

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Departments on Assessment Activities Reported in 2004-2005 Annual Reports

DEPARTMENT Occupational Therapy DATE 4/7/06

COMMITTEE MEMBER(S) CONDUCTING REVIEW Garl K. Rieke, Lana Rakow

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|---|-----------------------------|--|
| • Were any goals referenced? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • If so, were goals well articulated? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • Do goals address student learning? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |

Comments: Entry-level Graduate Program

--The goals are well articulated and accompanied by specific objectives. Goals are thoroughly and helpfully referenced in the annual report.

--The plan itself is under development. The department recognizes the need for direct measures on campus in addition to the Fieldwork Performance Evaluations and the National Certification Examination generated after students leave UND.

2. ASSESSMENT METHODS

- | | | | |
|--|---|-----------------------------|---|
| Were any specific assessment methods referenced? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input checked="" type="checkbox"/> |

Comments:

--There were 10 assessment methods listed. These included surveys of current graduates, graduates one year out, and employers (5-years out). A major direct assessment tool was the National Certification Examination. In addition there was Faculty evaluation of fieldwork readiness and actual fieldwork evaluation by OT Faculty. These assessment tools provide the OT Department with sound data for evaluating the success of their program and how to improve their program.

--Assessment methods are heavily weighted to indirect goals at this point in time but indications are given that over time more direct assessment will be done of individual goals.

3. ASSESSMENT RESULTS

- | | | | |
|--|---|-----------------------------|--|
| Were any assessment results reported? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • If so, were the results clear in terms of how they indicate need for improvement? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |
| • Were the results tied to goals for student learning? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | QUALIFIED Y/N <input type="checkbox"/> |

Comments:

--The results were reported with respect to each goal in the OT plan. The numerical percentage data indicative of poor versus good for each goal was also accompanied by a narrative pointing out strengths and weaknesses perceived by students and employers. The OT Department used this information in their description of planned changes in the OT program

--Indirect assessment data of employer and student perceptions of learning were presented and well analyzed.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES ☒ NO ☐ QUALIFIED Y/N ☐

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

YES ☒ NO ☐ QUALIFIED Y/N ☐

Comments:

--The use of indirect assessment methods provided the department with helpful information. Data is being used to modify (upgrade) the OT program. For example, modifications include increased application of theory/research to practice and more student experiences in intervention strategies and management practices.

--The Department appears to be strengthening its methods of direct assessment. Continuing to develop additional direct methods of assessment will be even more instructive.

5. SUMMARY

Strengths

- ☒ A specific plan for assessment is in place.
- ☒ Student learning goals are well-articulated.
- ☒ Assessment methods are clearly described.
- ☒ Assessment methods are appropriately selected.
- ☒ Assessment methods are well-implemented.
- ☒ Direct and indirect methods are implemented.
- ☒ Results are reported.
- ☒ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

Areas for Improvement

- ☐ No specific plan for assessment is in place.
- ☐ Student learning goals are not well-articulated.
- ☒ Assessment methods are not clearly described.
- ☐ Assessment methods are not appropriately selected.
- ☐ Assessment methods are not well-implemented.
- ☒ A single type of assessment methods predominates.
- ☐ No results are reported.
- ☐ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The department has clearly articulated learning goals and a progressive plan for working out methods of assessment on individual goals. This plan could be used as a model for other programs.

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Section 1: ☐ Y ☐ N Section 2: ☐ Y ☐ N Section 3: ☐ Y ☐ N Section 4: ☐ Y ☐ N

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done