NEW YORK INSTITUTE OF TECHNOLOGY

Continuous Program Improvement (CPI)

Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)

Plan Implementation Report　　　 - AY 2023 -24

Program name	MSOT- Occupational Therapy
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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

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 MSOT PLO Plan Implementation report noted that, " Generally, GPA or data on grades are not recommended for learning outcome assessment. It is not clear the "data on grades" is course grades or grades from the designated assessment instruments shown in the matrix."

The 2023 report was referring to overall course grades, as a component of GPAs. Each of the courses in the department have specific course objectives which are further linked to our accreditation standards (ACOTE) and our stated Program Learning Outcomes. The general statement in the report was intended to provide a high level, general summary. PLOs are met throughout the curriculum in various courses, utilizing both direct and indirect methods of assessment collected at various points. Based on the design of the curriculum, as a student progresses through the program and builds on didactic knowledge, the goal would be successful completion of all PLOs at the end of the program. Therefore, as one component of measure, we felt it was important to represent the percentage of students that passed the courses used to assess the program in the 2022-2023 implementation year. We will attempt to more clearly articulate this in the current report and ensure that we indicate that this is one component of a multi- strategized assessment plan**.** In re-strategizing this, we have added a column to #1 below (Program learning outcomes assessed) to differentiate between our direct and indirect assessments.

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#	MSOT 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	*Demonstrate* a broad knowledge of the biological, physical, social, behavioral, and technological sciences as the foundation for the practice of occupational therapy. (Foundational Knowledge)	OCTH 744 OCTH 750 OCTH 777 OCTH 799	Exams, lab practicals, lab activity assignments	End of 2nd Year Survey
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.	OCTH 707 OCTH 736 OCTH 799	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).	OCTH 707 OCTH 744 OCTH 750 OCTH 799	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).	OCTH 707 OCTH 709 OCTH 714 OCTH 744 OCTH 750 OCTH 799	Exams, lab practicals, lab activity assignments	End of 2nd Year Survey

6	Be prepared to *connect and collaborate* with clients and their families to *design and implement* evidence and occupation-based intervention plans to facilitate active engagement and fulfillment of occupational roles (Application, Integration, Human Dimensions, and Caring).	OCTH 707 OCTH 709 OCTH 714 OCTH 744 OCTH 750 OCTH 799	Exams, lab practicals, lab activity assignments	
7	*Seek, analyze, reflect, and utilize* evidence, technology, professional knowledge, and client values to engage in evidence-based practice (Foundational Knowledge, Caring, Human Dimensions, and Learning to Learn).	OCTH 707 OCTH 714 OCTH 744 OCTH 799	Exams, lab practicals, lab activity assignments	End of 2nd Year Survey
8	*Recognize, acknowledge and apply* ethical and clinical standards of research and professional service delivery (Foundational Knowledge, Huma Dimensions, and Caring).	OCTH 714 OCTH 736 OCTH 750 OCTH 799	Exams, group projects, lab practicals	Post 1 year practice survey
9	Demonstrate *responsible* 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).	OCTH 707 OCTH 736 OCTH 735 OCTH 750 OCTH 777	Exams, group projects, lab practicals	Post 1 year practice survey
10	*Develop critical, creative, and practical skills* 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).	OCTH 709 OCTH 799 OCTH 771 OCTH 772 OCTH 735	Exams, group projects, lab practicals	
11	*Demonstrate* an understanding of the *principles of learning* and comprehension in academic and clinic settings and be	OCTH 735 OCTH 744	Group projects, lab activity assignments	

	prepared to design and deliver instructional and teaching the material (Learning how to Learn).			
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).	OCTH 707 OCTH 709 OCTH 736 OCTH 735 OCTH 777	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).	OCTH 736 OCTH 735	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 MSOT 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 MSOT 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 current MSOT curriculum

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

The MSOT program employs the following **indirect methods** of assessing student learning outcomes*
 A) <u>End of first didactic year survey</u>. See detailed CPI report at (Goal #1, KPI #2)
 B) <u>End of second year didactic survey</u>. See detailed CPI report at (Goal #1, KPI #2)
 C) <u>Exit survey (at graduation).</u> See detailed CPI report at (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. **<u>Analyze and interpret assessment data</u>**
 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: MSOT-CPI-Report 6-30-24-final.xlsx

4. **<u>Close the Loop</u>**
 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. The full faculty engaged in ongoing discussion and collaboration to ensure that our new and revised courses, within the context of the revised MSOT degree map:

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

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.