

UA COSSATOT

**COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
OTA PROGRAM EVALUATION REPORT**

2018-2019

Data for report collected for academic year 2018-2019 (August 1, 2018-July 31, 2019)

A. Student Progression and Retention

Measures applied: Progression/retention data

Data and Analysis:

2nd year students

Class of 2018 was admitted in August, 2017. For this reporting year, this class of students are second year students completing Level II FW in the fall, 2018 semester and graduating December, 2018. Level II Fieldwork and coursework was successfully completed this academic year (Class of 2018) by 12/13. The 13th student (CM) was not successful in his Level II FW A despite remediation. This was his second attempt in the program and was withdrawn in September, 2018. Graduation in December, 2018 included 12/13 students who remained in the program to begin the fall, 2018.

1st year students

Class of 2019 students were selected in June, 2018 and began the program in August, 2018. These 16 students began the technical portion of the program in August of 2018 (progression includes fall 2018, spring 2019, and summer 2019). One student (Rios) was accepted to return in Spring 2019 and is counted in the accepted number of students for Class of 2019. One (Class of 2019) student (Pettigrew) was withdrawn in August 2018 due to drug policy violation. 15/16 students continued from the fall to the spring semester. One (Class of 2019) student (Clark) withdrew in spring 2019 due to personal medical reasons). 14 students who began the spring semester, completed the spring and summer semesters. Overall, 14/16 who began the year, completed the year.

OTA Program Retention Rate: Progression through courses 1st and 2nd year data for 2018-2019:

2nd year student retention (beginning of second year to graduation (fall)—progression through courses)

• Fall 2018	OTA Class of 2018	13 started/12 finished	12/13 students	92.3% retention
• Fall 2017	OTA Class of 2017	12 started/11 finished	11/12 students	91.7% retention
• Fall 2016	OTA Class of 2016	14 started/14 finished	14/14 students	100% retention
• Fall 2015	OTA Class of 2015	13 started/13 finished	13/13 students	100% retention
• Fall 2014	OTA Class of 2014	14 started/14 finished	14/14 students	100% retention
• Fall 2013	OTA Class of 2013	22 started/22 finished	22/22 students	100% retention
2nd Year: last three-year average		94.9% retention		

1st year student retention (beginning of first year through fall, spring, summer)

• 2018-2019	OTA Class of 2019	16 started/14 finished	14/16 students	87.5% retention
• 2017-2018		15 started/14 finished	14/15 students	93.3% retention
• 2016-2017		15 started/12 finished	12/15 students	80.0% retention
• 2015-2016		15 started/14 finished	14/15 students	93.3% retention
• 2014-2015		15 started/13 finished	13/15 students	87.0% retention
• 2013-2014		15 started/14 finished	14/15 students	93.3% retention
• 2012-2013		22 started/22 finished	22/22 students	100% retention
1st Year: last three-year average		87.0% retention		

Overall 2018-2019 Average (1st and 2nd year) Retention **89.9% retention**
Three-year average (1st and 2nd year) Retention **90.8% retention**

Individual Semester Breakdown

Fall, 2018

15/16 first year students (Class of 2019) who began the semester, completed the Fall 2018 Program Courses.

One student was withdrawn in beginning of the semester due to a drug violation. (JP).

12/13 second year students (Class of 2018) began Fall 2018 semester and completed coursework and Level II FW in the fall. (one student failed initial Level II FW and was removed from the program as this was his second attempt and due to failure to progress with clinical skills. (CM))

- 1st year students 15/16
- 2nd year students 12/13

TOTAL 27/29 = 93.1% successful progression

Spring, 2019

14/15 first year students (class of 2018) who began the semester, completed the Spring 2019 program courses. One student completed the fall semester but withdrew during the spring semester due to personal and medical reasons (KC) not related to faculty effectiveness.

- 1st year students 14/15

TOTAL 13/13 = 93.3% successful progression

Summer, 2019

All courses passed

- 1st year students 14/14

TOTAL 14/14 = 100% successful progression

UA Cossatot Total AAS Majors

○ UA Cossatot Total AAS Majors (3-yr avg)		94.2% retention
▪ Summer 2019	165/165 students	100% retention
▪ Spring 2019	335/365 students	92.0% retention
▪ Fall 2018	361/390 students	92.6% retention
▪ Summer 2018	145/164 students	88.4% retention
▪ Spring 2018	357/393 students	90.8% retention
▪ Fall 2017	424/435 students	97.5% retention
▪ Summer 2017	182/185 students	98.4% retention
▪ Spring 2017	380/405 students	93.8% retention
▪ Fall 2016	412/438 students	94.1% retention

OTA Program Graduation Rate (beginning of program to end of program/graduation):

• OTA Class of 2018	12/15 students	80.0% graduation rate
• OTA Class of 2017	12/15 students	80.0% graduation rate
• OTA Class of 2016	14/15 students	93.3% graduation rate
• OTA Class of 2015	13/15 students	87.0% graduation rate
• OTA Class of 2014	14/15 students	93.3% graduation rate
• OTA Class of 2013	22/22 students	100% graduation rate

Three year average 38/45 84.4% graduation rate

Results for review year 2018-2019:

- The overall retention rate for 2018-2019 at 84.4% is slightly below threshold.
- First year student retention rate is 87.5% overall. One was withdrawn in the first semester due to drug policy violations and the other for personal medical reasons prior to beginning the summer semester. No students were unsuccessful due to academic reasons.
- Second year student retention is 92.3%. One student who began Level II FW with Class of 2018 was not successful in the first Level II FW even with remediation. As this was his second attempt he was withdrawn from the program.
- 3 year average retention rate of 90.8% is slightly lower but similar to the college's average in the same time period (94.2%) and is a reflection of advising and support and student satisfaction throughout the program.
- OTA Program graduation rate of 80% was achieved for Class of 2018 giving a three year average of 84.4%. This rate falls below threshold standard of 90%. One student-unsuccessful in coursework, one student unsuccessful in FW and one student w/d due to personal reasons (pregnancy) during the program.

Actions Indicated:

- Continue required mid-semester advising in each semester with focus on time/attendance, quality of written work, examination grades, expectations, review of student performance, discussion of strategies for improvement and progressing through OTA program.
- Admission requirements were adjusted for application period ending March 2019. This should impact both retention and graduation rates.
- Continue the summer orientation program and explore possibilities of adding a more comprehensive review of A&P and Med Term possibly through a mini course.
- Continue investigating possibly of requiring kinesiology as a prerequisite course prior to beginning the program as well as pathophysiology. This could allow for greater success within the program with retention of knowledge.
- Review threshold for graduation requirement goals with program evaluation as each year we have students exit the program due to personal reasons (pregnancy, financial, etc) that are not related to student satisfaction or faculty effectiveness. ACOTE requirements for board pass rate is 80%. This number could be applied to graduation rate as well.

Desired Outcomes:

- Students admitted to the program will remain with the program once initiated.
- Students will continue to progress through program and successfully complete all courses.
- Student satisfaction with program will remain high.
- Students will indicate a level of balance with course load.
- Graduation rate will return to above threshold level.

B. Faculty Effectiveness in Assigned Teaching Responsibilities/Student Advising Effectiveness

Measures applied: Progression/retention data; advising session data; review of use of occupation in intervention selection

Faculty effectiveness is considered as an indirect measure of students' progression through the program and the ability to progress from theory to experiential portions of the program. In addition to faculty effectiveness, this data collection area includes information on student progression and retention in the program. (see student retention and graduation rates in prior section and student satisfaction in the next section)

Faculty are assigned teaching responsibility to their match their experience and interests. All faculty of the OTA Program have documented expertise in their areas of teaching and have knowledge of the content delivery method. Additionally, core faculty utilize contract employment outside of the college along with continuing education to ensure contemporary practice knowledge for areas of teaching responsibility. Faculty complete ongoing learning opportunities to enhance instructional skills.

We have two courses offered in a distance learning format: OTA 1113-Intro to OTA and OTA 2402 Professional Issues in OT. Intro to OTA is offered both in class (taught by adjunct COTA) and online (taught by PD). Prof. Issues is taught by the PD. The PD hold a Masters of Education in Educational Technology which had a focus of online instruction development and online instruction delivery. The PD also serves on the Distant Learning Committee for the college which includes the responsibility of online course review. All full time staff are required to have a PDP that aligns with the program and college's mission. Core faculty have completed training in course instruction and new adjunct faculty are assigned a mentor to facilitate their growth in content delivery.

With 28 years of clinical experience in OT, Mrs. Heminger has in-depth knowledge of the foundational principles of OT that are required to teach the Intro to OTA course. This includes the faculty supervision and development experience to mentor adjunct faculty for this and other courses. Additionally, she has a strong history in physical dysfunction across treatment areas including acute care, rehab, out-patient rehab, long-term care, long-term acute, and school systems with a variety of age groups. This experience is vital when instructing in the pathophysiology, human movement, and therapeutic interventions courses. As the instructor for the Professional Issues in OT course, Ms. Heminger utilizes her experience in the profession and in supervision to facilitate student success in transitioning from a student to entry-level clinician. Additionally, Mrs. Heminger, has to a lesser extent, experience in geri-psych and behavioral health and is able to provide support and assist with the Psychosocial/Mental Health course. She does this as well with using her management experience to support and assist with the Management in OT course. Ms. Heminger continues in clinical practice on a PRN/contract basis with both adults and pediatrics to maintain skills in contemporary practice. Additionally, she has completed ongoing professional development in the areas of curriculum design and assistive technology.

Ms. Pool is the AFWC for UA Cossatot. She is an OTR with over 30 years of clinical experience. Her clinical experience spans the lifespan from birth to geriatric for both physical disabilities and mental

health. Her diverse experience gives her the experience to be effective in teaching the physical disabilities course. Additionally, she has experience in Psychosocial OT in both a closed HI unit and a behavioral psych unit. This past experience as well as ongoing professional development through AOTA home study courses along with other continuing education specific to mental health give her both a historical and contemporary skill set for teaching the Psychosocial OT course. Ms. Pool continues in clinical practice on a PRN/contract basis with both adults and pediatrics in phys dys and psychosocial settings to maintain skills in contemporary practice. Finally, Ms. Pool has experience as a clinical rehab department manager that gives her the insight needed for the Management in OT course. Ms. Pool continue to refine her classroom instructional skills through professional development courses in classroom instruction.

Dr. Stuart-Howell holds a clinical doctorate in OT and has over 10 years of experience in clinical practice. Her experience, knowledge, and advanced degree provide her with the skills needed to teach the Therapeutic Activities I and II courses. She utilizes her knowledge of scholarly research to facilitate the skills of her students with activity analysis and promoting their abilities to support activity and occupation through the use of available evidence and research.

As a graduate of the UA Cossatot OTA program, Ms. Griffin has intimate knowledge of the processes and policies of the program and college. The education received with her Associate of Applied Science in OTA and her clinical experience provides the foundation for teaching the Introductory (Intro to OTA) course at UA Cossatot. Mrs. Griffin completed her degree utilizing the blackboard learning management system and completed the new adjunct blackboard onboarding course prior to beginning her instructional duties. She has been mentored through this process by the OTA Program Director.

Dr. Alexandra Webb is an OTR with 7 years of experience in clinical practice. Although she has experience with adult rehab, the bulk of her experience involves pediatrics, developmental, home health, and school system OT. She utilizes her knowledge to promote student abilities to support within the pediatric realm. Dr. Webb continue to refine her classroom instructional skills through professional development courses in classroom instruction.

The Medical Education Division Academic Advisors (in coordination with the PD) supervise the application process for the OTA program which includes discussing the rigors of the program. Students also attend orientation prior to the beginning of the program where the requirements and rigor of the program are again fully discussed. Students are mentored through the orientation process and prep to begin the program by the Medical Education Academic Advisor. The Medical Education academic advisor is located on the Ashdown campus to provide greater support to the OTA Program.

The Academic Advisor also assists each semester with registration for all OTA students and is available for conferences as needed for concerns relating to registration and general support for progress through the college program. Additionally, each OTA student is assigned to an OTA faculty advisor (Mrs. Pool, Dr. Webb, Mrs. Griffin, and Dr. Stuart-Howell) for support within the program. Students meet with Mrs. Heminger at any time throughout the semester that grades falls below passing as well as at midterm during the final semester in the Professional Issues course. The OTA faculty maintain an “open-door” policy for meeting with students and mid-term advising meetings are required each semester. Areas of concern for these meetings include time/attendance, quality of written work, examination grades, expectations as well as review of student performance and discussion of strategies for improvement. Referrals to academic intervention services have been utilized including student services as well as the academic learning center. Additionally, students have the ability to post questions, concerns, and comments both with their name attached and anonymously through blackboard. Finally, students are required to submit weekly progress reports to the AFWC during Level II Fieldwork and meet with the

program director at least once mid semester. These provide information for advising as needed. Student advising has been utilized to facilitate progression through the OTA program.

The data collection area assessing the ability to utilize occupation is used as a measure of impact of instructor effectiveness. Student use of occupation during intervention process is vital to their success. Our goal of 100% of student use of occupation during their final competency in OTA 2204 is a good indicator of student use.

Spring 2019, First Year Students (Class of 2019)

- OTA 2204 Final Project, Spring 2019
100% of students utilized client specific occupation within their intervention design.

Results for review year 2017-2018:

- Student use of occupation assessed with their OTA 2204 Final demonstrated good use of occupation in the design.
- All faculty have completed workshops and webinars to continue enhancing abilities in classroom instruction.
- Core and adjunct faculty demonstrate experience and contemporary knowledge in the instructional areas.
- PDP were continued this year for including learning opportunities focusing on teaching in diverse world and as well as advising.
- Advising structure within the OTA Program has continued to include core faculty (Pool, Griffin, Webb and Stuart-Howell).

Actions Indicated:

- Explore options with new application process/system to streamline process and areas for advising.
- Core faculty will continue to complete continuing education courses and work on contract basis outside of college to ensure contemporary knowledge of clinical practice.
- All faculty will continue to include continuing education to address skills for advising as well as gaining insight in instruction within a diverse world. Both of these areas were continued on PDP for faculty.
- Continue to monitor student use of occupation by end of program.
- Continue required mid-semester advising in each semester with focus on time/attendance, quality of written work, examination grades, expectations and review of student performance and discussion of strategies for improvement, progressing through OTA program and prerequisite courses taken concurrently with program courses.
- Continue mentorship of adjuncts as needed.

Desired Outcomes:

- Students will continue to progress through program and successfully complete all courses demonstrating high level of faculty effectiveness in assigned teaching responsibilities.
- Student satisfaction with program will remain high.
- Graduation rate will return to level higher than threshold.

C. Student Satisfaction with instructors and program

Measures analyzed/applied: Course Satisfaction Survey; Instructor Satisfaction Survey; Advisory Council Targeted Survey

Data and Analysis:

Following each fall and spring semesters the institution conducts student evaluations of all faculty: full-time and adjunct. They do not complete evaluation that target satisfaction with the course itself or any summer evaluations. MED education as a division utilizes surveys as previously in order to include summer courses and all items required for individual program accreditation needs. This also fits better with adjusted schedules required in program courses as the college as a specific data collection window. Results are included in this report for fall 2018; spring 2019; and summer 2019.

Results for review year 2018-2019:

The following results were recorded as average score of responses:

- Overall Course Satisfaction
 - Fall 2018 92.6%
 - Spring 2019 99.3%
 - Summer 2019 98 %
 - Average 96.6%
 - Instructor Satisfaction
 - Fall 2018 91.0%
 - Spring 2019 95.2%
 - Summer 2019 95.0%
 - Average 93.7%
 - Overall Average (course and instructor) 95.2%
 - Accessible resources, equipment and supplies to maximize learning
Overall 98.2% rated 3 or 4
 - Lab space was well organized
Overall 98.2% rated 3 or 4
 - Equipment was adequate, available and in working order
Overall 98.2% rated 3 or 4
- Average 98.2 %

The Program Director reviews these ratings at the end of each semester and a comprehensive report is completed at the end of the academic year with this program evaluation report. Patterns of responses require thoughtful review of how/if changes are needed in curriculum or instruction delivery to meet the learning needs of the students. These results are also utilized with Core Faculty PDP reviews each spring.

Overall, all the OTA faculty satisfaction achieved averaged ratings of 93.7. These ratings exceed our 85% desired threshold. Overall course ratings averaged 96.6%. Most individual instructor ratings met or exceeded the desired threshold indicating successful implementation of PDP plans. One instructor survey was below threshold. A mutual decision was made that this instructor would not continue teaching in the OTA Program.

Overall the comments this year are primarily positive throughout all of the surveys with an occasional negative included. Examples of positive comments were noted in areas of instructor knowledge and passion for the profession and the material as well as demonstrating caring for students. Examples of areas for improvement included improving instructional skill of instructors. A new instructor was utilized in the Human Movement Course but as this instructor will not continue with the program next fall, the PD will coordinate the course and utilize this time to standardize the grading rubrics with other courses to align better with learning outcomes and rubrics used in other courses. This will hopefully translate greater student satisfaction with the course and instructor.

The increased number of faculty and lab assistants in labs where critical skills are taught (especially those with safety components) has been continued to meet needs.

Advisory Council meetings were held in the fall and spring semesters this year. Conversations were held in person and through web conferencing. Members indicated the equipment and supply list is comprehensive and effective for training in this area.

Actions Indicated:

- Monitor first year fall courses for student satisfaction and progression
- Maintain number of students admitted into the program around 15-18 students to allow adequate attention to students in courses and lab.
- Maintain staff ratios in labs where a lower ratio of students to faculty is needed to facilitate learning and safety.
- Explore possibility of moving to a larger lab area to allow for greater line of site supervision in labs along with greater attention.
- Monitor need to increase lab equipment inventory as needed.
- Collaboration labs will be continued including both the fall and spring semesters with nsg.
- Collaborative labs were added with the PTA students and will be monitored.
- Complete routine advisory council surveys for practice trends to include data for program evaluation and program development purposes.
- Monitor effectiveness of increased collaborative labs.
- Adjust rubrics in Human Movement. Monitor for effectiveness and consistency.
- Adjust rubrics in Psychosocial/MH for effectiveness and consistency.
- Monitor effectiveness of increased access of wifi in OTA building.
- Continue with PDP goals for instructors to target abilities to improve instructional skills.

Desired Outcomes:

- Valid and reliable data collected for courses presented in standard manner for consistent objective data.

- Improved student performance in lab settings.
- Improved student outcomes and satisfaction in all courses.
- Improve instructional abilities of core and adjunct faculty.

D. Student Evaluation of Fieldwork Experience

Measures analyzed/applied: Student Evaluation of Fieldwork Experience for Level I Fieldwork A, B, and C and Student Evaluation of Fieldwork Experience for Level II Fieldwork A and B

Data and Analysis:

Following the completion of each Level I Fieldwork Experience as well as Level II Fieldwork Experiences, students complete an evaluation of the fieldwork experience. The Program Director reviews these ratings at the end of each semester and a comprehensive report including data from the academic year is utilized for program evaluation purposes. Patterns of responses require thoughtful review of how/if there needs to be a change in curriculum or instruction delivery to meet the learning needs of the students in order to prepare them for Level Fieldwork and ultimately as skilled, employable, entry-level OTAs.

For Level I Fieldwork rotations, the student satisfaction with the fieldwork experience rating includes rating for the experience in the areas of: clinical site, professionalism of the clinical instructor, therapeutic use of self with the student and clients of the clinical instructor, clinical reasoning skills of the clinical instructor, and the practical skills of the clinical instructor. Students are asked to rate each of the areas on a five rating scale including: poor, below average, average, above average, and exceptional. In addition to the above ratings, students must provide written narrative comments in each area to justify and support their ratings.

Results for review year 2018-2019:

- Level I (data collection from fall 2018, spring 2019, and summer 2019)
 - Overall Satisfaction with Fieldwork Site
 - 96.6% of ratings above average or exceptional

Sample student comments regarding Level I FW:

- Everyone was available to help with anything. The CI was always trying to learn and improve. She was a great example for a student.
- Clinical instructor took personal interest in her students.
- Some days really small caseload so few patients to learn from.
- Some clients made comments that they were tired of always doing the same things everyday.
- The relationships I built with the CI, facility and the patients was very memorable.
- The patient's all seemed pleased with the treatment approach. I feel like I learned a lot. Everyone was very friendly and helpful.
- Being in the clinical setting helped me have a better understanding of what we are studying in class. They gave me lots of feedback.
- The patients were great and I learned a lot.
- I enjoyed my time at this site. It was a very professional atmosphere and I would recommend this facility to any student.

For Level II Fieldwork rotations, students completed the Student Evaluation of Fieldwork Experience (SEFWE) utilizing the form created and provided through AOTA to evaluate and provide feedback about each experience.

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. The form allows students to provide feedback in the areas of: orientation to site, caseload mix and number throughout experience, number and variety of opportunities for the areas of the Occupational Therapy Process, theories/frames of reference/models of practices used, fieldwork assignments, environmental aspects, supervision provided, and relevance of academic preparation. They are then asked to provide an overall summary rating of the site in four areas:

- Expectations of fieldwork experience were clearly defined
- Expectations were challenging but not overwhelming
- Experiences supported student's professional development

These areas are rated on a 5 item scale for: 1=strongly agree, 2=disagree, 3=no opinion, 4=agree, 5=strongly agree. Data collection was reviewed for this report in these areas to indicate a student satisfaction of the fieldwork experience leading to overall satisfaction with the OTA program.

Results for review year 2018-2019:

- Level II (Class of 2018—Fall 2018)
 - 24 of 24 surveys were returned and available for data collection
 - Expectations of fieldwork experience were clearly defined
 - Rating 4 or 5: 24
 - Expectations were challenging but not overwhelming
 - Rating 4 or 5: 24
 - Experiences supported student's professional development
 - Rating 4 or 5: 24
 - Overall Rating
 - 24 surveys x 3 areas of rating = 72 ratings
 - Average rating of 4 or 5 indicating satisfaction with experience
 - 100% or rating 4 or 5

Overall student comments have been positive throughout all of the Level II Fieldwork surveys. Examples of positive comments include:

- It was a wonderful experience.
- Everyone was friendly and welcoming.
- Great experience.
- Was introduced to many forms of treatment.
- Staff was amazing and welcoming.

Examples of comments for areas of improvement were noted:

- I would truly recommend students from UA Cossatot in Ashdown to really ensure they are prepared for drive and travel expenses!
- Will be required to do an in-services within 6 weeks.

Actions Indicated:

- Continue process for collection of Level II Fieldwork SEFWE to ensure a high response rate and data collection pool.
- Continue to increase number and variety of fieldwork experiences available.
- Continue to offer training opportunities for fieldwork educators to promote ongoing collaboration.
- Continue to investigate the processes utilized by other programs to ensure a clear and fair process for selection of and assignment of fieldwork placement sites.
- Continue to explore options for an online version of the assessment.

Desired Outcomes:

- Improved student awareness of expectations with each fieldwork site.
- Maintaining student satisfaction with fieldwork sites translating to satisfaction with OTA program.
- Increased number and variety of fieldwork site.
- Fieldwork education community more knowledgeable about program curriculum focus.

E. Student Performance Evaluation in Fieldwork Experience

Measures analyzed/applied: Student Performance Evaluation in Fieldwork Experience for Level I Fieldwork A, B, and C and Level II A and B

Data and Analysis:

Student performance is evaluated following each Level I and Level II Fieldwork Rotations. Scores are recorded for areas including professional behavior, communication skills, respect, observance of policies and personal responsibility. Data collection was expanded last year (and continued this year) to include student ratings for competency in the areas of administering assessment and for performance on intervention selection during Level II FW.

Student performance for Level I FW is recorded utilizing the Level I FW Competence Document. Performance on Level II Fieldwork is assessed with the AOTA Fieldwork Performance Evaluation Tool.

Level I competency is recorded as ability to pass each Level I fieldwork rotation on the first try. For Level II Fieldwork, the data collection focused on the professionalism, assessment administration, and intervention selection sections of the AOTA Fieldwork Performance Evaluation Tool. Section VI (Professionalism) of the FWPE includes individual ratings for: self-responsibility, response to feedback, work behaviors, time management, interpersonal skills, and cultural competence. Section III includes ratings for evaluation/assessment and screening skills, and Section IV is for interventions.

The FWPE uses a 4 point rating scale. Each of the ratings is defined as follows:

- 4—Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all of the students you have supervised.
- 3—Meets Standards: performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.
- 2—Needs Improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.
- 1—Unsatisfactory: performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

Our performance threshold of 90% successful ratings for a 3 or 4 indicates that in the professionalism, assessment, and intervention sections our students are demonstrating competence at a standard consistent with entry-level practice. Final scores from both Level II FW Rotations A & B were utilized in our data collection.

Results for review year 2018-2019:

The following results were recorded from the performance competency and evaluation tools.

- Level I Fieldwork First Try Pass Rate
 - Fall, 2018 100% pass rate
 - Spring, 2019 100% pass rate
 - Summer, 2019 100% pass rate
 - 100% First Try Pass Rate for all Level I Fieldwork Rotations
- Level II Fieldwork Performance (% of students scoring a level 3 or 4 on the indicated sections of FWPE)
 - Section IV-Professionalism
 - Fall 2018 (Class of 2018)
 - 12 ratings per students x 12 students
 - 144 items rated
 - Ratings of 2 4
 - Ratings of 3 or 4 140 97.2%

- Section III-Evaluation/Assessment Administration
 - Fall 2018 (Class of 2018)
 - 10 ratings per students x 12 students
 - 120 items rated
 - Ratings of 1 or 2 13
 - Ratings of 3 or 4 107 89.2%
- Section IV-Intervention Selection and Implementation
 - Fall 2018 (Class of 2018)
 - 12 ratings per students x 12 students
 - 144 items rated
 - Ratings of 1 or 2 8
 - Ratings of 3 or 4 136 94.4%

Overall the fieldwork educator comments have been positive throughout all of the surveys. Positive comments were noted in areas of student professionalism, enthusiasm, respect, initiative to learn and communication. Suggestions for improvements included efficiency with SOAP note writing, confidence level and variety of selection of intervention strategies and comfort with observational skills. Student ratings in the evaluation and assessment administration was improved from last year but remains slightly below our threshold. Faculty will continue to assess assignments and continue to monitor this area. Detailed rubrics have been completed for most competencies and for Human Movement and were expanded last year to include SOAP note writing skills. This year we plan to standardize those in Psychosocial/MH. This item is again slightly below threshold at 89.2%. We have added some clarification to how assessment is completed in the interventions class to improve these performance skills.

Actions Indicated:

- Continue to monitor FWPE data in areas of professionalism, administering assessments, and intervention selection and implementation.
- Faculty will continue to review assessment assignments and monitor for possible updates.
- Continue working with the advisory council to review evaluation of assessments skills required for local practice.
- Continue exploring options for additional ways to assess critical thinking skills and clinical readiness skills
- Continue to develop detailed, standardized rubrics for clinical competencies in all courses with lab components.
- Monitor impact of adding SOAP note writing skills and assessment to clinical competencies in lab courses.

Desired Outcomes:

- Successful progression from theory to didactic portions of curriculum and training
- Excellent performance on Level II Fieldwork Evaluation of Performance
- Excellence in job readiness skills for Entry Level Practice

E. Fieldwork Program and Sites Number and Variety

Measures analyzed/applied: Fieldwork site list, Contract list, AFWC notes*Data and Analysis:*

For any OTA Program, the number and variety of both Level I and Level II Fieldwork sites is an evolutionary process. The OTA Program has developed sufficient sites to accommodate current number of students but a greater number and variety are desired to ensure the most effective fieldwork education possible. Student evaluation of FW experience as well as overall student satisfaction is a reflection of having a successful fieldwork program.

Results for review year 2018-2019

- The OTA program currently has contracts with 78 Fieldwork sites. Several of these fieldwork sites accept both Level I and Level II students at the same time.
- All first year students for class of 2019 completed Level I Fieldwork rotations in a variety of settings with focuses on psychosocial OT (fall 2018), physical dysfunction (spring 2019), and pediatrics (summer 2019).
- All first year students for class of 2019 had placements in psychosocial settings this fall (Fall 2018) and have been scheduled for phys dys settings in Spring 2019.
- All second year students for class of 2018 had placements in different settings assigned for Level II Fieldwork A and B for Fall 2018.
- Some sites that have large OT staff numbers have multiple students assigned at the same time for Level I FW.
- All sites with students currently assigned have had meetings with the AFWC to review OTA program curriculum and objectives and have had the opportunity to develop and communicate site specific objectives.
- Emerging practice areas for work place evaluation, injury prevention and community health have been utilized.

Actions Indicated:

- Continue to add additional sites.
- Continue the development of fieldwork educator tools to simplify understanding of fieldwork objectives and OTA program curriculum design.
- Continue to develop an online resource for fieldwork educators.
- Continue to investigate options for offering fieldwork educator training opportunities in order to recruit additional fieldwork sites and improve quality of fieldwork instructions.
- Continue to investigate options for offering continuing education opportunities to offer to the OT community as well as fieldwork educators.

Desired Outcomes:

- Exceptional variety of fieldwork sites
- Exceptional quality of fieldwork education

F. Graduate Satisfaction with the ProgramMeasures analyzed/applied: UA Cossatot Attrition and Graduation Rate Analysis, UA Cossatot Graduate Survey*Data and Analysis:*

The data collected in this area to demonstrate satisfaction the UA Cossatot OTA Program includes not only the reporting of the student for their self-perceived satisfaction with the program, but also data with regards to UA Cossatot Attrition and Graduation rates. This information is important as some students will enroll in the OTA program only to find that OTA was not the right career choice for them. Additionally, student satisfaction is often tied to their ability to pass the board exam and to ultimately find, secure, and demonstrate competence with entry-level employment performance. Because graduate performance on the NBCOT exam and employment data is relevant and important, that data is included in separate categories in the following sections of this report.

Over the last two years we expanded data collection to include the additional areas of data required by ACOTE including but not limited to assessment of student debt and student demographics for income level. We continued having graduates complete two surveys. First at the end of the program, students are asked to complete an OTA Program Graduate Exit Survey. Additionally, a separate survey (OTA Program Post Graduation Survey) is conveyed approximately 6 month post-graduation in order to collect employment data.

UA Cossatot administers a Graduate Survey immediately upon graduation (December 2018) but this survey is for all majors graduating and does not collect the specific information for OTA Program ACOTE annual reports or program evaluation reporting.

Results for Review Year 2018-2019

Retention Rate – *(data restated from above)*

OTA Program Retention Rate: Progression through courses 1st and 2nd year data for 2018-2019:

2nd year student retention (beginning of second year to graduation (fall)—progression through courses)

- **Fall 2018** **OTA Class of 2018** **13 started/12 finished** **12/13 students** **92.3% retention**

1st year student retention (beginning of first year through fall, spring, summer)

- **2018-2019** **16 started/14 finished** **14/16 students** **87.5% retention**

Overall 2018-2019 Average (1st and 2nd year) Retention	89.9% retention
Three-year average (1st and 2nd year) Retention	90.8% retention

Graduation Rate – *(data restated from above)*

OTA Program Graduation Rate (beginning of program to end of program/graduation):

- **OTA Class of 2018** **12/15 students** **80.0% graduation rate**
- Three year average** **38/45** **84.4% graduation rate**

OTA Program Exit Survey

90% of students (9/10 surveys) indicated overall satisfaction with the program at a 4 or 5 level (above average or excellent)

90% of students (9/10 surveys) rate their ability to “respond to changes in occupational therapy and health care” on the exit survey at a 4 or 5 level (above average or excellent)

OTA Program Post-Graduate Survey—Fall 2019--(Class of 2018—9 responses)

Employed:

Full time	8
Part time	1
Non-OT	0
Unemployed seeking	0
Not seeking	0

9/9 students who sought employment indicated employed within 6 months.

8/9 indicated working full-time.

100% of students seeking employment were employed within 6 months

- Weeks to find employment in field
 - Average = 3.5 weeks

Actions Indicated:

- Continue to collect data with OTA Graduate survey for the Class of 2019 graduation class to obtain pertinent data for evaluative reporting and program development purposes as well as the UA Cossatot survey
- Continue use of exit survey as well as post-graduation survey
- Continue to monitor information required for ACOTE annual report to survey for accurate reporting
- Maintain and increase graduation rates
- Maintain and decrease attrition rates
- Maintain an overall student satisfaction with OTA program

Desired Outcomes:

- Valid and reliable data collected for the program presented in standard manner for consistent objective data review.
- Excellent performance in fieldwork settings.
- Improved student outcomes and satisfaction in the program.
- High graduation rate level.

G. Graduate performance on the NBCOT Exam

Measures analyzed/applied: NBCOT Reporting of Graduate Performance on the NBCOT Exam

Data and Analysis:

In order for OTA Practitioners to be employed in the field of occupational therapy, they must graduate from an ACOTE accredited OTA program, demonstrate minimum competency on the NBCOT national

board exam, and then be licensed in the state they desire employment. The students admitted into the UA Cossatot OTA program for the Class of 2018 have resided in and indicated a desire to be employed in the four state (Arkansas, Texas, Oklahoma, and Louisiana) geographic areas. Each of these states require state licensure for OTAs to practice. Additionally, each of these require a minimum passing score on the NBCOT Board Exam (in addition to other requirements) in order to be granted a license. The process for becoming a skilled OTA medical professional begins with a comprehensive and quality OTA program. Utilizing the NBCOT board exam pass rate data is an important tool to evaluate the quality of the OTA program curriculum for both theory and experiential experiences. The information provided by NBCOT on pass rate data includes numeric number of graduates as well as their average passing and/or failing scores. Additionally, this reporting includes a breakdown of performance in the three NBCOT exam evaluative areas for Domain 1, Domain 2, and Domain 3. Finally, this report provides a comparison for program data to national averages. A scaled score on the NBCOT Board Exam of 450 is considered passing and required by all 4 states in the geographic region.

Since the inaugural UA Cossatot OTA Program (Class of 2013), each graduating class has demonstrated an excellent pass rate with scores that are higher than the national average. Class of 2018 continued this trend with an average passing score 8 points higher than national average. Class of 2018 data is listed below: Of note here is that we report data based on academic year but NBCOT reports data based on calendar year so minor differences are noted in the reporting.

Results for Review Year 2018-2019 (Class of 2018)

○ Total number of First Time/New Graduate (FT NG) Candidates Testing	12
○ Total number of FT NG Candidates Passing Exam (% passing)	11 (91%)
○ Total number of FT NG Candidates Failing (% failing)	1 (8%)
○ Cohort Total Average Score	479
▪ Cohort Average Passing Score	485
▪ Cohort Average Failing Score	432
○ All US Programs Average Score	477
○ All US Average Pass Rate	76%

Average passing score is 8 points above the national average.

Average Pass Rate is 15% higher than the national average.

Actions Indicated:

- Maintain number of students pass rates at highest possible level to facilitate transition to the employment arena.
- Maintain number of student's first time pass rates to highest level to facilitate student satisfaction with the program.
- Continue to investigate utilizing specific domain information for evaluation of specific to OTA program curriculum data.
- Continue to utilize the annual review course and NBCOT Self-Assessments in student prep for the board exam.
- Due to differences in data collection and reporting between the program and NBCOT, investigate reducing the pass rate threshold to the amount required by ACOTE standards.

Desired Outcomes:

- Exceptionally prepared entry level clinicians.
- Excellent responses for employment and performance of program graduates.

H. Graduate job placement and performance as determined by employer satisfaction.

Measures analyzed/applied: UA Cossatot Graduate Survey and UA Cossatot OTA Program Employer Survey.

Data and Analysis:

Data collection on student's ability to secure employment in their desired area is important as it indicates the true success of a program. The Department of Labor's (2012) study supports an increasing demand for OTAs: Employment of occupational therapy assistants is expected to increase 43 percent from 2010 to 2020, much faster than the average for all occupations. Demand for occupational therapy is expected to rise significantly over the coming decade in response to the health needs of the aging baby-boom generation and a growing elderly population. Demand for occupational therapy assistants is also expected to come from occupational therapists employing more assistants to reduce the cost of occupational therapy services. Occupational therapy assistants are employed in many different traditional and emerging areas of practice including Activity Coordinators, Skills Trainers, Travel Trainers, Mobility Coordinators, and Assistive Technology Specialists.

This year surveys were disseminated using both email and text. 10 surveys were returned from known employers targeting new grad employers and supervisors. The surveys used a 3 point scale allowing employers to indicate if they agreed, were undecided or if they disagreed with UA Cossatot graduate's performance in the given areas. Sixteen areas were assessed with categories related to:

- Provide occupation-based client-centered care that is inclusive of consumer values, beliefs, and needs.
- Promote health and wellbeing for individuals and populations through the use of occupation.
- Apply OT interventions based on current OT principles and best practices
- Clarify and uphold the ethics, attitudes, and values of the profession.
- Recognize and respond to social, economic and political factors that influence and change occupational therapy services and healthcare.
- Interact professionally with consumers, caregivers, families and/or professional colleagues to achieve service objectives.
- Implement innovative strategies in the provision of services to individuals and populations within the community.
- Demonstrate effective leadership actions within community and within the profession.

Additionally, they were asked to give an overall rating how the employee rated as compared to all other OTA of similar years of experience. Surveys indicated a high level of satisfaction with our student graduates and a high level of educational preparedness.

Results for Review Year 2018-2019

Job Securement (data restated from above)
OTA Program Post-Graduate Survey—Fall 2019--(8 responses)

Employed:

Full time	4
Part time	4
Non-OT	0
Unemployed seeking	0
Not seeking	0

8/8 students who sought employment indicated employed within 6 months
 100% of students seeking employment were employed within 6 months

Weeks to find employment in field
 Average = 3.5 weeks

Employer Survey

- 10 surveys returned
- Questions 14, 15, 16 from the survey relate directly to skills and leadership.
 - Overall 100% of responses indicated agreement that graduates are functioning at new graduate level in these areas.
 - Overall rating for UA Cossatot Graduates compared to other new hires

Outstanding	9/10	90%
Average	1/10	10%

Actions Indicated:

- Continue data collection with graduates 6 months post-graduation to include their responses for information on location of employment, employment setting, type of employment (contract/part-time/full-time), and length of time required to obtain employment.
- Monitor ACOTE adjustments to annual report data needs to ensure surveys are collecting required data.
- Continue data collection for employer surveys
- Maintain employer rating UA Cossatot Graduate Performance at high level
- Maintain high level of employment of new graduates within 6 months of employment

Desired Outcomes:

- Exceptional rate of employer satisfaction with UA Cossatot Graduates
- Exceptional rate of employment of graduates within the OT profession within an acceptable timeframe