UNIVERSITY OF SOUTHERN MAINE

Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Reminder: All Department/Program Chairs are responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form is designed to align with the NECHE (New England Commission of Higher Education) accreditation- assessment standards. If you have questions about this form, or need assistance with your program assessment plans, please contact Susan King, Director of Academic Assessment, 780-4681, susank@maine.edu. **Please email this form by May 31, 2020.**

Overview Information:

College   LAC

Department   ___ Occupational Therapy_____

Degree Program __Master of Occupational Therapy_____

Contact Person for the Assessment Plan: __Susan Noyes, PhD, OTR/L, Associate Professor/MOT Program Director

Current Date: __9/28/2020_____

List the date of the most recent academic program review/self-study:_May 2019

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?   **X Yes   ____No**

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: ___attached_____. Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

 *(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

https://usm.maine.edu/occupational-therapy/overview

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

Step 2: Assessment Methods Selected and Implemented /Summary of Results

a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

Check Assessment Methods Used this Academic Year	*When Implemented*		
__Artistic Exhibition/Types of Performance	Fall	Spring	Summer
__Class assignments/Exams/Papers (completed in course)	Fall	Spring	Summer
__Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
__Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
__Exit Exam (created by department or program)	Fall	Spring	Summer
__Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
__Employer meetings/discussions on student outcomes	Fall	Spring	Summer
__Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
__Internship/Fieldwork (evaluations of performance)	Fall	Spring	Summer
__Oral Performance/conference presentation	Fall	Spring	Summer
__Portfolio of student work	Fall	Spring	Summer
__Reflection Essays (self-report of outcome achievement)	Fall	Spring	Summer
__Research Papers (used for course & program assessment)	Fall	Spring	Summer
__Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
__Student Survey information (student self-reports on outcomes)	Fall	Spring	Summer
__Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
__Other: please explain			

b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning

outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Due to transition of MOT Program Director position and the impact of COVID-19, many evaluation processes were disrupted and/or incomplete.

Step 3: Using the Assessment results to Improve Student Learning

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

_x_Program instructors/faculty
__Faculty committee
__Ad hoc faculty group
x__Dept Chair/Program Director/Dean
__Faculty advisor
__Students (assistants, interns)
__Other: please explain

b. How did they evaluate, analyze, or interpret those results? (check all that apply)

__ Used a rubric or scoring guide(s) for an assignment, paper, etc.
__ Scored exams/tests/quizzes
_x_Used professional judgments (no rubric or scoring guide)
_x_Compiled or reviewed survey results
__Reviewed qualitative methods (interviews, focus groups, open-ended   responses)
_x_External organization scored/analyzed data (licensure, comp exams)
__Other: please explain

c. Indicate how the program will use (or has used) the results (check all that apply):

_x_Assessment procedure change (student outcomes, curriculum map, rubric,

evidence collected, sampling procedure, communications with faculty, etc.)

_x_Course changes (course content, courses offered, new course, pre-requisites, course

requirements, etc.)

_x_Course pedagogy changes (teaching)

__Personnel or resource allocation changes

_x_Program policy changes (admission requirements, student probation policies,
course feedback forms, etc.)

_x_Student's out-of-course experiences (co-curricular requirements, program
website, program handbook, student workshops, etc.)

_x_Student Advising experiences (advisor-advisee relationship, communication of
changes or expectations, etc.)

__Results indicated no action needed, students met expectations

__Other: please explain

d. Briefly explain each of the program changes/improvements indicated above.

Three major changes that were enacted :
1. We initiated a new procedure for evaluating students' professional development skills. We designed individual professional development meetings with selected students, and hosted two such meetings for 15 minutes each at the end of each MOT faculty meeting.
2. We revised the MOT Student Handbook to eliminate dated policies and reflect better clarity in current policies
3. On the unanticipated departure of our Academic Fieldwork Coordinator we similarly revised fieldwork policies that were dated or not clear

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

The professional development meetings began in spring 2019 and continued until campus was closed in March 2020. MOT policies were revised through the fall of 2019 and published in the updated 2020 Student Handbook. We are currently late in reviewing fall data due to COVID. We are also changing our admission procedure due to COVID and are currently revising our admission rubrics.

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

All courses moved to new ACOTE standards effective July 2020, one year process to fully enact them across the curriculum

No assessment activities: If your program did <u>not</u> engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

Reminder: Please complete and submit this form by May 31, 2020.

Curriculum Assessment Map of Student Learning Outcomes –Template

Curriculum Map	Required Courses- Used for Assessing Program-Level Student Learning Outcomes				
Program-Student Learning Outcomes	**Course #**	**Course #**	**Course #**	**Course #**	**Capstone/ Internship Course**
Outcome 1	Introduced & Practiced	Reinforced	**Outcome assessed using Quiz/Exam items**		**Outcome assessed using community-based project**
Outcome 2		Introduced & Practiced	Reinforced	**Outcome assessed using research project**	
Outcome 3	Introduced	Practiced & Reinforced	**Outcome assessed using Essay/Paper**		**Outcome assessed using community-based project**
Outcome 4	Introduced	Practiced	Reinforced	**Outcome assessed using research project**	
Outcome 5	Introduced	Practiced		Reinforced	**Outcome assessed using community-based project**

Details/Description:

Student Learning Outcomes (SLO's) can be assessed on a 3-year cycle:
  *SLO's 1 and 3 assessed in Year 1, SLO's 2 and 4 assessed in Year 2, SLO 5 assessed in Year 3

Program improvements are made before the next assessment cycle.

MOT PROGRAM EVALUATION PLAN TEMPLATE 2020 - 2023

Program Goal and Related Outcomes	Measurement Criteria	Assessment Tool	Review Period	Review Process Who analyzes and reviews data
90% students at mean national score OTKE	OTKE aggregate report for USM	OTKE data from NBCOT website	Summer OTH 616 course	Program Director Review with faculty September
USM MOT program will maintain lasting and mutually beneficial relationships with at least 80% of graduates achieving job placement within six months of graduation.	Alumni Survey Alumni Tracking	USM Office of Assessment	Spring annually Ongoing	Program Director, Administrative Specialist, and Academic Fieldwork Coordinator September
Comprehensive resume/portfolio at graduation that reflects the integration of classroom learning, laboratory experience, development of professional behavior, fieldwork/internship, work, and volunteer experiences.	Initiate teaching about portfolio development during 1st MOT year with required assignments	Additional questions in the OTH 616 course evaluation to reflect portfolio/resume and professional development/professional behavior content	Summer	Program Director, Full Time Faculty October
Provide relevant MOT curriculum that has effective instructional design and recognized faculty expertise in teaching.	Lowest area in faculty effectiveness and lowest area in instructional design will be added/revised in strategic plan with clear improvement plan to raise aggregate scores in next academic year by 10%	Aggregate Faculty Course Evaluation Report	Academic Year including Summer	Program Director, Full Time Faculty November
90% of admitted students will graduate from the program in their planned time frame identified at the end of the first semester.	Retention and Graduation Rates	Data from MOT Admissions Excel Worksheet	Close of the Fall Semester	Program Director and Administrative Specialist Review with faculty

Program Goal and Related Outcomes	Measurement Criteria	Assessment Tool	Review Period	Review Process Who analyzes and reviews data
				December
MOT program will examine the correlation between students' scores on application/admission materials, and their successful completion of the NBCOT board exam.	• Scores in admissions summary sheet • NBCOT exam scores	Descriptive data analysis	Fall semester	Program Director and Administrative Specialist Review with faculty December
Level I fieldwork experience integrated into a year-long sequence with MOT faculty supported fieldwork options (ratio 1:6) with student rated satisfaction at 90% of higher	Student evaluation of Level I fieldwork	Evalue student satisfaction aggregate report	Calendar year report for student cohort.	Program Director and Administrative Specialist. Review with faculty February
Stability and supervisor satisfaction in Level II fieldwork placements.	FWE Form SEFWE Form Lowest area in each report will be added/revised in strategic plan with clear improvement plan to raise aggregate scores in next academic year by 10%	Evalue student aggregate report	Cohort analysis for each calendar year	Program Director and Fieldwork Coordinator Review with faculty February
100% pass rate of NBCOT exam	NBCOT exam data	NBCOT website for exam pass rate. .	Calendar year analysis	Program Director Review with faculty March
100% of employers will report satisfaction or higher in all areas of the employer survey.	Work for a minimum of 20 survey return per year.	MOT website online tool	Ongoing calendar year	Academic Fieldwork Coordinator, Administrative Specialist April

Professional Development Plans – Bi-annually with Program Director at faculty retreat
Strategic Plan Review – Bi-annually with Program Director at faculty retreat