

2021-2022
UA-UAMS OTD Program Evaluation Report,
June, 2022

6/1/2022 update: Program evaluation is our top priority moving forward and added to the Strategic Plan. Due to faculty vacancies & few adjunct faculty available during 2020 & 2021 due to COVID, quality course delivery has been the top priority of the department. Now that COVID hospitalizations have declined, we were able to progressively recruit 6-7 adjuncts for Spring, then Summer 2022. Additionally, adding 2-4 new faculty will allow the program to focus on i improvement of the program evaluation and develop efficient systems for data collection, which will improve data analysis. A graduate assistant (GA) from the PhD in Educational Research & Statistical Methods (ESRM) program at UA has been interviewed and, if the position is approved at the college level, he will start July 1, 2022. His primary responsibilities will be to work with PD to develop and implement a strong & systematic program evaluation process and assist with data analysis.

Faculty Effectiveness

Goal #1: Maintain high levels of teaching and mentoring effectiveness.

Criteria 1: All faculty will maintain mean student course evaluations scores >3.9 (of 5)

Outcome:

- Spring, 2021:
 - 2/7 (6 FT & 1 adjunct) or 29% of faculty met this criterion. Further analysis revealed that of 18/22 sections of courses taught, 82% met the criteria. There were only two courses where faculty did not meet the criterion, 1 course had one instructor, the other course had 3 sections, each with a different instructor although the sections were combined for class sessions. These instructors met the criterion in the others courses they taught.
- Summer, 2021
 - 6/9 (7 FT & 2 adjunct) or 67% of faculty met this criterion, with 22/25 sections or 88% meeting the criterion.
- Fall, 2021
 - 5/7 (6 FT & 1 adjunct) or 72% of faculty met this criterion, with 13/15 sections or 87% meeting this criterion.

Additional information from data analysis:

- The small number of total faculty significantly impacts the percentages and is not an accurate representation of student feedback and quality of teaching.
- Student response rates for course evals are low, generally below 50% and in some cases, even less than 10%, especially in summer. This is also likely impacting course eval scores and is not reflective of course/teacher quality.

- Each semester faculty discuss overarching students' feedback/concerns to identify themes and consider options for improvement. These are generally documented in Curriculum Committee meetings and spreadsheet of changes. For example:
 - Summer of year 1 is too light/easy, then Fall is too heavy. Therefore, in 2022, Anatomy & Lab will be moved to Summer, year 1.
 - Students & faculty would like to eliminate Intersession courses. In 2022, for Cohort 2024, UE Rehab course will move from Summer Intersession into the Fall, to follow Anatomy. This will give students a 2 week break.

Plan: Investigate a more accurate process to assess quality of teaching and revise criteria for Fall, 2022.

Criteria 2: Assigned advisees will progressively demonstrate personal responsibility & accountability for their learning & professionalism

Outcome:

- Students complete a self-assessment of professional behaviors using the Assessment of Professional Behaviors (APB) during their first semester in the program and review these with their Faculty Advisor. This form is also used for formative feedback when there are small concerns that arise throughout the semesters.
- For significant breaches/concerns, there is a more formal process monitored through the Progressions Committee, which begins with an official Warning for small, repeated infractions. There is also Professional Behaviors Probation for a pattern of significant concerns or a single, more significant breach.
 - In 2021, only one student received an official written warning and one student was placed on Professional Behaviors Probation, with a second breach during FW2A, resulting in failing that fieldwork and dismissal from the program. She appealed to the college and was reinstated into the program, but with a Leave of Absence and will repeat FW2A in the Fall 2022.
- FW Educators have reported strong professional behaviors and initiation/personal responsibility on assessments of students.

Plan: Work with OTD Graduate Coordinator & Progressions Committee Chair to ensure that professional behaviors are formally assessed annually and develop a monitoring system so that progress can be tracked for each student beginning in January 2023.

Criteria 3: Faculty will demonstrate efforts to improve course quality by documenting at least one evidence supported course improvement change per course. (evidence as accepted per university policy <https://provost.uark.edu/policies/140511.php>)

Outcome: This goal is met through evidence submitted in each faculty's annual performance appraisals, CQI (continuous quality improvement) documents in courses, and discussions in Curriculum Committee meetings.

Plan: We utilized a qualtrics survey in December, 2021 to document & track quality improvement efforts in each course. In 2022, we will improve this tracking system and PD will work with Curriculum Committee Chair to develop a more efficient/effective system to review course improvement efforts and ensure changes are reflected in B standard distribution and course alignment.

Goal #2: 100% of faculty members will maintain/improve knowledge for currency to teach content is assigned courses annually.

Criteria: Participate in at least one of the following:

- Attend an education session or conference on a topic related to an assigned course.
- Engage in scholarly activity (research, professional writing, presentation) in a topic related to an assigned course.
- Participate in occupational therapy practice in an area related to an assigned course.

Outcome: This goal is well met.

- 100% of non-tenure faculty have attended UA Teaching Camp and all faculty & PD have attended multiple sessions through the Teaching & Faculty Support Center (TFSC).
- 3 faculty & PD attended 2021 AOTA Education Summit in person, and one attended sessions virtually.
- 2 faculty & PD attended 2021 AOTA Conference in person & one attended sessions virtually.
- All faculty have read articles & textbooks on their areas of teaching and also received consultation/mentorship from experts.

Plan: Improve tracking & reporting of specific topics/sessions. In 2021, UA revised its central faculty reporting system (formerly Digital Measures, now Faculty Information System). The department will utilize a student worker to enter specific continuing education activities for all faculty into this system, reducing demands on faculty & improving tracking.

Intentionality and effectiveness of Admissions Process

Applicants will be selected based on alignment with program within both academics and behavioral benchmarks.

1. Identify correlations between professional behaviors and standardized admissions scores (MMI, HSRT, CASPer/Snapshot) retention/graduation data.
2. Identify 3 standardized admission factors that correlate with professional behaviors.

3. Identify correlations between academic performance and standardized admissions scores (MMI, HSRT, CASPer/Snapshot)
4. Identify 3 standardized admission factors that correlate with academic success.

Class of 2022 has taken the HSRT for a second time when they returned from their second Level 2 FW in Summer 2022 to allow comparison to their preadmission scores.

Plan: Full analysis by 7/1/23; initial data analysis by 1/31/22 for Class of 2022. Significant data has been collected for all objectives (admissions data, HSTR pre/post program, grades, performance on culminating assessments, professional behaviors assessments, and FW performance) but has not yet been analyzed due to COVID challenges, faculty shortages, and resignation on May 31, 2022 of faculty member responsible for admissions.

Effectiveness of instructional design

Instructional design will prepare students to become authentic occupational therapists as evidenced by:

1. Majority of teaching & learning activities explicitly connects topics to occupation (Hooper, 2020)

Outcome: A question addressing this goal was developed and submitted to the UA to be placed on all OCTH course evaluations. However, we have discovered the university is unable to automatically add the question. Each semester for every section of every course, faculty must search through hundreds of questions to find this one and add it before the surveys are deployed. This system is just too onerous to be realistic. Therefore, a new evaluation of this goal will be developed and deployed by 12/31/2022.

2. Most Assignments & Exams strive to be significant (Fink, 2013) by requiring synthesis, analysis, or application of material.

Outcome: 4/5 full time faculty have completed the Significant Learning by Design – 1 Workshop, and two have completed the more advanced course “Significant Learning by Design -2 which were design by Dee Fink, a guide for our curricular design. Through Curriculum Committee meeting discussions, peer collaboration, and faculty and student discussions, we are regularly reviewing and revising learning activities, assignments, and student assessments to require higher levels of learning as the students progress through the program.

- 95% of students will pass the Culminating Assessments, indicating integration and application of learning across courses.

Outcome: Culminating Assessments (CA) are completed in Spring Yr 1 & 2, & Fall Yr 1 semesters (not in summer due to the shorted time frame or Fall Yr 2 as students leave for Level 2 FW), require advancing knowledge & performance skills.

Class 2022: Spring Yr 1: 100% pass rate
 Fall Yr 1: 100% pass rate
 Spring Yr 2: 74% pass rate – two students failed this CA, and participated in a remediation session with faculty. Subsequently, these two students also failed their first Level 2 FW in Fall, 2021.

Class 2023: Spring Yr 1: 100% pass rate
 Fall Yr 1: 100% pass rate

Plan: Spring Yr 2, CA was designed to simulate a new patient screening session, utilizing live standardized patients. Both students who failed had difficulty accurately identifying what additional information was needed from the patient, identifying patient deficits to determine which screenings to complete, and correctly completing the screening assessments. By 12/31/22 the program will review these students HSRT and CASPer scores to determine if there are any commonalities or indicators that we can monitor for current & future students that are predictive of these challenges.

- 100% of students will earn a passing score on final OTKE given before capstone experience, in August (beginning in 2022)

OT students take the Occupational Therapy Knowledge Exam (OTKE), a practice exam for the OT national board exam before leaving for their first Level 2 Fieldwork and then again after completion of the second Level 2 Fieldwork.

OTKE Test Period	Mean (Percentage Correct)	
	Your Selected Student(s)	National
After completing all fieldwork	60%	61%

Our students have scored within 1% point of the national average compared to others OTD students who have completed both Level 2 fieldworks. The program is satisfied with this outcome for our first cohort of students although our goal will always be to improve.

Comparison by Domain:

Domain	Program Data	National Data
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1 Evaluation & Assessment	66%	60%
2 Analysis & Interpretation	97%	83%
3 Intervention Management	60%	62%
4 Competency & Practice Management	68%	68%

Class of 2022: 22/25 or 88% of student scores increased. Of the three whose scores did not increase: one scored the same, but it was above the national average both times, one student declined by one percentage point but both scores were well above the national average, and one student's score decreased by one percentage point, placing her just below the national average.

Plan: By 12/31/22 the program will further analyze the OTKE data provided on specific Tasks to evaluate curricular design, course sequence, content and delivery, and improve assessment of student performance. Progress & findings will be document in Curriculum Committee meetings and this goal will be updated accordingly.

Competency in professional behaviors

1. By Level 2A, students will demonstrate exceptional professional behaviors to become valuable employees & team members as evidenced by:
2. 100 % Ranked at "Entry-Level Practitioner" = score of >110 on Assessment of Professional Behaviors (APB) forms by end of summer, yr 2 (before leaving for Fieldwork 2A.)

Outcomes:

PB forms were not completed by faculty advisors in summer of 2021 as planned due to faculty resignation and reassignment of teaching & advising responsibilities. No students were on Department Professional Behaviors Probation at the end of Summer, Yr2, indicating 100% of students had met expectations before Level 2 FW.

Plan: By 12/31/22 PD will work with AFWC and Progressions Committee Chair to re-evaluate the use of the current APB form & process, comparing it to the FWPE and other relevant assessments. We will clearly articulate how we are developing students' doctoral identity, including professional behaviors. Then we will develop a systematic process for assessing and tracking outcomes.

Progression & Retention

Recruit an academically strong, diverse student body while also ensuring we are meeting our mandate as Arkansas land-grant institution. We strive to maintain a 100% retention and graduation rate.

Outcomes: Goal Met.

- For the first cohort, class of 2022, we have 7% underrepresented races, 4% male, 30% first generation college students. For the second cohort, class of 2023, we have 8% underrepresented races, 8% male, 19% first generation college students.
- We have retained 100% of these diverse students through May, 2022.
- Financial burden/strain has been shown to be a barrier for diverse students attending & remaining in graduate school. Multiple OTD students have awarded the Benjamin Lever Tuition Fellowship <https://graduate-and-international.uark.edu/graduate/costs-and-funding/fellowships-scholarships/benjamin-lever-fellowship.php>
 - Class of 2022: One student received the Benjamin Lever Tuition Fellowship
 - Class of 2023: Three students received the Benjamin Lever Tuition Fellowship
 - Class of 2024: Four students received the Benjamin lever Tuition Fellowship.
 - Dr. Muir has one capstone student (H. Bellisario) whose goal is to set up a scholarship fund to financially support under-represented students in the OTD program by December, 2022.

Satisfaction

Students will be very satisfied with academic preparation & faculty advising throughout the program.

Outcomes: After completion of Level 2 Fieldwork, student reported they left well prepared to their clinical experiences. Surveys will be developed for alumni after the first cohort graduates in December, 2022.

FW and DC performance

1. 100% of students will successfully meet or exceed all minimum performance criteria by completion of their second Level II fieldwork experience.

Outcome: 93% of students successfully met or exceeded all minimum performance criteria for the first Level 2 FW. Of those 25 students, 100% successfully met or exceeded all minimum performance criteria on the second Level 2 FW.

2. 100% of students will successfully meet or exceed minimum performance criteria of capstone experience & project for timely graduation.

Outcome: N/A until December, 2022

Student evaluation of FW and DC experience

Goal: 100% of students will complete the Student Evaluation of FW & DC Experience Forms and provide sufficiently detailed feedback to allow the program to assess the quality of the experience & provide quality measures when needed.

Outcome: **Goal Met**

Evaluation of DC outcomes

Doctoral Capstone Experiences & Projects will:

- Contribute to the knowledge of the profession
- Increase access to OT services
- Expand provision of OT services into emerging areas of practice to meet the needs of Arkansans' & beyond

Goal: 100% of Capstones will meet one of the above 3 identified criteria by 12/31/22

Following Information will be assessed in 2023, after graduation of first cohort.

Performance on NBCOT

1. Goal #1: NBCOT first-time pass rate = 90%
2. Goal: NBCOT pass rate = 100% within 1 year of graduation for those who take the exam.

Job placement

Data will be gathered with Alumni Survey at 6 months, 1 year, and 5 years after graduation.

1. Goal: All graduates who have pursued employment post graduation obtain sustainable positions after passing NBCOT.
2. Goal: 90% of graduates seeking employment will be employed within 6 months of passing the NBCOT exam.
3. Goal: 10% of graduates will be employed in emerging practice areas within 1 year of passing NBCOT exam.

Students/graduates Scholarly Activity

Data will be gathered with Alumni Survey at 6 months, 1 year, and 5 years after graduation.

1. 25% of students will participation in dissemination of their capstone project beyond graduation requirements.
2. More than 50% of students will submit their capstone project for presentation or publication with at least 25% acceptance and completion rate.

Community/Employer satisfaction with graduates

Data will be gathered by annual employer survey or focus group.

1. At least 90% of employers will be “Highly Satisfied” and 10% will be Very Satisfied with the skill level & professional behaviors of our alumni.