

**WRIGHT COLLEGE
PROGRAM/DISCIPLINE ASSESSMENT FORM**

Program/Discipline: Occupational Therapy Assistant Program

Instructional Manager: Kevin Li

Semester/Year: Fall/2011

Assessment Coordinator: Adrienne Leyva
Email: alynch@ccc.edu

Department Chair: Lisa Iffland

Plan Title: Evaluation of the OTA Student's Performance in the Senior Practicum as Preparation for Successful Completion of the Capstone Clinical Course – Fieldwork II – OTA-215/216.

Part A: Initial Plan: due to your assessment coordinator for review before the Aug. 26th Assessment Committee meeting.

Part B: Mid-semester Update: due to your assessment coordinator for review before the Oct 21st Assessment Committee meeting

Part C: Further Updates: due date will be determined

The current submission is which of the following:

Initial Plan **date: _9/2011_**

Revision **date: _____**

Mid-year update **date: _____**

Final Report **date: _____**

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.

A1. . Program/Discipline Assessment Plan -

Area of Focus:

Your department efforts are to improve learning in what topic/area?

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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Evidence:

What past results have led your department to conclude that this is an area needing attention?

The program has utilized an exit competency practicum for the past several years. It has provided the faculty a means to identify students needing remediation prior to beginning the capstone clinical component of the program. 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.

Course(s) of Interest:

What courses will be involved in your plan?

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 OTA 216, the capstone clinical education courses.

Students who do not pass the practicum at an 80% on their first attempt, receive remediation and then re-take the practicum successfully to advance to the capstone clinical education courses.

**Intended Program
Student Learning
Outcomes**

List and number each outcome to be measured during this cycle.

Upon successfully passing the program exit competency practicum, the student will:

1. Use oral, written and technology-based communication with consumers, consumer groups, peers and other professional 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.

(Based on the OTA program's Student Learning Outcomes, 2005)

Involved Faculty:

List the instructor(s) leading the assessment process for each outcome listed above.

Adrienne Leyva, MS, OTR/L
OTA Program Instructor

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Assessment Process

Address the following questions:

What approach will be used?

Why was this process selected?

How will student learning be measured?

When will data collection be completed?

Who will analyze the results?

What: Data collection and analysis will be multi-dimensional as described below.

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.

How:

- Analysis of grades from the exit (senior) practicum completers and clinical courses (OTA-215 & OTA-216)/
- Feedback from students following the completion of two capstone clinical courses (OTA-215 & OTA-216).
- Analysis of assessment selection/scoring 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.
- Analysis of remediation and participation in additional practice sessions and the senior practicum performance.

When: Project will span a full academic year's time frame – Fall 2011 to Spring 2012.
This project is in its mid-stage of preparation for this year.

Analysis of formative practicum scores and the exit practicum score – October 2011

Analysis of participation in remediation and/or participation in additional practice sessions for skill building and scores on the exit practicum – November 2011

Analysis of scores from the exit practicum and the physical disabilities clinical course (OTA-215 or OTA-216) – January – 2012

Student feedback survey – March – 2012

Analysis of assessment selection/scoring for sections of the practicum with feedback from practicum completers regarding clinical setting practices – April – 2012

Reliability scoring of the exit practicum – May 2012

Who: Adrienne Leyva – OTA Program Instructor –
Assessment Coordinator for the OTA Program

Will engage the assistance of other program faculty to assist with addressing the reliability objective.
Sharon Mathews – OTA Program Fieldwork Coordinator

Criteria for Success

For the outcomes listed above, identify the criteria used to determine success.

Direct Measures of Practicum Performance and Clinical Education:

1. All students who successfully complete the exit practicum on their first attempt with achieve an average of 75% or greater on their physical disabilities clinical education course (OTA-215 or OTA-216).
2. All students who successfully complete the exit practicum following remediation, will achieve an average of 75% or greater on their physical disabilities clinical education course (OTA-215 or OTA-216).

Indirect Measures of Student Perception of the Practicum:

3. Seventy-five percent (75%) or more of students who have completed physical disabilities clinical course OTA-215 or OTA-216 will rate the exit competency process as a contributor to success for the clinical education experience (Survey measure to be refined and analyzed).

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Analysis of Students' Formative Practicums and Participation in Remediation for Skill Development:

4. Students who successfully completed skills review practicums during year two of the program with an 80% or greater will pass the exit competency practicum with an 80% or greater.
5. Students who participate in remediation session and/or practice sessions for skill development will evidence a score of 80% or greater on the exit practicum and a score of 75% or greater on the physical disabilities clinical course OTA-215/216.

Analysis of Reliability and Validity of the Exit Practicum:

6. Inter-rater reliability measures for scoring of the exit practicum will yield an 80% consistency in scoring of the exit practicum.
7. 80% of the assessments selected for the exit practicum will be utilized in the clinical course OTA-215/216.

B. Midyear Update – due October 21st

Completely describe all actions that have occurred since this past August with respect to your department's Assessment Plan.

Attach any relative documents (rubrics, surveys, other assessment tools).

Are there any obstacles to the implementation of the plan that the Assessment Committee should know

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about or can assist with?

Part C – due TBD

**Summary of Results and
Analysis of Data
Collected**

What were the results of
the assessment process?

What was learned from
the results?

**Action Plan Based on
Results and Analysis**

Based on what was
learned, what steps will be
taken to improve student
learning?

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