

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in 2011-12 Annual Report**  
**GRADUATE PROGRAMS**

**DEPARTMENT** Occupational Therapy **DATE** 02/17/13

**PROGRAM(S) COVERED IN REVIEW** Masters program

**COMMITTEE MEMBER(S) CONDUCTING REVIEW** Roxanne Hurley & Shari Nelson

**1. STUDENT LEARNING GOALS**

- Were any goals referenced? YES X NO     QUALIFIED Y/N
- If so, were goals well articulated? YES X NO     QUALIFIED Y/N
- Do goals address student learning? YES X NO     QUALIFIED Y/N

*Comments: A current Assessment Plan is posted on the university assessment committee website and is included in the 2011-12 departmental Annual Report. There are seven well articulated goals each with specific objectives that address student learning. The objectives address the areas of subject matter, skills and cognitive learning. Accreditation standards are included within the goals and objectives.*

**2. ASSESSMENT METHODS**

- Were any specific assessment methods referenced? YES X NO     QUALIFIED Y/N
- If so, were specifically chosen assessment methods appropriately aligned with individual goals? YES X NO     QUALIFIED Y/N
  - Were both direct and indirect assessment methods used as components of a “multiple measures” approach? YES X NO     QUALIFIED Y/N

*Comments: According to the departmental report, data collection tools which are program specific were revised to interface with the UND Occupational Therapy Department Student Competencies which are based on the ACOTE 2006 Accreditation Standards. The plan identifies two types of assessment: a general evaluation of the program and an assessment of student learning with a separate matrix for each. The Stage 2 chart lists specific assessment methods for each student learning goal and objective which includes a mix of direct and indirect assessment measures.*

**3. ASSESSMENT RESULTS**

- Were any assessment results reported? YES X NO     QUALIFIED Y/N
- If so, were the results clear in terms of how they specifically affirm achievement of goals? YES     NO X QUALIFIED Y/N
  - If so, were the results clear in terms of how they indicate need for improvement? YES     NO X QUALIFIED Y/N
  - Were the results tied to goals for student learning? YES     NO X QUALIFIED Y/N

*Comments: The assessment results presented in the annual report included NBCOT student pass rates, student retention and progression, student course evaluation, student evaluations of fieldwork, and mid-term student evaluations. The results provided a general evaluation of the program, curriculum and faculty but do not address student learning. The results provided are indirect measures of students’ perceptions. No direct assessment data that could be aligned to student learning was included in the report. There are statements in the “closing the loop” section that refer to data being reviewed by faculty. It would be helpful to see direct assessment results and their analysis in future reports.*

**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:** *According to the annual report, assessment data was reviewed by faculty and curriculum changes made based on assessment data. The report stated that more application of theory with hands-on activities has been enhanced in multiple classes across the curriculum during the current academic year. Data for these changes is expected to be reflected in assessment data for this current academic year (2012-2013). Analysis of the NBCOT exam scores was conducted and changes made within the program in an effort to improve student success.*

## 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 OT Assessment Plan is well designed and it has goals, objectives and assessment methods tied to student learning. Results of program evaluation are reported but results about student learning were not included in this year's report. A clear plan is in place to review the data that is obtained and it is demonstrated that changes are made in the program based on the data gathered. It is recommended that the department further implement their plan to assess the student learning component.*

## MATERIALS REVIEWED

- ☒ Annual report
- ☐ Appendices (cited in annual report)
- ☐ Other (please describe)

- ☒ Assessment plan (as posted)
- ☒ Previous assessment review

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

### Coding Key:

- Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years)
- 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

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