial credit on SATA, created case studies, incorporated hot spot questions, included math on each exam. We are using the ATI products for practice and predictor readiness. They are completing academic counseling forms on student who are at risk or those who are reaching out for assistance. They are adapting their lectures to "chunk" information for higher application.

In the classroom, some of those ways are the following:

- lesson plans with detailed objectives
- kahoot gaming during lectures
- NGN case studies, drag and drop, bowtie
- keeping lectures interactive by engaging questions asked with campus participation during lectures
- they have group icebreakers and live feedback on assignments within the classroom

*Robin Mann, MSN, RN, BIS, CHSE, CNEC*

ARNEC Program Director

P: 870-584-1299

arnec.org

# EMT Assessment

- **Intellectual skills**
  - Comprehension, application, analysis, synthesis, and evaluation
- **Cognitive Skills**
  - Attention, memory, visual processing and problem-solving.
- **Knowledge Sharing**
  - Positive attitude abilities.
  - Customer behavior knowledge
  - Decision making knowledge
  - Communication skills.
  - Strategic thinking skills.
- **Motor Skill Development**
  - Gross motor skills
  - Fine motor skills
  - Tactile ability
  - Mobility
  - Physical strength
  - Physical endurance
- **Individual's Personal Growth**
  - Develop a strong sense of empathy
  - Handle stress with the knowledge of resources that are available
  - Effective communication is critical when performing the task as an EMT

## **Fall 2021:** (3 students enrolled for entire year)

- Intellectual skills 100%
- Cognitive Skills—66%
- Knowledge Sharing—100%
- Motor Skill Development—100%
- Individual's Personal Growth—66%

## **Spring 2022** (0 students enrolled)

**Fall 2022** (3 students enrolled)

- Intellectual skills—100%
- Cognitive Skills—100%
- Knowledge Sharing—100%
- Motor Skill Development—100%
- Individual's Personal Growth—100%

LPN COURSE  
MAPPING  
2023.2024

Introduction to current federal and state patient care guidelines	ASBN; NAPNES; NFLAN Chapter 1	LPN 1101 Nursing I	ASBN; NAPNES; NFLAN	LPN 1112 BN	Ch. 33; 37-40; ASBN; Adaptive Quizzes 33; 37-40	LPN 1206 MS I	ASBN; Chapter 17-19	LPN 1004 Pharm	ACOG, AAP, AWHONN; Chapters 29, 30 (HP 2020)	LPN 2106 OB/PEDS	Chapter 34 ASBN	LPN 1602 MH	LPN 1213 MS II	LPN 1307 MS III
Current and emerging infectious diseases	NA		CDC; Chapters 7 & 14; Adaptive Quizzes 7 & 14		Ch. 33; 37-40; Barb Video (GG); Adaptive Quizzes 33; 37-40		NA		Chapter 52; Chapter 32		Chapter 48 & 50			Chapter 56
Emergency preparedness for natural and manmade disasters	NA		CDC; Chapter 16; Adaptive Quiz Chapter 16		NA		NA		NA		Chapter 49			Chapter 42, 53, 46, 47, & 56
Impact of genetic research	NA		NA		NA		NA		Chapter 26		Chapter 50 & 54			Chapter 47, Chapter 55; Chapter 56 Chapter 57
End of life care	NA		Chapter 25; Adaptive Quiz Chapter 25		Ch. 33; 37-40; Adaptive Quizzes 33; 37-40		NA		Chapter 25, 29, 32		NA			Chapter 46, 47, 51, 55, 56 & 57
Legal and ethical aspects of nursing, including the Arkansas Nurse Practice Act	ASBN; Chapter 2; Adaptive Quiz Chapter 2		NA		ASBN; Ch. 33; 37-40; Adaptive Quizzes 33; 37-40		Chapter 17-19 Adaptive Quiz, ASBN		NA		Chapter 36 ASBN Adaptive Quiz			Chapter 56
Care for persons throughout the life span including cultural sensitivity	NA		Chapter 6(culture); Adaptive Quiz Chapter 6		Ch. 33; 37-40; Adaptive Quizzes 33; 37-40		Chapter 19 Adaptive Quiz		Chapters 26, 27, 29, 30, 31, 32		Chapter 34-36			All Chapters 42, 46, 47, 51, 53, 55, 56, & 57

Restoration, promotion, and maintenance of physical and mental health	N/A	Chapters 9, 11, 14, 16, 22; Adaptive Quizzes 9, 11, 14, 16, 22	Ch. 33; 37-40; Barb Video (GG); Adaptive Quizzes 33; 37-40	Chapter 19	Chapters 26-28; Chapters 30-32	Chapter 34-36 Adaptive Quiz	Chapters 43, 44, 45, 48, 49, 50, & 54	All Chapters 42, 46, 47, 51, 53, 55, 56, & 57
Prevention of illness for individuals and groups	N/A	Chapter 7; Adaptive Quiz 7	Ch. 33; 37-40; Barb Video (GG); Adaptive Quizzes 33; 37-40	Chapter 19	Chapters 52, 26, 28; Chapter 30-32	Chapter 34-36 Adaptive Quiz	Chapter 48, 49 & 54	All Chapters 42, 46, 47, 51, 53, 55, 56, & 57
Anatomy and Physiology	NA	Chapters 12, 13, 14, 15, 16, & 21; Adaptive Quizzes 12, 13, 14, 15, 16, & 21	Ch. 33; 37-40; Barb Video (GG); Adaptive Quizzes 33; 37-40	Chapter 18 Adaptive Quiz	Chapter 52	Chapter 36	All Chapters 41, 43, 44, 45, 48, 49, 50, & 54	All Chapters 42, 46, 47, 51, 53, 55, 56, & 57
Nutrition	NA	NA	Ch. 33; 37-40; Barb Video (GG); Adaptive Quizzes 33; 37-40	Chapter 19 Adaptive Quiz Nutrition project	Chapters 26-28; Chapters 30-32	Chapter 35	Chapters 43, 44, 45, 48, 49, 50, & 54	All Chapters 42, 46, 47, 51, 53, 55, 56, & 57
Pharmacology and intravenous therapy	NA	NA	Ch. 33; 37-40; Barb Video (GG); Adaptive Quizzes 33; 37-40	Chapter 17, 18 Adaptive Quiz, ATI Skills modules	Chapter 27-29; Chapter 30-32	Chapter 34-36	All Chapters 43, 44, 45, 48, 49, 50, & 54	All Chapters 42, 46, 47, 51, 53, 55, 56, & 57
Growth and development throughout the life span	NA	NA	N/A	NA	Chapters 26, 27, 29, 30, 31, 32	NA	NA	NA
Fundamentals of nursing	NA	Chapters 3-5, 7-16, 20-23; Adaptive Quizzes 3-5, 7-16, 20-23 Practice Labs & Sim Labs	N/A	Chapter 17-19 Adaptive Quiz	NA	Chapter 34-36	NA	NA

Gerontological nursing	NA	NA	Ch. 33; 37-40; Barb Video (GG); Adaptive Quizzes 33; 37-40	Chapter 17-19 Adaptive Quiz	NA	34	Chapters 43, 44, 45, 48, 49, 50, & 54	All Chapters 42, 46, 47, 51, 53, 55, 56, & 57
Nursing of adults	NA	NA	NA	Chapter 17-19 Adaptive Quiz	NA	NA	Chapters 43, 44, 45, 48, 49, 50, & 54	All Chapters 42, 46, 47, 51, 53, 55, 56, & 57
Pediatric nursing	NA	NA	NA	NA	Chapters 30-32	NA	NA	Chapter 53
Maternal/infant nursing	NA	NA	NA	NA	Chapters 52 & Chapters 26-29	NA	NA	Chapter 47
Mental health nursing	NA	NA	Ch. 33; 37-40; Barb Video (GG); Adaptive Quizzes 33; 37-40	NA	Chapter 27 -29; Chapter 30-32	Chapter 33-36 Adaptive Quiz	NA	Chapter 51, 56, 57
Principles of management in long term care, including delegation	NA	NA	Ch. 33; 37-40; Adaptive Quizzes 33; 37-40	NA	NA	NA	NA	NA
<b>Clinical Experiences</b>								
Fundamentals of Nursing	NA	Practice Labs & Sim Labs	NA	LAB/Clinical/Swift River	NA	Clinical	NA	NA
Nursing of Adults	NA	Practice Labs & Sim Labs	NA	Clinical/Swift River	NA	Clinical/Role Play	Chapter 49 & 54	Chapter 42
Pediatric Nursing	NA	NA	NA	NA	Wadley/St. Michaels/Schools/Health Dept./Clinics	Clinical	NA	NA



Gerontological Nursing	NA	NA	Ch. 33; 37-40; Clinical (LTC), Swift River, Activities, Skills/Simulation Labs	SIM LAB/Clinical/Swift River	NA	Clinical	Chapter 49 & 54	Chapter 42
Maternal/infant nursing	NA	NA	NA	NA	NA	Wadley/St. Michaels/Schools/Health Dept./Clinics	NA	NA
Mental Health	NA	NA	Ch. 33; 37-40; Clinical (LTC)	NA	NA	Psychosocial Implications	Horizons/SIM lab	NA
Administration of medications, including IV therapy	NA	NA	Ch. 33; 37-40, Swift River, Med Pass Lab	SIM LAB/Swift River/ATI Skills modules/Clinical	NA	Chapter 27-29; Chapter 30-32	All Chapters 43, 44, 45, 48, 49, 50 & 54	All Chapters 42, 46, 47 51, 53, 55, & 56
Management in long term care, including delegation	NA	NA	Ch. 33; 37-40; Clinical (LTC)	SIM LAB/Clinical/Swift River	NA	NA	NA	NA
<b>1. COMMUNICATION</b>								
<b>Communication</b> core ability includes skills such as reading, writing, speaking, citations, and teamwork.	Chapters 2, Resume and Cover Letter creation; Discussion Boards	Chapters 3-5, 7-16, 20-23, Adaptive Quizzes 3-5, 7-16, 20-23,, & Lab Simulation/practice	Ch. 33; 37-40; Adaptive Quizzes, Swift River, Class Activities, Simulation Lab, & Clinical (LTC)	Chapter 17-19 Adaptive Quizzes, Dosage Calculation Exams, Nutrition Project, Lab Simulation/Clinical	Chapters 25-28; Chapters 29-31; Lab Simulation/Clinical	Chapter 34-36-Adaptive Quizzes, Lab Simulation/Clinical	All Chapters 43, 44, 45, 48, 49, 50, & 54, Adaptive Quizzes, ATI, Lab Simulation/Clinicals	All Chapters 42, 46, 47, 51, 53, 55, 56, & 57, Adaptive Quizzes, Teaching Project, Lab Simulation/Clinicals
<b>2. OCCUPATIONAL SKILLS</b>								

The **Occupational Skills** core ability consists of safety and employability skills, and encompasses pertinent occupation-specific skills for the Skilled and Technical Sciences and Medical Education students, although Professional Studies and General Education have some as well.

	<p>Critical Thinking and Clinical Judgment Chapter 8 ATI ebook</p>	<p>Chapters 3-5, 7-16, 20-23, Adaptive Quizzes 3-5, 7-16, 20-23, &amp; Lab Simulation/practice</p>	<p>Ch. 33; 37-40; Adaptive Quizzes, Swift River, Class Activities, Skills/Simulation Lab, &amp; Clinical (LTC)</p>	<p>Chapter 17-19 Adap</p>	<p>Chapters 25-28; Chapters 29-31; FHR patterns, Birthing Sim Lab, Newborn Assessment, Gestational Age Assessment, Apgar Scoring, Pediatric Assessment, Cardiac Defects &amp; Clinical Assignments (Rubric)</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p><b>3. LIFE SKILLS</b></p>	<p>Chapter 58; Chapter 8 ATI ebook; ATI Nurse Logic Knowledge and Clinical Judgment</p>	<p>Chapters 3-5, 7-16, 20-23, Adaptive Quizzes 3-5, 7-16, 20-23, &amp; Lab Simulation/practice, Chapter 57; Adaptive Quiz Chapter 57</p>	<p>Ch. 33; 37-40; Adaptive Quizzes, Swift River, Class Activities, Skills/Simulation Lab, &amp; Clinical (LTC)</p>	<p>Chapter 17-19 Adaptive Quizzes, Dosage Calculation Exams, Nutrition Project, Lab Simulation/Clinical</p>	<p>Chapters 25-28; Chapters 29-31; FHR patterns, Birthing Sim Lab, Newborn Assessment, Gestational Age Assessment, Apgar Scoring, Pediatric Assessment, Cardiac Defects &amp; Clinical Assignments (Rubric)</p>	<p>Chapter 34-36 Sim Lab/Clinical</p>	<p>Chapter 43, 44, 45, 48, 49, 50 &amp; 54 Clinicals, ATI, Adaptive Quizzes, Lab/Simulation, Class time, &amp; Videos</p>	<p>All Chapters 42, 46, 47, 51, 53, 55, 56, &amp; 57, Clinical, ATI, Adaptive Quizzes, Lab/Simulation, Class Time, &amp; Videos</p>

<p><b>4. TECHNOLOGY</b></p> <p>The <i>Technology</i> core ability includes all technological skills that students use for learning, including but not limited to microscopes, computers (hardware/software), calculators, and industry specific tools.</p>	<p>The course is a dual learning modality: in-class and online</p>	<p>Lab Simulation, Manikin Software and Equipment (Geri, adult Manikins, Medical Equipment, Practice Lab &amp; SIM Lab Experiences</p>	<p>Manikin Software and Equipment (Geri, adult Manikins, Medical Equipment), Swift River, Skills/Simulation Lab, &amp; Clinical (LTC)</p>	<p>Adaptive Quizzes, Lab Simulation, ATI, Clinical Experiences. Each clinical site has specific equipment for medication administration and computer technology.</p>	<p>Lab Simulation, Manikin Software and Equipment (Victoria/Noelle Maternal Manikin, Newborn/Pediatric Manikins, Medical Equipment, Drug Dose Calculations, &amp; Clinical Experiences (Rubric)</p>	<p>Clinical, Drug Dose Calculations,</p>	<p>All Chapters 43, 44, 45, 48, 49, 50, &amp; 54, Adaptive Quizzes, ATI, Lab Simulation/Clinicals, Videos, Class Time, Test</p>	<p>All Chapters 42, 46, 47, 51, 53, 55, 56, &amp; 57, Adaptive Quizzes, ATI, Lab Simulation/Clinicals, Class Time, Test, &amp; Videos</p>
<p><b>5. SOCIAL SKILLS</b></p> <p>The <i>Social Values</i> core ability comprises cultural diversity, social responsibility, public issues, academic integrity, and ethics.</p>	<p>ATI Engaged Fundamentals Ethical &amp; Legal Considerations; ATI Health Policy; ATI HIPAA &amp; HealthCare Fraud, Waste, and Abuse Prevention</p>	<p>Chapters 4-16; 20-23, &amp; 25; Practice Lab &amp; SIM Lab Experiences &amp; Test 4-16; 20-23, 25; Adaptive Quizzes 4-16; 20-23, &amp; 25</p>	<p>Ch. 33; 37-40; Adaptive Quizzes, Swift River, Class Activities, Skills/Simulation Lab, &amp; Clinical (LTC)</p>	<p>Chapter 17-19 Adaptive Quizzes, Nutrition Project, Lab Simulation/Clinical</p>	<p>Chapters 52, 25-28; Chapters 29-31; Human Sexuality, Ethical Considerations, Infectious Reproductive Disorders, Health Promotion, Management &amp; Perceptions, Age Related Issues, Injury Prevention, Safety, &amp; Immunizations,</p>	<p>Chapter 34-36, Adaptive Quizzes, Lab Role Play/Clinical, Test</p>	<p>All Chapters 43, 44, 45, 48, 49, 50, &amp; 54, Adaptive Quizzes, ATI, Lab Simulation/Clinicals, Class Time, Test, &amp; Videos</p>	<p>All Chapters 42, 46, 47, 51, 53, 55, 56, &amp; 57, Adaptive Quizzes, ATI, Lab Simulation/Clinicals, Class Time, Test, &amp; Videos</p>

<p>The PN program demonstrates evidence of student success through program completion and NCLEX pass rates. This is an ongoing assessment through the Systematic Plan of Evaluation (SPE) of the extent to which students complete the program. The analysis of data through PLOs, CLOs, and NCLEX pass rates aid in program decision making for the continuation and improvement of the PN program.</p>					
Program Learning Outcomes 2023.2024	Frequency	Outcome	Method of Assessment	Results	Analysis & Actions
<p>Apply nursing practice through accountability, legal and ethical principles, and ongoing professional development that complies with the standards of nursing practice.</p>	<p>Annually</p>	<p>The composite score for the cohort on the ATI Comprehensive Predictor for management of care, clinical judgement will have a minimum score of 75. ATI professional development tutorials, ALPNA student organization participation will average 80%. Graduates will be required to have 15 hours of CE's for licensure renewals.</p>	<p>Student Exit Survey End of Course Assessments ATI Comprehensive Predictor ATI Clinical Judgement/Critical Thinking Management of Care ATI</p>	<p>2021 XX% 2022 XX% 2023 XX%</p>	<p>Criteria met. Will continue to monitor. 2022 implemented increasing TEAS pre-entrance exam to minimum score of 60.</p>
<p>Utilize critical thinking in order to provide an environment that minimizes the risk of adverse events through current evidenced based practice.</p>	<p>Annually</p>	<p>The composite score for the cohort on the ATI Comprehensive Predictor for clinical judgement will have a minimum score of 75.</p>	<p>Student Exit Survey End of Course Assessments ATI Comprehensive Predictor ATI Clinical Judgement/Critical Thinking ATI</p>	<p>2021 XX% 2022 XX% 2023 XX%</p>	<p>Criteria met. Will continue to monitor.</p>

<p>Communicate using positive interpersonal skills to convey compassion, knowledge, technology, and support quality improvement or information to diverse populations.</p>	<p>Annually</p>	<p>The composite score for the cohort on the ATI Comprehensive Predictor for clinical judgement and coordination of care will have a minimum score of 75.</p>	<p>Student Exit Survey ATI End of Course Assessments ATI Comprehensive Predictor ATI Clinical Judgement/Critical Thinking ATI Coordination of Care</p>	<p>2021 XX% 2022 XX% 2023 XX%</p>	<p>Criteria met. Will continue to monitor.</p>
<p>Serve as member of the interdisciplinary team to provide patient-centered care to diverse populations.</p>	<p>Annually</p>	<p>The composite score for the cohort on the ATI Comprehensive Predictor for coordination of care and health promotion and maintenance will have a minimum score of 75.</p>	<p>Student Exit Survey ATI End of Course Assessments ATI Comprehensive Predictor ATI Clinical Judgement/Critical Thinking ATI Coordination of Care ATI Health Promotion and Maintenance</p>	<p>2021 XX% 2022 XX% 2023 XX%</p>	<p>Criteria met. Will continue to monitor.</p>

UA Cossatot  
Occupational Therapy Assistant Program  
Medical Education Division

**PROGRAM EVALUATION PLAN**  
2021-2022 (Fall 2021, Spring 2022, Summer 2022)  
Plan

Program Learning Outcomes Specific OTA Program Goal and Objectives	Measurement Criteria	Assessment Tool	Review Period	Response (Review Process-Who analyzes and reviews data)
<p>Program Goal and Related Outcomes</p> <p>1. Provide occupation-based, client-centered care that is inclusive of consumer values, beliefs and needs.  <i>(Related to OTA Program Curricular Threads: Occupation and the Occupational Therapy Process, Diversity Factors in Life and Practice)(Related to UAC Learning Objectives: Personal and Global Awareness)</i></p> <p>2. Promote health and wellbeing for individuals and populations through the use of occupation.  <i>(Related to OTA Program Curricular Threads: Occupation and the Occupational Therapy Process, Diversity Factors in Life and Practice) (Related to UAC Learning Objectives: Personal and Global Awareness)</i></p>	<p>90% of all students will achieve a successful passing grade in each OTA courses on the first attempt <i>(faculty effectiveness, effectiveness of instructional design)</i></p> <p>80% of students enrolled in the OTA program will graduate from the OTA Program <i>(faculty effectiveness, student retention, effectiveness of instructional design)</i></p> <p>80% of the graduates of the OTA program will pass the national certification exam within 12 months of graduation <i>(faculty effectiveness, graduate performance on the NBCOT certification exam)</i></p> <p>90% of courses will demonstrate a minimum of 76% success with meeting course learning objectives as reported on the semester end summary report. <i>(faculty effectiveness, student retention, effectiveness of instructional design)</i></p>	<p>Final grades for OTA courses</p> <p>Graduation List</p> <p>NBCOT Results</p> <p>End of semester summary report</p>	<p>Each semester Fall 2021 Spring 2022 Summer 2022</p> <p>Annually-- end of program- (Class of 2021)-- calculated and reported as 3 year average as required for reporting for ACOTE)</p> <p>At least Annually (Following receipt of summary from NBCOT)</p> <p>Each semester Fall 2021 (Dec) Spring 2022 (May) Summer 2022 (July)</p>	<p>PD and academic advisor collects and analyzes data for each semester. Program eval data is reviewed with faculty during fall and spring staff meeting.</p> <p>PD and academic advisor collects and analyzes data for each semester. Program eval data is reviewed with faculty during fall and spring staff meeting. Reviewed with advisory council during spring meeting for feedback.</p> <p>PD and academic advisor collects and analyzes data for each semester. Program eval data is reviewed with faculty during fall and spring staff meeting. Reviewed with advisory council during spring meeting for feedback.</p> <p>Each instructor completes a summary document at the end of each course citing assessment measures aligned with course objectives. This data is submitted to the PD who compiles into an instructional design report with is then reviewed with all faculty at the augu pre-semester</p>

	<p>100% of Final Projects in the Therapeutic Intervention Course will demonstrate the use of client specific occupation in the planning and implementation of intervention. <i>(faculty effectiveness)</i></p>	<p>Final project for OTA 2204 Therapeutic Interventions.</p>	<p>May, 2022</p>	<p>Instructor collects data. PD analyzes data for each semester.</p>
<p>3. Implement innovative strategies in the provision of services to individuals and populations within the community. <i>(Related to OTA Curricular Threads: Occupation and the Occupational Therapy Process, Diversity Factors in Life and in Practice, Professional Critical Thinking and Reasoning) (Related to UAC Learning Objectives: Personal and Global Awareness, Problem Solving, Critical Thinking)</i></p>	<p>90% of students will indicate that they had access to needed resources, equipment, and supplies to complete courses and labs to maximize learning. <i>(program satisfaction)</i></p>	<p>End of Course surveys for OTA 2204, 2103, 2104, 2113, and 2203 (lab scores averaged for scores of 3 or 4 out of 4)</p>	<p>Each semester Fall 2021 (Dec) Spring 2022 (May) Summer 2022 (July)</p>	<p>PD and academic advisor collects and analyzes data for each semester. Program eval data is shared with faculty at the end of the semester and fully reviewed during spring performance reviews to be used with development of next PDPs.</p>
<p>4. Demonstrate effective service and leadership actions within community and within the profession <i>(Related to OTA Curricular Threads: Community Engagement and Leadership, Professionalism and Ethics) (Related to UAC Learning Objectives: Personal and Global Awareness, Communication)</i></p>	<p>Advisory council members will complete survey for curriculum review, program equipment, assessment tools at least annually and indicate needed adjustments to curriculum. <i>(program satisfaction)</i></p>	<p>Advisory council minutes and Survey</p>	<p>Annually July, 2022</p>	<p>PD collects and analyzes data in July. Program eval data is reviewed with faculty during fall staff meeting.</p>
	<p>100% of students will participate in at least one community service and/or service learning opportunity each semester during didactic coursework addressing community needs across the lifespan. <i>(faculty effectiveness)</i></p>	<p>Participation log</p>	<p>Annually July, 2022</p>	<p>Community service documentation is added to student files throughout the year. PD collects and analyzes data in July. Program eval data is reviewed with faculty during fall staff meeting.</p>
	<p>90% positive responses will be achieved with data collection for SOTA activity with emphasis on communication, leadership, and planning with a community activity</p>	<p>Survey to attendees</p>	<p>At least once annually (Fall fest, Oct. 2022)</p>	<p>Activity is completed as joint task through the SOTA club as a service learning project in OTA 2103 and OTA 2303. Instructors will be sent to participants. Data will be reported to PD to be included in co-curricular assessment for the college as well as the instructional design report for the program and</p>

					reviewed with all faculty during the Aug. pre-semester staff meeting.
	100% of students will demonstrate a leadership role during community service and/or service learning while in the program. <i>(faculty effectiveness)</i>	Participation log	Annually July, 2022	Community service documentation is added to student files throughout the year. PD collects and analyzes data in July. Program eval data is reviewed with faculty during fall staff meeting.	
	Average response will be a minimum of 85% on the skills and leadership portions of the employer survey. <i>(graduate job placement and performance as determined by employer satisfaction)</i>	Employer skills survey (Questions 14, 15, 16 of survey— responses acceptable skills level for entry level practice)	Annually (Fall-2022 for Class of 2021)	PD and academic advisor collects and analyzes data for each semester. Program eval data is reviewed with faculty during fall and spring staff meeting. Reviewed with advisory council during fall meeting for feedback.	
5. Apply occupational therapy interventions based on current occupational therapy principles and best practices. <i>(Related to OTA Curricular Threads: Occupation and the Occupational Therapy Process, Professionalism and Ethics, Professional Critical Thinking and Reasoning) (Related to UAC Learning Objectives: Problem Solving, Critical Thinking)</i>	90% of students will rate at a 3 or 4 on the intervention sections of both final Level II Fieldwork Performance Evaluation Forms. <i>(fieldwork performance evaluation)</i>	Level II Fieldwork Performance Evaluation	Annually (end of academic year-Class of 2021)	PD and academic advisor collects and analyzes data at the end of the fall semester. Program eval data is reviewed with faculty during fall and spring staff meetings.	
	Students will express an 85% or greater satisfaction rate for instructors/courses taught within the program. <i>(program satisfaction)</i>	Student course surveys (% of rating rated excellent or above average)	End of each semester Fall 2021 Spring 2022 Summer 2022	PD and academic advisor collects and analyzes data for each semester. Program eval data is shared with faculty at the end of the semester and fully reviewed during spring performance reviews to be used with development of next PDPs.	
6. Clarify and uphold the ethics, attitudes, and values of the profession. <i>(Related to OTA Curricular Threads: Professionalism and Ethics, Community Engagement and Leadership) (Related to UAC Learning Objectives: Personal and Global Awareness)</i>	Students will express a 90% or greater program satisfaction rate for the OTA program following graduation. <i>(program satisfaction)</i>	Graduate exit survey	Annually (December, 2021- Class of 2021)	PD and academic advisor collects and analyzes data in December. Program eval data is shared with faculty at the fall and spring meetings.	
	90% of students will score their ability to respond to changes in	Graduate exit survey	Annually (December, 2021— Class of 2021)	PD and academic advisor collects and analyzes data in December. Program eval	



<p>7. Recognize and respond to social, economic and political factors that influence and change occupational therapy services and healthcare. (Related to OTA Curricular Threads: All curricular Themes) (Related to UAC Learning Objectives: Personal and Global Awareness )</p>	<p>occupational therapy and healthcare at 4 or better. (program satisfaction, faculty effectiveness)</p> <p>90% of students will rate at a 3 or 4 on the Administering Assessments sections of both final Level II Fieldwork Performance Evaluation Forms. (fieldwork performance evaluation, student competency in professional behaviors)</p> <p>For each of the three summary statements on the Level II Student Evaluation of Fieldwork experience, 90% of students will agree or strongly agree that the site fits the description indicating satisfaction with the overall FW experience. (program satisfaction, student evaluation of the FW experience)</p> <p>90% of the graduates who seek employment will be employed within 8 months of taking the practice exam. (graduate job placement and performance)</p> <p>90% of students will indicate understanding of the relationship of the curriculum design and instructional design. (effectiveness of instructional design)</p> <p>90% of students will pass Level I fieldwork courses on first try. (faculty effectiveness, student progression)</p> <p>90% of students will rate each category on the Level I Student Evaluation of Fieldwork</p>	<p>Level II Fieldwork Performance Evaluation</p> <p>Level II Student Evaluation of Fieldwork Experience</p> <p>Graduate Post Graduate Survey</p> <p>Graduate Exit Survey</p> <p>Grades at end of Level I FW courses</p> <p>Level I Student Evaluation of Experience</p>	<p>Annually (end of academic year—Class of 2021)</p> <p>Annually (end of academic year for previous Fall Level II FW—Class of 2021)</p> <p>Annually (August 2022—Class of 2021)</p> <p>Annually (December, 2021 Class of 2021)</p> <p>Each semester (fall, 2021, spring 2022, summer 2022)</p> <p>End of each semester Fall 2021 (Dec) Spring 2022 (May)</p>	<p>data is shared with faculty at the fall and spring meetings.</p> <p>PD and academic advisor collects and analyzes data at the end of the fall semester. Program eval data is reviewed with faculty during fall and spring staff meetings.</p> <p>PD and academic advisor collects and analyzes data at the end of the fall semester. Program eval data is reviewed with faculty during fall and spring staff meetings.</p> <p>PD and academic advisor collects and analyzes data in the fall semester. Program eval data is reviewed with faculty during fall and spring staff meetings. Data is shared with advisory council during spring meeting.</p> <p>PD and academic advisor collects and analyzes data in December. Program eval data is shared with faculty at the fall and spring meetings.</p> <p>PD and academic advisor collects and analyzes data for each semester. Program eval data is shared with faculty during fall and spring staff meetings.</p> <p>PD and academic advisor collects and analyzes data for each semester. Program eval data is shared with faculty during fall and spring staff meetings.</p>
<p>8. Interact professionally with consumers, caregivers, families, and or professional colleagues to achieve service objectives. (Related to OTA Curricular Threads: Occupational Therapy and the Occupational Therapy Process,</p>				

<p>Professionalism and Ethics) (Related to UAC Learning Objectives: Personal and Global Awareness, Communication )</p>	<p>experience “above average” or “exceptional”. <i>(student satisfaction, student evaluation of FW experience)</i></p>		<p>Summer 2022 (July)</p>	
<p>Qualitative analysis of subjective student comments will reflect positive experiences greater than negative ones. <i>(student satisfaction, student evaluation of FW experience)</i></p>	<p>Level I Student Evaluation of Experience</p>	<p>Level I Student Evaluation of Experience</p>	<p>End of each semester Fall 2021 (Dec) Spring 2022 (May) Summer 2022 (July)</p>	<p>PD and academic advisor collects and analyzes data for each semester. Program eval data is shared with faculty during fall and spring staff meetings.</p>
<p>90% of students will rate at a 3 or 4 on the professionalism sections of both final Level II Fieldwork Performance Evaluation Forms . <i>(fieldwork performance evaluation, student competency in professional behaviors)</i></p>	<p>Level II Fieldwork Performance Evaluation</p>	<p>Level II Fieldwork Performance Evaluation</p>	<p>Annually (end of academic year-Class of 2021)</p>	<p>PD and academic advisor collects and analyzes data at the end of the fall semester. Program eval data is reviewed with faculty during fall and spring staff meetings.</p>

*Institution's Mission Statement:*

*UAC embraces diversity and is committed to improving the lives of those in our region by providing quality education, outstanding service, and relevant industry training.*

***Program goals as they relate the UAC Mission Statement of outstanding service and improving the lives in our region:***

Program Goals	CAPTE Standard	Measurement Criteria (Anticipated Outcomes)	Assessment Tool	Persons Responsible	Frequency of Evaluation	Date of Analyzation	Response
Goal 1: Graduates will be clinically competent and able to serve the college region by working as entry-level physical therapist assistants under the direction and supervision of a physical therapist.	IC5	100% of students will achieve a clinical instructor minimum ranking of "Meets" the level of performance compared to an entry-level PTA or higher after completion of final clinical experience on the PTA MACS Progress Report Final Evaluation Performance.	PTA MACS Progress Report Final Evaluation of Student Performance (Pink Sheets, page 5)	DCE	Annually, each August (2021)	8/10/2021	100% of students achieved a clinical instructor minimum ranking of "Meets" the level of performance compared to an entry-level PTA or higher after completion of final clinical experience on the PTA MACS Progress Report Final Evaluation Performance. Threshold met; no action necessary.
	IC5	100% of students will receive clinical instructor approval and/or re-approval of all skills in the Professional Behaviors, Data Collection, and Interventions sections of the PTA MACS Master List by completion of the final clinical experience.	PTA MACS Master List (Blue Sheets)	DCE	Annually, each August (2021)	8/10/2021	100% of students received clinical instructor approval and/or re-approval of all skills in the Professional Behaviors, Data Collection, and Interventions sections of the PTA MACS Master List by completion of the final clinical experience. Threshold met; no action necessary.
	IC5 2B2	90% of program graduates seeking employment will be employed within 1 year of graduation.	Post Graduate Survey Question # 5	PD	Annually, each August (2022)	8/31/22	100% of program students seeking employment were employed within 1 year of graduation. Threshold met; no action necessary.
	IC5	80% of responses for each question regarding the graduate performance on the Employer Survey will be rated as "Average" or "Above Average".	Employer Survey Questions #4-10	PD	Annually, each August (2022)	8/1/2022	100% of responses for each question regarding the graduate performance on the Employer Survey was rated average or above average. Threshold met. No action necessary.

	1C5	100% of PTA Program core faculty will maintain membership in the APTA.	APTA Membership Renewals	PD	Annually, each February (2021)	2/5/21	100% of PTA Program core faculty renewed membership in the APTA. Threshold met; no action necessary.
	1C5	100% of full-time core faculty will remain up-to-date with contemporary physical therapy practice through per diem clinical practice and/or appropriate professional development related to teaching responsibilities.	PDP	PD	Annually, each May (2021)	5/18/21	100% of full-time core faculty have remained up-to-date with contemporary physical therapy practice through per diem clinical practice and/or appropriate professional development related to teaching responsibilities. Threshold met; no action necessary.
Goal 2: Graduates will demonstrate effective oral, written, and nonverbal communication skills in a culturally competent manner with patients, caregivers, and other health care providers.	1C5	100% of students will receive clinical instructor approval or re-approval on PTA MACS Communication Skills (Skill 4) by the end of the final clinical experience.	PTA MACS Master List (Blue Sheets)	DCE	Annually, each August (2021)	8/10/2021	100% of students received clinical instructor approval or re-approval on PTA MACS Communication Skills (Skill 4) by the end of the final clinical experience. Threshold met; no action necessary.
	100% of students will demonstrate expected levels of professional behaviors as it relates to communication.	Professional Behaviors Assessment Tool, Program Student Handbook	Core Faculty	End of first semester and prior to first clinical experience	12/14/20	100% of students who persisted through to the 2 <sup>nd</sup> semester demonstrated at minimum beginning level Professional Behaviors as they relate to communication. Threshold met; no action necessary.	
80% of responses for each question on the Employer Survey regarding communication and cultural competence will be rated as "Average" or "Above Average".	Employer Survey Questions #4, 6, 7, 8, 9	PD	Annually, each August (2022)	8/1/2022	100% of responses regarding communication and cultural competence were rated average or above average. Threshold met, no action necessary.		

<p>Goal 3: Graduates will exhibit effective critical thinking and problem solving skills in the clinical environment.</p>	<p>1C5</p>	<p>100% of students will receive clinical instructor approval or re-approval on the PTA MACS Clinical Decision Making (Skill 8) and Problem Solving (Skill 7) by the end of the final clinical experience.</p>	<p>PTA MACS Master List (Blue Sheets)</p>	<p>DCE</p>	<p>Annually, each August (2021)</p>	<p>8/10/2021</p>	<p>100% of students received clinical instructor approval or re-approval on the PTA MACS Clinical Decision Making (Skill 8) and Problem Solving (Skill 7) by the end of the final clinical experience. Threshold met; no action necessary.</p>
		<p>100% of students will demonstrate expected levels of professional behaviors as it relates to critical thinking and problem solving.</p>	<p>Professional Behaviors Assessment Tool, Program Student Handbook</p>	<p>Core Faculty</p>	<p>End of first semester and prior to first clinical experience</p>	<p>12/14/20</p>	<p>100% of students who persisted through to the 2<sup>nd</sup> semester demonstrated at minimum beginning level Professional Behaviors as they related to critical thinking and problem solving. Threshold met; no action necessary.</p>
		<p>80% of responses for each question on the Employer Survey regarding critical thinking and problem solving will be rated as "Average" or "Above Average".</p>	<p>Employer Survey Question # 10</p>	<p>PD</p>	<p>Annually, each August (2022)</p>	<p>8/1/2022</p>	<p>100% of students who persisted through the first 10 week block of the 2<sup>nd</sup> semester demonstrated at minimum intermediate level Professional Behaviors as they related to critical thinking and problem solving. Threshold met; no action necessary.</p>
		<p>100% of continuing students passed the critical skills and critical safety element portions of all lab practical exams.</p>	<p>Lab Practical Rubrics</p>	<p>Core Faculty</p>	<p>End of each Semester: Fall and Spring (10 week block and Neuro)</p>	<p>12/14/20</p>	<p>100% of students persisting to the 2<sup>nd</sup> semester have passed the critical skills and critical safety element portions of all lab practicals. Threshold met; no action necessary.</p>
						<p>5/18/21</p>	<p>100% of students persisting to Clin Practicum I passed the critical skills and critical safety element portions of all lab practicals. Threshold met; no action necessary.</p>

<p>Goal 4: The Program will provide a positive learning environment and a curriculum consistent with contemporary physical therapy practice.</p>	<p>1C6 2B2 2B4</p>	<p>80% of student responses for each Exit Survey question regarding the curriculum, faculty, staff, program facilities/space, library, technology, student services, and equipment/materials will be rated as "Agree" or "Strongly Agree".</p>	<p>Exit Survey Questions 1-15</p>	<p>PD</p>	<p>Annually, each August (2021)</p>	<p>8/23/21</p>	<p>At least 80% of students responses were agree or strongly agree for questions 1-15 on the exit survey, except for #11 which asks about financial aid services. Threshold not met. This was rated at 25% with comments related to lack of return phone calls/emails and receiving bills with due dates before financial aid has cleared. These results were shared with the Vice Chancellor who shared with the CFO and Chancellor. These results were attributed to a decrease in staff due to COVID-19. Many of these positions have been filled now in hopes that the response of financial aid staff will improve.</p>
<p>1C6 2B3 2B4</p>	<p>80% of responses from each student End of Course Survey will be rated as "routinely" or better.</p>	<p>End of Course Surveys</p>	<p>Course Instructor</p>	<p>At the end of each semester</p>	<p>12/14/20</p>	<p>PTA 1112 – 11.11% PTA 2303 – 100% PTA 2314 – 100% PTA 2203 – 100% PTA 2205 – 100% PTA 2322 – 100% Threshold not met. Adjunct instructor of PTA 1112 no longer employed by the Program.</p>	
<p>1C6 2B3</p>	<p>100% of core faculty will remain up to date with contemporary physical therapy</p>	<p>Professional Development Plan</p>	<p>PD</p>	<p>Annually, each May (2021)</p>	<p>5/18/21</p>	<p>PTA 2403-100% PTA 2413-100% PTA 2404-100% PTA 2515- 100% Threshold met; no action necessary. PTA 2502- 100% Threshold met; no action necessary. 100% of full-time core faculty have remained up-to-date with contemporary physical therapy</p>	

<p>Goal 5: Program faculty will model ongoing personal and professional development through life-long learning opportunities and membership in professional organizations.</p>	<p>1C6 2B3</p>	<p>practice through per diem clinical practice and/or appropriate professional education.</p>	<p>100% of PTA Program core faculty will maintain membership in the APTA.</p>	<p>APTA Membership Renewals</p>	<p>PD</p>	<p>Annually, each February (2021)</p>	<p>2/5/21</p>	<p>practice through per diem clinical practice and/or appropriate professional development related to teaching responsibilities. Threshold met; no action necessary.</p>
	<p>1C6 2B3</p>	<p>100% of program academic faculty will participate in at least one professional development, continuing education or community activity related to their current teaching responsibilities each year.</p>	<p>CEU or professional/ community service certificate, CV</p>	<p>PD</p>	<p>Annually, each May (2021)</p>	<p>5/18/21</p>	<p>100% of program academic faculty have participated in at least one professional development, continuing education or community activity related to their current teaching responsibilities. Threshold met; no action necessary.</p>	

*Institution's Mission Statement:*

*UAC embraces diversity and is committed to improving the lives of those in our region by providing quality education, outstanding service, and relevant industry training.*

*Program goals as they relate the UAC Mission Statement of outstanding service and improving the lives in our region:*

Program Goals	CAPTE Standard	Measurement Criteria (Anticipated Outcomes)	Assessment Tool	Persons Responsible	Frequency of Evaluation	Date of Analyzation	Response
Goal 1: Graduates will be clinically competent and able to serve the college region by working as entry-level physical therapist assistants under the direction and supervision of a physical therapist.	1C5	100% of students will achieve a clinical instructor minimum ranking of "Meets" the level of performance compared to an entry-level PTA or higher after completion of final clinical experience on the PTA MACS Progress Report Final Evaluation Performance.	PTA MACS Progress Report Final Evaluation of Student Performance	DCE	Annually, each August (2022)	8/1/2022	100% of students achieved a clinical instructor minimum ranking of "Meets" the level of performance compared to an entry-level PTA or higher after completion of final clinical experience on the PTA MACS Progress Report Final Evaluation Performance. Threshold met; no action necessary.
	1C5	100% of students will receive clinical instructor approval and/or re-approval of all skills in the Professional Behaviors, Data Collection, and Interventions sections of the PTA MACS Master List by completion of the final clinical experience.	PTA MACS Master List	DCE	Annually, each August (2022)	8/1/2022	100% of students received clinical instructor approval and/or re-approval of all skills in the Professional Behaviors, Data Collection, and Interventions sections of the PTA MACS Master List by completion of the final clinical experience. Threshold met; no action necessary.



Goal 2: Graduates will demonstrate effective oral, written, and nonverbal communication skills in a culturally competent manner with patients,	1C5	90% of program graduates seeking employment will be employed within 1 year of graduation.	Post Graduate Survey Question # 5	PD	Annually, each August (2023)	8/24/23	100% of respondents who were seeking employment were employed within 12 months of graduation. Threshold met. No action necessary.
	1C5	80% of responses for each question regarding the graduate performance on the Employer Survey will be rated as "Average" or "Above Average".	Employer Survey Questions #4-10	PD	Annually, each August (2023)	8/24/23	100% of responses for each question regarding the graduate's performance were rated above average. Threshold met. No action necessary.
	1C5	100% of PTA Program core faculty will maintain membership in the APTA.	APTA Membership Renewals	PD	Annually, each February (2022)	2/28/22	100% of core faculty renewed their membership with the APTA. Threshold met; no action necessary.
	1C5	100% of full-time core faculty will remain up-to-date with contemporary physical therapy practice through per diem clinical practice and/or appropriate professional development related to teaching responsibilities.	CV	PD	Annually, each May (2022)	5/27/22	100% of full-time core faculty have remained up-to-date with contemporary physical therapy practice through per diem clinical practice and/or appropriate professional development related to teaching responsibilities. Threshold met. No action necessary.
	1C5	100% of students will receive clinical instructor approval or re-approval on PTA MACS Communication Skills (Skill 4) by the end of the final clinical experience.	PTA MACS Master List	DCE	Annually, each August (2022)	8/1/2022	100% of students received clinical instructor approval or re-approval on PTA MACS Communication Skills (Skill 4) by the end of the final clinical experience. Threshold met; no action necessary.
		100% of students will demonstrate expected levels of professional behaviors as it relates to communication.	Professional Behaviors Assessment Tool,	Core Faculty	End of first semester and prior to	12/10/21	100% of students are demonstrating professional behaviors at the beginning level as it relates to

<p>caregivers, and other health care providers.</p>			<p>Program Student Handbook</p>	<p>first clinical experience</p>	<p>3/10/22</p>	<p>communication. Threshold met; no action necessary.</p>
	<p>80% of responses for each question on the Employer Survey regarding communication and cultural competence will be rated as "Average" or "Above Average".</p>	<p>Employer Survey Questions #4,6,7</p>	<p>PD</p>	<p>Annually, each August (2023)</p>	<p>8/24/23</p>	<p>100% of students are demonstrating professional behaviors at the intermediate level as it relates to communication. Threshold met; no action necessary.</p>
<p>Goal 3: Graduates will exhibit effective critical thinking and problem solving skills in the clinical environment.</p>	<p>100% of students will receive clinical instructor approval or re-approval on the PTA MACS Clinical Decision Making (Skill 8) and Problem Solving (Skill 7) by the end of the final clinical experience.</p>	<p>PTA MACS Master List</p>	<p>DCE</p>	<p>Annually, each August (2022)</p>	<p>8/1/2022</p>	<p>100% of students received clinical instructor approval or re-approval on the PTA MACS Clinical Decision Making (Skill 8) and Problem Solving (Skill 7) by the end of the final clinical experience. Threshold met; no action necessary.</p>
	<p>100% of students will demonstrate expected levels of professional behaviors as it relates to critical thinking and problem solving.</p>	<p>Professional Behaviors Assessment Tool, Program Student Handbook</p>	<p>Core Faculty</p>	<p>End of first semester and prior to first clinical experience</p>	<p>12/10/21</p>	<p>100% of students are demonstrating professional behaviors at the beginning level as it relates to critical thinking and problem solving. Threshold met; no action necessary.</p>
					<p>3/10/22</p>	<p>100% of students are demonstrating professional behaviors at the intermediate level as it relates to critical thinking and problem solving. Threshold met; no action necessary.</p>

<p>Goal 4: The Program will provide a positive learning environment and a curriculum consistent with contemporary</p>	<p>1C6 2B2 2B4</p>	<p>80% of student responses for each Exit Survey question regarding the curriculum, faculty, staff, program facilities/space, library, technology, student services, and equipment/materials will be rated as "Agree" or "Strongly Agree".</p>	<p>Exit Survey Questions 1-15</p>	<p>PD</p>	<p>Annually, each August (2022)</p>	<p>8/31/22</p>	<p>93.33% of responses rated agree or strongly agree. Threshold met; no action necessary.</p>
			<p>Lab Practical Rubrics</p>	<p>Core Faculty</p>	<p>Annually, each August (2023)</p>	<p>8/24/23</p>	<p>100% of respondents rated their employee as above average with regard to their ability to monitor and adjust interventions within the POC and provide treatment interventions to achieve short and long term goals. Threshold met. No action necessary.</p>
		<p>100% of continuing students passed the critical skills and critical safety element portions of all lab practical exams.</p>	<p>Lab Practical Rubrics</p>	<p>Core Faculty</p>	<p>End of each Semester: Fall (21), Spring -10 week block (22), and Summer (22)-prior to Clinical Education II</p>	<p>12/10/21</p>	<p>100% of continuing students have passed the critical skills and critical safety elements of all lab practical exams. Threshold met; no action necessary.</p>
					<p>Annually, each August (2022)</p>	<p>5/20/22</p>	<p>100% of continuing students have passed the critical skills and critical safety elements of all lab practical exams. Threshold met; no action necessary.</p>

physical therapy practice.	1C6 2B3 2B4	80% of responses from each student End of Course Survey will be rated as "frequently" or better.	End of Course Surveys (#1-8)	Course Instructor	At the end of each semester	12/13/21	PTA 2205- 100% PTA 2203- 91.66% PTA 2314- 100% PTA 2322- 90.74% Threshold met; no action necessary.
						3/10/22	PTA 2403- 98.99% PTA 2413- 100% PTA 2404- 100% Threshold met; no action necessary.
						8/31/22	PTA 2502- 55.35% Threshold not met. Threshold were related to course grading policies in which students felt like they should receive a 100% for a score of 600 on a PEAT. Course grading policies however, were more reflective of the NPTE and gave a passing percentage of 76% for a score of 600 which would be considered passing and higher relative percentages for scores above 600.
	1C6 2B3	100% of core faculty will remain up to date with contemporary physical therapy practice through per diem clinical practice and/or appropriate professional education.	Professional Development Plan	PD	Annually, each May (2022)	5/27/22	100% of full-time core faculty have remained up-to-date with contemporary physical therapy practice through per diem clinical practice and/or appropriate professional development related to teaching responsibilities.

Goal 5: Program faculty will model ongoing personal and professional development through life-long learning opportunities and membership in professional organizations.	1C6 2B3	100% of PTA Program core faculty will maintain membership in the APTA.	APTA Membership Renewals	PD	Annually, each February (2022)	2/28/22	Threshold met. No action necessary.
	1C6 2B3	100% of program academic faculty will participate in at least one professional development, continuing education or community activity related to their current teaching responsibilities each year.	CEU or professional/ community service certificate, CV	PD	Annually, each May (2022)	5/27/22	100% of core faculty renewed their membership with the APTA. Threshold met; no action necessary.
							100% of program academic faculty participated in at least one professional development, continuing education or community activity related to their current teaching responsibility. Threshold met, no action necessary.