

## SELECTION AND INTERVIEW PROCESS

### SELECTION PROCESS

The following selection process will be used to determine admission for the Fall Semester of the Occupational Therapy Assistant program.

- All applicants that meet the admission requirements will receive an interview.
- Applicants will receive points on courses that have been completed or are in progress.
- Applications will be scored based on the OTA Program Application Scoring Rubric
- Applicants will be notified via the email address provided on the application regarding interview selection. Applicants that receive an interview will be assigned an interview time slot.

| Category  | Criteria   | Max Points | Earned Points |
|---|--|------------|---------------|
| <b>Grade Point Average</b>  | Grade Point Average (GPA) based on all classes taken at SCF and transferred undergraduate courses. (EX. GPA of 3.8 x 10 = 38 points) | 40         |               |
| <b>Pre-requisite course completion at the time of application submission. Courses must have a grade of "C" or better (A&amp;P I, General Psychology, Written Communication, Area II Category A Mathematics)</b> | Coursework completed with an "A" receives 5 points, 3 points for a "B", and 1 point for a "C"  | 20         |               |
| <b>General education courses completed at the time of application submission (A&amp;P II, Human Development, American Govt/US History, Humanities Area IVA)</b>   | Course Completed: 5-points.<br>Course in -progress: 3 points<br>Course not taken: 0 points   | 20         |               |
| <b>Total Points: 80</b>   |  |            |               |

## THE INTERVIEW

Students are selected for the interview based on GPA and coursework completed at the time of application submission. Only students who are selected for the interview will be considered for admission. Applicants are evaluated on professional appearance and behaviors as it relates to the OTA profession, creativity, problem solving, maturity, role as a group member, relating to others, communication skills and responses to interviewer questions. Interview scores will be tabulated and added into the Composite Admission Score.

NOTE: The Program Faculty reserves the right to request an additional personal interview with an applicant if the interview process does not provide the interviewers with sufficient information to rate the student. Applicants must earn a minimum of a "recommendation" through the interview process to be accepted into the program.

### Scoring for the Interview:

Interview: 25 points

Writing Sample: 20 points

Total: 45 points

**In addition to the interview, all applicants are required to prepare a writing sample on-site. Students will be given 15 minutes to complete their writing sample.**

## COMPOSITE ADMISSION SCORE

The composite admission score is the total of the students score on the interview, writing sample, and OTA program application scoring rubric.

Composite Admission Score is as follows:

OTA Program Application Scoring Rubric \_\_\_\_\_/80 points

Interview \_\_\_\_\_/25 points

Writing Sample \_\_\_\_\_/15 points

Total: 120 Points

Scores will be ranked from highest to lowest and applicants with the top 24 scores will be selected for program admission.

**STATE COLLEGE OF FLORIDA**  
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**  
**APPLICANT INTERVIEW EVALUATION FORM**

**Applicant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Rate the applicant in each area on a scale of 1-5, with 1 being the lowest and 5 being the highest.

|   | <b>1</b>                             | <b>2</b>   | <b>3</b>                             | <b>4</b>   | <b>5</b>  | <b>NOTES</b>            |
|---|--------------------------------------|--|--------------------------------------|--|---|-------------------------|
| <b>1. Knowledge of profession/<br/>Responsibility in making career choice</b> | Poor knowledge of profession         | Career in field questionable                           | Possible OTA career-minded           | Good knowledge of profession; career-oriented          | Excellent knowledge of profession               |                         |
| <b>2. Motivation/<br/>Commitment to Learning</b>                              | Appears to have poorly defined goals | Appears to set goals too low- puts forth little effort | Average goals                        | Appears to strive for achievement                      | Sets high goals-works hard to achieve           |                         |
| <b>3. Interpersonal/<br/>Communication Skills</b>                             | Expresses self poorly                | Tries to express self; does fair job at least          | Average fluency and expression       | Talks well and "to the point;" comfortable with people | Excellent expression;                           |                         |
| <b>4. Critical Thinking/<br/>Problem Solving</b>                              | "Don't know," only                   | Identifies "the" answer                                | identifies one problem, one strategy | Recognizes more than one strategy for problem          | Recognizes complex problem and complex strategy |                         |
| <b>5. Professional Behaviors</b>  | Exhibits lack of self-confidence     | Easily irritated; tense                                | Sure of self                         | Self-confident   | Well composed                                   |                         |
|   |                                      |  |                                      |  |   | Total Score<br>_____/25 |

**EVALUATION SUMMARY:**

**COMMENTS:**

1. Knowledge/Responsibility \_\_\_\_\_

2. Motivation/Commitment \_\_\_\_\_

3. Interpersonal/Communication \_\_\_\_\_

4. Critical thinking/Problem Solving \_\_\_\_\_

5. Professional Behaviors \_\_\_\_\_

**RECOMMEND:** \_\_\_\_\_

**DO NOT RECOMMEND:** \_\_\_\_\_

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Evaluator Name

Evaluator Signature

Date

## WRITING SAMPLE RUBRIC

|  |  |   |   |   |  |                     |
|--|--|---|---|---|--|---------------------|
| <p><b><u>Applicant demonstrates depth of thought and purpose regarding the pursuit of an OTA career.</u></b></p>                 | <p><b>1 WEAK</b><br/>(Response demonstrates little to no understanding of what an OTA career entails)</p>  | <p><b>2 SOME</b><br/>(response is vague or slight, demonstrating little understanding or exploration of an OTA career, i.e., "helping others")</p>  | <p><b>3 suitable</b><br/>(response suggests some exploration of and understanding of what an OTA career involves)</p>   | <p><b>4 thoughtful</b><br/>(response suggests applicant has explored the OTA field and considered what the career would involve)</p>  | <p><b>5 strong</b><br/>(response indicates clear understanding of what an OTA career entails)</p>  | <p><b>SCORE</b></p> |
| <p><b><u>Applicant demonstrates communication skills in the form of clear, well-structured sentences and paragraphs.</u></b></p> | <p><b>1 weak</b><br/>(response is illegible or unintelligible)</p>   | <p><b>2 some</b><br/>(response is composed of incomplete sentences or poor syntax or sentence construction, which weakens communication or results in unclear meaning; awareness of how sentences work together to communicate within a paragraph seems missing, i.e., paragraphs made up of unrelated sentences)</p> | <p><b>3 suitable</b><br/>(response may contain a fragment or some poor construction; sentences appear as discrete entities without much awareness of how sentences work together to build meaning in a paragraph)</p> | <p><b>4 thoughtful</b><br/>(response may contain a fragment or some poor construction; sentences within a paragraph mostly work together to develop a coherent idea though some sentences may veer away from that united purpose)</p> | <p><b>5 strong</b><br/>(response is composed of clear and complete sentences and paragraphs that suggest awareness of the reader and the purpose of communication; sentences within a paragraph work together to develop and communicate a clear idea)</p> |                     |
| <p><b><u>Applicant demonstrates an awareness of standard written English.</u></b></p>  | <p><b>1 weak</b><br/>(response is unintelligible due to repeated instances of misspelled, misused, or poorly chosen words; or missing or misplaced</p> | <p><b>2 some</b><br/>(response includes some misspelled words, word choice errors, or punctuation errors, which impede communication of parts of the</p>  | <p><b>3 suitable</b><br/>(response includes a word or punctuation error, which may or may not impede the communication of applicant's ideas)</p>  | <p><b>4 thoughtful</b><br/>(response includes a word or punctuation error, but the error does not impede the communication of applicant's ideas)</p>  | <p><b>5 strong</b> (no word or punctuation errors appear; response demonstrates awareness of standard English in written communication)</p>  |                     |

|                    |   |                       |  |  |  |        |
|--------------------|---|-----------------------|--|--|--|--------|
|                    | punctuation;<br>errors impede<br>the<br>communication<br>of applicant's<br>ideas) | applicant's<br>ideas) |  |  |  |        |
| <b>Total Score</b> |   |                       |  |  |  | ___/15 |