MSOT 22-23 CPI _ Improving Program Learning Outcomes Report

CPI Improving PLO Report (AY22-23)

Name of the program: MSOT- Occupational Therapy

Dean' signature_____*Gordon Schmidt*_____

Expected Date of Submission 6/30/2023

Department Chair or Director: Pamela Karp, EdD, OTR/L, CHT

NYIT's CPI process is implemented to meet *MSCHE Standard V: Educational Effectiveness Assessment: 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.* All degree program's PLO assessment plan (2022-2025) are posted through the link:

http://www.nyit.edu/planning/academic_assessment_plans_reports.

This is a report of its implementation for year 2022-2023. The report should address the following points:

I. The Annual Program Learning Outcomes (PLOs) Assessment should include the following.

1. PLO (Program Learning Outcomes) assessed. list the PLOs that have been assessed in AY 22-23 based on your three-year plan (AY22_25)

   Per the timeline for PLO Assessment, the following Program Learning Outcomes were scheduled to be assessed in AY 2022-2023: 1,3-13.

2. METHOD: Describe the method of assessment and attach measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other assessment tools).

   A) 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)

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The following table outlines the MSOT PLOs chosen to be assessed for 2022-23, 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 MSOT program.

PLO#	MSOT Program Learning Outcomes	AY 22-23 (Year 1) Courses		AY 22-23 (Year 1) 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 602 OCTH 604 OCTH 607 OCTH 608 OCTH 609	OCTH 611 OCTH 615 OCTH 612 OCTH 613 OCTH 614 OCTH 617	Exams, group projects
2	*Acquire* entry-level competency in didactic and fieldwork education.			
3	*Demonstrate* the socio-political and cultural knowledge and skills to translate occupational therapy knowledge to the assessment, interventions, and evidence-based practice.	OCTH 607 OCTH 608 OCTH 609 OCTH 614 OCTH 617		Exams, group projects
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).	OCTH 609 OCTH 612 OCTH 617		Exams, lab activity assignments

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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 617	Exams, lab activity assignments
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 611	Exams
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 611 OCTH 640 OCTH 614 OCTH 641	Exams, group projects
8	*Recognize, acknowledge, and apply* ethical and clinical standards of research and professional service delivery (Foundational Knowledge, Huma Dimensions, and Caring).	OCTH 604 OCTH 617 OCTH 641	Exams, group projects
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 604	Exams
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 640 OCTH 641	Exams, group projects

11	*Demonstrate* an understanding of the *principles of learning* and comprehension in academic and clinic settings and be prepared to design and deliver instructional and teaching the material (Learning how to Learn).	OCTH 604 OCTH 641	Exams, group projects
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 641	Exams, group projects
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 611 OCTH 640 OCTH 641	Exams, group projects

B) Fieldwork Performance Evaluation Data (Indirect Assessment)

Fieldwork performance evaluation from level II FW is collected each semester. Prior years assessed midterm and final scores on the Fieldwork Performance Evaluation (FWPE). However, we are using a newly designed evaluation form from AOTA, which no longer provides a numeric score at midterm. FW data has been aggregated and can be viewed on the 6/23 MSOT Outcomes Report.

C) Student Surveys (Indirect Assessments)
   a. End of First Year Didactic Survey- *added as an outcome measure for KPI #2: KPI #2: Student satisfaction with the program.*

   b. Exit Survey (at graduation) -*linked to KPI #1 and #2*

Aggregated survey results for student exit surveys can be found in the current 6/23 Outcomes Report. In

addition, we are now collecting end of first academic year data.

We received very few exit survey responses for the class of 2023, even with multiple requests. One theme that has re-occurred over the last few years is lack of confidence to take the NBCOT examination. For this next academic year, faculty will target two spring years 2 classes to address this directly via explicit NBCOT practice exam questions embedded into exams. Further discussion to occur at faculty fall retreat.

Low response rates on end of first year survey (see outcomes report.) Will continue to discuss with faculty how to improve response rate and determine if questions should be revised.

3. ANALYSIS of the assessment results: provide criteria based disaggregate and aggregate data analysis.

All data on grades are collected and collated by the department administrative specialist and then become available to faculty. Each faculty also submit to the department their syllabus, attendance rosters and gradebooks at the end of each semester.

Following the departmental audit of the grades for a semester, individual academic advisors in the department are notified if a student falls below the minimum required GPA of 3.0.

22 out of 22 (100%) of MSOT students passed all courses used to assess PLO's in 22/23 with at least a grade of C.

4. INTERPRETATION: to what degree did students achieve the program learning outcomes based on your data analysis and expected learning outcomes?

22 out of 22 (100%) of MSOT students passed all courses used to assess PLO's in 22/23 with at least a grade of C.

Program learning outcomes are intended to be met over the course of the program and are connected to

program KPI outcomes. In general, KPI outcomes have achieved stated benchmarks. However, survey responses from students continues to be low (both for current students and those graduating.)

5. CLOSE THE LOOP – If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices, if not, refine or create the next cycle of PDSA

   KPI# 2 (Student satisfaction with the program) includes Exit Survey data. We have consistently low response rates on this survey. The faculty will be engaging in discussion to determine how to improve response rates on our student/ graduate surveys. Weak areas for this KPI continue to be communication with departments external to OT and perception of NBCOT test preparation. However, low survey response rate may have affected the data. As noted on the worksheet , there is a new test blueprint for 2024. We will continue to monitor NBCOT for text updates and collaborate as a team to incorporate text prep throughout our courses.

II. Brief Description of Faculty Engagement in the Current Annual Assessment Report:

The timeline for submission of this report did not allow for full faculty involvement (due end of June.) Therefore, the majority of the report was prepared by the Chair, OTD program Director and Academic Fieldwork Coordinator. Going forward, the Annual Assessment report will become a standing agenda item for all faculty meetings thought the academic year to increase faculty collaboration.