Student Outcomes Assessment and Success Report AY2021-22   *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

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Part 1a: Summary of Student Learning Outcomes Assessment

KEY: Green indicates maintained or increased   Red indicates decrease Yellow indicates current data   Orange indicates future data collection
Pink indicates further discussion with faculty to address at next end of semester retreat

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
1. (G.2, G.3, G.5) Provide safe and effective standards of care for a diverse client population. NBCOT Learning Outcomes at Domain Level: Domain 1: Acquire info Domain 2: Formulate conclusions, needs/ priorities Domain 3: Select Inter-ventions Domain 4: Manage/ direct OT Services	(1) NBCOT report of certification exam results: ISU Cohort Group (after successful completion of course requirements (didactic and clinical fieldwork)) (2) NBCOT Reporting of Correct Responses at domain level	Overall pass rate: 90% Overall mean score: 478 (mean all US OT programs=478; passing score 450) Overall first time pass rate: 85%	Overall NBCOT pass rate: Class of 2021 (n=30) = 97% Increased 5% compared to Class of 2020 (n=26) = 92% Meets benchmark Score distribution: (NBCOT Passing score = 450) Cohort group mean score = 481 (US programs mean score = 474 Increased 1 compared to Class of 2020 Meets benchmark Cohort group (exam Jan-Dec 2020): First time new grad pass rate = 87% (US programs FTNG pass rate=84%) Increased 5% from Class of 2020 Meets benchmark	Provided Increased exposure and practice opportunities to board-type questions through purchase of OTKE pre-Board exams through NBCOT (Class of 2022 will participate) Integrated evidence-based educational resources (necessitated by transition to online learning and inability to continue simulation experiences with standardized patients) Curriculog change to balance intervention courses in curriculum (OCTH 741 peds from 5 to 4 cr. hr and OCTH 752 from 3 to 4 cr. hr.) approved and implemented Fall 2021. Impact will be determined based on Class of 2022 performance.

		>70% all domains	Breakdown: NBCOT Reporting of correct responses at domain level: **All met expected 70% except Domain 1, 2**	

			Domain 1: Eval/assess <mark>2021: 82%, 74%</mark> (2020: 78%, 63%) (2019: 78%, 72%) (2018: 75%, 66%) (2017: 77%, 75%) Increased: Acquire info regarding factors influencing occu. performance Domain 2: Formulate con-clusions, needs/priorities to develop/monitor interven-tion plan <mark>2021: 71%</mark> (2020: 65%) (2019: 68%) (2018: 73%) (2017: 77%) Increased: Analyze/inter-pret assessment results/ condition/context/priorities to develop/ manage intervention plans Domain 3: Intervention Management <mark>2021: 70%, 73%, 69%</mark> (2020: 71%, 71%, 81%) (2019: 72%, 72%, 71%) (2018: 69%, 69%, 59%) (2017: 70%, 71%, 65%)	

			Decreased/increased: Implement occu-based strategies, Manage interventions to support occu. performance, recommend environmental modifications. Domain 4: Manage/direct OT Services: 2021: 81%, 70%, 78% (2020: 86%, 69%, 90%) (2019: 76%, 76%) (2018: 70%, 73%) (2017: 77% 67%) Decreased: Increase competence/professional development activities to provide EBP services Increased: Maintain risk management techniques to protect self/clients Decreased : Manage OT services in according with laws/regulations/ accreditation guidelines Benchmarks PARTIALLY MET	
	(3) Overall student scores on AOTA Fieldwork Performance Evaluation to demonstrate skills consistent with entry level practice (4) OCTH 774	>88%	Class of 2021: 86.9% Increased: 1.4% (85.5% 2020 83% 2019/88% 2018/85% 2017) Class of 2022: 88% Benchmark NOT MET	Two simulations per semester added for Class of 2021. This percentage increased, but still did not meet benchmark. Additional competencies and number of simulations added starting Fall, 2021 (with pandemic transition back to face to face course delivery). Impact to be monitored for Class of 2022. Scores may have been influenced with impact of pandemic and changes in FW experiences provided to students as clinical practice necessitated changes.

2. (G.4) Utilize critical thinking with the knowledge derived from the biological, behavioral, and clinical sciences for clinical decision-making.	(1) Case study synthesis based on data-driven decision-making model/use of evidence-based practice (group project) (2) OCTH 740, OCTH 741	Overall average point score> 88% (per rubric)	Class of 2022 (n=29): OCTH 740: 94.4% Class of 2021 (n=30): OCTH 740: 95.5% Class of 2020 (n=26): OCTH 741: 97.4% Class of 2019: OCTH 741: 93.7% Meets benchmark	Outcome measure representing a final project that requires application/ integration of the OT process.
3. (G.5) Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession.	(1) Development of Professional Development Plan (aota.org template) (2) OCTH 751	Overall average point score > 88% (per rubric)	Class of 2021 (n=30) OCTH 751 (2nd yr): 99.6% Class of 2020 (n=26) OCTH 751 (2nd yr): 100% (2019: 99.3%) Meets benchmark	Threaded throughout curriculum
4. (G.4) Analyze trends in health care and advocate for community-based initiatives related to health and well-being.	(1) Final group project community based (2) OCTH 751	Overall average percentage point score > 88% (per rubric)	Class of 2021 (n=30) OCTH 751 (2nd yr): 95.6% Class of 2020 (n=26) OCTH 751 (2nd yr): 96.6% (2019: 96%) Meets benchmark	New outcome measure. Topics chosen for deep study of community-based OT.
5. (G.3) Demonstrate ethical behavior consistent with professional and legal standards.	(1) AOTA Fieldwork Performance Evaluation: Section I. Ethics (#1-3) I.Fundamentals of Practice (2021) (2) OCTH 774 – FW II	Overall average percentage point score > 88%	Class of 2021 (n=30) Average percentage: Ethics: 91%* (2020: 82.5%) (FWPE data demonstrated Increased, Meets benchmark Decrease, benchmark NOT MET in this area compared to Class of 2020 at 82.5%) *Average of 3 random samples	Decreased despite integration of IPE panel dinners. Faculty to address at December 2021 retreat.
6. (G.1)	(1) AOTA Fieldwork		Class of 2021 (n=30)	*Emotional Intelligence curriculum for OT students*

Communicate effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.	Performance Evaluation: Section VI. Communiction & Professional Beh. (#29-37)	Overall average point score > 88%	Average percentage: 97%* increase, Meets benchmark Professional Behaviors (2020 = 92.5% 2019 = 89%/2018 = 93%) Communication (2020 = 87.5% 2019 = 81%/2018 = 87%) (FWPE data demonstrated *Average of 3 random samples	implemented Summer 2020, perhaps impacting scores for Class of 2022.
7. (G.2, G.5) Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community.	(1) Ergonomic assessment in community	Average percentage score (per rubric) > 88%	Class of 2021: 92.2% OCTH 625 Ergonomic assessment: (Class of 2019: Not implemented at that time) Class of 2022: 92.78% Class of 2020: 95.6% Meets Benchmark	
	Simulation lab (RHIC) encounter with stan-dardized patient (2) OCTH 625, OCTH 622/742	Average percentage score Encounter 2 (per rubric) > 88%	Class of 2021: OCTH 622 (1st yr): 88.5% Encounter 1: 89% Encounter 2: 91.5% OCTH 742 (2nd yr): Encounter 1: 86% Encounter 2: 91% (Class of 2020): OCTH 622 (1st yr): 88% Encounter 1: 88% Encounter 2: 91.3% OCTH 742 (2nd yr): Encounter 1: 85.8% Encounter 2: 90.4% Meets benchmark	With Increased number of opportunities for 1st and 2nd yr students to participate in SIM lab encounters, rubric standards/criteria have been increased in OCTH 742 (2nd yr) to challenge clinical skill set prior to FW II experiences. Simulation scaffolding has been established and will impact Class of 2023/2024.

			(Maintained from 2020)	
8. (G.1, G.3) Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice	(1) Assignment: Critical assessment of 2 journal articles (2) Final presentation group research project ATTR 691, OCTH 798	Average score on critical assessment of journal article (per rubric)> 88% Average score on final presentation (per rubric)> 88%	Class of 2021: ATTR 691 (1st yr) Class of 2021: 98% OCTH 798 (2nd yr): 99% (2019: 97.6%) Meets benchmark	Specific assignments for ATTR 691 for both quantitative and qualitative research studies added to syllabus

Part 1b: Review of Student Success Data & Activities

Use Blue Reports to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

1) Cohort Sizes   2) Year-to-Year Retention   3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)

Cohort sizes/Year-to-Year Retention:

OT Master's Program Class	2017	2018	2019	2020	2021
Number of students starting/ number of students graduating	27/27	28/30	29/29	26/30	30/30

5-Year Graduation Rate: 95.9%

Average time to completion (graduate): 30 months

Other: Review of the data indicated a very slight change in diversity reflected in the Class of 2021. Whites made up 90% and other (Asian, Black/African American, Hispanic, two or more races), made up 10% of the Class of 2021 (compared to 89.66% and 10.34% for Class of 2020). Also males made up 10% of the class of 2021, decreased from a high of 10.33% in Class of 2020. Recruiting and graduating a diverse pool of students is an initiative of the American Occupational Therapy Association.

What worked well in supporting student success this year?
All courses were reviewed with changes implemented per the annual strategic plan and pre and post-semester faculty retreats. Students were monitored closely in all course work during weekly/biweekly faculty meetings and as needed. All core faculty and instructors are responsible for monitoring and addressing changes as needed in content/assignments to support student success throughout the program. These decisions are based on student performance, teaching evaluations, course evaluations, and qualitative feedback by students at the end of each semester.

The COVID transition plan continuing throughout 2021 allowed for course delivery from 100% face to face while maintaining social distancing and decreasing lectures sizes due to room size and student ratio. Three of five faculty had completed the Online Certification Program offered through the Faculty Center for

Teaching Excellence and were able to initiate transition of all courses working with all faculty to deliver course work and be creative in how we were to teach and assess clinical skills and competencies required to be an effective health care professional, as needed due to quarantines of students/groups. Our Fieldwork Coordinator managed to place all of our students so they could graduate in time in December 2021, and her dedication and countless hours are appreciated by the program.

Specific strategies used to support student success this year:

- Students participated in a total of ten simulations through RHIC Sim Center over the two year didactic portion on campus. These opportunities provide individual feedback with students placed in a clinical scenario with a standardized patient. This experience requires integration of clinical reasoning skills and practice of clinical skills which are scaffolded throughout the sequence of simulations to provide a "just right" learning opportunity. Two simulations provided an experience for interprofessional education, exposing OT students to working on a health care team and learning the roles of other clinicians in the process.
- Exploration of evidence-based virtual learning opportunities for the students, precipitated by the pandemic mandate. Students benefitted with extra resources provided by our program (Simucase, ClinEdWeb, EHRgo, and International Clinical Educators Learning Resource Center), which are used by many OT programs to supplement learning through modeling of use of clinical reasoning.

What are the most significant opportunities for improvement upon which to focus in the coming year?

- Improving teaching face to face through the experience of teaching online in a face to face course delivery program: We learned the importance and necessity of connecting learning objectives and standards to all assessment in the form of assignments, formative, and summative assessments. We learned about the importance of effective communication, both verbally and in writing, to support our students' educational process. Planning courses online during quarantines to meet all student needs challenged us to continue to improve what we offer them face to face and to continue high-impact practices no matter what course delivery system we must use.
- Students will have an opportunity to take the pre-Boards exam at the end of the didactic year just prior to initiating two three-month fieldwork experiences with fieldwork educators. This data was implemented into our assessment process starting with the Class of 2021 and serve to guide faculty in supporting students in areas where focus is needed. It also serves to inform individual students of performance in all domains and to reflect on their learning.
- Faculty discussed need to implement learning contracts for academic and professional behavior support for professional preparation. A contract between student and faculty will result in consistent meetings to monitor and strategize techniques for improved performance in both areas. With return to a face to face course delivery model, professional behaviors will be monitored in all courses with use of a rubric which specifically will outline expectations of students in a professional health graduate program. We hope this strategy will improve performance in ethics, professional behaviors, and communication as evidenced by the Fieldwork Performance Evaluation completed by fieldwork educators. The objective data provided by occupational therapy practitioners in the field is valued highly in this assessment process.
- Faculty recognized the impact of external stressors on academic performance. Faculty has no objective quantitative data to support this in our program, but based on recent studies in other occupational therapy programs who have researched this situation, uncertainties of the pandemic have increased students' anxiety to perform well in school, concerns for significant others and family members, and inability to focus on academics. Faculty have discussed and implemented strategies to help to decrease this impact by taking time to listen and help students address problems including referrals to Sycamores Care, available mental health services on campus, and ISU Foundation financial assistance. The number of referrals for these services used by our students has dramatically increased. Faculty continue to offer face-to-face and Zoom meetings to support students.

Part 2: Continuous Quality Improvement
Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
3) **what your assessment plan will focus on in the coming year**
4) **how this information will be shared with other stakeholders**

1. <u>Assessment and data review</u> demonstrate objective evidence of learning through points along the continuum of didactic and clinical skill performance culminating with objective data provided by occupational therapy practitioners in student Level II Fieldwork experiences. Rich sources of data derive from performance of integrative case studies, group projects, and culminating research project from a faculty perspective; inclusion of Board-type questions in formative and summative assessments for all courses; analysis provided by NBCOT with individual breakdown of domains on student performance on the actual Boards exam; quantitative and qualitative feedback provided for all Level I and Level II Fieldwork performances. Many established benchmarks were met, and faculty will continue to focus on weaknesses to improve preparation and support of our students through this process. Career readiness based on attempted data collection of employers of graduates remains extremely difficult to obtain, but contact through informal sources (LinkedIn, Facebook, emails) indicates that many students are satisfied with employment in their chosen field.

2. <u>Actions</u>:
   - Simulation scaffolding to be implemented to increased experiential learning each semester added for Class of 2022. This percentage increased, but still did not meet benchmark.
   - Additional competencies and number of simulations added starting Fall, 2021 (with pandemic transition back to face to face course delivery). Impact to be monitored for Class of 2022. Scores may have been influenced with impact of pandemic and changes in FW experiences provided to students as clinical practice necessitated changes.
   - With Increased number of opportunities for 1st and 2nd yr students to participate in SIM lab encounters, rubric standards/criteria have also been increased in OCTH 742 (2nd yr) to challenge clinical skill set prior to FW II experiences. Increased number and rigor of competencies have been added 2021-2022.

3. <u>Focus of assessment plan</u>: Strategies to make improvements in exposure to efficient opportunities within existing courses to address benchmarks not met (Fieldwork II overall performance; ethics and communication skills) and weaknesses reported by faculty (lack of carryover to apply foundational knowledge in more advanced coursework, such as decreased performance in locating and applying evidence-based practice through multiple available resources). This may require creating new assessment data points to monitor this more consistently throughout program.

4. <u>Stakeholders in supporting success of graduates of the OT program</u>: All courses are reviewed with changes implemented per the annual strategic plan and pre and post-semester faculty retreats. Students are monitored closely in all course work during weekly/biweekly faculty meetings and as needed. All core faculty and instructors are responsible for monitoring and addressing changes as needed in content/assignments to support student success throughout the program with opportunities for students to provide input during office hours, advising meetings, and real time email communications. These decisions are based on student performance, teaching evaluations, and course evaluations. Dr. Pommier, Department Chair, provides an opportunity for students to provide feedback at the end of each semester. Dean Mallory, Dr. Pommier, student liaisons from each class, faculty, and community advisors meet yearly for an OT Advisory Board meeting to gain outside perspective and guidance for improving the program. The Program Director and Fieldwork Coordinator attend Academic Leadership Council meetings twice yearly sponsored by the American Occupational Therapy Association to keep up to date on current trends and developments on a national perspective and share this information at meetings.

Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: MS Occupational Therapy

Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	LO alignment to NBCOT LOs and CGPS Graduate Student Learning Outcomes is provided, evidencing learning that meets the standards of the accreditor and the standards of graduate education at ISU.	At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Exemplary
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.	Exemplary use of multiple points of data from multiple rich and relevant displays of student learning across the curriculum and related to professional exams.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

				Exemplary
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.	Exemplary discussion of findings relative to expectation and measures used. Discussion of faculty insights into performance improvements, related actions, and performance concerns is pointed and informed.	The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used The threshold for proficiency reflects reasonably high expectations for the program Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used Thoughtful discussion of faculty insights gained from findings is included When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Exemplary
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	The OT program has the best display of data trends that compares current data to prior data in ways that facilitates pinpointing issues and discussing which interventions have proven successful. It is so easy to read and refer to (not just for me, but for your faculty and stakeholders who will use this data). Clear connections between that data and plans for improving student learning, supporting strong student performance, and adapting assessment strategies. Clear involvement of faculty and multiple stakeholders in assessment.	Multiple program faculty are involved in the assessment process Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.