

**This plan provides the PLO/SLO assessment plan for AY 2022-2025**

**Name of the program: Department of Occupational Therapy MSOT Program**

**Plan for AY 2022-2023, 2023-2024, 2024-2025**

**Expected date of submission 6/30/2022**

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To ensure NYIT's CPI process meeting *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.* in this CPI report, each department is requested to create a three-year assessment/evaluation plan to improve student learning for each degree programs. Reports should address the following points:

**MSOT Program's Student Learning Outcome Assessment Plan**

1. *PLO: State/update each degree program's learning outcomes. The original PLO are here:*  
[http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports).

**Upon completion of the MSOT program, graduates will:**

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)
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.

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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 Foundational Knowledge, Application, Integration, Caring, and Learning to Learn).
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).
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).
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).
8. *Recognize, acknowledge and apply* ethical and clinical standards of research and professional service delivery (Foundational Knowledge, Human Dimensions, and Caring).
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).
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).
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).
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).
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).

2. *Matrix: provide/update the assessment matrix that indicate which learning outcomes are assessed in which set of courses. The original matrix is here: [http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports).*

**See attached Matrix (Excel Spreadsheet) Worksheet 1 (MSOT Curriculum)**

3. *METHOD: Describe the method of assessment, and measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, and standardized assessment tool). Note: direct learning outcome assessment is required. Both direct and indirect assessment are strongly recommended.*

*Direct measuring instruments include but not limited to: course assignment, portfolios, internships evaluation, capstone course work, thesis, research project, standardized tests, etc.*

*Indirect measuring instruments include but not limited to: Student survey, interview, alumni survey, employer survey, focus group, students' reflection, etc.*

**See attached Matrix (Excel Spreadsheet) Worksheet 2 (MSOT PLO Assessment)**

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

1. Examinations (written/scantron and /or delivered via LMS)
2. Presentations w/ rubric grading
3. Lab practicals w/rubric grading
4. Written papers
5. Professional portfolios
6. Fieldwork performance evaluations (completed onsite by our fieldwork educators)
7. NBCOT examination for licensure as an occupational therapist

The MSOT program employs the following indirect methods of assessing student learning outcomes:

1. End of first didactic year survey

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2. Exit survey (at graduation)
3. 1<sup>st</sup> Year in Practice survey
4. 5<sup>th</sup> Year in Practice survey (new)
5. Employer survey

4. *Timeline of the PLO assessment:*

MSOT Program Learning Outcomes	AY 22-23	AY 23-24	AY 24-25
1	X	X	X
2			X
3	X	X	
4	X	X	
5	X	X	
6	X	X	
7	X	X	
8	X	X	
9	X	X	X
10	X	X	
11	X	X	
12	X	X	
13	X	X	

**See attached Matrix (Excel Spreadsheet) Worksheet 2 (MSOT PLO Assessment)**

*5. Personal responsibilities for implementing the assessment, collecting data and analyzing the results against expected outcomes*

Course level assessments are implemented by teaching faculty. Evidence collected annually for reporting to our accreditation agency (ACOTE).

The Academic Fieldwork Coordinator collects Fieldwork Performance Evaluation Data

Department chairperson/program director conduct surveys and exit interviews, compile and analyze results  
Department chairperson/program director reviews the program's evaluation plan and creates annual reports based on analysis of evaluation data.

All data is analyzed and summated by the Department Chairperson & MSOT Program Director. Data analysis and results are compared to the program's evaluation plan.

The program maintains (for ACOTE) a program evaluation plan that is reviewed regularly by program administration and faculty and reports to ACOTE annually.

*II. Brief description of how the plan is shared and communicated with all faculty members in the department*

Faculty/staff department -level meetings are held every 2 weeks during the fall/spring semesters. The department holds two full day retreats (fall

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and spring), to ensure that the department's strategic plan, goals, evaluation plan, and evaluation reports are disseminated and discussed in order to plan for changes, updates, and/or new

*Last updated 2/11/22*