

Student Outcomes Assessment and Success Report AY2019-20 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.

Unit/Program Name: AMR/Occupational Therapy Master's Program **Contact Name(s) and Email(s)** Paula Jarrard, OTD, MOT, OTR/L

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

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>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?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>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.</p>
<p>1. (G.2, G.3, G.5) Provide safe and effective standards of care for a diverse client population.</p> <p>NBCOT Learning Outcomes at Domain Level: <u>Domain 1:</u> Acquire info <u>Domain 2:</u> Formulate conclusions, needs/ priorities <u>Domain 3:</u> Select Interventions <u>Domain 4:</u> Manage/ direct OT Services</p>	<p>(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</p>	<p>Overall pass rate: 90%</p> <p>Overall mean score: 478 (mean all US OT programs=478; passing score 450)</p> <p>Overall first time pass rate: 85%</p> <p>>70% all domains</p>	<p>Overall NBCOT pass rate: Class of 2019 (n=29) = 100% Maintained</p> <p>Score distribution: (NBCOT Passing score = 450) Cohort group mean score = 471 (US programs mean score = 477) Decreased 6 compared to Class of 2018</p> <p>Cohort group (exam Jan-Dec 2019): First time new grad pass rate = 74% (US programs FTNG pass rate=82%) Decreased 11% from Class of 2018</p> <p>Breakdown: NBCOT Reporting of correct responses at domain level:</p>	<p>Continue Increased exposure and practice opportunities to board-type questions throughout all OCTH courses and NBCOT preparation course during/after FW II</p> <p>Integrated ICE video analysis, EHRgo cases/documentation practice, and Simucase methods</p> <p>Initiated Curriculog change to balance intervention courses in curriculum (OCTH 741 peds from 5 to 4 cr. hr and OTCH 752 from 3 to 4 cr. hr.)</p>

			<p>All met expected 70% except Domain 2</p> <p><u>Domain 1:</u> Acquire info 2019: 78%, 72%, 70% (2018: 75%, 66%) (2017: 77%, 75%)</p> <p>Increased: Analyze evidence obtained from occu. profile to ID factors influencing occu. performance</p> <p><u>Domain 2:</u> Formulate conclusions, needs/priorities 2019: 68% (2018: 73%) (2017: 77%)</p> <p>Decreased: Analyze/interpret assessment results/condition/context/priorities to develop/ manage intervention plans</p> <p><u>Domain 3:</u> Select Interventions 2019: 72%, 72%, 71% (2018: 69%, 69%, 59%) (2017: 70%, 71%, 65%)</p> <p>Increased: Implement occu-based strategies, Manage interventions to support occu. performance, recommend environmental modifications.</p> <p><u>Domain 4:</u> Manage/direct OT Services: 2019: 76%, 76% (2018: 70%, 73%)</p>	<p>Further analysis within this domain shows strength (75%) in select/fabricate orthostatic devices/training, but weakness in selecting assistive tech options (62%)</p>
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			(2017: 77% 67%) Increased: Maintain competence/professional development activities to provide EBP services Increased: Manage OT services in according with laws/regulations/ accreditation guidelines Decreased: to 83% (88% 2018/85% 2019) Does not meet benchmark	
	(3) Overall student scores on AOTA Fieldwork Performance Evaluation to demonstrate skills consistent with entry level practice (4) OCH 774	>88%		Two simulations per semester added for Class of 2019, yet this percentage decreased. Additional competencies added.
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) OCH 740, OCH 741	Overall average point score > 88% (per rubric)	Class of 2019: OCH 741: 93.7% Meets benchmark	New 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) OCH 751	Overall average point score > 88% (per rubric)	Class of 2019 (n=29) OCH 751 (2 nd yr): 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) OCH 751	Overall average percentage point score > 88% (per rubric)	Class of 2019 (n=29) OCH 751 (2 nd yr): 96% Meets benchmark	New outcome measure. Topics chosen for deep study of community-based OT.
5. (G.3)				

<p>Demonstrate ethical behavior consistent with professional and legal standards.</p>	<p>(1) AOTA Fieldwork Performance Evaluation: Section I.Ethics (#1-3) (2) OCTH 774 – FW II</p>	<p>Overall average percentage point score > 88%</p>	<p>Class of 2019 (n=29) Average percentage: Ethics: 83% (FWPE data demonstrated decrease and below benchmark in this area compared to Class of 2018 at 91%)</p>	<p>Decreased despite integration of IPE panel dinners. Consider threading discussion throughout curriculum.</p>
<p>6. (G.1) Communicate effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.</p>	<p>(1) AOTA Fieldwork Performance Evaluation: Section IV. Communication (#32-35) Section VII. Professional Behaviors (#36-42) (2) OCTH 774 – FW II</p>	<p>Overall average point score > 88%</p>	<p>Class of 2019 (n=29) Average percentage: Communication: 81% (2018 = 87%) Professional behaviors: 89% (2018 = 93%) (FWPE data demonstrated decrease in both areas, with communication domain below benchmark)</p>	<p><i>Emotional Intelligence curriculum for OT students</i> implemented Summer 2020, perhaps impacting scores for Class of 2022. Thread techniques for communication and professional behaviors with application in intervention courses.</p>
<p>7. (G.2, G.5) Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community.</p>	<p>(1) Ergonomic assessment in community Simulation lab (RHIC) encounter with standardized patient (2) OCTH 625, OCTH 622/742</p>	<p>Average percentage score (per rubric) > 88%</p> <p>Average percentage score Encounter 2 (per rubric) > 88%</p>	<p>OCTH 625 Ergonomic assessment: Class of 2019: Not implemented at that time Class of 2020: 95.6%</p> <p>SIM Class of 2018: OCTH 742 (2nd yr): Eval 86% Treat 91%</p> <p>Class of 2019: OCTH 622 (1st yr): Encounter 1: 88.2% Encounter 2: 92.5% OCTH 742 (2nd yr): Encounter 1: 85.3% Encounter 2: 86.8%</p> <p>OCTH 742 Encounter 2 = 1.2% below 88% benchmark</p>	<p>New outcome measure</p> <p>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. Increased number and rigor of competencies have been added 2020-2021.</p>

			<p>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%</p>	
<p>8. (G.1, G.3) Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice</p>	<p>(1) Assignment: Critical assessment of 2 journal articles</p> <p>Final presentation group research project</p> <p>(2) ATTR 691, OCTH 798</p>	<p>Average score on critical assessment of journal article (per rubric) > 88%</p> <p>Average score on final presentation (per rubric) > 88%</p>	<p>Class of 2019/2020: Not yet implemented</p> <p>Class of 2021: ATTR 691 (1st yr)</p> <p>Class of 2019: 97.6% OCTH 798 (2nd yr) Meets benchmark</p> <p>Class of 2020: OCTH 798 (2nd yr)</p>	<p>New outcome measure</p> <p>Specific assignments for ATTR 691 for both quantitative and qualitative research studies added to syllabus</p> <p>Poster workshop and submission of draft for edit/feedback added</p>

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):

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

What worked well in supporting student success this year?

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

<p>a. What goals/ objectives were established this past year to aid student performance, retention, persistence, and completion?</p>	<p>b. What primary action steps were taken to make progress on each goal and who was responsible?</p>	<p>c. What data informs progress on each goal?</p>	<p>d. What were some accomplishments or achievements for each goal and/or challenges confronted?</p>	<p>e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.</p>
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<p>(CHHS A.1, A.2, A.4, E.2) (Student Learning Outcomes 1-8) (G.1-G.5) 1.Maintain or exceed accreditation to ensure programs meets national requirements</p>	<p>Continue Increased exposure and practice opportunities to board-type questions throughout all OCTH courses and NBCOT preparation course during/after FW II</p> <p>Integrated ICE video analysis, EHRgo cases/documentation practice, and Simucase methods</p> <p>Initiated Curriculog change to balance intervention courses in curriculum (OCTH 741 peds from 5 to 4 cr. hr and OTCH 752 from 3 to 4 cr. hr.)</p> <p>Responsible: Core faculty: Faculty monitor and address changes and continue to revise course content/ assignments before and after each semester at faculty retreat sessions. These decisions are based on student performance, teaching evaluations, course evaluations, and qualitative feedback by students at the end of each semester.</p>	<p>Overall NBCOT pass rate: Class of 2019 - 100%</p> <p>Cohort Group Mean Score: 471 (-6 compared to 2018) (NBCOT Passing Score 450)</p> <p>Cohort group (exam Jan-Dec 2019): First time new grad pass rate 74% (-11% compared to 2017) (81% all OTR US programs)</p> <p>Breakdown: NBCOT Reporting of Correct Responses at domain level (passing)</p> <p><u>Domain 1:</u> Acquire info</p> <p><u>Domain 2:</u> Formulate conclusions, needs/priorities</p> <p><u>Domain 3:</u> Select Interventions</p> <p><u>Domain 4:</u> Manage/direct OT Services</p>	<p>Maintained 100% pass rate for NBCOT exam</p> <p>Decreased Cohort Group Mean Score/First Time New Grad Pass rate</p> <p>Breakdown by Domains of NBCOT exam to target specific areas of weakness:</p> <p>3 of 4 Domains increased percentages compared to Class of 2018 (all program benchmarks met)</p> <p>Domain 2 decreased percentages compared to Class of 2018. (did not meet program benchmark)</p>	<p>Continue to monitor goal as these action steps were implemented as of Spring, 2018. Will target domains of areas of weakness.</p> <p>Faculty voted to implement Occupational Therapy Knowledge Exam (NBCOT preparatory product used in many OT programs) to monitor these domains within classes at points along program: During fall semester, < FW II, and > FW II. This data to be reviewed after completion of each exam by faculty. All students will receive their individual scores which is broken down by domain and give feedback on areas of weakness. (Implemented Fall 2021 semester for Class of 2021)</p>
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<p>(CHHS A.3) (Student Learning Outcome 3) (G.5) 2.Support students on the path to graduation</p>	<p>2 OT student tutors provided each semester for support. Strong student representation with 2 reps from each class (fac meetings, frequent email correspondence with PD).</p> <p>Responsible: PD, core faculty, Student Services II admin, OT Advisory Board</p>	<p>OT Program retention rate: (80% baseline per ACOTE)</p>	<p>Class of 2019: 100% (29/29) Improved. Benchmark met</p> <p>Current status: Class of 2020: 86.6% (26/30) Class of 2021: 100% (30/30) Class of 2022: 100% (30/30)</p>	<p>Continue to monitor student retention and progression rates at faculty retreats occurring prior to and after each semester.</p> <p>Admissions process revised to include interaction with standardized patient to assess soft skills/prof behaviors (implemented for Class of 2021)</p> <p><i>Emotional Intelligence curriculum for OT students:</i> SUNY Downstate Health Sciences University. 6 vignettes/reflection</p> <p><i>Emotional Intelligence curriculum for OT students:</i> SUNY Downstate Health Sciences University. 6 vignettes/reflection. This addition should reflect future scores for Class of 2022. Simulations also incorporate communication skills in rubric. Consider threading techniques throughout curriculum.</p>
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<p>(CHHS A.4, A.6, D.1, D.2, D.4) (Student Learning Outcomes 1, 3, 5, 6) (G.1-G.5) 3.Ensure students meet workforce needs</p>	<p>Implemented increased opportunities for exposure of students to community practitioners through guest lectures, three first year panel dinners (IPE with first year PT students), and continuing education opportunities at ISU and locally to increase knowledge</p> <p>Implement a system to improve collection of data from employers of new graduates and/or recent ISU OT program alumni</p> <p>Incorporated professional behavior survey and reflection for first and second year student advising Class of 2019</p> <p>Increased development of nontraditional community-based psychosocial fieldwork Level 1 sites to improve exposure to emerging OT practice areas did not appear to impact FWPE categories of ethics and communication skills as anticipated.</p> <p>Responsible: Fieldwork Coordinator/core faculty/Student Support Services II/OT Advisory Board</p>	<p>OCTH 774: Monitor Fieldwork Performance Evaluations (FWPE) to monitor student performance at clinical sites and Student Evaluation of Fieldwork (SEFWE) to monitor quality of fieldwork sites/educators:</p> <p>Class of 2019: Return rate of FWPE: 100% Average percentage (FWPE) n = 29: Ethics, Communication, Professional behaviors</p>	<p>All percentages decreased compared to data obtained from class of 2018. Only professional behaviors % met program benchmark.</p>	<p>Continue to monitor goal.</p> <p>Career Readiness Pilot-Clinical (in collaboration with ISU Career Center) planned for implementation Summer, 2020 for Class of 2022 was not done due to COVID-19 measures</p> <p>Faculty challenged to implement these across the curriculum and new opportunities</p> <p>Incorporating introduction of communication skills related to patient interaction Year 1, Semester 1 for Class of 2022</p> <p>Career Readiness Pilot – Clinical (collaboration with ISU Career Center) to be implemented Class of 2023 to compare Semesters 1/6</p>
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What worked well in supporting student success this year? *See Actions below.*

What are the most significant opportunities for improvement upon which to focus in the coming year? ***Career readiness with activities to promote professional behaviors needed for effective interaction with clients***

Part 1c: Summary of Career Readiness Activities

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

OT Program has not yet incorporated aspects of Career Readiness activities into our Specific Actions and future goal assessment as indicated in Parts 1a, 1b, and 2. No curriculum map was completed for this section.

Part 2: Continuous Quality Improvement

- 1. Learning outcome assessment data show specific components of improvements and in some cases areas that need improvement. Compared to AY 2018-2019, data demonstrated that numbers are not consistently trending in a positive direction with all program benchmarks. Whether these are variable because of the make-up of the Class of 2019 students is unknown. We will continue to focus on experiential hands-on learning that exposes them to real world standardized patients and community engagement opportunities. We provide opportunities to develop into practitioners that can effectively implement evidence-based interventions and professional behaviors that support providing client-centered care. Program Outcome goals are intimately tied to Student Learning Outcome goals.***
- 2. Faculty and students collaborate at least biweekly to address challenges and modify courses as needed to meet student needs; a comprehensive review with feedback by faculty and data from student evaluations occurs in retreat meetings at the end of every semester. OT Advisory Board, consisting of health care practitioners and local community members, meet with faculty and student representatives once per year to review outcomes and make suggestions for revisions/improvements to the OT program based on market demands and health care trends. Dean Mallory, Dean for CHHS, and John Pommier, Director for AMR, are also invited to participate. All faculty and students are stakeholders in this dynamic process. Two other sources of data are also obtained, analyzed, and inform decision-making: National Board of Certification for Occupational Therapy with scores and breakdown of domains, Graduate surveys on how the program prepared them for the profession, and Employers of first time graduates.***

Specific actions implemented/to be implemented:

- Increased exposure and practice opportunities to board-type questions throughout all OCH courses, including fieldwork assignments, to increase first time pass rate for graduates on NBCOT certification exam***
- Integrated assignment of case study synthesis based on data-driven decision making was developed and first used to support students in using a case scenario to identify components that simulate a complex client and apply the entire OT process to develop an occupational profile, analyze occupational performance using evaluation tools, design interventions based on evidence, and develop treatment/discharge planning. Use of a health model/frame of reference is required to follow clinical reasoning process throughout.***
- Complex case studies, graded for student success at every semester level, are embedded into intervention courses.***
- Increased rigor of competency skill attainment.***
- Opportunities for increased interaction with ICE videos/EHRGo/Simucase to improve knowledge base.***
- Students participate in RHIC Simulation experiences twice per semester to showcase integration of clinical skills and demonstrate use of OT process in a protected setting with reflection and feedback provided.***

- 3. Assessment will focus on improving student learning outcomes with increased monitoring opportunities with use of the OTKE during the program. This data will provide the program with challenges met by students and opportunities to increase engagement and activities to support them. Students also benefit by receiving feedback to develop awareness of areas they need to improve and seek support from faculty as needed.**
- 4. This information will be reviewed with faculty and the OT Advisory Board for feedback and suggestions for improvement. Students provide feedback throughout the semester to help determine receptiveness and success of strategies.**

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Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: MS Occupational Therapy	Overall Rating: Exemplary (3.00/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear, specific, and measureable. They are consistently and directly aligned with accreditor standards and demonstrate graduate rigor through alignment with the Graduate Student Learning Outcomes. • Multiple measures taken at a variety of points through the curriculum allow students to demonstrate learning through multiple modalities, including high impact practices such as clinicals and problem-based learning and standardized exams. Measures are clearly tied to realistic performances expected in professional practice. • Evaluative tools (e.g. rubrics, evaluations) are noted. • Expectations for student performance are clear and appropriate. • Actual student performance data is reported in an exemplary fashion. Data is reported relevant to expectations, reviews comparisons to important external benchmarks and prior performance data, and makes clear for faculty whether trends are evident over time to better pinpoint areas to address. • Clear information is provided about which of the learning outcomes will need intervention, and strategies are provided for adjustments to curriculum, instructions, and/or student support to improve results. Despite some areas for improvement, it seems too soon to know if these are trends (or influenced by COVID-19), and suggested adjustments are targeted rather than drastic. 	

- Faculty, students, and stakeholders are involved in various points of the assessment process, and assessment results are widely shared and incorporated to improve practice. It is clear that there is a culture of assessment in the department.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No (program) learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
Performance Goals & Measures	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p>Analysis & Results</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided</p>
<p>Sharing & Use of Results for Continuous Improvement</p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
<p>Overall Rating</p>	<p><input checked="" type="checkbox"/> Exemplary</p>	<p><input type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>

Please see reviewer notes for more details.