Occupational Therapy (OTD)

Doctor of Occupational Therapy Program Mission

Mission:

The mission of the Doctor of Occupational Therapy (OTD) program is to develop clinician-scholars who translate evidence to inform occupational therapy practice, affect health care systems, and meet the occupational needs of people, organizations and populations consistent to emerging 21st century demands. The program is guided by an overarching curricular goal: Graduates of the OTD program will be uniquely prepared by their experiences as part of a large academic health science center and a college of public health and health professions to practice as clinician-scholars who will meet the complex demands of current and emerging occupational therapy practice settings; advocate for the profession and populations, communities and individuals served; and provide leadership for the implementation of evidence-based occupational therapy. This aligns with the College's mission to shape tomorrow's public health and health professionals through dynamic and responsive educational programs and the University's mission to enable students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

Program Type and Level: Professional Doctorate

Start: 07/01/2022

End: 06/30/2023

Program: Occupational Therapy (OTD)

Program CIP: 51.2306

Site Information: On Campus (Residential)

If Other Site: :

Responsible Roles: Christine Myers (ctmyers@ufl.edu)

PG 1 Certification Exam Results

Goal: Pass rate of our students on the national certifying exam, NBCOT, is higher than the national average.

Program: Occupational Therapy (OTD)

Evaluation Method:
Student performance on the NBCOT national certification exam.

Results:
44 of 46 graduates from December 2022 have taken the exam. 100% have passed. We had one off-cycle student who graduated in May 2023; they have taken the exam and passed. The national average pass rate in 2022 was 98%. We have achieved this goal with our second cohort of students. 2023 pass rates will be publicly available on this webpage in January 2024: https://www.nbcot.org/en/Educators/Home#SchoolPerformance

PG 2 Graduate Employment

Goal: Employment of graduates 1 year post-graduation will be 90% or higher.

Program: Occupational Therapy (OTD)

Evaluation Method:
Survey of program graduates.

Results:
The program director sent out the graduate employment update survey to the Class of 2021 graduates for completion in January 2023 (one year post-graduation). 36 graduates completed the survey. 35 indicated that they were employed and 1 was seeking employment. 97.2% of graduates from the Class of 2021 who completed the survey were employed one year post-graduation. The program director reviewed the data with the faculty in a faculty meeting.

SLO 1 OT Practice Concepts

Outcome:
Synthesize essential occupational therapy practice concepts as demonstrated by a grade of 80% or higher on the capstone project rubric.

SLO Area (select one): Knowledge (Grad)

Assessment Methods Checklist: Capstone

Assessment Method Narrative:

The capstone project measures synthesis of occupational therapy practice concepts through the integration of theory, evidence, and knowledge and skills. Students submit capstone project reports to their capstone mentor (OT faculty). The following rubric is used to grade the project reports:

	Exemplary	Competent	Inadequate
Introduction (6) Required content: •Title page •Introductory paragraph •Problem/purpose statement •Project objective(s) •Significance of the project (may be from needs assessment)	All required content included. Introduction is engaging, catches the reader's interest, and succinctly sets the stage for the Capstone project. Problem, purpose, and objectives are logical and clearly relate to one another. Significance of the project is discussed as it relates to occupational therapy and area of in-depth study.	All required content is included. Introductory paragraph lacks reader attention in setting the stage for the Capstone project. Required content lacks clear connection to project.	Fails to include introductory paragraph all of the required content or writing fails to set the stage for the Capstone project; is not thorough enough or does not relate well to project purpose.
•Theoretical framework **(4)**	Theoretical framework is used to guide the project and logical associations are made between the framework, project, and background literature.	Theoretical framework connection is identified, but could be stronger in connection to methods and procedures.	Theoretical framework connection is missing or inaccurate in methods and procedures.
Literature Review (4) Summary •Conclusions are drawn from literature review and student's literature review is cited and references as an unpublished manuscript.	Literature review identifies gaps in current knowledge. The student has thoroughly captured the literature in their capstone topic area and demonstrates an excellent understanding of the literature as it relates to the Capstone project.	The student has obtained much of the literature in their capstone topic area and demonstrates an overall understanding of the literature as it relates to the project.	The student has not included key literature or does not demonstrate an understanding of the literature as it relates to the project.
Methods (6) Required content: •Project design/ procedures •Description of setting with rationale (from needs assessment) •Description of participants with inclusion/ exclusion criteria •Ethical considerations •Project phases/timeline (may be a table/figure/appendix) •Resources with budget(if applicable) •Outcome measures	All required content is included, and is described comprehensively and logically so that the reader is able to easily understand all aspects of the project design and procedures. The methods are suitable for the project and are definitely linked to the project objectives. Strong rationales for all aspects of the project are included and appropriate for the project. Specific details as to how the project will be evaluated are presented in relationship to the project objectives. Outcome measures are evidence-based.	All required content is included. Project design/ procedures are clearly described. The methods are suitable for the project and are linked to the project objectives. Rationales are included for most aspects of the project. Project evaluation is discussed and outcome measures are used.	Not all content is included, or project design/ procedures are not clearly described, or methods or not suitable for the project or linked to the project objectives. Rationales are not included or are weak. Project evaluation is not included or is weak.

	Exemplary	**Competent**	**Inadequate**
Results (10) Required content: •Description of results	The results of the project are described comprehensively and logically so that the reader is able to easily understand all outcomes. Tables and/or figures are used effectively to display some results. The results of the project are concisely summarized and explained comprehensively, using the extant literature effectively to support, interpret, evaluate, and frame findings.	The results of the project are sufficiently and logically described. Tables and figures are used to display some results. The results of the project are summarized and explained using the extant literature to support and interpret the findings.	The results of the project are poorly described. The reader is unable to understand the results. No tables or figures are used although they would have been useful in displaying findings. The results of the project are not summarized; literature is not used or not effective in supporting and interpreting the findings.
Discussion (6) Required content: •Interpretation of results with literature •Limitations •Future projects/ research	Discussion helps the reader to understand the significance of the results as they relate to occupational therapy, healthcare, and other areas as applicable (e.g., outcomes, service delivery, and policy).	Discussion helps the reader to understand the significance of the results.	Discussion fails to help the reader understand the significance of the results. Discussion is not organized.
References, style, and grammar (4) •APA 7th ed. Format	Used correct grammar, punctuation, spelling, sentence structures throughout. Citations in text and on Reference page follow correct APA style. References accurate.		Needs Improvement **Must be resubmitted** to meet doctoral level expectations. Poor use of grammar, punctuation, spelling, sentence structure, and/or word choice throughout document. A references and/or in-text citation is missing. Error(s) in APA format.
Total Possible 40			

SLO Not Assessed This Year:

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 47

How many students met the outcome?: 47

What percentage of students met the outcome?:

Does this meet your threshold of acceptability?: Yes

Results:

100% of students passed the capstone project with a grade of 80% or higher on the rubric. This includes graduates from December 2022 (46) and May 2023 (1). This assessment revealed strengths in student learning including integration of occupational therapy concepts across multiple contexts in the report. The capstone project continues to provide a strong assessment of the OTD students' abilities to synthesize evidence, practice knowledge and skills, and theory.

SLO 2 Entry-level Clinical Competence

Outcome:

Achieve entry-level clinical competence as an occupational therapist as demonstrated by a score of 111 or higher on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student.

SLO Area (select one): Skills (Grad)

Assessment Methods Checklist: Other - please describe in the Assessment Method Narrative.

Assessment Method Narrative:

Student performance on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student as evaluated by the student's fieldwork educator. The following areas are assessed:

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

FUNDAMENTALS OF PRACTICE

1 Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.

Examples: Medicare, Medicaid, client privacy, social media, human subject research

2 Adheres to safety regulations and reports/documents incidents appropriately.

Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures

3 Ensures the safety of self and others during all fieldwork related activities by

anticipating potentially unsafe situations and taking steps to prevent accidents.

Examples: body mechanics, medical safety, equipment safety, client-specific precautions,contraindications, community safety

BASIC TENETS

4 Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.

Examples: families, caregivers, colleagues, service providers, administration, the public

5 Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.

Examples: families, caregivers, colleagues, service providers, administration, the public

6 Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.

Examples: families, caregivers, colleagues, service providers, administration, the public

SCREENING AND EVALUATION

7 Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.

8 Obtains sufficient and necessary information from relevant sources throughout the evaluation process.

Examples: record or chart review, client, family, caregivers, service providers

9 Selects relevant screening and assessment tools based on various factors.

Examples: Psychosocial factors, client priorities, needs, and concerns about occupational, performance and participation, theoretical support, evidence, practice context, funding sources,cultural relevance

10 Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.

Occupational profile: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs.

Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.

11 Evaluates and analyzes client factors and contexts that support or hinder occupational performance. (1) Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures. (2) Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.Includes the consideration of all client centered components including psychosocial factors

12 Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.

Examples: follows assessment protocols, adheres to time guidelines

13 Modifies evaluation procedures based on client factors and contexts.

Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions

14 Interprets evaluation results to determine the client's occupational performance strengths and challenges.

15 Synthesizes and documents the results of the evaluation process clearly, accurately,and concisely, using systematic methods to record the client's occupational performance.

INTERVENTION

16 Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.

17 Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.

Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals

18 Uses evidence from research and relevant resources to make informed intervention decisions.

19 Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.

Includes the consideration of all client centered components including psychosocial factors

20 Implements client-centered and occupation-based intervention plans.

Includes the consideration of all client centered components including psychosocial factors

21 Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.

Examples: prevention, restoration, maintenance, promotion

22 Modifies task and/or environment to maximize the client's performance.

Examples: upgrades/downgrades task; arranges client's workspace for optimal performance

23 Modifies the intervention plan and determines the need for continuation or

discontinuation of services based on the client's status.

24 Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

25 Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant,

occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.

Examples: paraprofessionals, nurses' aides, volunteers

26 Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal,

state, third party, and private payers.

Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment

27 Demonstrates knowledge about the organization.

Examples: mission and vision, accreditation status, licensing, specialty certifications

28 Meets productivity standards or volume of work expected of occupational therapy students.

COMMUNICATION AND PROFESSIONAL BEHAVIORS

29 Communicates clearly and effectively, both verbally and non verbally.

Examples: clients, families, caregivers, colleagues, service providers, administration, the public

30 Produces clear and accurate documentation.

Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements

31 Collaborates with fieldwork educator(s) to maximize the learning experience.

Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges

32 Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.

33 Responds constructively to feedback in a timely manner.

34 Demonstrates consistent and acceptable work behaviors.

Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance

35 Demonstrates effective time management.

Examples: plans ahead, adheres to schedules, completes work in expected time frame

36 Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.

37 Demonstrates respect for diversity factors of others.

Examples: culture, socioeconomic status, beliefs, identity

SLO Not Assessed This Year:

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 56

How many students met the outcome?: 54

What percentage of students met the outcome?: 96

Does this meet your threshold of acceptability?: Yes

Results:

Of the 56 students in the Class of 2023, 54 completed 2 fieldwork placements during the 2022-23 academic year and 2 students completed 1 placement for 110 total placements passing with a score of 111 or above. One student required a remediation for one fieldwork rotation due to not passing her Level 2A fieldwork. Reasons for not passing included decreased initiative and weak clinical skills. After remediation she successfully passed. Another student had a medical withdrawal and did not complete her Level 2B fieldwork. Both students will complete their Level 2B fieldwork in Fall 2023 and graduate in Spring 2024 after completing their capstone.

The AOTA Fieldwork Performance Evaluation (2nd edition) continues to provide the information we need to determine student progress at the midterm and to guide remediation for those students who do not pass. The academic fieldwork coordinator (AFWC) and program director discussed the results from the FWPE and general findings were presented to the faculty in a faculty meeting. The majority of students are showing entry-level skills in fundamentals of practice, basic tenets, screening and evaluation, and intervention.

Communication and professional behaviors was passing for all students, but the AFWC did need to meet with some fieldwork educators at midterm to discuss concerns in this area. One of our faculty is serving in a new role, learning support specialist (LSS) , and works specifically with students who are demonstrating difficulties in academic, clinical, and/or professional/communication skills. Given this new role, we will continue to assess if the communication and professional behaviors score shows improvements in next year's cohort of fieldwork students.

SLO 3 Professional Behavior

Outcome:

Display professional behaviors consistent with those expected by regulatory bodies in day-to-day interactions with professions, professional staff, and peers as evidenced by a score of 90% or higher on the OTD Professional Behavior Assessment.

SLO Area (select one): Professional Behavior (Grad)

Assessment Methods Checklist: Other - please describe in the Assessment Method Narrative.

Assessment Method Narrative:

Student performance is measured using the OTD Professional Behavior Assessment:

University of Florida
Department ofOccupational Therapy

PROFESSIONAL BEHAVIOR ASSESSMENT

Student Semester _____

Directions: The purpose of this assessment is to provide feedback to the student regarding his/her professional development towards becomingan Occupational Therapist. Faculty use the following rating scale to assess professional behavior each semester. Students with professional behavior concerns will be referred to the Academic Performance Review Committee, the program director, and their advisor or capstone mentor to develop an action plan for remediation.

Satisfactory: The student demonstrates the required level of professional skill.
Unsatisfactory: The student does not demonstrate the required level of professional skill.

An unsatisfactory ratinginany categoryrequires thestudent to develop a remediationplan.

	PROFESSIONAL BEHAVIOR	RATING	COMMENTS
1.	Respects faculty and classmates by arriving punctually to class and other academic events	S/ U	
2.	Demonstrates respectful in-class behavior (e.g., storing electronic devices, staying seated until breaks, participating in group activities).	S/ U	
3.	Promptly notifies faculty and concerned parties if circumstances prevent attendance and assumes initiative to make up missed assignments	S/ U	
4.	Recognizes and productively utilizes knowledge of own strengths and weaknesses	S/ U	
5.	Demonstrates the ability to problem solve by logically evaluating evidence	S/ U	
6.	Demonstrates the ability to be flexible with unexpected situations	S/ U	
7.	Asks appropriate questions when in doubt	S/ U	
8.	Communicates professionally and effectively in scholarly writing	S/ U	
9.	Communicates professionally and effectively in clinical writing	S/ U	
10.	Demonstrates confidence and self assurance	S/ U	
11.	Demonstrates the ability to work collaboratively with faculty,clinical supervisor, other health professionals as well as peers	S/ U	
12.	Acts according to profession's values, principles and beliefs	S/ U	
13.	Deals maturely with personal emotions	S/ U	
14.	Assumes responsibility for own actions	S/ U	
15.	Demonstrates the ability to modify behavior in response to feedback	S/ U	
16.	Demonstrates the ability to give constructive feedback	S/ U	
17.	Communicates effectively with peers both verbal and nonverbal	S/ U	

18.	Communicates effectively with professionals both verbal and nonverbal	S/ U	
19.	Projects professional image	S/ U	
20.	Demonstrates an overall ability to be a cooperative and contributing member of the class and profession.	S/ U	

SLO Not Assessed This Year:

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 165

How many students met the outcome?: 163

What percentage of students met the outcome?: 99

Does this meet your threshold of acceptability?: Yes

Results:

The Professional Behavior Assessment was used to assess students during the 2022-23 academic year via a faculty survey. Two students scored less than 90% on the assessment. One is preparing for their capstone experience, so the doctoral capstone coordinator has met with the student to discuss and their behaviors have improved. The other is currently on campus and having mental health challenges that are related to the behaviors. The student is meeting with the Learning Support Specialist and has been referred to the Progression and Review Committee (formerly the Academic Performance Committee), who will develop an action plan that includes regular follow-up meetings with the student. The results of this year's Professional Behavior Assessment suggest that our professional behaviors policy continues to work as intended. The assessment allows faculty to pinpoint specific areas of concern and address these with the student as the first step of our Professional Behavior Policy.

In the beginning of the academic year, the program was granted time for an adjunct faculty to serve as a Learning Support Specialist (LSS). This role was created to assist students who were struggling academically or with professional behavior issues. Faculty feedback, given at a faculty meeting, has been very positive in regards to the LSS role, as it has allowed faculty to decrease time with challenging students and given those students support through regular LSS meetings. Our LSS, Lindsey Telg, has been able to work with students on study skills, communication skills, team skills, and self-care/mental health. In Summer, 2023, the faculty modified our Professional Behavior Policy to include referral to the LSS as the second step in the procedure used to handle professional behavior issues.

Results:

Class of 2023:			**Class of 2024:**			**Class of 2025:**		
Student	AY 2022-23	Comments	Student	AY 2022-23	Comments	Student	AY 2022-23	Comments
1	20		1	20		1	20	
2	20		2	20		2	19	#9- has an action plan with Progression and Review Committee
3	20		3	20		3	20	
4	20		4	20		4	20	
5	20		5	20		5	20	
6	20		6	20		6	20	
7	20		7	20		7	20	
8	20		8	20		8	20	
9	20		9	20		9	20	
10	20		10	20		10	20	
11	20		11	20		11	20	
12	20		12	20		12	20	
13	20		13	20		13	20	

14	20		14	20		14	20
15	20		15	20		15	20
16	20		16	20		16	20
17	20		17	20		17	20
18	20		18	20		18	20
19	20		19	20		19	20
20	20		20	18	#3, 12: faculty member involved has discussed with student and they are working on a plan	20	20
21	20		21	20		21	20
22	20		22	20		22	20
23	20		23	20		23	20
24	20		24	20		24	20
25	20		25	20		25	20
26	20		26	20		26	20
27	20		27	20		27	20
28	20		28	20		28	20
29	20		29	20		29	20
30	20		30	20		30	20
31	20		31	20		31	20
32	20		32	20		32	20
33	20		33	20		33	20
34	20		34	20		34	20
35	20		35	20		35	20
36	20		36	20		36	20
37	20		37	20		37	20
38	20		38	20		38	20
39	17	#4, 12, 13: issues during capstone prep, addressed by doctoral capstone coordinator	39	20		39	20
40	20		40	20		40	20
41	20		41	20		41	20
42	20		42	20		42	20
43	20		43	20		43	20
44	20		44	20		44	20
45	20		45	20		45	20
46	20		46	20		46	20
47	20		47	20		47	20

48	20	48	20	48	20	
49	20	49	20	49	20	
50	20	50	20	50	20	
51	20	51	20	51	20	
52	20	52	20	52	17	#6, 11, 13: working with Learning Support Specialist and has been referred to Progression and Review Committee for an action plan
53	20	53	20	53	20	
54	20	54	20	54	20	
55	20					
56	20					
57	20					

Use of Results for Improvement

Improvement Types Checklist: Other changes (please describe in your narrative)

Use of Results for Improvement Narrative - Required:

The program director shares all results with faculty at an OTD Faculty Meeting. The faculty review and discuss the results. Measures of our goals and outcomes are effective, however, we are planning to update the way we assess professional behaviors so that we are assessing behaviors as part of semester advising. We plan to submit a revised professional behavior goal to the Academic Assessment Committee during the 2023-24 AY.

Strengths include:

1. Our graduates continue to do well on the NBCOT certification exam
2. Graduates are finding employment after graduation.
3. The majority of students are doing well on their fieldwork.
4. Professional behavior concerns are limited to a few students per year.

Areas of improvement include:

1. Even though our NBCOT pass rate is 100%, we still want to support students to pass the first time (we had 4 retakes). Our Learning Support Specialist offered NBCOT exam study groups in Summer 2023 as an option for students. Feedback from students was very positive. We will evaluate whether students participating in the study groups passed the exam on the first try when they take the exam in 2024.
2. We want to continue supporting students to find employment after graduation. In Summer 2023, students went to the Career Connections Center for two weeks of career readiness training as part of OTH6705 Leadership and Professional Development. Feedback on GatorEvals was extremely positive regarding this opportunity and we plan to continue it in the future.
3. Although students are passing fieldwork, communication issues and professional behaviors have been an issue for some. Our Learning Support Specialist (LSS) works specifically with students who are demonstrating difficulties in academic, clinical, and/or professional/communication skills. Given this new role, we will continue to assess if the communication and professional behaviors score shows improvements in next year's cohort of fieldwork students.

Program Results Not Reported This Year:

Program Results Reporting Complete: true

Doctorate Occupational Therapy AAP Detail

Providing Department: Occupational Therapy (OTD)

Assessment Cycle:

Analysis and Interpretation: June

Program Modifications: Completed by Summer A

Dissemination: Completed by Summer B

Year SLOs	18-19	19-20	20-21	21-22	22-23	23-24
Content Knowledge						
#1	X	X	X	X	X	X
Skills						
#2	X	X	X	X	X	X
Professional Behavior						
#3	X	X	X	X	X	X

SLO Assessment Rubric:

The rubrics have been attached as part of the SLO results sections.

Assessment Oversight:

Name	Department Affiliation	Email Address	Phone Number
Christine Myers	OT	ctmyers@phhp.ufl.edu	352-273-6817
Sherrilene Classen	OT	sclassen@phhp.ufl.edu	352-273-6883

Methods and Procedures - Undergraduate and All Certificate Programs:
Curriculum Map - Undergraduate Degree Programs:
Research :

The Doctor of Occupational Therapy is a professional degree. Students are required to complete a scholarly project in Year 2. Students work in groups to complete a rapid review of the literature. Students also formulate research questions and hypotheses, and collect and analyze research data during class activities in a required research class. Students complete an evidence-based research poster, papers and presentations.

SLO Measures - Graduate and Professional Programs:

Our program was awarded accreditation by the American Council for the Accreditation of Occupational Therapy Education (ACOTE) in August 2021.

For continued accreditation, we are required by the American Council for the Accreditation of Occupational Therapy Education (ACOTE) to evaluate our Doctor of Occupational Therapy (OTD) program **yearly**. We gather and report to ACOTE indirect measures such as admission, enrollment and application statistical means, graduation and retention rates, employment placement, along with direct measures of student performance on clinical fieldwork and student performance on the national certification exam.

ACOTE also requires a survey of graduating students (yearly), alumni (3 years) and employers (5 years). Graduated students and alumni rate their perceived competence on each student learning outcome. The graduates rate their agreement on a 1 to 5 (Strongly disagree to Strongly Agree) Likert scale. Average scores of 3 (Agree), or better, are expected. Employers supply data concerning their satisfaction with the job performance of recent program alumni.

Summarized reports of direct and indirect data above with resulting program actions are reported to ACOTE every 3 years.

Indirect Assessments

We are required by the American Council for the Accreditation of Occupational Therapy Education (ACOTE) to evaluate our program yearly gathering and analyzing data including indirect measures such as admission, enrollment and application means, graduation and retention rates, and employment placement.

ACOTE also requires a survey of graduating students (yearly), alumni (3 years) and employers (5 years). Graduated students rate their perceived competence in each student learning objective. The graduate rates their agreement on a 1 to 5 (Strongly disagree to Strongly Agree) Likert scale. Average scores of 3 (Agree) or better are expected.

ACOTE evaluates all performance data listed above and student performance on the NBCOT exam (below) every 4 years.

Direct Assessment Measures

Capstone Project Rubric – evaluation of the capstone project including a paper and oral presentation. Each student must achieve a score equivalent to 80% competency.

National Board for the Certification of Occupational Therapy (NBCOT) Exam – national high stakes practice evaluation required for national certification and state licensure. To remain accredited ACOTE requires 80% of first time test takers to pass the exam.

American Occupational Therapy Association Evaluation of Fieldwork Performance (revised 2021)– national evaluation process for student performance on clinical rotations. Each student must achieve a minimum score of 111 out of 148 to demonstrate competency.

OTD Professional Behavior Assessment- a faculty-developed instrument to assess student professional behavior throughout the program. Each student must achieve score equivalent to 90% competency.

Procedures

All faculty members from the OTD program meet yearly during the summer semester to review the curriculum and student performance. At this meeting the Program Director presents summary data from the measures listed above, and action plan for any concerns is formed by the faculty group. Improvement plans are implemented by faculty and staff as warranted by the plan.

Assessment Timeline - Graduate and Professional Programs:

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
	Capstone Project Rubric	Academic Fieldwork Evaluation	Professional Behavior Assessment
Knowledge			
#1 Assessed each year	X		
Skills			
#2 Assessed each year		X	
Professional Behavior			
#3 Assessed each year			X