Program Outcomes Assessment

MS in Occupational Therapy

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General Information (Program Outcomes Assessment)
Standing Requirements

Mission Statement

The mission of the Occupational Therapy program is to provide competent health care providers who possess basic skills as a health care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer. In addition the program seeks to improve patient access and quality care for rural and underserved populations through interprofessional education.

Outcomes Library

MS in Occupational Therapy Outcome Set

<table>
<thead>
<tr>
<th>Interprofessional Collaboration</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td></td>
</tr>
<tr>
<td>1. Collaborate with other professionals</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrate work with individuals of other professions to maintain a climate of mutual respect and shared values.</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate knowledge to appropriately assess and address the health care needs</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrate knowledge of one’s own role and the roles of other professions to appropriately assess and address the health care needs of the clients and populations served.</td>
<td></td>
</tr>
<tr>
<td>3. Communicate with patients, families, communities, and other health professions</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Communicate with patients, families, communities, and other health professions in a responsive and responsible manner that supports a team approach to maintaining health and treatment of disease.</td>
<td></td>
</tr>
<tr>
<td>4. Perform effectively in different team roles</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver client/population-centered care that is safe, timely, efficient, effective, and equitable.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Responsibility</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>Outcome</td>
<td></td>
</tr>
<tr>
<td>1. Develop a plan for continuing personal and professional growth</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Develop a plan for continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession.</td>
<td></td>
</tr>
<tr>
<td>2. Student will demonstrate professional behaviors consistent with the profession</td>
<td>No Mapping</td>
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<tr>
<td>Student will demonstrate professional behaviors consistent with</td>
<td></td>
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</tbody>
</table>
the profession.

### Excellence in Practice

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>1. Plan and execute research and analyze trends in health care</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice. Analyze trends in health care and advocate for community-based initiatives related to health and well-being.</td>
<td></td>
</tr>
<tr>
<td>2. Provide safe and effective standards of care for a diverse client population.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Provide safe and effective standards of care for a diverse client population. Students will critically think to provide care/information/practice to clients. Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community.</td>
<td></td>
</tr>
<tr>
<td>3. Healthcare Trends</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Analyze trends in health care and advocate for community-based initiatives related to health and well-being.</td>
<td></td>
</tr>
<tr>
<td>4. Health Promotion</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community</td>
<td></td>
</tr>
</tbody>
</table>

### ACOTE Accreditation Requirements

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>1. Faculty will demonstrate effectiveness in assigned teaching roles.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Faculty will demonstrate effectiveness in assigned teaching roles.</td>
<td></td>
</tr>
<tr>
<td>2. Students will progress through the program by completing coursework on time.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students will progress through the program by completing coursework on time.</td>
<td></td>
</tr>
<tr>
<td>3. Students admitted to the program will be retained and graduate.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students admitted to the program will be retained and graduate.</td>
<td></td>
</tr>
<tr>
<td>4. Fieldwork Performance</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Fieldwork Performance</td>
<td></td>
</tr>
<tr>
<td>5. Student Evaluation of Fieldwork</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Student Evaluation of Fieldwork</td>
<td></td>
</tr>
<tr>
<td>6. Student satisfaction with the program</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Student satisfaction with the program</td>
<td></td>
</tr>
<tr>
<td>7. Graduates Performance on the NBCOT</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Graduates Performance on the NBCOT</td>
<td></td>
</tr>
<tr>
<td>8. Graduate Job Placement and performance as determined by employer satisfaction</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Graduate Job Placement with and performance as determined by employer satisfaction. Job Placement will also be monitored for geographical location and population served (rural and</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Map

Active Curriculum Maps

- **MS in Occupational Therapy Curriculum Map** (See appendix)
  - **Alignment Set:** MS in Occupational Therapy Outcome Set
  - **Created:** 08/14/2013 7:54:46 am CST
  - **Last Modified:** 08/14/2013 9:46:42 am CST

Communication of Outcomes

Task Stream generates reports throughout the year (September 1, December 1, and May 1). These reports are viewed and compiled by University Assessment and shared with officials in the College of Health and Human Service, Academic Affairs and ultimately the Indiana State University Board of Trustees. The OT Program Director brings areas of concern to the attention of the OT Faculty and the OT Advisory Board as appropriate.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)
### 2012-2013 Assessment Cycle

#### Assessment Plan

<table>
<thead>
<tr>
<th>Outcomes and Measures</th>
</tr>
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<tbody>
<tr>
<td><strong>MS in Occupational Therapy Outcome Set</strong></td>
</tr>
<tr>
<td><strong>ACOTE Accreditation Requirements</strong></td>
</tr>
</tbody>
</table>

1. **Faculty will demonstrate effectiveness in assigned teaching roles.**
   - **Measure:** Departmental Course Evaluation
   - Details/Description: Student evaluation of courses.
   - Target: Overall average is above a 3.0. Individual content area is above a 3.0.
   - Implementation Plan (timeline): Data will be collected in each course and then reviewed annually.
   - Responsible Individual(s): Program Director and Course Instructors

2. **Students will progress through the program by completing coursework on time.**
   - **Measure:** Successful completion of Semester Competencies Class of 2015
   - Details/Description: Semester to semester progression through the coursework.
   - Target: 100%
   - Implementation Plan (timeline): Reviewed every semester and compiled annually.
   - Responsible Individual(s): Program Director

3. **Students admitted to the program will be retained and graduate.**
   - **Measure:** Retention Class of 2015
   - Details/Description: Semester to semester review of students completing program requirements
   - Target: 100%
   - Implementation Plan (timeline): Data will be collected every semester and analyzed annually.
   - Responsible Individual(s): Program Director

#### Assessment Findings

<table>
<thead>
<tr>
<th>Finding per Measure</th>
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<tbody>
<tr>
<td><strong>MS in Occupational Therapy Outcome Set</strong></td>
</tr>
<tr>
<td><strong>ACOTE Accreditation Requirements</strong></td>
</tr>
</tbody>
</table>
1. Faculty will demonstrate effectiveness in assigned teaching roles.

Faculty will demonstrate effectiveness in assigned teaching roles.

**Measure:** Departmental Course Evaluation

**Indirect - Survey**

**Details/Description:** Student evaluation of courses.

**Target:** Overall average is above a 3.0. Individual content area is above a 3.0.

**Implementation Plan (timeline):** Data will be collected in each course and then reviewed annually.

**Responsible Individual(s):** Program Director and Course Instructors

**Findings** for Departmental Course Evaluation

- **Summary of Findings:** One course was not assessed. The remaining courses overall average was above a 3.0. The range was 3.76 to 4.08 with an average of two courses at 3.92. The following specific content areas fell below a 3.0: OCTH 600 Student Effort, and ATTR 691 Work Load.

- **Results:** Target Achievement: Not Met

- **Recommendations:** Baseline information recommend monitoring of student evaluations.

- **Reflections/Notes:** Courses were reviewed during a 12 week Summer semester. Concurrent courses include: Introduction to OT (2 credits); Advanced Anatomy (8 credits); and Research Methods (3 credits). Challenging semester for the students. Introduction to OT was deliberately light secondary to rigor of the foundational courses.

These Findings are associated with the following Actions:

- Revise Syllabi and Assignments

(Action Plan; 2012-2013 Assessment Cycle)

2. Students will progress through the program by completing coursework on time.

Students will progress through the program by completing coursework on time.

**Measure:** Successful completion of Semester Competencies Class of 2015

**Direct - Other**

**Details/Description:** Semester to semester progression through the coursework.

**Target:** 100%

**Implementation Plan (timeline):** Reviewed every semester and compiled annually.

**Responsible Individual(s):** Program Director

**Findings** for Successful completion of Semester Competencies Class of 2015

- **Summary of Findings:** 100% compliance

- **Results:** Target Achievement: Met

- **Recommendations:** Continue to monitor

- **Reflections/Notes:**

3. Students admitted to the program will be retained and graduate.

Students admitted to the program will be retained and graduate.

**Measure:** Retention Class of 2015

**Direct - Other**

**Details/Description:** Semester to semester review of students completing program requirements

**Target:** 100%

**Implementation Plan (timeline):** Data will be collected every semester and analyzed annually.

**Responsible Individual(s):** Program Director
Findings for Retention Class of 2015

Summary of Findings: 100% of the students will be retained. However, at the end of Summer 2013, six students have been placed on academic probation (CGPS and OT).

Results: Target Achievement: Met

Recommendations: Continue to monitor. Review admission criteria and student qualifications.

Reflections/Notes: First semester coursework consists of 8 hours of advanced anatomy.

These Findings are associated with the following Actions:

Remediation Plan
(Action Plan; 2012-2013 Assessment Cycle)

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

MS in Occupational Therapy Outcome Set

ACOTE Accreditation Requirements

1. Faculty will demonstrate effectiveness in assigned teaching roles.
   Faculty will demonstrate effectiveness in assigned teaching roles.

   Action: Revise Syllabi and Assignments
   This Action is associated with the following Findings
   Findings for Departmental Course Evaluation
   (Assessment Plan and Assessment Findings; 2012-2013 Assessment Cycle)
   Summary of Findings: One course was not assessed. The remaining courses overall average was above a 3.0. The range was 3.76 to 4.08 with an average of two courses at 3.92. The following specific content areas fell below a 3.0: OCTH 600 Student Effort, and ATTR 691 Work Load.

   Action Details: Revise syllabi for OCTH 600 to increase rigor of the course. Discuss workload with non-OT instructor of ATTR 691.

   Implementation Plan (timeline):

   Key/Responsible Personnel: OT Program Director Course instructors

   Measures: Course evaluations

   Resource Allocations:

   Priority: Medium
3. Students admitted to the program will be retained and graduate.

Students admitted to the program will be retained and graduate.

**Action: Remediation Plan**

This Action is associated with the following Findings

**Findings for Retention Class of 2015**
(Assessment Plan and Assessment Findings; 2012-2013 Assessment Cycle)

**Summary of Findings:** 100% of the students will be retained. However, at the end of Summer 2013, six students have been placed on academic probation (CGPS and OT).

**Action Details:** Students will develop individualized remediate plans with academic advisor. OT faculty will review program policy regarding hours of acceptable work at the 'C' level.

**Implementation Plan (timeline):** Fall 2013

**Key/Responsible Personnel:** Academic Advisors and Program Directors

**Measures:** GPA

**Resource Allocations:** None

**Priority:** High

---

**Status Report**

**Action Statuses**

**MS in Occupational Therapy Outcome Set**

**ACOTE Accreditation Requirements**

1. Faculty will demonstrate effectiveness in assigned teaching roles.

Faculty will demonstrate effectiveness in assigned teaching roles.

**Action: Revise Syllabi and Assignments**

**Action Details:** Revise syllabi for OCHT 600 to increase rigor of the course. Discuss workload with non-OT instructor of ATTR 691.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** OT Program Director Course instructors

**Measures:** Course evaluations

**Resource Allocations:**

**Priority:** Medium

**Status for Revise Syllabi and Assignments**

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:**
3. Students admitted to the program will be retained and graduate.

Students admitted to the program will be retained and graduate.

**Action**: Remediation Plan

**Action Details**: Students will develop individualized remediate plans with academic advisor. OT faculty will review program policy regarding hours of acceptable work at the 'C' level.

**Implementation Plan (timeline)**: Fall 2013

**Key/Responsible Personnel**: Academic Advisors and Program Directors

**Measures**: GPA

**Resource Allocations**: None

**Priority**: High

---

**Status** for Remediation Plan

**Current Status**: Completed

**Resource Allocation(s) Status**:

**Next Steps/Additional Information**: Students successfully completed second and third semester of the program. No students on academic probation.

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**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*
### Assessment Plan

#### Outcomes and Measures

**MS in Occupational Therapy Outcome Set**

#### ACOTE Accreditation Requirements

| 1. Faculty will demonstrate effectiveness in assigned teaching roles. | **Measure:** Departmental Course Evaluation  
Indirect - Survey |
<table>
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<td></td>
</tr>
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<td>Implementation Plan (timeline): Data will be collected in each course and then reviewed annually.</td>
<td></td>
</tr>
<tr>
<td>Responsible Individual(s): Program Director and Course Instructors</td>
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</tbody>
</table>

| 2. Students will progress through the program by completing coursework on time. | **Measure:** Successful completion of Semester Competencies Class of 2015  
Direct - Other |
<table>
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</tr>
<tr>
<td>Details/Description: Semester to semester progression through the coursework.</td>
<td></td>
</tr>
<tr>
<td>Target: 100%</td>
<td></td>
</tr>
<tr>
<td>Implementation Plan (timeline): Reviewed every semester and compiled annually.</td>
<td></td>
</tr>
<tr>
<td>Responsible Individual(s): Program Director</td>
<td></td>
</tr>
</tbody>
</table>

| 3. Students admitted to the program will be retained and graduate. | **Measure:** Retention Class of 2015  
Direct - Other |
<table>
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<td>Students admitted to the program will be retained and graduate.</td>
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<tr>
<td>Details/Description: Semester to semester review of students completing program requirements</td>
<td></td>
</tr>
<tr>
<td>Target: 100%</td>
<td></td>
</tr>
<tr>
<td>Implementation Plan (timeline): Data will be collected every semester and analyzed annually.</td>
<td></td>
</tr>
<tr>
<td>Responsible Individual(s): Program Director</td>
<td></td>
</tr>
</tbody>
</table>

|  | **Measure:** Retention Class of 2016  
Direct - Other |
|---|---|
6. Student satisfaction with the program

Student satisfaction with the program

**Details/Description:** Semester to semester review of students completing program requirements
**Target:** 100%
**Implementation Plan (timeline):** Data will be collected every semester and analyzed annually.
**Responsible Individual(s):** Program Director

**Measure:** The Good, the Bad and The Ugly
Indirect - Focus Group

**Details/Description:** Students were asked to reflect on their experiences with the program under the titles of The Good, The Bad and The Ugly.
**Target:** Baseline theme development.
**Implementation Plan (timeline):** Fall 2013
**Responsible Individual(s):** OT Program Director

Assessment Findings

Finding per Measure

MS in Occupational Therapy Outcome Set

ACOTE Accreditation Requirements

1. Faculty will demonstrate effectiveness in assigned teaching roles.

Faculty will demonstrate effectiveness in assigned teaching roles.

**Details/Description:** Student evaluation of courses.
**Target:** For each item the score will be 3 or above.
**Implementation Plan (timeline):** Data will be collected in each course and then reviewed annually.
**Responsible Individual(s):** Program Director and Course Instructors

**Measure:** Departmental Course Evaluation
Indirect - Survey

**Findings** for Departmental Course Evaluation

**Summary of Findings:** One course evaluation completed from Summer 2013. Scores on individual items above 3.0 except for two scores under the student effort and involvement section.
**Results:** Target Achievement: Not Met
**Recommendations:** Continue to monitor.
**Reflections/Notes:** Course is offered in a semester opposing two rigorous courses (Research and Advanced Anatomy).
**Substantiating Evidence:**

- Sowers Summer 2013 OCTX 600 SIRs.docx (Word Document (Open XML)) (See appendix)

2. Students will progress through the program by completing coursework on time.

**Measure:** Successful completion of Semester Competencies Class of 2015
Direct - Other

<table>
<thead>
<tr>
<th>Program Outcomes Assessment</th>
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<tbody>
<tr>
<td>MS in Occupational Therapy</td>
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</tbody>
</table>

12
Students will progress through the program by completing coursework on time.

Details/Description: Semester to semester progression through the coursework.
Target: 100%
Implementation Plan (timeline): Reviewed every semester and compiled annually.
Responsible Individual(s): Program Director

Findings for Successful completion of Semester Competencies Class of 2015

Summary of Findings: Students successfully completed the following competencies:
Research Literature
Passive ROM
Goniometry
Shoulder and Shoulder Girdle MMT
Elbow, Wrist and Hand MMT
Results: Target Achievement: Met
Recommendations: Continue to monitor and track competencies
Reflections/Notes:

Measure: Successful completion of Semester Competencies Class of 2016
Direct - Other

Details/Description: Semester to semester progression through the coursework.
Target: 100%
Implementation Plan (timeline): Reviewed every semester and compiled annually.
Responsible Individual(s): Program Director

Findings for Successful completion of Semester Competencies Class of 2016

Summary of Findings: Class of 2016 will begin Summer 2014
Results: Target Achievement: Not Met
Recommendations: Continue monitoring goal
Reflections/Notes:

3. Students admitted to the program will be retained and graduate.

Measure: Retention Class of 2015
Direct - Other

Details/Description: Semester to semester review of students completing program requirements
Target: 100%
Implementation Plan (timeline): Data will be collected every semester and analyzed annually.
Responsible Individual(s): Program Director

Findings for Retention Class of 2015

Summary of Findings: Currently 6 students are on academic probation. All six have completed academic plans. OT faculty have met with instructors outside of the OT program to facilitate success and to monitor rigor level. One OT faculty member was assigned to assist in the design and collaborate with the instructor of PHTH 620 Applied Neuroanatomy to assure content and rigor appropriateness.
Results: Target Achievement: Met
**Recommendations**: Continue to monitor / change course

**Reflections/Notes**: At time of this report, semester grades have not been determined. However, anticipate attrition of at least one student.

---

**Measure**: Retention Class of 2016

**Direct - Other**

**Details/Description**: Semester to semester review of students completing program requirements

**Target**: 100%

**Implementation Plan (timeline)**: Data will be collected every semester and analyzed annually.

**Responsible Individual(s)**: Program Director

---

**Findings for Retention Class of 2016**

**Summary of Findings**: Class of 2016 will begin Summer 2014. No data collected.

**Results**: Target Achievement: Not Met

**Recommendations**:

**Reflections/Notes**:

---

**Measure**: The Good, the Bad and The Ugly

**Indirect - Focus Group**

**Details/Description**: Students were asked to reflect on their experiences with the program under the titles of The Good, The Bad and The Ugly.

**Target**: Baseline theme development.

**Implementation Plan (timeline)**: Fall 2013

**Responsible Individual(s)**: OT Program Director

---

**Findings for The Good, the Bad and The Ugly**

**Summary of Findings**: What could we do better?

1. Communication
   a. Between faculty teaching the same course / increase the time for collaboration
   b. Between OT and non-OT Faculty
   c. What OT is and application to subject matter...especially non-OT Faculty
   d. Organization of assignments due dates / requirements / expectations

2. Clarification of Assignments

3. Curriculum
   a. Rigor of the semester coursework (too much in one semester)
   b. Course hours versus content need (too much content for one course)
   c. Selection of Textbooks (affiliated faculty prefer own lecture4s and do not use textbooks)

4. Format of Class Design
   a. Hybrid versus online versus inclass

**Results**: Target Achievement: Met

**Recommendations**: Continue to monitor

**Reflections/Notes**: PD to continue to meet with non-OT faculty

Change semester sequence to lighten the load during Fall I semester
Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

MS in Occupational Therapy Outcome Set

ACOTE Accreditation Requirements

1. Faculty will demonstrate effectiveness in assigned teaching roles.
   Faculty will demonstrate effectiveness in assigned teaching roles.
   ▼ Action: Baseline Information
   This Action is associated with the following Findings
   No supporting Findings have been linked to this Action.
   Action Details: Continue to Monitor Student Evaluation of Courses
   Implementation Plan (timeline): Fall 2013
   Key/Responsible Personnel: OT Faculty; Program Director
   Measures: Student Course Evaluations
   Resource Allocations: None
   Priority: Medium

3. Students admitted to the program will be retained and graduate.
   Students admitted to the program will be retained and graduate.
   ▼ Action: Remediation Plan
   This Action is associated with the following Findings
   No supporting Findings have been linked to this Action.
   Action Details: Students will develop individualized remediate plans with academic advisor. OT faculty will review program policy regarding hours of acceptable work at the 'C' level.
   Implementation Plan (timeline): Fall 2013
   Key/Responsible Personnel: Academic Advisors and Program Directors
   Measures: GPA
   Resource Allocations: None
   Priority: High
**Status Report**

### Action Statuses

#### MS in Occupational Therapy Outcome Set

**ACOTE Accreditation Requirements**

1. Faculty will demonstrate effectiveness in assigned teaching roles.
   - **Action:** Baseline Information
     - **Action Details:** Continue to Monitor Student Evaluation of Courses
     - **Implementation Plan (timeline):** Fall 2013
     - **Key/Responsible Personnel:** OT Faculty; Program Director
     - **Measures:** Student Course Evaluations
     - **Resource Allocations:** None
     - **Priority:** Medium

   - **Status for Baseline Information**
     - **Current Status:** In Progress
     - **Resource Allocation(s) Status:** Development of occupational therapy resources for the non-OT faculty who teach in the OT curriculum. Meet with non-OT faculty a minimum of 1x per year to explore knowledge level and integration within the individual courses.
     - **Next Steps/Additional Information:** SIRs reviewed for OT faculty and faculty that teach within the OT program. Non-OT instructors teaching interprofessional courses tended to score lower than discipline specific courses. Chief complaint is the lack of knowledge of the role of Occupational Therapy and the multiple settings / contexts of OT practice.

3. Students admitted to the program will be retained and graduate.
   - **Action:** Remediation Plan
     - **Action Details:** Students will develop individualized remediate plans with academic advisor. OT faculty will review program policy regarding hours of acceptable work at the 'C' level.
     - **Implementation Plan (timeline):** Fall 2013
     - **Key/Responsible Personnel:** Academic Advisors and Program Directors
     - **Measures:** GPA
     - **Resource Allocations:** None
     - **Priority:** High

   - **Status for Remediation Plan**
     - **Current Status:** In Progress
**Resource Allocation(s) Status:** Class of 2015 currently have no students on academic probation. Class of 2016 have 4 students on academic probation.

**Next Steps/Additional Information:** Assess Summer 1 year curricular coursework for realistic academic student load. Qualitative and Quantitative end of semester assessment.

**Status Summary**

No text specified

**Summary of Next Steps**

No text specified
## Assessment Plan

### Outcomes and Measures

### MS in Occupational Therapy Outcome Set

#### Professional Responsibility

1. **Develop a plan for continuing personal and professional growth**
   - **Measure:** Professional Development Plan Assignment Rubric
   - Details/Description: Students will develop a Professional Development Plan as outlined by AOTA. Rubric will address the main concepts. Data to be collected in OCHT 751.
   - **Target:** Baseline data will be collected.
   - **Implementation Plan (timeline):** Spring 2015
   - **Responsible Individual(s):** Program Director

#### Excellence in Practice

1. **Plan and execute research and analyze trends in health care**
   - **Measure:** Research Literature Competency
   - Details/Description: Class of 2015 & 2016 Successfully completed Research Literature Competency (100%) compliance.
   - **Target:** 100% Compliance overall. 80% will successfully complete competency on the 1st attempt.
   - **Implementation Plan (timeline):** Fall 2014
   - **Responsible Individual(s):** Program Director

4. **Health Promotion**
   - **Measure:** Management and Leadership Project Rubric
   - Details/Description: Students will develop a health promotion community project. Rubric will address major concepts. Data to be collected in OCHT 751
   - **Target:** Baseline data will be collected.
   - **Implementation Plan (timeline):** Spring 2015
   - **Responsible Individual(s):** Program Director

#### ACOTE Accreditation Requirements

1. **Faculty will demonstrate effectiveness in assigned teaching**
   - **Measure:** Continued Competency
   - Details/Description: 
   - **Target:** 
   - **Implementation Plan (timeline):** 
   - **Responsible Individual(s):**
2. Students will progress through the program by completing coursework on time.

**Details/Description:**
Students will progress through the program by completing coursework on time.

**Target:** 80% of matriculated class will progress without deviating from program of study timeline.

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):** Program Director

3. Students admitted to the program will be retained and graduate.

**Details/Description:**
Semester to semester review of students completing program requirements

**Target:** 90%

**Implementation Plan (timeline):** Data will be collected every semester and analyzed annually.

**Responsible Individual(s):** Program Director

4. Fieldwork Performance

**Details/Description:**
Fieldwork Sites chosen by the ISU OT Program must support the curricular themes of the OT Program.

**Target:** Each site will demonstrate evidence of each curricular theme: Excellence in Practice / Professional Responsibility / Interprofessional Collaboration.

**Implementation Plan (timeline):** Begin with Summer 2014 and ongoing.

**Responsible Individual(s):** Academic Fieldwork Coordinator & Program Director

4. Student Evaluation of Fieldwork

**Details/Description:**
Occupational therapy students are evaluated by onsite clinical educators as they complete coursework in the following courses: ATTR 692*, OCTH 770, OCTH 771, and OCTH 772.
ATTR 692* one time offering to address ACOTE requirement for Mental Health Fieldwork Experience.

**Target:** Students will perform at the developing or satisfactory level during Level I FW experiences.

**Implementation Plan (timeline):** Summer 2014 (ongoing)

**Responsible Individual(s):** Academic Fieldwork Coordinator / Program Director

### 6. Student satisfaction with the program

**Measure:** Qualitative Measure

- **Indirect - Focus Group**

**Details/Description:** 1st year review of the program

- Student Perceptions of Outcome Measures

**Target:** Baseline

**Implementation Plan (timeline):** Spring 2014 and ongoing

**Responsible Individual(s):** OT Program Director

**Measure:** Quantitative Measure (1st year students)

- **Indirect - Survey**

**Details/Description:** Qualtrics Survey regarding the Mission, Vision, and Curricular Design.

**Target:** Baseline

**Implementation Plan (timeline):** Spring 2015

**Responsible Individual(s):** Program Director

---

### Assessment Findings

**Finding per Measure**

#### MS in Occupational Therapy Outcome Set

**Professional Responsibility**

**1. Develop a plan for continuing personal and professional growth**

Develop a plan for continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession.

**Measure:** Professional Development Plan Assignment Rubric

- **Direct - Student Artifact**

**Details/Description:** Students will develop a Professional Development Plan as outlined by AOTA. Rubic will address the main concepts. Data to be collected in OCTH 751.

**Target:** Baseline data will be collected.

**Implementation Plan (timeline):** Spring 2015

**Responsible Individual(s):** Program Director

**Findings for Professional Development Plan Assignment Rubric**

**Summary of Findings:** Class of 2015 Completed Professional Development Plans as part of Student Advising. Students will review and update plans Spring 2015. (100% compliance).

Class of 2016 has been asked to reflect on areas of practice. They will be required to complete Professional Development Plans Spring 2017.

Class of 2017 will complete Professional Development Plans Spring 2018

**Results:** Target Achievement: Met
Recommendations:

Reflections/Notes: Students meet with advisors during the Fall and Spring semesters to develop professional behavior/development plans.

Substantiating Evidence:

Exemplar Professional Development Plan (Adobe Acrobat Document) (See appendix)

Excellence in Practice

1. Plan and execute research and analyze trends in health care

Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice. Analyze trends in health care and advocate for community-based initiatives related to health and well-being.

Measure: Research Literature Competency

Direct - Student Artifact

Details/Description: Class of 2015 & 2016 Successfully completed Research Literature Competency (100%) compliance.

Target: 100% Compliance overall. 80% will successfully complete competency on the 1st attempt.

Implementation Plan (timeline): Fall 2014

Responsible Individual(s): Program Director

Findings for Research Literature Competency

Summary of Findings: Class of 2015 & 2016 successfully completed competency (100%). Class of 2015 completed competency on the first attempt (74%). Class of 2016 completed competency on the first attempt (67%).

Results: Target Achievement: Met

Recommendations: Review session on APA formatting and literature searches prior to administering the competency.

Reflections/Notes: Students achieved this competency but not on the first attempt. Revise goal to monitor first attempts.

Substantiating Evidence:

Research Literature Competency (Word Document (Open XML)) (See appendix)

Competency

4. Health Promotion

Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community.

Measure: Management and Leadership Project Rubric

Direct - Student Artifact

Details/Description: Students will develop a health promotion community project. Rubric will address major concepts. Data to be collected in OCTH 751

Target: Baseline data will be collected.

Implementation Plan (timeline): Spring 2015

Responsible Individual(s): Program Director

Findings for Management and Leadership Project Rubric

Summary of Findings: Students completed the following projects:

a. Collaborative Grant Writing: Hamilton Center and West Vigo County Community Center.

b. Business Plan Development of a clinical OT Department in an underserved area: Hippotherapy Vigo County and ISU PT Clinic.

c. Advocacy: Developed a proposal to IOTA for Fair Pay. This addresses the copay for Occupational Therapy Services.
ACOTE Accreditation Requirements

1. Faculty will demonstrate effectiveness in assigned teaching roles.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Continued Competency</th>
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<tbody>
<tr>
<td>Direct - Other</td>
<td></td>
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</tbody>
</table>

- Details/Description: Faculty will complete professional development plans that include continued competency in teaching area.
- Target: Faculty will attend at least one workshop/seminar per semester on teaching. Faculty will attend at least one workshop/seminar per year on teaching area of expertise.
- Implementation Plan (timeline): Spring 2015
- Responsible Individual(s): Faculty / Program Director

### Findings for Continued Competency

- **Summary of Findings:** OT faculty are required to complete Professional Development Plans on an annual basis. OT faculty completed professional development plans Fall 2014.
- Attendance one continued education workshop directly related to teaching area of expertise was achieved.
- Attendance one continued education workshop directly related to the art and science of teaching also achieved.
- **Results:** Target Achievement: Met
- **Recommendations:** Require standard section in the program development plans to address this area. (Great Faculty)
- **Reflections/Notes:**

2. Students will progress through the program by completing coursework on time.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
<td></td>
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</tbody>
</table>

- Details/Description: 
- Target: 80% of matriculated class will progress without deviating from program of study timeline.
- Implementation Plan (timeline): Fall 2014
- Responsible Individual(s): Program Director

### Findings for Progression

- **Summary of Findings:** Class of 2015: Students able to complete didactic and fieldwork components for the program on time. (100% compliance)
- Class of 2016: Students able to complete didactic and fieldwork components for the program on time. (100% compliance)
- **Results:** Target Achievement: Exceeded
3. Students admitted to the program will be retained and graduate.

**Measure:** Retention Class of 2015
Direct - Other

**Details/Description:** Semester to semester review of students completing program requirements

**Target:** 90%

**Implementation Plan (timeline):** Data will be collected every semester and analyzed annually.

**Responsible Individual(s):** Program Director

**Findings** for Retention Class of 2015

**Summary of Findings:** Class of 2015: 100% Retention

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

---

**Measure:** Retention Class of 2016
Direct - Other

**Details/Description:** Semester to semester review of students completing program requirements

**Target:** 80%

**Implementation Plan (timeline):** Data will be collected every semester and analyzed annually.

**Responsible Individual(s):** Program Director

**Findings** for Retention Class of 2016

**Summary of Findings:** Class of 2016: 95% Retention *

* Attrition of one student 2 weeks into the program.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

---

4. Fieldwork Performance

**Measure:** Level I Fieldwork Experience Are Consistent with OT Program Curricular Themes
Indirect - Other

**Details/Description:** Fieldwork Sites chosen by the ISU OT Program must support the curricular themes of the OT Program.

**Target:** Each site will demonstrate evidence of each curricular theme: Excellence in Practice / Professional Responsibility / Interprofessional Collaboration.

**Implementation Plan (timeline):** Begin with Summer 2014 and ongoing.

**Responsible Individual(s):** Academic Fieldwork Coordinator & Program Director
Findings for Level I Fieldwork Experience Are Consistent with OT Program Curricular Themes

Summary of Findings: Level I FW sites have at least one element of each of the three curricular threads.

Missing component ranges:
- Excellence in Practice: 25 / 110 = 23%
- Adjusted (removal of telehealth) 18 /110 = 16%
- Professional Responsibility: 9 / 88 = 10%
- Interprofessional Collaboration: 1 / 55 = 2%

Results: Target Achievement: Met

Recommendations: Continue to monitor FW sites

Reflections/Notes:

4. Student Evaluation of Fieldwork

Measure: Student Performance on Level I Fieldwork
Indirect - Other

Details/Description: Occupational therapy students are evaluated by onsite clinical educators as they complete coursework in the following courses: ATTR 692*, OCTH 770, OCTH 771, and OCTH 772.

ATTR 692* one time offering to address ACOTE requirement for Mental Health Fieldwork Experience.

Target: Students will perform at the developing or satisfactory level during Level I FW experiences.

Implementation Plan (timeline): Summer 2014 (ongoing)

Responsible Individual(s): Academic Fieldwork Coordinator / Program Director

Findings for Student Performance on Level I Fieldwork

Summary of Findings: OT Class of 2015 students have successfully completed four (4) Level I fieldwork placements for a total of 4,146 hours. Thirty-six(36) sites were non-traditional indicating that supervision was provided by someone other than an OT and Forty-two (42) Traditional sites.

Types of placements:
- 31 Mental Health, 7 Out-patient Orthopedics, 6 Out-patient Pediatrics, 1 Primary Care, 5 Schools, 8 Hospital Acute Care, 1 Work / Ergonomics, 15 Long term Care / Skilled Nursing, 3 Home Health, and 1 Inpatient Rehabilitation. All sites are located in Indiana.

Overall Averages for Areas on the Evaluation: Credentialing 100%, Commitment to Learning 98%, Personal Skills 99%, Communication Skills 98%, Use of Time and Resources 98%, Constructive Feedback 97%, Problem Solving 95%, Professionalism 99%, Reliability 99%, Critical Thinking 95%, Stress Management 99%, and Life Balance 99%.

Results: Target Achievement: Met

Recommendations: Provide education to fieldwork sites regarding Curricular Themes and the importance of Stress Management and Life Balance.

Reflections/Notes: Weak areas: Problem Solving and Critical Thinking 95%. Students registered in Critical Reasoning and the Complex Patient Spring 2015. Concern that Stress Management and Life Balance areas were marked non-applicable.

6. Student satisfaction with the program

Measure: Qualitative Measure
Indirect - Focus Group

Details/Description: 1st year review of the program
Student Perceptions of Outcome Measures

Target: Baseline

Implementation Plan (timeline): Spring 2014 and ongoing

Responsible Individual(s): OT Program Director

Findings for Qualitative Measure

Summary of Findings: See Attachment

Results: Target Achievement: Met

Recommendations:
- Review effectiveness of scheduling courses outside of regularly scheduled class times.
- Evaluate relationships with community partners/groups.
- Determine how to use facilities more effectively.
- More hands-on experiences.

Reflections/Notes:

Substantiating Evidence:
- Good Bad and Ugly Class of 2016 Spring (Word Document (Open XML)) (See appendix)
- Qualitative Focus Group

Measure: Quantitative Measure (1st year students)
Indirect - Survey

Details/Description: Qualtrics Survey regarding the Mission, Vision, and Curricular Design.

Target: Baseline

Implementation Plan (timeline): Spring 2015

Responsible Individual(s): Program Director

Findings for Quantitative Measure (1st year students)

Summary of Findings: Possible trends:
- Learning philosophy of the profession:
  - Instruction builds on prior knowledge
  - ISU learning philosophy:
  - I have learned how to access and discern information
  - Learning facilitates an emotional response
- Interprofessional:
  - Use of a common language
  - Discussing the role of OT with other disciplines
- Excellence in practice:
  - Searching and understanding the evidence
  - Determining the relevance of evidence and applying
- Appraising APA format
- Transfers and functional mobility
- Goniometry and muscle testing
- Normal development
- Environmental assessment
- Accurately assessing and articulating personal strengths and weaknesses
- Professional Responsibility:
  - Self-discipline through a healthy lifestyle
  - Not allowing distractions to prevent a timely completion of tasks
  - Perceptions of Faculty:
  - Teachers in non-OT classes are effective in their teaching
  - Educational Experience:
  - Interactions with Financial Aid
  - Interactions with the Registrar
  - I feel like I belong at this institution
Results: Target Achievement: Met
Recommendations: Baseline information / Continue to monitor for trends
Reflections/Notes:

Overall Recommendations
Improvement indicated with Research Literature Competency and first time pass rate.

Overall Reflection
No text specified

Action Plan

Actions

MS in Occupational Therapy Outcome Set

Excellence in Practice

1. Plan and execute research and analyze trends in health care

Action: Research Literature Competency

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Research Literature Competency focuses on the students’ ability to locate, evaluate source, understand findings and use APA format to appropriately cite sources. This is foundational for future evidence-based intervention courses.

Previous scores:
Class of 2015 (74%)
Class of 2016 (67%)
Class of 2017 (96%)

Implementation Plan (timeline): Fall 2015 -- Initiated additional instruction in OCTH 611. Students completed a sample competency and received feedback.
Summer semester 2017 Introduction of course work that places an emphasis on reading evidence-based articles.
Fall semester 2017 -- Research Literature Competency

Key/Responsible Personnel: OT Faculty and OT Program Director

Measures: Target is 80% first time pass rate.

Resource Allocations: Change in foundational research instructor and charge them with increasing the rigor of reading and citing OT research literature.

Priority: High

ACOTE Accreditation Requirements

1. Faculty will demonstrate

Action: Competency and Continued Competency in Teaching Role
effectiveness in assigned teaching roles.
Faculty will demonstrate effectiveness in assigned teaching roles.

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Faculty will attend / participate in:
  a. One advanced workshop / course focused on the art and skill of teaching.
  b. One advanced workshop / course focused on assigned course content areas.
  c. Accompany the AFWC or independently complete an onsite visit to an authentic OT work environment.

Implementation: 
Implementation Plan (timeline): Faculty evaluations are not made available to the program director. Past measures cannot be used. Thus, the development of alternative goals.
Implementation:
Start: Fall 2015

Key/Responsible Personnel: OT Faculty and OT Program Director

Measures: 100% Compliance

Resource Allocations: ISU Center for Teaching Excellence Workshops
AOTA or other providers
OT Student Fees will be used to complete the onsite visits to the authentic OT work environment.

Priority: High

4. Fieldwork Performance
Fieldwork Performance

Action: Collection of Fieldwork Data

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Strategically plan and organize information extracted for program assessment. Maximize the options available in Typhon to gather and organize information regarding student performance.

Implementation Plan (timeline): Fall 2015: Initiated discussion on data collection.
Spring 2016: Trial run of Level I Fieldwork Evaluation Forms
Summer 2016: Continued Trials
Fall 2016: Implementation
Spring 2017: Assessment of Change

Key/Responsible Personnel: Academic Fieldwork Coordinator and Clinical Coordinator Assistant

Measures: Baseline.

Resource Allocations: Clinical coordinator assistant's time to develop and implement trials. Additional Fee from Typhon for the service. Fees to be paid from OT Student Fees.

Priority: Medium

5. Student Evaluation of Fieldwork
Student Evaluation of Fieldwork

Action: Collection of Student Fieldwork Site Data

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Strategically plan and organize information extracted for program assessment. Maximize the options available in Typhon to gather and organize information regarding student assessment of Fieldwork Site.
**Implementation Plan (timeline):** Implementation Plan (timeline): Fall 2015: Initiated discussion on data collection.
Spring 2016: Trial run of Level I Fieldwork Evaluation Forms
Summer 2016: Continued Trials
Fall 2016: Implementation
Spring 2017: Assessment of Change

**Key/Responsible Personnel:** Academic Fieldwork Coordinator and Clinical Coordinator Assistant

**Measures:** Baseline

**Resource Allocations:** Clinical coordinator assistant's time to develop and implement trials. Additional Fee from Typhon for the service. Fees to be paid from OT Student Fees.

**Priority:** Medium

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**Status Report**

**Action Statuses**

### MS in Occupational Therapy Outcome Set

#### Excellence in Practice

#### 1. Plan and execute research and analyze trends in health care

Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice. Analyze trends in health care and advocate for community-based initiatives related to health and well-being.

**Action:** Research Literature Competency

**Action Details:** Research Literature Competency focuses on the students' ability to locate, evaluate source, understand findings and use APA format to appropriately cite sources. This is foundational for future evidence-based intervention courses.

Previous scores:
- Class of 2015 (74%)
- Class of 2016 (67%)
- Class of 2017 (96%)

**Implementation Plan (timeline):** Fall 2015 -- Initiated additional instruction in OCTH 611. Students completed a sample competency and received feedback.
Summer semester 2017 Introduction of course work that places an emphasis on reading evidence-based articles.
Fall semester 2017 -- Research Literature Competency

**Key/Responsible Personnel:** OT Faculty and OT Program Director

**Measures:** Target is 80% first time pass rate.

**Resource Allocations:** Change in foundational research instructor and charge them with increasing the rigor of reading and citing OT research literature.

**Priority:** High

**Status for Research Literature Competency**

*No Status Added*
1. Faculty will demonstrate effectiveness in assigned teaching roles.
   Faculty will demonstrate effectiveness in assigned teaching roles.

   ▼ **Action**: Competency and Continued Competency in Teaching Role

   **Action Details**: Faculty will attend / participate in:
   a. One advanced workshop / course focused on the art and skill of teaching.
   b. One advanced workshop / course focused on assigned course content areas.
   c. Accompany the AFWC or independently complete an onsite visit to an authentic OT work environment.

   Responsible Individual(s): OT Faculty and OT Program Director

   **Implementation Plan (timeline)**: Faculty evaluations are not made available to the program director. Past measures cannot be used. Thus, the development of alternative goals.
   Implementation:
   Start: Fall 2015

   **Key/Responsible Personnel**: OT Faculty and OT Program Director

   **Measures**: 100% Compliance

   **Resource Allocations**: ISU Center for Teaching Excellence Workshops
   AOTA or other providers
   OT Student Fees will be used to complete the onsite visits to the authentic OT work environment.

   **Priority**: High

   **Status for Competency and Continued Competency in Teaching Role**

   No Status Added

4. Fieldwork Performance
   Fieldwork Performance

   ▼ **Action**: Collection of Fieldwork Data

   **Action Details**: Strategically plan and organize information extracted for program assessment. Maximize the options available in Typhon to gather and organize information regarding student performance.

   **Implementation Plan (timeline)**: Fall 2015: Initiated discussion on data collection.
   Spring 2016: Trial run of Level I Fieldwork Evaluation Forms
   Summer 2016: Continued Trials
   Fall 2016: Implementation
   Spring 2017: Assessment of Change

   **Key/Responsible Personnel**: Academic Fieldwork Coordinator and Clinical Coordinator Assistant

   **Measures**: Baseline.

   **Resource Allocations**: Clinical coordinator assistant's time to develop and implement trials. Additional Fee from Typhon for the service. Fees to be paid from OT Student Fees.

   **Priority**: Medium

   **Status for Collection of Fieldwork Data**

   No Status Added

5. Student Evaluation of Fieldwork
   Fieldwork Performance

   ▼ **Action**: Collection of Student Fieldwork Site Data

   **Action Details**: Strategically plan and organize information extracted for program assessment.
**Student Evaluation of Fieldwork**

**Action Details:** Strategically plan and organize information extracted for program assessment. Maximize the options available in Typhon to gather and organize information regarding student assessment of Fieldwork Site.


**Key/Responsible Personnel:** Academic Fieldwork Coordinator and Clinical Coordinator Assistant

**Measures:** Baseline

**Resource Allocations:** Clinical coordinator assistant's time to develop and implement trials. Additional Fee from Typhon for the service. Fees to be paid from OT Student Fees.

**Priority:** Medium

**Status for Collection of Student Fieldwork Site Data**

No Status Added

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**Status Summary**

No text specified

**Summary of Next Steps**

No text specified
2015-2016 Assessment Cycle

Assessment Plan

Outcomes and Measures

College of Graduate and Professional Studies

Outcome

Diversity Personal Growth Integrity Stewardship

Students engage in and meaningfully contribute to diverse and complex communities and professional environments.

**Measure:** Contribution to Diverse and Complex Communities and Professional Environments
Direct - Other

**Details/Description:** Student scores on AOTA Fieldwork Performance Evaluation (FPE) will demonstrate behavior appropriate for the professional environment. Item # VII
36. Collaborates with supervisor
37. Takes responsibility for professional competence
38. Responds constructively to feedback
39. Demonstrates consistent work behaviors
40. Demonstrates time management
41. Demonstrates positive interpersonal skills
42. Demonstrates respect for diversity

**Target:** Baseline information will be gathered.
ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.

**Implementation Plan (timeline):** Implement with First Cohort Class of 2015

**Responsible Individual(s):** OT Program Director
Academic Fieldwork Coordinator

Well rounded education, Integrity, Personal Growth, Stewardship, Responsibility

Students recognize and act on professional and ethical challenges that arise in their field or discipline.

**Measure:** Ethical Challenges
Direct - Other

**Details/Description:** OT students will demonstrate ethical practice as measured on the ACOTE Fieldwork Performance Evaluation section I: Fundamentals of Practice
1. Adheres to ethics
2. Adheres to safety regulations
3. Uses judgment in safety

**Target:** Baseline information will be gathered.
ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.

**Implementation Plan (timeline):** Class of 2015

**Responsible Individual(s):** Program Director
Academic Fieldwork Coordinator

High Standards

Students achieve mastery of the knowledge required in their discipline or profession.

**Measure:** Certification Exam
Direct - Exam

**Details/Description:** ISU OT Student Scores on the NBCOT Certification Examination will demonstrate mastery of knowledge required by the profession.
**High Standards**

Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.

**Measure:** Mastery of Skills
Direct - Other

**Details/Description:** Overall student scores on the AOTA Fieldwork Performance Evaluation (FWPE) will demonstrate skills consistent with entry-level practice.

**Target:** Baseline information will be gathered. ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.

**Implementation Plan (timeline):** OT Class of 2015

**Responsible Individual(s):** OT Program Director

**High Standards**

Students demonstrate professional communication proficiencies.

**Measure:** Professional Communication
Direct - Other

**Details/Description:** OT student scores on the ACOTE FWPE will be measured:
- 32. Clearly and effectively communicates verbally and nonverbally
- 33. Produces clear and accurate documentation
- 34. All written communication is legible
- 35. Uses language appropriate to the recipient

**Target:** Baseline information will be gathered. ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.

**Implementation Plan (timeline):** OT Class of 2015

**Responsible Individual(s):** Program Director
Academic Fieldwork Coordinator

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**MS in Occupational Therapy Outcome Set**

**Professional Responsibility**

**1. Develop a plan for continuing personal and professional growth**

Develop a plan for continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession.

**Measure:** Professional Development Plan Assignment Rubric
Direct - Student Artifact

**Details/Description:** Students will develop a Professional Development Plan as outlined by AOTA. Rubric will address the main concepts. Data to be collected in OCTH 751.

**Target:** Student Development Plan is consistent with future alumni survey

**Implementation Plan (timeline):** Spring 2015

**Responsible Individual(s):** Program Director / OT Faculty

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**Excellence in Practice**

**1. Plan and execute research and analyze trends in health care**

**Measure:** Research Literature Competency
Direct - Student Artifact
Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice. Analyze trends in health care and advocate for community-based initiatives related to health and well-being.

**Details/Description:** Research Literature Competency focuses on the students ability to locate, evaluate source, understand findings and use APA format to appropriately cite sources. This is foundational for future evidence-based intervention courses.

**Target:** Previous scores:
- Class of 2015 (74%)
- Class of 2016 (67%)

Target is 80% first time pass rate.

**Implementation Plan (timeline):** Continued Assessment Outcome

**Responsible Individual(s):** OT Faculty / OT Program Director

### 4. Health Promotion

Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community

<table>
<thead>
<tr>
<th>Measure</th>
<th>Community Based Healthy Occupations</th>
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<td>Direct - Student Artifact</td>
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</table>

**Details/Description:** During select occupational therapy courses, students will engage the local / regional community in health and wellness activities.

**Target:** OT Faculty will arrange and engage students in at least one community based experience per semester.

**Implementation Plan (timeline):** Fall 2015

**Responsible Individual(s):** OT Program Director / OT Faculty

### ACOTE Accreditation Requirements

#### 1. Faculty will demonstrate effectiveness in assigned teaching roles.

Faculty will demonstrate effectiveness in assigned teaching roles.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Competency and Continued Competency in Teaching Role</th>
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<tr>
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</table>

**Details/Description:** Faculty will attend / participate in:
- One advanced workshop / course focused on the art and skill of teaching.
- One advanced workshop / course focused on assigned course content areas.
- Accompany the AFWC or independently complete an onsite visit to an authentic OT work environment.

**Target:** 100%

**Implementation Plan (timeline):** Fall 2015

**Responsible Individual(s):** OT Faculty and OT Program Director

#### 2. Students will progress through the program by completing coursework on time.

Students will progress through the program by completing coursework on time.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Progression Class of 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
<td></td>
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</tbody>
</table>

**Details/Description:**
- Target: 80% of matriculated class will progress without deviating from program of study timeline.

**Implementation Plan (timeline):** Fall 2014

**Responsible Individual(s):** Program Director

<table>
<thead>
<tr>
<th>Measure</th>
<th>Progression Class of 2016</th>
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</thead>
<tbody>
<tr>
<td>Direct - Other</td>
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</tr>
</tbody>
</table>

**Details/Description:**
- Target: 80% of matriculated class will progress without deviating from program of study timeline.

**Implementation Plan (timeline):** Fall 2014
3. Students admitted to the program will be retained and graduate.

Students admitted to the program will be retained and graduate.

**Measure:** Retention Class of 2015

**Details/Description:** Semester to semester review of students completing program requirements

**Target:** 80%

**Implementation Plan (timeline):** Data will be collected every semester and analyzed annually.

**Responsible Individual(s):** Program Director

**Measure:** Retention Class of 2016

**Details/Description:** Semester to semester review of students completing program requirements

**Target:** 80%

**Implementation Plan (timeline):** Data will be collected every semester and analyzed annually.

**Responsible Individual(s):** Program Director

**Measure:** Retention Class of 2017

**Details/Description:** Student progression will be monitored in all steps of the program.

**Target:** 80% Retention

**Implementation Plan (timeline):** Fall 2015

**Responsible Individual(s):** OT Program Director

4. Fieldwork Performance

**Fieldwork Performance**

**Measure:** Student Performance on Level I Fieldwork

**Details/Description:** Occupational therapy students are evaluated by onsite clinical educators as they complete coursework in the following courses: OCHR 770, OCHR 771, and OCHR 772

**Target:** Students will perform at the developing or satisfactory level during Level I FW experiences.

**Implementation Plan (timeline):** Summer 2015 (ongoing)

**Responsible Individual(s):** Academic Fieldwork Coordinator / Program Director

**Measure:** Student Performance on Level II Fieldwork

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**
**Details/Description:** Occupational therapy students are evaluated by onsite clinical educators as they complete coursework in the following courses: OCTH 773 & OCTH 774.

**Target:** Baseline

**Implementation Plan (timeline):** Summer 2015 (ongoing)

**Responsible Individual(s):** Academic Fieldwork Coordinator / Program Director

### 4. Student Evaluation of Fieldwork

**Student Evaluation of Fieldwork**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Level I Fieldwork Experience Are Consistent with OT Program Curricular Themes Indirect - Other</th>
</tr>
</thead>
</table>

**Details/Description:** Fieldwork Sites chosen by the ISU OT Program must support the curricular themes of the OT Program.

Level I FW Student Evaluation of Fieldwork Site

**Target:** Each site will demonstrate evidence of each curricular theme: Excellence in Practice / Professional Responsibility / Interprofessional Collaboration.

**Implementation Plan (timeline):** Begin with Summer 2014 (Level I) and ongoing.

**Responsible Individual(s):** Academic Fieldwork Coordinator & Program Director

### 6. Student satisfaction with the program

**Student satisfaction with the program**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exit Survey Indirect - Survey</th>
</tr>
</thead>
</table>

**Details/Description:** AMR Exit Survey (qualitative and quantitative measures) Focus is Satisfaction with the program.

**Target:** Baseline

**Implementation Plan (timeline):** Fall 2015

**Responsible Individual(s):** OT Program Director

<table>
<thead>
<tr>
<th>Measure</th>
<th>The Good, the Bad and The Ugly Indirect - Focus Group</th>
</tr>
</thead>
</table>

**Details/Description:** Students are asked to reflect on their experiences with the program under the titles of The Good, The Bad and The Ugly.

**Target:** Fall 2013

**Responsible Individual(s):** OT Program Director

### 7. Graduates Performance on the NBCOT

**Graduates Performance on the NBCOT**

<table>
<thead>
<tr>
<th>Measure</th>
<th>NBCOT Examination Results Direct - Exam</th>
</tr>
</thead>
</table>

**Details/Description:** National Examination

**Target:** 80% for first time test takers

**Implementation Plan (timeline):** Spring 2016

**Responsible Individual(s):** OT Program Director

### 8. Graduate Job Placement and performance as determined by

<table>
<thead>
<tr>
<th>Measure</th>
<th>Graduate Job Placement Indirect - Survey</th>
</tr>
</thead>
</table>

**Details/Description:** National Examination

**Target:** 80% for first time test takers

**Implementation Plan (timeline):** Spring 2016

**Responsible Individual(s):** OT Program Director
employer satisfaction
Graduate Job Placement with and performance as determined by employer satisfaction. Job Placement will also be monitored for geographical location and population served (rural and underserved).

Details/Description: Qualitative and Quantitative Survey regarding job placement (area of practice, geographic location / critical access, wages...)
Target: Baseline
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): OT Program Director

Assessment Findings
Finding per Measure

College of Graduate and Professional Studies
Outcome

Diversity
Personal Growth
Integrity
Stewardship

Students engage in and meaningfully contribute to diverse and complex communities and professional environments.

Measure: Contribution to Diverse and Complex Communities and Professional Environments
Direct - Other

Details/Description: Student scores on AOTA Fieldwork Performance Evaluation (FPE) will demonstrate behavior appropriate for the professional environment. Item # VII
36. Collaborates with supervisor
37. Takes responsibility for professional competence
38. Responds constructively to feedback
39. Demonstrates consistent work behaviors
40. Demonstrates time management
41. Demonstrates positive interpersonal skills
42. Demonstrates respect for diversity
Target: Baseline information will be gathered.
ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.
Implementation Plan (timeline): Implement with First Cohort Class of 2015
Responsible Individual(s): OT Program Director
Academic Fieldwork Coordinator

Findings for Contribution to Diverse and Complex Communities and Professional Environments
No Findings Added

Well rounded education, Integrity, Personal Growth, Stewardship, Responsibility

Students recognize and act on professional and ethical challenges that arise in their field or discipline.

Measure: Ethical Challenges
Direct - Other

Details/Description: OT students will demonstrate ethical practice as measured on the ACOTE Fieldwork Performance Evaluation section I: Fundamentals of Practice
1. Adheres to ethics
2. Adheres to safety regulations
3. Uses judgment in safety
Target: Baseline information will be gathered.
ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.
Implementation Plan (timeline): Class of 2015
Responsible Individual(s): Program Director
Academic Fieldwork Coordinator
Findings for Ethical Challenges

No Findings Added

High Standards
Students achieve mastery of the knowledge required in their discipline or profession.

Measure: Certification Exam
Direct - Exam

Details/Description: ISU OT Student Scores on the NBCOT Certification Examination will demonstrate mastery of knowledge required by the profession.

Target: Baseline Data
First time pass rate of at least 80%.

Implementation Plan (timeline): Class of 2015

Responsible Individual(s): OT Program Director

Findings for Certification Exam

No Findings Added

High Standards
Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.

Measure: Mastery of Skills
Direct - Other

Details/Description: Overall student scores on the AOTA Fieldwork Performance Evaluation (FWPE) will demonstrate skills consistent with entry-level practice.

Target: Baseline information will be gathered.
ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.

Implementation Plan (timeline): OT Class of 2015

Responsible Individual(s): OT Program Director
Academic Fieldwork Coordinator

Findings for Mastery of Skills

No Findings Added

High Standards
Students demonstrate professional communication proficiencies.

Measure: Professional Communication
Direct - Other

Details/Description: OT student scores on the ACOTE FWPE will be measured:
IV Communication
32. Clearly and effectively communicates verbally and nonverbally
33. Produces clear and accurate documentation
34. All written communication is legible
35. Uses language appropriate to the recipient

Target: Baseline information will be gathered.
ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.

Implementation Plan (timeline): Class of 2015

Responsible Individual(s): Program Director
Academic Fieldwork Coordinator

Findings for Professional Communication
MS in Occupational Therapy Outcome Set

**Professional Responsibility**

1. **Develop a plan for continuing personal and professional growth**
   - **Measure:** Professional Development Plan Assignment Rubric
     - Direct - Student Artifact
   - **Details/Description:** Students will develop a Professional Development Plan as outlined by AOTA. Rubric will address the main concepts. Data to be collected in OCTH 751.
   - **Target:** Student Development Plan is consistent with future alumni survey
   - **Implementation Plan (timeline):** Spring 2015
   - **Responsible Individual(s):** Program Director / OT Faculty

   **Findings for Professional Development Plan Assignment Rubric**
   - No Findings Added

2. **Excellence in Practice**

   1. **Plan and execute research and analyze trends in health care**
      - **Measure:** Research Literature Competency
        - Direct - Student Artifact
      - **Details/Description:** Research Literature Competency focuses on the students ability to locate, evaluate source, understand findings and use APA format to appropriately cite sources. This is foundational for future evidence-based intervention courses.
      - **Target:** Previous scores:
        - Class of 2015 (74%)
        - Class of 2016 (67%)
      - Target is 80% first time pass rate.
      - **Implementation Plan (timeline):** Continued Assessment Outcome
      - **Responsible Individual(s):** OT Faculty / OT Program Director

      **Findings for Research Literature Competency**
      - No Findings Added

4. **Health Promotion**

   - **Measure:** Community Based Healthy Occupations
     - Direct - Student Artifact
   - **Details/Description:** During select occupational therapy courses, students will engage the local / regional community in health and wellness activities.
   - **Target:** OT Faculty will arrange and engage students in at least one community based experience per semester.
   - **Implementation Plan (timeline):** Fall 2015
   - **Responsible Individual(s):** OT Program Director / OT Faculty

   **Findings for Community Based Healthy Occupations**
   - No Findings Added
Findings for Community Based Healthy Occupations

No Findings Added

ACOTE Accreditation Requirements

1. Faculty will demonstrate effectiveness in assigned teaching roles.

Faculty will demonstrate effectiveness in assigned teaching roles.

Measure: Competency and Continued Competency in Teaching Role
Indirect - Other

Details/Description: Faculty will attend / participate in:
- a. One advanced workshop / course focused on the art and skill of teaching.
- b. One advanced workshop / course focused on assigned course content areas.
- c. Accompany the AFWC or independently complete an onsite visit to an authentic OT work environment.

Target: 100%

Implementation Plan (timeline): Fall 2015

Responsible Individual(s): OT Faculty and OT Program Director

Findings for Competency and Continued Competency in Teaching Role

No Findings Added

2. Students will progress through the program by completing coursework on time.

Students will progress through the program by completing coursework on time.

Measure: Progression Class of 2015
Direct - Other

Details/Description:
- Target: 80% of matriculated class will progress without deviating from program of study timeline.
- Implementation Plan (timeline): Fall 2014
- Responsible Individual(s): Program Director

Findings for Progression Class of 2015

No Findings Added

Measure: Progression Class of 2016
Direct - Other

Details/Description:
- Target: 80% of matriculated class will progress without deviating from program of study timeline.
- Implementation Plan (timeline): Fall 2014
- Responsible Individual(s): Program Director

Findings for Progression Class of 2016

No Findings Added

Measure: Progression Class of 2017
Direct - Other

Details/Description:
- Target: 80% of matriculated class will progress without deviating from program of study timeline.
- Implementation Plan (timeline): Fall 2014
- Responsible Individual(s): Program Director

Findings for Progression Class of 2017

No Findings Added
3. Students admitted to the program will be retained and graduate.

Students admitted to the program will be retained and graduate.

### Measure: Retention Class of 2015

**Direct - Other**

<table>
<thead>
<tr>
<th>Details/Description:</th>
<th>Semester to semester review of students completing program requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong></td>
<td>80%</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td>Data will be collected every semester and analyzed annually.</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td>Program Director</td>
</tr>
</tbody>
</table>

**Findings for Retention Class of 2015**

No Findings Added

### Measure: Retention Class of 2016

**Direct - Other**

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<thead>
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<th>Details/Description:</th>
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<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td>Program Director</td>
</tr>
</tbody>
</table>

**Findings for Retention Class of 2016**

No Findings Added

### Measure: Retention Class of 2017

**Direct - Other**

<table>
<thead>
<tr>
<th>Details/Description:</th>
<th>Student progression will be monitored in all steps of the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong></td>
<td>80% Retention</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td>Fall 2015</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td>OT Program Director</td>
</tr>
</tbody>
</table>

**Findings for Retention Class of 2017**

No Findings Added
4. Fieldwork Performance

**Measure:** Student Performance on Level I Fieldwork
*Indirect - Other*

**Details/Description:** Occupational therapy students are evaluated by onsite clinical educators as they complete coursework in the following courses: OCTH 770, OCTH 771, and OCTH 772.

**Target:** Students will perform at the developing or satisfactory level during Level I FW experiences.

**Implementation Plan (timeline):** Summer 2015 (ongoing)

**Responsible Individual(s):** Academic Fieldwork Coordinator / Program Director

**Findings** for Student Performance on Level I Fieldwork

*No Findings Added*

**Measure:** Student Performance on Level II Fieldwork
*Indirect - Other*

**Details/Description:** Occupational therapy students are evaluated by onsite clinical educators as they complete coursework in the following courses: OCTH 773 & OCTH 774.

**Target:** Baseline

**Implementation Plan (timeline):** Summer 2015 (ongoing)

**Responsible Individual(s):** Academic Fieldwork Coordinator / Program Director

**Findings** for Student Performance on Level II Fieldwork

*No Findings Added*

4. Student Evaluation of Fieldwork

**Measure:** Level I Fieldwork Experience Are Consistent with OT Program Curricular Themes
*Indirect - Other*

**Details/Description:** Fieldwork Sites chosen by the ISU OT Program must support the curricular themes of the OT Program.

Level I FW Student Evaluation of Fieldwork Site

**Target:** Each site will demonstrate evidence of each curricular theme: Excellence in Practice / Professional Responsibility / Interprofessional Collaboration.

**Implementation Plan (timeline):** Begin with Summer 2014 (Level I) and ongoing.

**Responsible Individual(s):** Academic Fieldwork Coordinator & Program Director

**Findings** for Level I Fieldwork Experience Are Consistent with OT Program Curricular Themes

*No Findings Added*

6. Student satisfaction with the program

**Measure:** Exit Survey
*Indirect - Survey*

**Details/Description:** AMR Exit Survey (qualitative and quantitative measures)

Focus is Satisfaction with the program.
Target: Baseline
Implementation Plan (timeline): Fall 2015
Responsible Individual(s): OT Program Director

Findings for Exit Survey

No Findings Added

Measure: The Good, the Bad and The Ugly
Indirect - Focus Group

Details/Description: Students are asked to reflect on their experiences with the program under the titles of The Good, The Bad and The Ugly.

Target:
Implementation Plan (timeline): Fall 2013
Responsible Individual(s): OT Program Director

Findings for The Good, the Bad and The Ugly

No Findings Added

7. Graduates Performance on the NBCOT
Graduates Performance on the NBCOT

Measure: NBCOT Examination Results
Direct - Exam

Details/Description: National Examination
Target: Obtain baseline for Domains
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): OT Program Director

Findings for NBCOT Examination Results

No Findings Added

8. Graduate Job Placement and performance as determined by employer satisfaction
Graduate Job Placement

Measure: Graduate Job Placement
Indirect - Survey

Details/Description: Qualitative and Quantitative Survey regarding job placement (area of practice, geographic location / critical access, wages...)
Target: Baseline
Implementation Plan (timeline): Spring 2016
Responsible Individual(s): OT Program Director

Findings for Graduate Job Placement

No Findings Added

Overall Recommendations
No text specified

Overall Reflection
No text specified

Action Plan

Status Report
2016-2017 Assessment Cycle

Assessment Plan

Assessment Findings
2017-2018 Assessment Cycle

Assessment Plan

Assessment Findings
2018-2019 Assessment Cycle

Assessment Plan

Assessment Findings
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings
Appendix

A. MS in Occupational Therapy Curriculum Map (Curriculum Map)
B. Sowers Summer 2013 OCTH 600 SIRs.docx (Word Document (Open XML))
C. Exemplar Professional Development Plan (Adobe Acrobat Document)
D. We are on our way! (Word Document (Open XML))
E. Research Literature Competency (Word Document (Open XML))
F. Good Bad and Ugly Class of 2016 Spring (Word Document (Open XML))