Assessment of Student Learning Plan (ASLP): Occupational Therapy

2014-15 Academic Year

A. College, Department/Program, Date

College   LAC
Department/Program   Occupational Therapy
Date   *May 21, 2015*

B. Contact Person for the Assessment Plan

Name and title   Tammy Bickmore, OTD, OTR/L Acting Program Director

C. Degree Program

Name of Degree Program: Master of Occupational Therapy

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

     a. *List 3-5 of the most important student learning outcomes for your program.*
     b. *Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).*

Student learning outcomes are mandated by the accreditation requires for occupational therapy. ACOTE standards are included as an appendix to this report.

Step 2: How and When were the Learning Outcomes assessed?

     a. *Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.*

ACOTE requirements include program assessment, strategic planning and plans for improving student learning. See most recent reports submitted to ACOTE included as an appendix to this report.

Step 3: Process of Using the Assessment results to Improve Student Learning

      a.   *Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.*

ACOTE requirements include program assessment, strategic planning and plans for improving student learning. See most recent reports submitted to ACOTE included as an appendix to this report. Curriculum update for 2014-2015 also attached.

E. Other Course Assessment Activities:

If your department/program is unable to complete any of the above steps, are you able to report any assessment-related activities at the Course-Level; for example: created grading rubrics to use in required courses, examined student progress in an entry-level course, developed a new course, redesigned a course to include community-based learning, etc.

Briefly explain.

F. Are there "community engagement" activities integrated in your departmental curriculum?

      a.   *Please indicate which of the components, listed below, are <u>included</u> in your program's curriculum, and then indicate if the activities are <u>required or optional</u> for students in your major.*

Community Engagement Activity	Included	Required/Optional	
Student Research (related to a community-based problem)	__x_	R	
Student-Faculty Community Research Project	___	R	O
Internship, or a Field Experience	_x__	R	
Independent Study (community-related project)	___	R	O
Capstone Course (community-related project)	___	R	O
Service-Learning (a component of a course)	___	R	O
Study Abroad, or an International Program	___	R	O
Interdisciplinary Collaborative Project (community related)	___	R	O
Student Leadership Activities (related to a team project)	___	R	O
Students/Faculty Community Leadership	__x_		O
(advisory boards, committees, conference presentations)			

Other Activities (not mentioned above):

b. Please list the courses (i.e. EDU 400) that have a "community engagement" activity in your program:

Entry-level courses:

Mid-level courses:

Upper-level courses: OTH 509, OTH 510, OTH 511, OTH 620, OTH 621, OTH 504, OTH 512, OTH 616

Additional Comments:

See attached

University of Southern Maine MOT - PROGRAM EVALUATION PLAN - 2015

Program Goal and Related Outcomes	Measurement Criteria	Assessment Tool	Review Period
Faculty effectiveness in their assigned teaching responsibilities	9 questions were chosen by the MOT faculty from the standard course evaluation including prepared, enthusiastic, clarity, concern for quality, respect, concern for student progress and overall rating to evaluate overall faculty effectiveness.

All courses in the MOT program will receive an average score of 4 or higher in overall course satisfaction.

Average of 4.0 or higher on 5 point scale | Online course evaluation by student | By semester – spring, summer, and fall |
| Students' progression through the program | Data points for review of student progression/retention were selected by the MOT faculty as the end | Excel spreadsheet by year with incoming students. | By semester – spring, summer, and fall |

Program Goal and Related Outcomes	Measurement Criteria	Assessment Tool	Review Period
Student retention rates	of each semester, start of level II fieldwork and completion of level II fieldwork. Students will complete the program in a timely manner or have documented evidence of MOT advisor guidance when plan is altered.	Electronic academic advising notes	
Fieldwork performance evaluation	Level I: Students must have an average score of 4 or higher on the Level I Evaluation of Student Performance to pass Level I fieldwork. 95% of students will pass Level I fieldwork on their first placement	Level I Evaluation of Student Performance	By semester – spring, summer and fall
Fieldwork performance evaluation	Level II:	FWE	Spring and Fall Level II fieldwork completion

Program Goal and Related Outcomes	Measurement Criteria	Assessment Tool	Review Period
	Final scores per question of FWE will be analyzed in the aggregate to determine programmatically where our students are the weakest. Lowest scores will be used for focused review		
Student evaluation of fieldwork experience	Level I: Site will receive a "B" grade of better on the student evaluation to be automatically considered for student placement again. Lower grades will trigger faculty discussion and/or mentoring for site before students are placed there again.	Level I Student Evaluation of Fieldwork	By semester – spring, summer, and fall
Student evaluation of fieldwork experience	Level II: Score for student supervisor will be reviewed and averaged.	SEFWE: Fieldwork educator evaluation (page 8)	Spring and Fall Level II fieldwork completion

Program Goal and Related Outcomes	Measurement Criteria	Assessment Tool	Review Period
	Supervisor will receive an average of 4.0 or higher to be considered for student placement again. Lower grades will trigger faculty discussion and/or mentoring for site/supervisor before students are placed there again.		
Student satisfaction with the program	Students presently complete a satisfaction survey developed by the MOT program. Beginning in the summer of 2015, students will create a satisfaction survey as a means of learning survey design and then take it. Students will determine what questions they want to ask as part of their OTH 504 course that falls at the end of their first year in the program. Students will then repeat this survey at the end of the program Satisfaction 95% at first year and 100% at second year.	Student designed survey	First year students – during OTH 504 summer course Second year students – during final weeks of OTH 621 fieldwork.

Program Goal and Related Outcomes	Measurement Criteria	Assessment Tool	Review Period
Curriculum Review	Five categories were chosen under academic preparation to review to determine the lowest scoring areas. This information will be analyzed for curriculum change and development.	SEFWE: Evaluation, Intervention planning, Interventions, Documentation Skills, Therapeutic use of Self	Spring and Fall Level II fieldwork completion
Graduates performance on the NBCOT certification exam.	NBCOT exam pass rate and aggregate data for test taker performance will be reviewed annually. NBCOT first time pass rate 90% or higher	NBCOT exam results NBCOT Customized Score Report for USM LAC	April – Annually June – Annually

Program Goal and Related Outcomes	Measurement Criteria	Assessment Tool	Review Period
			December - Annually
	NBCOT overall pass rate 95% or higher		
	NBCOT test performance at national level standard for US programs mean and median score		
Graduates job placement and performance as determined by employer satisfaction	80% of USM graduates will obtain employment level of their choice (PT, FT, PRN) within three months after successful completion of the NBCOT exam.	Email	June - annually
	Employers will rate their overall satisfaction with a USM MOT graduate positive (average or above). Lowest aggregate score for all employers completing the survey will be reviewed by faculty for potential	Electronic survey	

Program Goal and Related Outcomes	Measurement Criteria	Assessment Tool	Review Period
	program/curriculum changes.		