

Part I				
What learning outcome did you assess this year?	What method(s) did you use to determine how well your students attained the outcome? In what course or other required experience did the assessment occur?	What expectations did you establish for achievement of the outcome?	What were the actual results?	Who was responsible for collecting and analyzing the results? How were they shared with the program's faculty?
<p><i>CGPS Outcome</i> <i>ACOTE Program Outcome</i> ACOTE STANDARDS</p>				
<p>1. Student demonstrates professional communication proficiencies.</p> <p><i>Communicate effectively with clients, families, colleagues, other health care workers, and the public orally and in writing.</i></p> <p>Fieldwork Performance</p>	<p>OT student scores on the AOTA Fieldwork Performance Evaluation (FWE) 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</p> <p>Bb Faculty website</p>	<p>ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.</p>	<p>Summer Level II 2015 n = 25 32. 86% 33. 85% 34. 89% 35. 81%</p> <p>Fall Level II 2015 n = 26 32. 87% 33. 87% 34. 88% 35. 87%</p>	<p>Responsible Individual(s): Program Director Academic Fieldwork Coordinator</p> <p>Reviewed during Program Retreat (May 2016)</p>

<p>2. Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p> <p><i>Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development as a professional.</i></p> <p>Fieldwork Performance</p>	<p>Student scores on AOTA Fieldwork Performance Evaluation (FWE) will demonstrate behavior appropriate for the professional environment. Item # VII</p> <ul style="list-style-type: none"> 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 <p>Bb Faculty website</p>	<p>ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.</p>	<p>Summer Level II 2015 n = 25</p> <ul style="list-style-type: none"> 36. 89% 37. 86% 38. 89% 39. 93% 40. 87% 41. 91% 42. 87% <p>Fall Level II 2015 n = 26</p> <ul style="list-style-type: none"> 36. 94% 37. 89% 38. 92% 39. 91% 40. 87.5% 41. 95% 42. 89% 	<p>Responsible Individual(s): Program Director Academic Fieldwork Coordinator</p> <p>Reviewed during Program Retreat (May 2016)</p>
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<p>3. Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p> <p><i>Demonstrate ethical behavior consistent with professional and legal standards.</i></p> <p><i>Provide safe and effective standards of care for a diverse client population.</i></p> <p>Fieldwork Performance</p>	<p>OT students will demonstrate ethical practice as measured on the ACOTE Fieldwork Performance Evaluation section I: Fundamentals of Practice</p> <ol style="list-style-type: none"> 1. Adheres to ethics 2. Adheres to safety regulations 3. Uses judgment in safety <p>Bb Faculty website</p>	<p>ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.</p>	<p>Summer Level II 2015 n = 25</p> <ol style="list-style-type: none"> 1. 86% 2. 86% 3. 85% <p>Fall Level II 2015 n = 26</p> <ol style="list-style-type: none"> 1. 88% 2. 88% 3. 87.5% 	<p>Responsible Individual(s): Program Director Academic Fieldwork Coordinator</p> <p>Reviewed during Program Retreat (May 2016)</p>
<p>4. Students achieve mastery of the knowledge required in their discipline or profession.</p> <p><i>Utilize critical thinking with the knowledge</i></p>	<p>ISU OT Student Scores on the NBCOT Certification Examination will demonstrate mastery of knowledge required by the profession.</p> <p>http://www.nbcot.org/school-performance</p> <p>https://acote.aota.org</p>	<p>Overall pass rate consistent with national average (87%).</p>	<p>November –December 2015 100% n=13</p> <p>January – May 2016 80% n=13</p> <p>Class of 2015 (to date) 92% n=26</p>	<p>Responsible Individual(s): Program Director OT Faculty</p> <p>Reviewed during Program Retreat (May 2016)</p>

<p><i>derived from the biological, behavioral, and clinical sciences for clinical decision-making.</i></p> <p>Graduates Performance on the NBCOT</p>				
<p>5. Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p> <p><i>Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community.</i></p> <p>Fieldwork Performance</p>	<p>Overall student scores on the AOTA Fieldwork Performance Evaluation (FWE) will demonstrate skills consistent with entry-level practice.</p> <p>Bb Faculty website https://acote.aota.org</p>	<p>ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%)</p>	<p>Summer Level II 2015 n = 25 Range: 123 to 168 points Average: 140 / 168 points 83%</p> <p>Fall Level II 2015 n = 26 Range: 122 to 163 points Average: 143 / 168 points 85%</p>	<p>Responsible Individual(s): Program Director Academic Fieldwork Coordinator</p> <p>Reviewed during Program Retreat (2016)</p>

<p>6. Faculty will demonstrate effectiveness in assigned teaching roles.</p>	<p>Faculty will attend / participate in:</p> <ul style="list-style-type: none"> 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 Fieldwork visit per year. 	<p>100% Compliance</p>	<ul style="list-style-type: none"> a. Faculty attendance at one FCTE offering per semester. b. OT Faculty attended AOTA National Conference. c. OT Faculty completed onsite fieldwork visits. 	<p>OT Faculty OT Program Director</p> <p>Reviewed OT Program Retreat (May 2016)</p>
<p>7. Program Director will demonstrate effectiveness in assigned role.</p>	<p>Program Director will attend AOTA Academic and Leadership Council.</p>	<p>100% Compliance</p>	<p>Program Director attend AOTA's Educational Summit (October 2015) Academic Leadership Council (10/2015 and 4/2016)</p>	<p>Program Assistant</p> <p>Reviewed OT Program Retreat (May 2016)</p>
<p>8. Academic Fieldwork Coordinator will demonstrate effectiveness in assigned role.</p>	<p>AFWC will attend / participate in AOTA sponsored FW workshops / courses.</p>	<p>100% Compliance</p>	<p>AFWC attended FW related workshops and courses at the National AOTA Conference (4/2016)</p>	<p>OT Program Director</p> <p>Reviewed OT Program Retreat (May 2016)</p>
<p>9. Students will progress through the program by completing coursework on time.</p>	<p>Students will progress without deviating from program of study timeline.</p> <p>https://acote.aota.org</p>	<p>80% Compliance</p>	<p>Goal Achieved Class of 2015 = 100%</p>	<p>OT Program Director</p> <p>Reviewed OT Program Retreat (May 2016)</p>
<p>10. Students admitted to the program will be retained and</p>	<p>Semester Advising Review of Progress / Graduation Rates</p> <p>https://acote.aota.org</p>	<p>80% Compliance</p>	<p>Class of 2015 = 100%</p>	<p>OT Program Director OT Faculty (Advisors)</p>

graduate.				Reviewed OT Program Retreat (May, 2016)
11.Student satisfaction with the program.	<p>Graduates of the program will state satisfaction on the Graduate Survey:</p> <ol style="list-style-type: none"> 1. Faculty and Staff were available on my request. 2. I felt I received individualized attention when I requested it. 3. I felt the faculty and staff cared about me as a person. 4. I considered faculty to be mentors. 5. Faculty and Staff demonstrated flexibility when necessary. 6. I felt the clinical experiences were diverse. 7. I found the faculty to be very knowledgeable. 	<p>Baseline Means on a 5 point Likert Scale at 4.0 or higher.</p>	<p>Class of 2015 n = 11</p> <ol style="list-style-type: none"> 1. 3.82 (SD = .98) 2. 4.0 (SD = .77) 3. 4.09 (SD = .94) 4. 3.91 (SD = .94) 5. 4.09 (SD = .83) 6. 4.09 (SD = .94) 7. 4.27 (SD = .65) 	<p>OT Program Director</p> <p>Reviewed OT Program Retreat (May 2016)</p>
12.Student evaluation of Fieldwork	<p>Students will complete Level I Fieldwork Evaluations. Experiences will indicate consistency with ACOTE required Curricular Threads. Each site will demonstrate evidence of each theme: Excellence in Practice / Professional Responsibility / Interprofessional Collaboration (Program ACOTE Outcome)</p> <p>Excellence in Practice: (authentic context, occupation-based, client centered, evidence based, reflective practitioner)</p>	<p>Student Evaluation of Level I FW. Students observe three curricular threads while on fieldwork. 100%</p>	<p>Class of 2015</p> <p><u>Excellence in Practice</u> Level I FW site evaluations Weakest: Reflective Practitioner</p> <p><u>Professional Responsibility</u> Level I FW site evaluations Weakest: Ethical Distress Community Engagement</p> <p><u>Interprofessional Collaboration</u></p>	<p>Academic Fieldwork Coordinator OT Program Director</p> <p>Reviewed OT Program Retreat (May 2016)</p>

	<p>Professional Responsibility: (evidence based practice, advocacy, ethics, stress, life balance) Interprofessional Collaboration: (referrals, intraprofessional, documentation)</p>		<p>Level I FW site evaluations Weakest : OT / OTA Relationship</p>	
<p>13. Obtain employment as an Occupational Therapist.</p> <p>Graduate Job Placement and performance as determined by employer satisfaction.</p>	<p><i>Graduates of the program will obtain employment within 6 months of graduation.</i></p> <ul style="list-style-type: none"> • Preferred geographical location • Underserved area • Preferred area of practice <p>Employers will report satisfaction with entry-level competencies of new graduates.</p>	<p>Baseline</p>	<p>Data Available July 2016</p>	<p>OT Program Director</p> <p>Reviewed OT Program Retreat (May 2016)</p>
<p>14. Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice.</p>	<p><i>Research Literature Competency focuses on the students' ability to locate, evaluate source, understand findings and use APA format to cite sources appropriately. This is foundational for future evidence-based intervention courses. Competency occurs second semester in the program.</i></p> <p>Previous scores: Class of 2015 (47%) Class of 2016 (67%)</p>	<p>80% first time pass rate on the Research Literature Competency.</p>	<p>Research Competency Class of 2017 (96%)</p>	<p>OT Faculty</p> <p>Reviewed OT Program Retreat (May 2016)</p>
<p>15. Analyze trends in health care and advocate for community-based</p>	<p><i>During select OT courses, students will analyze then needs of the local community by collaborating with agencies / institutions to develop health and well-being. This objective is</i></p>	<p>OT Faculty will arrange and engage students in a least one community based</p>	<p>Class of 2016 Students engaged the community in the following activities:</p>	<p>OT Faculty</p> <p>Reviewed OT Program Retreat (May 2016)</p>

<p><i>initiatives related to health and well-being.</i></p>	<p><i>attained through class discussion with select agencies.</i></p>	<p><i>experience per semester. Student Focus Groups on OT Educational Outcomes.</i></p>	<p><i>Semester 1: Accountable Care Organization—Union Hospital Emergency Care Experience Semester 2: ISU Resident Hall Groups – targeting at risk students. Semester 3: Rebuilding Together Semester 4: Psychosocial Groups / Lighthouse Mission and Adult Rehabilitation Services. Semester 5: Single Mom’s Event Denver Developmental Screening and Pediatric Massage Class at Ryves Center Semester 6: CarFit</i></p> <p><i>Class of 2017 Semester 1: Living Scrapbook – Wabash Activity Center Semester 2: Cultural awareness groups and competency Semester 3: Rebuilding Together and Denver Developmental screening University Child Care Center</i></p>	
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In 2015-2016, the Occupational Therapy Program assessed ACOTE Accreditation Standards, ACOTE Program Outcomes, ISU Student Success, and College of Graduate and Professional Studies Goals. ACOTE Accreditation Standards require annual assessment. The design of the Occupational Therapy Program's Assessment Plan meets the requirements of ACOTE and Indiana State University; including, the ACOTE requirement that qualitative (indirect) and quantitative (direct) measures. The first cohort of occupational therapy students graduated in December 2015. The 2015-2016 outcomes establish a baseline for future assessments.

ACOTE

- Fieldwork Performance (Level II): Students successfully completed both Level II FW experiences. Measures continue to be appropriate and will continue to monitor student performance.
- NBCOT Certification Exam Results (4): Currently, the program stands at a 92% pass rate with the national average at 87%. The outcome demonstrates eventual passage of the exam. Future assessments will need to assess first time pass rates as well as domain specific trends. ISU pass rates are lower than competing schools (IUPUI 100%, USI 100% and U of Indy 100%).
- Program Management Measures (6-13): These outcomes reflect the overall health of the program. Of some concern is the Graduate Satisfaction Survey in regards to items that address faculty as mentors and availability of faculty. Both of these items fell below the set measure. The following comment appeared, "... I would have liked to talked to faculty. I did not because I knew they have bigger and more important things to do than spend time with me." Recommend that we continue to monitor these items on future assessments.

ACOTE Program Outcomes

- ACOTE requires that we review specific program outcomes designed around curricular threads on an annual basis. This past year we assessed student passage of the research competency (14). Previous first time pass rates were significantly lower and the intervention of drill and practice was effective. The OT program continues to support ISU's strategic plan Goal #3 community engagement.

In 2016-2017, the Occupational Therapy program will continue to assess those accreditation standards linked to ACOTE accreditation. Program Graduates passage of the NBCOT exam will be assessed using first time pass rates along with testing domains. Graduate survey will assess location of first professional position and practice area preference. Of importance is the OT and University's mission to produce Indiana practitioners as well as those in areas of need. Next year we will also assess the following ACOTE Program Outcome: 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. However, the overall recommendation is to continue to assess against the baseline established this year.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: MS in Occupational Therapy Date: 8.5.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains. <input checked="" type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.)

				<p><input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders.</p> <p><input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Performance goals are identified, but they are</p>	<p><input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p>	<p><input type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input checked="" type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p>

		unclear or inappropriate.	<input type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.	<input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that demonstrate that the measure provides clear evidence of what students know/can do. <input checked="" type="checkbox"/> If a measure is used to
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				assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected. <input type="checkbox"/> Some data are being analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed. <input checked="" type="checkbox"/> Results are provided. <input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.

	<p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.</p> <p><input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.</p> <p><input checked="" type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching</p>
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Student Learning Summary Form AY2015-16
(Summer 2015, Fall 2015, and Spring 2016)
Master of Science, Occupational Therapy

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				and learning.
Overall Rating	<input type="checkbox"/> Level 0 - Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 - Mature	<input type="checkbox"/> Level 3 - Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

Great job!

The program assessed nine clear, measurable, program-level outcomes that encompass multiple learning domains. (I excluded items not directly related to student learning.) They are assessed by five discrete measures, both direct and indirect, and ample detail is provided to demonstrate the connection between these measures and their related outcomes—thank you! There is one exception: #15 calls on students to analyze healthcare trends as they relate to a community-based organization, but the assessment method actually measures participation. Students met the standards established for all five measures.

Part Two reflects on the results listed in Part One, in the context of the accreditor's requirements but also institutional competitors. It notes room for improvement in survey results, though at this point, only monitoring is recommended. In future reports, more specifically identify what assessment has shown you about student learning. What do students know/do well and less well? How do you plan to ensure that learning continuously improves?

The access you provided to me via the Blackboard site was very helpful. Are there newer faculty and advisory board minutes? Will you post evaluation forms/rubrics there in the future?