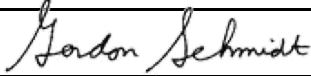


**Continuous Program Improvement (CPI)  
Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)  
Plan Implementation Report - AY 2023-24**

Program name	OTD- Occupational Therapy
Expected date of submission	6/30/2024
Department chair/program director	Pamela Karp, EdD, OTR/L, CHT
Dean's signature	

New York Tech's CPI process is implemented to meet Middle States Commission on Higher Education (MSCHE) Standard V: Educational Effectiveness Assessment, which states: "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education."

Each department was asked to create a three-year assessment/evaluation plan to improve student learning for each of their degree programs covering the following academic years: 2022-2023, 2023-2024, and 2024-2025.

All degree programs' three-year Program Learning Outcomes (PLO) plans are available here:  
[http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports)

This is a report on the PLO CPI plan implementation for the 2023-24 academic year.

First, please respond to the feedback provided by the CPI Committee in response to your program’s prior year (AY 2022-23) CPI plan implementation report. How did you incorporate the Committee’s recommendations into your CPI efforts?

We appreciate the feedback provided on last year’s reports. The reviewer for the 2023 OTD PLO Plan Implementation report suggested that we “analyze learning outcome data in detail to identify strengths and weaknesses.”

Analysis of learning outcome data should include learning objectives and key performance indicators. At course level assessment within the program, each syllabus contains course -based learning objectives. Each of those learning objectives is mapped to program learning outcomes (PLOs) and ACOTE standards. Course level KPI’s include assessments such as exams, assignments, practicals, written papers, etc. (course dependent.) We are required by our accreditor ( ACOTE) to map our course level assessments back to the course objectives and then by default, the PLOs and ACOTE standards that are connected to those objectives. In addition to course level quantitative data as described above, we also collect qualitative data, some of which is reflected in the CPI reports ( i.e., End of Academic Year surveys.) While we present organized descriptive data in both written and visual format via Excel spreadsheets and discuss the outcomes and action plans as part of the analysis, we have not gone to the level of providing extensive comparative or correlational analyses. We believe that our current level of analysis of both quantitative and qualitative data for the program provides us with a clear picture of our overall strengths and weaknesses.

Second, please address the following points in this year’s (AY 2023-24) report:

1. Program learning outcomes assessed.

List the program learning outcomes that were assessed in AY 2023-24 based on your three-year plan (2022-25). (Please refer to the [guidelines for articulating expected program learning outcomes.](#))

PLO#	OTD Program Learning Outcomes	AY 23-24 (Year 2) Courses	AY 23-24 (Year 2) Direct Assessment Methods	AY 23-24 (Year 2) Indirect Assessment Methods
1	<i>Demonstrate</i> a broad knowledge of the biological, physical, social, behavioral, and technological sciences as the	<a href="#">OCTH 744</a> <a href="#">OCTH 750</a> <a href="#">OCTH 777</a>	Exams, lab practicals, lab activity assignments	End of 2nd Year Survey

	foundation for the practice of occupational therapy. (Foundational Knowledge)	<a href="#">OCTH 799</a>		
2	Acquire entry-level competency in didactic and fieldwork education.	N/A	Fieldwork Performance Evaluations OTKE Student GPA Audit NBCOT Pass Rates	Exit Survey
3	Demonstrate the socio-political and cultural knowledge and skills to translate occupational therapy knowledge to the assessment, interventions, and evidence-based practice.	<a href="#">OCTH 707</a> <a href="#">OCTH 736</a> <a href="#">OCTH 799</a> <a href="#">OCTH 705</a> <a href="#">OCTH 780</a> <a href="#">OCTH 782</a>	Exams, group projects	Exit Survey
4	Define, analyze, integrate, and apply therapeutic use of self and occupations in collaboration with clients and their families to facilitate functional independence, engagement, and participation, meaningful and role-relevant daily activities in a variety of inter-professional settings (Human Dimension). Identify, select, and administer assessments that address physical, cognitive, psychosocial, sensory, and culturally relevant aspects of performance in different contexts based on client and family identified needs (Foundational Knowledge, Application, Integration, Human Dimension, Caring). Foundational Knowledge, Application, Integration, Caring, and Learning to Learn).	<a href="#">OCTH 707</a> <a href="#">OCTH 744</a> <a href="#">OCTH 750</a> <a href="#">OCTH 799</a> <a href="#">OCTH 705</a> <a href="#">OCTH 782</a>	Exams, lab practicals, lab activity assignments	Post 1 year practice survey
5	Identify, select, and administer assessments that address physical, cognitive, psychosocial, sensory, and culturally relevant aspects of performance in different contexts based on client and family identified needs (Foundational Knowledge, Application, Integration, Human Dimension, Caring).	<a href="#">OCTH 707</a> <a href="#">OCTH 709</a> <a href="#">OCTH 714</a> <a href="#">OCTH 744</a> <a href="#">OCTH 750</a> <a href="#">OCTH 799</a> <a href="#">OCTH 705</a>	Exams, lab practicals, lab activity assignments	End of 2nd Year Survey

		<a href="#">OCTH 780</a> <a href="#">OCTH 782</a>		
6	Be prepared to <i>connect and collaborate</i> with clients and their families to <i>design and implement</i> evidence and occupation-based intervention plans to facilitate active engagement and fulfillment of occupational roles (Application, Integration, Human Dimensions, and Caring).	<a href="#">OCTH 707</a> <a href="#">OCTH 709</a> <a href="#">OCTH 714</a> <a href="#">OCTH 744</a> <a href="#">OCTH 750</a> <a href="#">OCTH 799</a>	Exams, lab practicals, lab activity assignments	
7	<i>Seek, analyze, reflect, and utilize</i> evidence, technology, professional knowledge, and client values to engage in evidence-based practice (Foundational Knowledge, Caring, Human Dimensions, and Learning to Learn).	<a href="#">OCTH 707</a> <a href="#">OCTH 714</a> <a href="#">OCTH 744</a> <a href="#">OCTH 799</a> <a href="#">OCTH 705</a> <a href="#">OCTH 780</a> <a href="#">OCTH 782</a>	Exams, lab practicals, lab activity assignments	End of 2nd Year Survey
8	<i>Recognize, acknowledge and apply</i> ethical and clinical standards of research and professional service delivery (Foundational Knowledge, Huma Dimensions, and Caring).	<a href="#">OCTH 714</a> <a href="#">OCTH 736</a> <a href="#">OCTH 750</a> <a href="#">OCTH 799</a> <a href="#">OCTH 705</a> <a href="#">OCTH 781</a>	Exams, group projects, lab practicals	Post 1 year practice survey
9	Demonstrate <i>responsible</i> professional behaviors and interpersonal skills that reflect the intrinsic and extrinsic qualities necessary to be a lifelong learner and provide occupational therapy services within a dynamic, inclusive, multi-cultural, and ever-changing healthcare environment (Foundational Knowledge, Application, Integration, Caring, Human Dimensions, and Learning to Learn).	<a href="#">OCTH 707</a> <a href="#">OCTH 736</a> <a href="#">OCTH 700</a> <a href="#">OCTH 750</a> <a href="#">OCTH 777</a> <a href="#">OCTH 705</a> <a href="#">OCTH 782</a>	Exams, group projects, lab practicals	Post 1 year practice survey

10	<i>Develop critical, creative, and practical skills</i> for designing and implementing proposals of research studies and communicate, report, or present research findings to professional and public audiences (Foundational Knowledge, Application, Integration, Human Dimension, Caring).	<a href="#">OCTH 709</a> <a href="#">OCTH 799</a> <a href="#">OCTH 705</a> <a href="#">OCTH 782</a>	Exams, group projects, lab practicals	
11	<i>Demonstrate</i> an understanding of the <i>principles of learning</i> and comprehension in academic and clinic settings and be prepared to design and deliver instructional and teaching the material (Learning how to Learn).	<a href="#">OCTH 705</a> <a href="#">OCTH 744</a> <a href="#">OCTH 782</a>	Group projects, lab activity assignments	
12	Be prepared to learn, work, and effectively collaborate with occupational therapy assistants or peers from other professions to provide the most effective client-centered care (Foundational Knowledge, Application, Integration, Human Dimension, and Caring).	<a href="#">OCTH 707</a> <a href="#">OCTH 709</a> <a href="#">OCTH 736</a> <a href="#">OCTH 700</a> <a href="#">OCTH 705</a> <a href="#">OCTH 781</a> <a href="#">OCTH 782</a>	Exams, Lab practicals, group projects	Post 1 year practice survey
13	Learn to be an active, independent, and lifelong knowledge-seeker that serves and advocates societal needs and creates innovative solutions for clients, groups, and populations (Foundational Knowledge, Application, Integration, Human Dimension, and Caring).	<a href="#">OCTH 736</a> <a href="#">OCTH 705</a>	Exams, Group projects	Post 1 year practice survey

## 2. Methods

Describe the method of assessment that you used (student artifacts, sampling methods, sample size, who and how they were assessed, etc.) and attach measurement instruments (e.g., rubrics, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other measurement tools). Remember: direct assessment is required, and both direct and indirect assessment are strongly recommended.

(Please refer to the [guidelines for assessment methods](#).)

The OTD program employs the following direct methods of assessing student learning outcomes:

1. Course level assessments:

Course level (direct) assessments are implemented by teaching faculty. Evidence collected annually for reporting to our accreditation agency (ACOTE). This includes updated syllabi, exams used, assignments used, rubrics used (if applicable). The table above outlines the OTD PLOs chosen to be assessed for 2023-2024, the related courses, and the assessments used in those courses. Each course is a hyperlink to a folder containing examples of the assessment used. [Click here](#) to view the curriculum for the OTD program.

2. Fieldwork performance evaluations (completed onsite by our fieldwork educators) (Goal #2, KPI #2)
3. Capstone Experience Performance Evaluations (Goal #2, KPI #1)
4. Student GPA Audit (Goal #3, KPI #3)
5. Cohort retention/ graduation rate (Goal #3, KPI #4)
6. OTKE ( Occupational Therapy Knowledge Exam) (Goal #2, KPI #1)
7. NBCOT examination for licensure as an occupational therapist (Goal #2, KPI #1)

The OTD program employs the following indirect methods of assessing student learning outcomes\*

- A) End of first didactic year survey. (Goal #1, KPI #2)
- B) End of second year didactic survey. (Goal #1, KPI #2)
- C) Exit survey (at graduation). [OTD CPI Report final 6-2024.xlsx](#) (Goal #1, KPI #2)

\*Survey data is included here to help facilitate PLOs assessment based on 2023 report feedback. Last year, survey data was only used to assess KPI

3. Analyze and interpret assessment data

It is strongly recommended to provide criteria-based analyses of assessment results and based on the analysis to determine if students are meeting the expected learning outcomes.

(Please refer to the [guidelines for compiling, analyzing and interpreting assessment data](#)).

Data collection updates, outcomes, analysis, and action plans are included in the detailed CPI spreadsheets. Click here to access: [OTD CPI Report final 6-2024.xlsx](#)

#### 4. Close the Loop

If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices. If they were not successful, explain how you have or will refine the plan and begin the next cycle of [Plan-Do-Study-Act \(PDSA\)](#).

(Please refer to the [guidelines for closing the loop and taking action to improve program learning outcomes](#).)

Based on analysis of data collected for the 23/24 CPI cycle, all program PLOs are being successfully met. While objective, criterion-based data supports this, Indirect assessment (surveys) reveal our students regularly report feeling a lack of confidence in preparation to sit for the national licensing examination.

In the 24/25 academic year, the department will explore opportunities to enhance confidence through increased collaboration with Therapy Ed (test prep company) and NBCOT.

#### 5. Describe how faculty were involved in the implementation of the PLO CPI plan and how the results will be communicated to all stakeholders.

The focus in the 23/24 year was our required curriculum revisions to the MSOT program and subsequent revisions to the OTD curriculum. The full faculty engaged in ongoing discussion and collaboration to ensure that our new and revised courses, within the context of the revised OTD degree map:

- A) Met all new ACOTE standards that will be active in 2025.
- B) Addressed all OTD PLOs

New and revised courses specific to the OTD program were re-structured for improved organization, content, and curricular threading.

The OTD degree was reduced by 8 credits.

All faculty collaborated, based on their expertise, to identify current trends to be addressed in the revised curriculum.

All faculty contributed their specific expertise to design/redesign the courses ( including course level assessments)

To facilitate higher quality, usable data from our surveys, and to improve response rates, we plan to meet with the institutional research team this fall for survey revisions and to develop response rate strategies.