Assessment Plan

Program Name: *Rehabilitation Assistant Diploma Program (RADP)*
Evaluation Period: 2014-2015 (*note program ends Dec 31, 2015 so assessment data to be submitted in June 2016 report)
Credential: Diploma
Program Duration: 16 month accelerated (2 year) fulltime program-cohort
Faculty Area: School of Allied Health in the Faculty of Education, Health & Human Development
Program Evaluation Contact: Diane Koch and Tracy Dignum, Program Coordinators

Program Mission
The Rehabilitation Assistant Diploma Program (RADP) prepares students to work under the general supervision of Occupational Therapists, Physiotherapists, Speech Language Pathologists and Audiologists along the continuum of healthcare from facility to community and from public to private practice. Rehab assistants (RA) deliver services by assisting clients in managing impairments and developing, maintaining or restoring skills to achieve optimal levels of activity and participation. Equally important are the operational services which support the safe delivery and measurement of efficient and effective rehabilitation services.
Program Goals
RADP Students will develop the knowledge, skills, values and attitudes necessary to support occupational therapists, physiotherapists, speech language pathologists and audiologists in the efficient and effective delivery of rehabilitation services within public and private healthcare systems.

Program Student Learning Outcomes

Students successfully completing this program will:

1. Demonstrate ***application of RA Frame of Reference*** in alignment with PEAC & CAOT Practice Profile for support personnel incorporating PLAN, DO, OBSERVE & REPORT.

2. Demonstrate ***professionalism*** by taking responsibility for assigned tasks, using appropriate language, integrating constructive feedback and managing time effectively.

3. ***Communicate effectively*** with clients, clinicians/team members, peers and instructors through oral, written and/or non-verbal methods.

4. Acquire, demonstrate and master ***all required practical skill sets and competencies*** necessary to fulfill the role of a rehabilitation assistant in accordance with PEAC & CAOT National Accreditation Standards.

Relationship between Institutional Outcomes & program student learning outcomes

#	Institutional Outcomes	Associated Program student learning Outcome(s)
1	Self-directed learning, awareness & responsibility	#1, #2, #3, #4
2	Up-to-date information gathering and research skills	#1, #2
3	Communication skills	#1, #2, #3, #4
4	Quantitative reasoning ability	#1
5	Group and social interaction skills	#1, #2, #3, #4
6	Creative, critical and analytical thinking skills	#1, #2, #4
7	Community/global consciousness and responsibility	#1, #4

Program Assessment Plan

Program Student Learning Outcomes	Measure(s) used to assess PLO	Direct or Indirect?	Benchmark
1. Students will demonstrate ***application of RA Frame of Reference*** in alignment with PEAC & CAOT Practice Profile for support personnel incorporating PLAN, DO, OBSERVE & REPORT.	Professional and reflective online Capstone portfolio	direct	Successful completion & submission of e-portfolio with B or higher grade on RADP 201 marking rubric
	Practicum site supervisors' direct evaluations during RADP 190, 290 & 291	direct	" fully meet expectations" on 85% of the skills and competency checklists in each of RADP 190, 290 & 291 evaluation tools
	Student Reflective self-evaluations during RADP 190, 290 & 291	indirect	
2. Students will demonstrate ***professionalism*** by taking responsibility for assigned tasks, using appropriate language, integrating constructive feedback and managing time effectively.	Professional online Moodle posts during RADP 190, 290 and 291 Practicum placements	direct	Final practicum placement RADP 291 competencies completed with 95% of skills and checklists "fully meeting expectations"
	Program exit interview	direct	"fully meet or exceed expectations" on exit interview marking rubric in 3 out of 4 professionalism questions
3. Students will ***communicate effectively*** with clients, clinicians/team members, peers and instructors through oral, written and/or non-verbal methods.	Practicum site supervisors' direct evaluations and Capilano Univ supervisors' direct evaluations during RADP 190, 290 & 291	direct	**"**fully meet expectations" 85% of the skills and competency checklists in each of RADP 190, 290 & 291

			evaluation tools
	Employers,' RADP Advisory Council, Health Authorities Reps & RA faculty feedback/reflections at Annual RADP Program Advisory Council meeting	indirect	Rating of "good or higher" for 90% of RA graduates' employment interviews feedback
4. Students will acquire, demonstrate and master ***all required practical skill sets and competencies*** necessary to fulfill the role of a rehabilitation assistant in accordance with PEAC & CAOT National Accreditation Standards.	Professional and reflective online Capstone portfolio	direct	Successful completion & submission of e-portfolio with 95% of students receiving grade of A- or better on RADP 201 marking rubric **AND** use of portfolio to demonstrate skill set acquisition by 95% of the students that "fully meet or exceed expectations" on exit interview marking rubric
	RADP 291 practicum evaluation checklist and direct evaluation tool (which aligns with PEAC & CAOT National Accreditation Standards)	direct	**"**fully meet expectations" in 95% of the skills and competency checklists for RADP 291

Program Assessment Timeline

Action	Date to be completed	Completed by	Estimated time required
Revisit last year's assessment report and make necessary revisions for 2014-15 plan	Aug 2014	All faculty facilitated by DKoch	3 hrs
Ensure all students are familiar with program learning outcomes and process for starting e-portfolios for 2014-15 cohort	Sept 2014	DKoch & TDignum at prg orientation with students	35 min
Ensure all PAC members are familiar with revisions to 2014-15 assessment plan	Oct 2014	T Dignum	30 min
Discuss updates and assessment data collection methods with faculty at end of fall term	Nov 2014	All faculty facilitated by DKoch	40 min
Collect and tabulate RADP 190 practicum evaluation tools and competencies, as well as moodle posting data	Mid April 2015	JGarden, DKoch, TDignum	1 week
Discuss updates and assessment data collection methods with faculty and necessary practicum site supervisors at end of spring term	End of April 2015	JGarden, TDignum/DKoch All faculty	1 week 45 min
Collect and tabulate RADP 290 practicum evaluation tools and competencies as well as moodle posting data	Mid-August 2015	T. Dignum, DKoch	2 weeks
Ensure all students review their individual learning goals and portfolio requirements in preparation for RADP 201 course	Mid Aug 2015	T.Dignum students,	3 hrs
Discuss updates and assessment data, along with preparation for exit interviews and e-portfolio submissions with faculty at beginning of fall term (last semester for students)	End of Aug 2015	All faculty facilitated by DKoch	1 hr
Assess e-portfolios in RADP 201 using marking rubrics	End of October 2015	JGarden, T.Dignum students	1 week
Conduct exit interviews & Collect exit interview data using marking rubrics	Early Nov 2015	All faculty, PAC members, students	8 hours

Collect and tabulate RADP 291 practicum evaluation tools and competencies as well as moodle posting data	End of Dec term and program 2015	TDignum Dkoch	1 week
Discuss all collected data with faculty at end of program review period (Dec 2015) and look at information provided	End of program & term Dec 2015	All faculty facilitated by DKoch	3 hrs plus email correspondence
Provide collected data and receive feedback and information from Program Advisory Council, Employers and Health Authority reps regarding program and student learning outcomes	Early Feb 2016	HR, Employers, Heath authority reps, PAC, faculty facilitated by TDignum	1-2 hours
Write assessment report DRAFT	Early May 2016	DKoch	2-3 days
Review and discuss assessment report with faculty. Examine areas for program improvements	End of May 2016	All faculty facilitated by DKoch	3 hours
Provide annual summary National Accreditation review & report to PEAC and CAOT	Mid-end of May 2016	TDignum	2-3 days
Complete assessment report for 2014-15 and submit	Early June 2016	DKoch	2-3 days
Revisit last year's assessment report and make necessary revisions for 2016 – 18 plan	End of Aug 2016	All faculty facilitated by DKoch	1-2 hours

Program Changes

(based on issues identified in last year's report)

Issues Identified Last Academic Year	Steps to Be Taken and Anticipated Outcome	How will you test the anticipated outcome?
During assessment process review at exit interviews; Students commented that while useful, the hardcopy binder format for portfolios may not meet current environmental or employers' needs. E-portfolios were noted as a common theme shared in reflective student feedback	- TDignum became a member of the Cap Univ e-portfolio subcommittee and agreed to provide in-house training for faculty and students (completed Aug 2014) - New 2014 Sept cohort to be introduced to e-portfolios at orientation session (completed Sept 2, 2014) - Students to be reminded and provided opportunities in each course to look at e-portfolios and how best to collect information as the program moves forward. - E-portfolios to be incorporated into program exit interview process (Dec 2015) - E-portfolios to be shared at upcoming PAC meeting by 3 students (Feb 2016)	Reassess PLO #1, 2, 4 in May 2016
While examining the data from last year's assessment cycle it was noted that too many variations of marking rubrics are being used to collect data (letter grades, numerical, differing practical skills assessments, practicum etc) and perhaps it would be more efficient to streamline the marking rubrics so that a consistent framework is used/presented to students with subtle variations as necessary for respective courses, skills sets and practicum	- Faculty discussed at Aug meeting the variety of formats being used - By way of email, all rubrics to be collected by D Koch and re-organized into 3 or 4 possible draft documents (to be sent by end Sept and formally reviewed at Nov 2014 fac mtg) - Various faculty will be researching other institutions/professions' use of rubrics to see if any would benefit needs of RADP prg (to be done by Dec 2014) - TDignum, J. Garden and DKoch to revisit Practicum checklists and evaluation	Reassess PLO #2 end of Dec 2015

	tools for streamlining (by Dec 2014)	
Faculty and AC members along with Health Authority reps agreed that setting expectation rate for students to achieve 100% in every PLO was unrealistic (evidenced by data from 2013-14 cycle)	- All members and faculty agreed a more realistic PLO success rate may be in the 80 -90% range and reflected on rational for why 100% not met. (Aug 2014) - Faculty unanimously agreed at 2014-15 assessment planning meeting to use 85% or 90% as base for success measurements (Aug 2014)	Reassess PLO # 1-4 results May 2016
Even though mastery of skill sets remains a priority objective for the RADP program, how best to measure the “mastery” needed to be revisited, so that data collection methods were measurable in ways other than achieving CGPA of B or better. Perhaps more specific definition of “mastery” needs clarification, as well as brainstorming what “mastery of skills” really ‘looks like’ to faculty, students, HR, practicum supervisors etc.	- Brainstorming session with faculty regarding what mastery “looks like” (completed Sept 2014) - Review at end of assessment cycle whether measurable rubrics capture the RA role and skillsets (Dec 2015)	Reassess PLO #4 Dec 2015