

**WRIGHT COLLEGE
PROGRAM/DISCIPLINE ASSESSMENT FORM**

Program/Discipline: Occupational Therapy	Instructional Manager: Adrienne Lynch, Joyce Wandel, Sharon Mathews, Andrea Gilbert
Semester: Fall	Year: 2007
Department Chair: Joyce Wandel	

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:	The program has utilized an 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. 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.
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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 OTA 216, the capstone clinical education courses.
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Intended Program Student Learning Outcomes	Upon successfully passing the program exit competency practicum, students will:
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<p>List and number each outcome to be measured during this cycle.</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 upon the OTA program's Student Learning Outcomes, 2005)</p>
<p>Departmental Assessment Coordinator(s):</p> <p>List the instructor(s) leading the assessment process for each outcome listed above.</p>	<p>Adrienne Lynch</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.</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 scoring 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 will span a two-year time frame.</p> <p>Year One</p> <p>Initial reliability scoring – November 2007</p> <p>Initial student feedback survey – January 2008</p> <p>Analysis of section score weighting and student performance on selected sections – March 2008</p> <p>Year Two</p> <p>To be further defined based on above information and utilization of data.</p>

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<p>Criteria for Success 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 exit competency 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 per cent (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)
C. Assessment Results and Action Plan – Complete in Spring 2008	

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<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>	
<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>	