

# Assessment of Student Learning Plan (ASLP): Occupational Therapy

2018-19 Academic Year

University of Southern Maine

## A. College, Department, Date

College LAC  
Department Master of Occupational Therapy  
Date April 9, 2019

## B. Contact Person for the Assessment Plan

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

## C. Degree Program

Name of Degree Program Master of Occupational Therapy

## D. Assessment of Student Learning: Program Assessment

### Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Are your student learning outcomes published on your department's website?  
Yes/No

- i. If yes, please provide the url: \_\_\_\_\_  
ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program? The outcomes are posted at the accreditation website:**

<https://www.aota.org/-/media/corporate/files/educationcareers/accredit/standards/2011-standards-and-interpretive-guide.pdf>

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. We are currently under accreditation review and a self study for all standards was completed in February 2019

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes/No
- i. If yes, do you have this map published on your website? Please provide the url or attach a copy of the curriculum map.  
This outline is available on the ACOTE self study website.

### **Step 2: Assessment Methods Selected and Implemented**

- a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

See attached revised 2019 strategic plan

- b. Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric. Mandated format by accreditation

**Example:** Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the \_\_\_ course. Case studies were graded on a rubric by two faculty members.

**Example:** Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

### **Step 3: Using the Assessment results to Improve Student Learning**

- a. Briefly describe your unit's process of reviewing the program assessment results (for example, annual discussion by faculty committee, etc.). Monthly calendar and designated items for review each month at faculty meeting.
- b. Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?) Program level changes include

continuous part time track. Program currently working with Board of Trustees on two doctoral level degrees as part of accreditation mandates and industry trends.

c. Date of most recent program review/self-study? February 2019

**E. Other Assessment Activities:** Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.). National Certification Exam Results

**F. Community Engagement Activities in your departmental curriculum:**

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome. Required fieldwork as part of the program

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<b>R</b>	<b>O</b>
<b>Student-Faculty Community Research Project</b>	<b>R</b>	<b>O</b>
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	R	O
Service-Learning (course-based)	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 (e.g., advisory boards, committees, conference presentations)	R	O
Other activities (please list):	R	O

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: \_\_\_\_\_ Mid-level courses: \_\_\_\_\_ Upper-level courses: \_\_\_\_\_

# PROGRAM STRATEGIC PLAN

## Master of Occupational Therapy Program University of Southern Maine - LAC Years: Fall 2018 – Summer 2021

Analysis of program evaluation, internal and external environments:

	Program Evaluation Results	Internal Institutional Environment	External Environment
<b>Strengths</b>	<p>NBCOT pass rate: 2017 - 94% 2016 - 100% 2015 - 93%</p> <p>12 point increase in cohort mean score 2016 – 2018 report NBCOT</p> <p>20 point increase in cohort average pass score 2016-2018 NBCOT report</p> <p>Graduation rates: 2017 - 89%* 2016 – 92% 2015 - 93%</p> <p>*One student on track to graduate fall 208</p> <p>ACOTE approval for class size 40 incoming students per year.</p> <p>Additional position of MOT program coordinator approved by administration and accepted by Dr. Susan Noyes.</p> <p>Dr. Susan Noyes promoted to Associate Professor position and given tenure.</p> <p>OTKE results: 2017 – 80% score 60 or higher. National data 57% 2016 – 48% 60 or higher. National data 53% 2015 – 58% 60 or higher. National data 56% Correlation between first time pass rate and exam score 2017</p>	<p>6 full time faculty from a variety of areas/clinical backgrounds who are able to provide a high quality, well-rounded education for the students. One additional fixed length faculty during AY 18-19 Assistant Professor search.</p> <p>Increase in part time faculty applications to the program.</p> <p>Consistent collaboration with campus/University resources ensured by regularly scheduled attendance at MOT Faculty meetings: Damien Michaud, CTEL: Joanne Benica, Disability Services: Evelyn Greenlaw, Library Liaison; Barbara Bixby, Admissions; Andrew King, Graduate Studies.</p> <p>Diverse student body that enriches classroom discussion and encourages critical thinking and application.</p> <p>Stable USM administration with strong support for the program to move forward with student centered plans.</p> <p>Strong inter-disciplinary relationships at LAC with Social and Behavioral Science (example: Dr. Peabody and Dr. Nemeroff) and Natural and Applied Sciences (example: Dr. Whitaker) and Leadership Studies (example: Dr. Turesky).</p>	<p>Strong community fieldwork relationships with 100% placement of students in Level II fieldwork sites.</p> <p>Faculty/Student participation in AOTA Hill Day x 3years.</p> <p>Faculty actively engaged with profession through service, presentations, and writing at state, national, and international level.</p> <p>External sites for pediatric lab including pre-school and Acadia Academy for hands on learning opportunities for students.</p> <p>Consistent host for exam prep course annually at USM</p> <p>Strong working relationship/collaboration with other OT and OTA programs in state of Maine including guest lecture from UNE program director in OTH 502 and Dr. Noyes guest lecture at UNE.</p> <p>Additional bond money funding for equipment for Anatomy/MOT labs Spring 2018.</p> <p>OT/OTA day at Kennebec Valley Community College.</p> <p>Inter-professional Education Day with local programs for second year students.</p>

	<p>Fall 2018 Level I and II fieldwork contract audit: 100% compliant.</p> <p>Faculty overload significantly reduced in AY 2018-2019.</p> <p>Discontinuation of part time regular track replaced with continuous part time track.</p> <p>Orientation Satisfaction: 2018 – 91% very helpful to extremely helpful for preparing to begin OT school.</p> <p>Aggregate 2017 student data Level II FW strength collaboration with supervisor (3.63) and responds constructively to feedback (3.71) on 4 point scale</p> <p>Aggregate student data Spring 2018 SEFWE strongest aspects of the program for this fieldwork setting (top 5): interventions, evaluations, adapting environment, neuro, and peds elective.</p> <p>Strong positive student feedback with model for student advising/OTH 503 course for first year students.</p>	<p>Full time administrative position for MOT – Jodi Redmun.</p> <p>Anatomy TV and ICE video database integrated into MOT classes with financial support of USM library.</p> <p>Stacy Stewart from Career Services now integrated into orientation and final OTH 616 coursework for career support.</p> <p>Collaborative working relationship with USM Nursing program in sharing of space and collaboration on doctoral curriculum planning and interdisciplinary course opportunities.</p>	
<p><b>Weaknesses</b></p>	<p>2018 2<sup>nd</sup> year student program satisfaction survey – decrease in student satisfaction.</p> <p>NBCOT First Time New Grad Fail Rate 2016 – 2018 increase by 6%, however remains below US average.</p> <p>Aggregate 2017 student data Level II FW weakness selects relevant screening and assessment... (3.07) and assigns responsibilities to OTA and OT Aide (3.09) on 4 point scale.</p> <p>Aggregate student data Spring 2018 SEFWE Level I fieldwork adequacy and</p>	<p>Difficulty in establishing working relationship with USM Foundation to grow community clinic.</p> <p>No active community advisor board for MOT program</p> <p>Poor organization of student professional behavior process.</p> <p>Lab space renovations for 40 students limit potential for program to grow beyond this capacity.</p> <p>Poor tracking/communication with MOT alumni.</p>	<p>Availability of doctoral level OT practitioners to support academic and fieldwork experiences in the community.</p> <p>Gold Circle student AOTA membership not obtained 2018 – AOTA</p>

	<p>relevance for placement 3.93 and 3.83 on 5 point scale.</p>	<p>Inconsistent use of advising notes by faculty</p> <p>No system for calibration of MOT equipment.</p> <p>Lab space currently used for splinting is not optimal.</p>	
<p><b>Opportunities</b></p>	<p>OTH 509 – 100% Faculty supported Level I FW Spring 2019.</p> <p>ACOTE mandate for OTD and potential dual points of entry to the profession. Current conversation with ACOTE regarding strategic planning and site visit.</p> <p>Faculty Senate approval for USM entry level OTD and PP OTD. Moving forward to UMS Board of Trustees.</p>	<p>Expanding grad aide and grad assistant opportunities in program including student video case study for OTH 503 developed by volunteer/work hours.</p> <p>Growth in working relationships between MOT faculty, Cutler Institute, and Muskie School to support faculty scholarship.</p> <p>Pilot program summer 2017 &amp; 2018 with USM counseling interns with positive feedback from both programs. Student recommendation to continue program.</p> <p>OTH 602 course returned to curriculum for focus on upper extremity and kinesiology. OTH 514 revised from human anatomy to functional anatomy focus.</p> <p>MOT general syllabus made for all courses to provide consistent communication between all MOT policies and instructors. General syllabus updated each semester if needed. Each instructor adds additional timeline and course content syllabus specific for their course.</p> <p>Successful transition to final on campus semester elective courses for students. Guest lecturers/experts in the field supplementing MOT faculty knowledge and experience.</p> <p>Successful orientation program developed for first and second year students during first week of fall semester</p>	<p>First undergraduate research student from accelerated pathway with S. Grinder as faculty mentor.</p> <p>First year utilizing OTCAS for applicants to MOT program.</p> <p>First year with outcome data through Evalue.</p> <p>First year with full transition to Castlebranch for student documentation management.</p> <p>Collaboration with Robert Gordon University in Scotland for international exchange program development.</p>

		<p>New Community Clinic space with focus of opening on Occupational Therapy. Student led design. Dr. Anderson – Coordinator.</p> <p>Recent MOT graduate recruitment for lab instructors in practice courses/fieldwork to expand exposure to potential careers/experience in academia and provide peer role model for current MOT students.</p> <p>Potential relocation of the campus to more central downtown location may increase access to community partnerships/learning opportunities.</p> <p>Fieldwork trip to Ecuador approved for January 2019 but not executed (low student enrollment). Good working relationship with Office of International Programs</p>	
<p><b>Threats</b></p>	<p>Decreased enrollment 2017 to 2018:  Headcount down 9.73%  Credit Hours down 13.44%  FTE down 13.44%</p> <p>Decline in applications for admission to the program.</p> <p>Graduate alumni survey not distributed. Working with assessment office/graduate council to distribute.</p>	<p>Fall 2017 cheating incident in first year full time student cohort.</p> <p>Difficulty in obtaining electronic medical record system for students use and poor relationship with Fusion documentation system at this time.</p> <p>Potential relocation of the campus to more central downtown location may burden commuter students with increased drive time and parking problems.</p>	<p>ACOTE potential mandate for change in OTA program to bachelor level entry point threatens relationship and program with Kennebec Valley Community College.</p> <p>ACOTE/AOTA abeyance on entry point to profession as OTD and the mandate of the transition to the OT with potential negative impact on perception of profession.</p>

Institution's Strategic Goal: 80% of our students will state that at least one individual (staff or faculty) knows them well, supports them, and believes in them.

Institution's Vision 2028: A Focus on Relationships: To learn effectively, students must feel connected to their community. At USM we put the student at the center of all we do, focusing on relationships between students and their faculty members, advisors, coaches, student life professionals, supervisors, community partners, tutors, and peers. Students work closely with expert advisors trained in best advising practices. Our faculty of nationally recognized scholars, researchers, and artists guide student research and internships, practice experiential and high impact teaching, train peer tutors, and lead student travel experiences. At USM, high-quality academics exist within a culture of mentoring and care.

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
80 % students will state at least one individual knows them well, supports them, and believes in them.  95% of first semester students will report positive satisfaction scores on orientation program (4 or higher).  90% of admitted students will graduate from the program in their planned time frame identified at the end of the first semester.	1. Comprehensive orientation program first week of semester.	Jodi Redmun/Faculty	Annual first week of class.	
	2. Clear assignment of faculty advisors for incoming students through OTH 503 course.	Susan Noyes	Summer prior to admission	
	3. Peer mentor supports for first year students in Anatomy course and writing as well as drop in hours for support and open lab times for science courses.	Susan Noyes Bernadette Kroon GA staff	First semester	
	4. Professional development – planning a proactive design with clear pathways for professional growth.	Tammy Bickmore Paula Spyropoulos	Introduce Spring 2019	
	5. Student portfolio development.			

Institution's Strategic Goal: USM will be known for academic excellence with real-world experiences as a core part of its academic program

Institution's Vision 2028: A Future Forward Curriculum: USM provides students foundational education and learning opportunities for intellectual risk-taking and self-maturation through rigorous and free inquiry, research, and creativity. At USM students also acquire habits of mind, skills, and enduring dispositions that transcend academic disciplines and foster confidence and agency, preparing them to contribute meaningfully to their professional and cultural communities. These include but are not limited to the following: design, creativity, innovation, digital and data literacy, leadership, multimodality, collaboration, and entrepreneurial thinking.

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
Faculty/student research/evidence based practice projects that are	1. Undergraduate research opportunities/projects/funding for accelerated pathway students.	MOT faculty	Spring semester	

<p>presented to local, state, national, international audiences as part of student learning experience.</p> <p>Students will self-identify achievement of ACOTE standards as part of educational experience through course review process.</p>	2. Integration of ACOTE 2020 standards into current MOT courses.	Tammy Bickmore	Begin January 2019 with full transition by July 2020	
	3. Redesign of OTH 504, OTH 512, and OTH 616 to support student engagement in professional community.	Tammy Bickmore Susan Noyes Bernadette Kroon	September 2019	
	4. Additional questions on course review related to ACOTE standards for each course.	Tammy Bickmore	September 2019	
	5. Increase digital and creative resources within the program ie: iPad robot, digital printer.	MOT Faculty	December 2019	
	Relevant MOT curriculum that has effective instructional design and recognized faculty expertise in teaching.			

Institution's Strategic Goal: USM will be known for academic excellence with real-world experiences as a core part of its academic program

Institution's Vision 2028: The Integration of Learning and Work: At USM we understand the working student, and we value student work. Our academic programs integrate student work with academic learning in a way that is responsive to students' complex lives. Campus employers help students make meaningful connections between their work and their academic experiences. USM teaches students to think critically about the work they do and equips them with the knowledge and skills to pursue rewarding careers and meaningful, prosperous, and fulfilling lives.

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
<p>Comprehensive resume/portfolio at graduation that reflects the integration of classroom learning, laboratory experience, development of professional behavior, fieldwork/internship, work, and volunteer experiences.</p> <p>100% pass rate NBCOT exam</p> <p>100% of employers will report satisfaction or higher in all areas of the employer survey.</p>	1. Online course content consistent across curriculum to ensure schedule supports student work/family responsibilities.	Tammy Bickmore	January 2019	
	2. Continuous part time track to replace previous part time track. Transition to hybrid/low residency as appropriate.	Tammy Bickmore	September 2019	
	3. OT Honor Society fully operationalized at USM campus.	Tammy Bickmore Lauren Conigliaro	September 2019	
	4. Professional development plan and feedback process integrated	Tammy Bickmore MOT Faculty	December 2019	

	throughout the program by semester.	
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Institution's Strategic Goal: USM will be known for academic excellence with real-world experiences as a core part of its academic program

Institution's Vision 2028: **A Mission of Service and Citizenship:** USM offers place-based education with community engagement, service learning, and internship opportunities in Portland, Gorham, Lewiston, and beyond. Students and faculty develop deep ties with community partners and businesses to address social and economic challenges. USM's place-based engagement is designed to enable students to develop cross-cultural understanding, a global outlook, and adaptability to diverse settings. USM seeks to meet workforce needs, contribute to economic growth, enrich civic participation, and enhance the quality of life in Maine and around the world.

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
Level I fieldwork experience integrated into a year-long sequence with MOT faculty supported fieldwork options (ratio 1:6)  All MOT students will have the opportunity for volunteer/lab hours within the MOT community clinic.	1. All level one fieldwork with OT faculty supervisor/coordinator to ensure consistent learning experience.	Susan Noyes – faculty supervision Paula Spyropoulos – contracts Tammy Bickmore – student assignment	Each semester of Level I fieldwork	
	2. Expansion of the MOT clinic to lab experiences in pediatric courses.	Mary Anderson and Sarah Grinder.	Spring 19: OTH 615 Fall 19: OTH 604	
	3. Community partner collaboration in evidence based practice course series.	MOT Faculty	Summer 2019	
	4. International study abroad and shared classroom experiences	MOT Faculty	Summer 2020	

Institution's Strategic Goal: 10% of our alumni will give to USM annually.

Institution's Strategic Goal: 80% will recommend USM to others.

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
UMS MOT program will maintain lasting and mutually beneficial relationships with at least 80% of graduates achieving job placement within six months of graduation	1. MOT/OTD community advisory board meeting Fall and Spring semester	Tammy Bickmore	Fall 2019	
	2. Alumni event annually on campus	Susan Noyes Jodi Redmun	Spring 2019	
	3. Social media/alumni recognition	Susan Noyes Jodi Redmun	Spring 2020	

	4. Database of MOT graduates	Jodi Redmun	Spring 2019
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Institution's Strategic Goal: USM will be designated as a 'Great Colleges to Work For'

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
Retention and support of all MOT faculty and staff through faculty development plans for teaching, scholarship and service and support of staff identified professional development goals	1. Two tenure track faculty appointed in MOT program: Bickmore and Anderson.	Tammy Bickmore Mary Anderson	Ongoing	
	2. Monthly review of faculty scholarship and quarterly updates to form F.	Susan Noyes	Ongoing	
	3. Part time/full time faculty retreats three times per year to focus on faculty development.	Tammy Bickmore Susan Noyes	Annually each semester	
	4. Development of clinical faculty track to support faculty advancement within the LAC MOT program.	Tammy Bickmore Susan Noyes MOT Faculty	Summer 2019	

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
Stability and supervisor satisfaction in Level II fieldwork placements. 100% pass rate all Level II fieldwork placements.	On site visits at mid-term for all Level II sites within 2 hour radius of the Lewiston area.	Paula Spyropulos	Ongoing	
	Technology supported site visits at mid-term for all sites outside of driving radius.			

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update

Post Professional Doctoral Degree	1. BOT approval	Tammy Bickmore	Spring 2019	
	2. Develop marketing material	Tammy Bickmore	Summer 2019	
	3. Admit first cohort	Tammy Bickmore	2020	
	4. Assess program outcomes	Tammy Bickmore	2021	