

EWU Programmatic SLO Assessment

AY 2014-15 and “Closing the Loop” for AY 2013-14

Introduction:

Assessment of student learning is an important and integrated part of faculty and programs. As part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program and *each* certificate for *at least one* Student Learning Outcome (SLO) this year. To comply with accreditation standards, the programs must also demonstrate efforts to “close the loop” in improving student learning and/or the learning environment. Thus, this template has been revised into two parts.

Resources:

Check this site for sample reports (created with the previous year’s template) by EWU programs and other assessment resources: <http://access.ewu.edu/graduate-education/academic-planning/faculty-support/student-learning-assessment/sample-program-slo-assessment-reports>

Additional resources and support are available to:

- 1) Determine whether students can do, know or value program goals upon graduation and to what extent;
- 2) Determine students’ progress through the program, while locating potential bottlenecks, curricular redundancies, and more; and
- 3) Embed assessments in sequenced and meaningful ways that save time.

Contact Dr. Helen Bergland for assistance with assessment in support of student learning and pedagogical approaches: hberglan@ewu.edu or 509.359.4305.

Use this template to report on your program assessment. **Reports are due to your Dean and to Dr. Helen Bergland (hberglan@ewu.edu), Office of Academic Planning, by Nov. 2, 2015.** (Some Deans have elected to move the deadline up.

Degree/Certificate: Masters

Major/Option: Occupational Therapy

Submitted by: Donna Mann, OTD, MEd, OT/L

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Part I – Program SLO Assessment Report for 2014-15

Part I – for the 2014-15 academic year: Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning outcome as published either in the catalog or elsewhere in your department literature.
 - 1) demonstrate knowledge and skills for client-centered occupation-based evaluation and intervention to promote full societal participation of clients;
 - 2) understand and apply evidence-based strategies to inform professional practice;
 - 3) describe and apply values and ethics represented in the AOTA's official documents;
 - 4) demonstrate leadership and research skills for promoting and advancing the profession;
 - 5) demonstrate a commitment to lifelong learning by maintaining currency in professional practice.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

_____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

_____ SLO is met, but with changes forthcoming;

1, 2, 3 SLO is met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

SLO's 1, 2 and 3 are assessed via fieldwork evaluation which represents the culminating application of program course content.

Fieldwork evaluation is conducted midway through both 3-month full-time clinical rotations, and again at the end of each rotation. Assessments are thorough and follow standardized formats of the Accreditation Council for Occupational Therapy Education (ACOTE). ACOTE accredits the EWU-MOT program; graduation from an ACOTE accredited program is required for eligibility to take the National Board Certification in Occupational

Therapy Examination (NBCOT). Graduates must successfully complete all MOT coursework and 6 months of full-time fieldwork for eligibility to sit for the NBCOT examination.

NBCOT pass rates demonstrate transfer of knowledge to clinical reasoning and application.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
 - a. **Fieldwork Findings:** 100% of students in the past year have successfully passed fieldwork requirements. The vast majority of students perform as expected, or exceed expectations, without extended support from EWU-MOT Fieldwork Coordinators (FWCs). Students who demonstrate difficulties in fieldwork are identified early through follow-up efforts and site visits conducted routinely by FWCs. When indicated, FWCs monitor performance via telephone and e-mail communication, additional site visits as requested or determined beneficial, and development of action plans when necessary. Students unable to successfully complete a fieldwork rotation are counseled by FWCs who also support the student's adherence to any action plan developed. FWCs then network with community Fieldwork Educators (e.g., fieldwork clinical site supervisors) to identify and secure a 'best fit' fieldwork setting for the student. Prior to the student beginning this next fieldwork rotation, FWCs meet with the student and the future Fieldwork Educator to establish a plan to support the student for success. Throughout the 3-month rotation, FWCs routinely communicate with the student and the Fieldwork Educator for the purposes of on-going assessment of student performance, provision of support to both student and Fieldwork Educator, early identification of needs to support student success and development/modification of action plans as deemed beneficial.
 - b. **NBCOT Findings:** The total number of graduates who passed the NBCOT certification examination as new graduate test takers in 2012-2014 was 83 out of 87, which is a pass rate of 95%. Since the inception of the MOT program, 100% of program graduates who did not pass the certification examination as first-time test takers passed on a repeated attempt. Recent certification exam results can be found on NBCOT's website at: <https://secure.nbcot.org/data/schoolstats.aspx>. The total number of graduates from the program during the 3-year period of 2012-2014 was 98/99 with an overall graduation rate of 99%.
 - c. **Analysis of findings:** Based on NBCOT pass rates, support provided to EWU-MOT students while in fieldwork is a critical element contributing to the over-arching program goal of educating and developing entry-level occupational therapists to serve the, as yet, unmet need for occupational therapists in the local and surrounding

communities. Despite initial difficulties some students experience in transitioning from the student role to the clinical role, success is realized through individualized support. Supporting student success in this manner is congruent with the University mission Statement of Diversity of Inclusivity, the mission Statement of the Office of Disability Support Services and the Values of the University which are student-centered learning, quality in all our efforts, access to opportunity and success, inclusiveness, and integrity.

5. What program changes will be made based on the assessment results?

- a) No program changes are indicated based on current performance. However, identifying factors that can assist in understanding which students will require more support in transitioning to the clinical role could serve the following purposes:
1. Prevent negative experiences by students and Fieldwork Educators
 2. Reduce time commitment required of FWCs to support successful student transition for this subset of students
 3. Indicate program modifications that might serve to fully prepare this subset of students for the transition from the student role to the clinical role prior to the demands of the Fieldwork II setting.
- b) Based on the above, the Occupational Therapy Department is examining the utility of the Test of General Reasoning Ability (TOGRA) as either a tool to assist in the admission process (thus selecting applicants with a higher probability of transitioning readily from academia to the clinical environment) or as a tool to identify students who will benefit from pre-Fieldwork skills development beyond the standardized curriculum and/or special consideration in Fieldwork placement to maximize the probability for a positive Fieldwork experience and successful transition.
- c) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.
- by January, 2016: decision on use of TOGRA as part of the 2016 admissions process
 - If no – determine timeline of this tool OR devise alternate plan
 - by January, 2016: decision on use of TOGRA with students at-risk of struggling with transition to Fieldwork
 - If no – determine alternate plan
 - by March, 2016: identify at-risk factors that will trigger admission of TOGRA to identified students OR develop policy to distribute to all students as a means of identifying at-risk students

- by May, 2016: establish list of students determined at risk for Fieldwork transition difficulties and establish preemptive plan for support
- by October, 2016: assess results of TOGRA use and determine plan for future use or decision against adopting ongoing use of TOGRA and establish alternative plan
- by November, 2016: create Policy and Procedure for use of TOGRA if TOGRA is adopted for use

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

N/A – The SLO Assessment Report for 2014-2015 is not available to me via my department and has not otherwise been made available to me. Given the circumstances, I selected an SLO that I could assess this year AND develop a follow-up process for next year.

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2013-14 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2013-14, and then describe actions taken during 2014-15 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

PLEASE NOTE: The College-Level Synthesis report includes a section asking Deans to summarize which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2013-14

2. **Strategies implemented** during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

Definitions:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data:** This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2. For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.
5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.
6. **Description of revisions to the assessment process the results suggest are needed.** Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program

Improvement” (2001). Retrieved from
http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf