

Program & College-Wide Assessment Report North Central State College - Occupational Therapy Assistant
Data from Academic Year Fall 2016 & Spring 2017

| College-Wide Outcomes | College-Wide Outcome Data Gathering Details | College-Wide Outcome Results | Discussion of College-Wide Results/Improvement Items | Program Outcome | Program Outcomes Data Gathering Details | Program Outcome Results | Discussion of Program Results Improvement Items |
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| Double click on the radio box <input type="checkbox"/> for the College-Wide outcome you are addressing in the second row. | Please note: Anywhere your syllabi display a college-wide outcome assessment, you must deploy the VALUE rubric for that outcome in the semester the course is taught. | What % of your students reached the benchmark? Please include the “N” - number of students within the sample. | Identify how results are used and shared. List any recommendations or action items. * | Please state the program outcomes with proper blooms verbs for graduation level skill. | This is where you will plan which courses/assignments the outcomes will be assessed in, what the benchmark should be, and which faculty member will gather the data | What % of your students reached the benchmark? Please include the “N” - number of students within the sample. | Identify how results are used and shared. List any shifts in teaching, changes to curriculum in light of the data. * |
| <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills | OTAP 2065 Current Practice Trends One section of this course ran in fall 2016. . | <u>2016-2017</u> No Data collected Rubric was not deployed <u>2015-2016</u> 100% N=15 <u>2014-2015</u> 73% N=33 <u>2013-2014</u> 14% N=70 | | Have acquired an educational foundation in liberal arts and science, including a focus on issues related to diversity. | Course: OTAP 2080 & 81 Assessment: FWPE (Field Work Performance Evaluation form is required by AOTA) Benchmark: Score of 70 points or above Faculty: Ted Chapman and Cindy Cornell | 15 of 15 students met this benchmark Eligible for graduation, 1010, 1031, 2041, 2051 | Continue to build diversity projects on ableism throughout curriculum design and assignments to help students further develop their present insight through process of critical reflection on the historical hindsight and projected foresight of ableism |
| <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills | OTAP 2085 Seminar: FW II One section of this course ran in spring 2017 . | <u>2016-2017</u> No Data collected Rubric was not deployed <u>2015-2016</u> No Data <u>2014-2015</u> 93% N=15 <u>2013-2014</u> No Data | | Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. | | 1010, 1030, 2040, 2050, 2065 | |
| <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills | OTAP 2065 Current Practice Trends One section of this course ran in fall 2016. . | <u>2016-2017</u> No Data collected Rubric was not deployed <u>2015-2016</u> 93% N=15 <u>2014-2015</u> No Data <u>2013-2014</u> No Data | | Have achieved entry-level competence through a combination of academic and fieldwork education. | Course: OTAP 2080 & 81 Assessment: FWPE (Field Work Performance Evaluation form is required by AOTA) Benchmark: Score of 70 points or above Faculty: Ted Chapman and Cindy Cornell | 15 of 15 students met this benchmark | |
| <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills | OTAP 2065 Current Practice Trends One section of this course ran in fall 2016. . | <u>2016-2017</u> No Data collected Rubric was not deployed <u>2015-2016</u> 100% N=15 <u>2014-2015</u> No Data <u>2013-2014</u> No Data | | Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation. | | 1030, 2040, 2050 | |
| <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills | OTAP 1015 Introduction to OTA One section ran in fall 2016 | <u>2016-2017</u> Rubric was deployed; however, no information was entered. No Data Collected. N=20 <u>2015-2016</u> No Data <u>2014-2015</u> No Data <u>2013-2014</u> No Data | | | | | |

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| <div><div><div><input type="checkbox"/> Critical Thinking</div><div><input type="checkbox"/> Oral Communication</div><div><input type="checkbox"/> Written Communication</div><div><input type="checkbox"/> Information Literacy</div><div><input type="checkbox"/> Intercultural Knowledge</div><div><input type="checkbox"/> Quantitative Literacy</div><div><input checked="" type="checkbox"/> Professional Skills</div></div></div> | | | | | | | |

Peach shading- College-wide Outcomes

Green Shading- Program Outcomes

Red asterisk - CRITICAL TO ADDRESS