

**WRIGHT COLLEGE
PROGRAM/DISCIPLINE ASSESSMENT FORM**

Program/Discipline: OTA Program – Wright College	Instructional Manager: Adrienne Leyva, MS, OTR/L
Semester: Fall - Spring	Year: 2007 - 2008
Department Chair: Lisa Iffland	

College Mission: Wright College is a learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.

Program/Discipline Mission: The Wright college Occupational Therapy Assistant Program seeks to prepare competent and effective occupational therapy practitioners who value occupation as both a means and an end to quality living for self and others.

A. Departmental Concerns - Complete During Inservice Week

Evidence:	<i>The program has utilized and exit competency practicum for the past two years. It has provided the faculty a means to identify students needing remediation prior to beginning the capstone clinical component of the program (Fieldwork/OTA-115 & 116). In order to refine its application in determining comprehensive program learning outcomes and to optimally link it to actual OT practice demands, the department needs to assess its value and effectiveness through several measures.</i>
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Area of Focus:	How successfully do occupational therapy assistant students integrate the cumulative knowledge , skills and professional behaviors expected as student learning outcomes at the end of the didactic portion of the program?
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B. Program/Discipline Assessment Plan - Complete During Inservice Week

Course(s) of Interest	The exit competency practicum is required of all OTA students completing the last semester of coursework (OTA-212,213,214). While not part of a specific course, all students must achieve a minimum success measure of 80% in order to proceed to OTA-215 and 216, the capstone clinical education courses.
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Intended Program Student Learning Outcomes List and number each outcome to be measured during this cycle.	<p>Upon successfully passing the program exit competency practicum, students will:</p> <ol style="list-style-type: none"> 1. Use oral, written and technology-based communication with consumers, consumer groups, peers and other professional and parties of interest. 2. Assume responsible, caring and proactive roles as an effective healthcare professional. 3. Engage in the safe and effective application of the occupational therapy process for occupational therapy consumers. 4. Possess the knowledge and skills needed to practice as an occupational therapy assistant in a variety of healthcare delivery models, systems and settings. <p>(Based on the OTA program’s Student Learning Outcomes, 2005)</p>
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<p>Departmental Assessment Coordinator(s):</p> <p>List the instructor(s) leading the assessment process for each outcome listed above.</p>	<p>Adrienne Leyva</p>
<p>Assessment Process</p> <p>Address the following questions:</p> <p>What approach will be used?</p> <p>Why was this process selected?</p> <p>How will student learning be measured?</p> <p>When will data collection be completed?</p> <p>Who will analyze the results?</p>	<p>What: Data collection and analysis will be multi-dimensional as described below.</p> <p>Why: Need to validate and refine the tool as a means of “guaranteeing” the program’s clinical training partners specific competency levels for students entering capstone clinical education/fieldwork-OTA-215-216.</p> <p>How:</p> <ul style="list-style-type: none"> - Analysis of score weighting for sections of the practicum utilizing data from practicum completers - Comparison of student performance on specific components of the exit practicum with student performance on selected practicum exams from year one and year two program courses - Establishment of reliability measure in score utilizing both program faculty and practitioners who supervise OTA students in clinical environments - Feedback from students following the completion of one capstone clinical course (OTA-215) <p>When: Project with span a two to three year time frame.</p> <p>Year One: Initial reliability scoring – November 2007 Initial student feedback survey – January 2008 Analysis of section score weighting and student performance on selected sections – March 2008</p> <p>Year Two: To be further defined based on above information and utilization of data.</p> <p>Who: Adrienne Leyva – OTA Program Instructor and Assessment Coordinator</p>

**WRIGHT COLLEGE
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<p>Criteria for Success</p> <p>For the outcomes listed above, identify the criteria used to determine success.</p>	<ol style="list-style-type: none"> 1. A minimum of 80% of students who are successful, first-time practicum takers will score 80% or above on their final evaluation for clinical education course, OTA-215. 2. Ninety per cent (90%) or more of students required to repeat the exit competency practicum and who participate in remediation prior to beginning OTA 215 will score 80% or above on their final evaluation for clinical education course, OTA 215. 3. Eighty percent (80%) or more of students who have completed OTA 215 will rate the exit competency process as a contributor to success for the clinical education experience (Survey measure to be constructed).
<p>C. Assessment Results and Action Plan – Complete in Spring 2008</p>	
<p>Summary of Results and Analysis of Data Collected</p> <p>What were the results of the assessment process?</p> <p>What was learned from the results?</p>	<ol style="list-style-type: none"> 1a. 75% of students who completed their exit practicum successfully achieved a score of 80% or above on their fieldwork/OTA-215 – Average score for these students is 84%. <ol style="list-style-type: none"> b. The students in the remaining 25% received an average score of 77% - just missing the 80% grade expectation. 2a. 100% of the students who were required to repeat the exit competency following remediation scored over 80% in their final evaluation for fieldwork/OTA-215. <ol style="list-style-type: none"> b. The average score of these students was 89% for fieldwork/OTA-215. 3a. Based on the student survey completed at the end of fieldwork experience, over 80% of the students rated the exit competency practicum process as a contributor to the successful completion of the clinical education/fieldwork/OTA-215. <ol style="list-style-type: none"> b. Preparatory Phase of the Practicum – 100% rated the practicum as substantially valuable in assisting with selecting appropriate methods of interaction, interview, and assessment and identifying key information regarding culture and occupational profiles to develop individualized intervention. c. Assessment phase – 91% rated the assessment portion of the practicum as substantially valuable in preparing for clinical practice expectations and performance and successful completion of fieldwork/OTA-215. d. Intervention phase – 91% rated the intervention portion of the practicum as substantially valuable in preparing for

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	<p>clinical practice expectation and performance and successful completion of fieldwork/OTA-215.</p> <p>e. Documentation – 83% rated the documentation portion of the practicum as substantially valuable in preparing for clinical practice expectations and performance and successful completion of fieldwork/OTA-215.</p> <p>f. Personal Reflections – A host of positive comments were rendered including...“Learned we had skills as OTA’s,... Mimics the real thing and very useful,fieldwork interviews and evaluations were just like the practicum, ...helped with more than assessments but also patient interaction,and overall great experience that offered me a better understanding of OT,...the practicum was helpful in integrating all OT education and prepared me for multiple tasks of an OT session, ...the experience made me push myself and test my limits, ...not only a professional experience but personal growth and development, ...a good way to make us more confident.</p> <p>g. Personal Reflection – No comments were negative, however a few comments were very constructive: “...more accessibility of equipment would have been helpful,...did not like being videotaped since it made me nervous, ...would have liked the instructors to be the patients.</p> <p>4. Inter-Rater Reliability measures that were analyzed for this assessment project. Two OT Practitioners were engaged and trained to score the senior exit practicum, however one of these OT Practitioners declined to continue with this assessment project. A comparison of the OT Instructor’s grade average of 88% and the OT Practitioners grade average of 86% revealed a 2 percentage points difference in average scores demonstrating consistency in grading accuracy for this practicum.</p>
<p>Action Plan Based on Results and Analysis</p> <p>Based on what was learned, what steps will be taken to improve student learning?</p>	<p>This assessment project was initiated as a three year project. This first year’s efforts emphasized the benefit of the exit practicum in preparing the OTA students for fieldwork/OTA-215 success from both the student’s perceptions as well as the fieldwork grades.</p> <p>Some considerations came to light during this process and will be examined during the second year of this assessment project.</p> <ol style="list-style-type: none"> 1. Preparation for this assignment could begin in earlier classes within the OTA curriculum so that this method of evaluation would be more familiar to the students and elicit more confidence and a stronger performance. 2. Although remediation is often left for those who do not pass and current OTA program students are offered practicum practice sessions, it would seem to be of benefit to offer individualized instruction to students in need of skill enhancement. Schedule regular additional practice sessions for practicum skills. 3. As noted from student feedback, it would be helpful to have more room availability and access to evaluation instrumentation. We will work with college administration to secure more space and supplies to accommodate these requests. 4. More input from the fieldwork supervisors would be helpful in transitioning the OTA students from academic pursuits to clinical practice. Invite fieldwork supervisors to formal/informal class sessions to discuss expectations for clinical practice. 5. Adjustment of the 80% fieldwork grade as the criteria for analysis of success. Since there is much variation in grading practices within the fieldwork context and a successful OTA student can successfully pass at a 75%, we will

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consider changing the fieldwork grade pass rate for this assessment project to 75%.

6. Observing the physical disabilities fieldwork score – not necessarily 215 but perhaps, 216 scores - should be used in determining the 75 or 80% pass rate. Students participate in two fieldwork experiences (physical disabilities and mental health/pediatrics settings) and the grade for the physical disabilities experience should be the one reflected in this assessment project.
7. Although this is an intensive process that reflects the physical disabilities practice context in Occupational Therapy, it would be of benefit to the students to pursue this method of exacting competency within the pediatrics and mental health areas of OTA program instruction. This may be a consideration within the future.