Program Assessment Plan

Program: Physical Therapist Assistant Contact Person: Brad Bechard

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# Program Maps

## Please include below or attach a curriculum map linking program outcomes to courses. Also include a map indicating where in the program College Learning Outcomes and High Impact Practices are addressed.

**Curriculum Map**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Courses | The student will demonstrate an entry level skill set of interventions utilizing critical thinking, ethics, safety skills, and knowledge of red flags for the provision of services under the direction and supervision of a licensed physical therapist. | The student will construct effective communication and documentation between colleagues, patients, interdisciplinary team, and various other stakeholders regarding provision of physical therapy services. | The student will effectively implement best practice outcome measures under the direction and supervision of a licensed physical therapist. | The student will effectively educate the implementation of preventative and evidence-based practice as it relates to their clinical decision making. | The student will demonstrate commitment to the profession by serving the needs of their patients and community through participation in service-related activities. | The student will practice ethical billing, quality assurance standards, and scheduling of patients in the provision of services under the direction and supervision of a licensed physical therapist. |
| AHPT 101 | I | B | B | B |  |  |
| AHPT 105 | I |  |  |  | B | B |
| AHPT 201 | R | R | R | R | R | R |
| AHPT 205 | I | B |  |  |  |  |
| AHPT 206 | I | B | B | B |  | B |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| AHPT 210 | R | R | R | R | R | R |
| AHPT 213 | R | R | R | R |  | R |
| AHPT 215 | R | R | R | R |  | R |
| AHPT 218 | I | B | B | B | B | B |
| AHPT 220 | R | R | R | R | R | R |
| AHPT 225 | P |  | P | P | P | P |
| AHPT 230 | P | P | P | P | P | P |

B= student ability to demonstrate the learning outcome is considered basic

I = student ability to demonstrate the learning outcome is considered introductory

R = student ability to demonstrate the learning outcome is reinforced, based on previous learning experiences P= student ability to demonstrate the learning outcome is considered proficient

## CLO/HIPs alignment

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **CLOs** | | | **HIPs** | | | | | | | | | | |
| **Critical**  **Thinking** | **Comm.** | **Prof.** | **FYS** | **CIE** | **LC** | **WIC** | **CAP** | **UR** | **DGL** | **eP** | **SL** | **IN** | **CCP** |
| AHPT 101 | X |  |  |  | X | X |  | X |  |  |  |  |  |  |
| AHPT 105 | X | X | X |  | X | X | X |  |  |  |  |  |  |  |
| AHPT 201 | X | X | X |  | X | X | X | X |  | X | X | X |  |  |
| AHPT 205 | X |  |  |  | X | X |  | X |  |  | X |  |  |  |
| AHPT 206 | X | X |  |  | X | X |  | X |  |  | X |  |  |  |
| AHPT 210 | X | X | X |  | X | X |  |  |  | X |  | X | X |  |
| AHPT 213 | X | X |  |  | X | X |  | X |  |  | X |  |  |  |
| AHPT 215 | X | X |  |  | X | X |  | X |  |  | X |  |  |  |
| AHPT 218 | X | X |  |  | X | X |  | X |  | X | X |  |  |  |
| AHPT 220 | X | X | X |  | X | X |  |  |  | X |  | X | X |  |
| AHPT 225 | X |  | X |  | X | X |  |  |  |  | X | X |  |  |
| AHPT 230 | X | X | X |  | X | X |  |  |  | X |  | X | X | X |

CLOs: Critical Thinking Communication Professionalism

HIPS: First-Year Seminars/Experiences (FYS) Common Intellectual Experiences (CIE) Learning Community (LC) Writing-Intensive Courses (WIC) Collaborative Assignments/Projects (CAP) Undergraduate Research (UR) Diversity/Global Learning (DGL) ePortfolios (eP) Service Learning (SL) Internships (IN) Capstone Courses/Projects (CCP)

Department/Program CLO Assessment: Annual curriculum and program matrix address program outcomes>course outcomes> CLOs.

Individual Faculty Assessment: Assessed by individual faculty through the syllabus and student self assessment at the end of each semester at a minimum. Mapped through the course syllabi and student self assessments as the outcomes reflect CLOs and the students assess whether they have met the outcomes.

# Assessment Plan and Schedule \* All PTA Program outcomes are assessed as least annually. \*

Assessment for each program outcome are assessed in November and May annually at the end of the semester. The program director will submit an annual program summary report.