

**UA COSSATOT OTA PROGRAM EVALUATION REPORT (OTA-Associate)**

**Year: 2021-2022**

Please see the program evaluation narrative report for additional data and analysis.

<b>Data</b>	<b>Analysis (Based on individual data reports for each area)</b>	<b>Action Plan (Changes in strategic plan, curriculum or course content)</b>
<p>Faculty effectiveness in their assigned teaching responsibilities</p>	<p>All courses for this academic year were completed on campus in the usual manner although some ongoing issues with the pandemic have impacted clinicals, fieldtrips and guest speakers. Students were social distanced in the classroom and masks were worn at all times except when eating. Students were encouraged to minimize their time when not masked and were asked to wear masks if they traveled together in the same vehicle. For lab activities, increased emphasis was placed on hand hygiene and masks were utilized at all times when social distancing was not possible (i.e. during patient handling activities). During this time, students were required to test for COVID and to quarantine following state and CDC guidelines. Students who were quarantined and able to were encouraged to attend class and lab virtually. Students were provided additional “in class” practice to ensure lab skills as needed.</p> <ul style="list-style-type: none"> <li>• The overall retention rate for 2021-2022 (both cohorts) at 76.8% is below our established threshold. The retention rate has been heavily impacted by the ongoing COVID pandemic.</li> <li>• First year student retention rate is 63.6% overall. One student specifically cited ongoing personal issues related to COVID. Three students were unsuccessful due to academic reasons. This is below our established threshold. By far, the fall retention rate is lower than spring and summer for both academic and other issues. Of note here, too, is that we have a lower starting number of students which makes the impact of lost students greater in percentage.</li> <li>• Second year student retention is 90%. This is above our established threshold.</li> <li>• 3 year average retention rate of 88.1% is somewhat lower than the college’s average in the same time period (95.1%) but this is somewhat reflective of the lower sample size of comparison.</li> <li>• OTA Program graduation rate of 71.4% was achieved for Class of 2020 giving a three year average of 80.0%. This is at our established minimum threshold.</li> <li>• Overall the OTA Program graduation rate is lower than it has been before. This is likely directly related to COVID impacting our application pool and ability to retain students.</li> </ul>	<ul style="list-style-type: none"> <li>•Add to student survey at end of program questions specifically related to improvements with instructional design.</li> <li>•Core faculty will continue to complete continuing education courses and work on contract basis outside of college to ensure contemporary knowledge of clinical practice.</li> <li>•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.</li> <li>•Continue to monitor student use of occupation by end of program.</li> <li>•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.</li> <li>•Continue mentorship of adjuncts as needed.</li> <li>•Develop a comprehensive marketing program to increase our pool of qualified applicants.</li> </ul>
<p>Effectiveness of instructional design</p>	<ul style="list-style-type: none"> <li>• OTA 1113 Intro to OTA—Plan to add more examples of differing diagnoses within the lecture.</li> <li>• OTA 2104 Human Movement—Plan to adjust content to further emphasize end feel and force within the lecture material. We anticipate changing to a</li> </ul>	<ul style="list-style-type: none"> <li>• Make adjustments to course content as indicated above.</li> <li>• Make adjustments to course assessment as indicated above.</li> </ul>

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	<p>new textbook next year to better fit the needs of the course so other adjustments are likely.</p> <ul style="list-style-type: none"> <li>• OTA 2213 Pathophysiology—Plan to adjust the rubric for the conditions presentation for greater understanding of the occupational profile and require both the template and the narrative versions. Plan to review exam 3 for timing with questions as average time to complete was 54 minutes.</li> <li>• OTA 2301 Level I FW A—Plan to develop a new case study assignment as well as adjust and resume using the PDA.</li> <li>• OTA 2303 Psychosocial OT—Plan to add a summary on the assessment quiz to increase knowledge base for theory with assessment. Plan to address safety differently in method of instruction for greater engagement.</li> <li>• OTA 2402 Professional Issues in OT—Adjust content to better meet object for how policy issues impact the delivery of OT. Add additional information on malpractice insurance.</li> <li>• OTA 2204 Therapeutic Interventions—Plan to make adjustments to the curriculum to better fit the content of the course by adding one lab credit hour to the class. This is in conjunction with adjusting the Medical Education Success Strategies course to better fit the needs of all of the medical education programs.</li> <li>• OTA 2312 Management in OT—Adjust exam questions for Week 10 to better fit the taxonomy in objective 12. Plan to make adjustments to the curriculum to better fit the content of the course by adding one credit hour to the class. This is in conjunction with adjusting the Medical Education Success Strategies course to better fit the needs of all of the medical education programs.</li> <li>• OTA 2113 Pediatrics in OT—Plan to adjust assignments to include a more standardized rubric for skills competency.</li> </ul> <p>Co-Curricular Assessment Results</p> <ul style="list-style-type: none"> <li>• Assessed the Fall Festival Assignment in October 2022 against the outcomes and mission for the SOTA club.             <ul style="list-style-type: none"> <li>○ Survey results were 100% positive for measured areas including communication, leadership, and planning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Plan to adjust the template for semester end summary reports to add category for the implementation of changes and a statement of how that went.</li> </ul>
<p>Students' competency in professional behaviors</p>	<p>Upon discussion of professional behaviors throughout the medical education programs at UA Cossatot, all programs are seeing somewhat of a decline in the professional behaviors of incoming students. This has required increased remediation of these skills once in the programs to ensure students are successful in their chosen fields. To improve these abilities in our incoming students the medical education division decided to create a specific course as a prerequisite to specifically target the professional behaviors required of individuals in health care professions. Previously, all of the medical education programs at Cossatot have</p>	<ul style="list-style-type: none"> <li>• Begin implementation of a medical education specific Success Strategies course for all medical education program students. As this is now a 1 credit course the other credits are being absorbed into program courses with OTA 2204 increasing by 1 credit and OTA 2312 increasing by 1. Overall credits for the program and graduation are</li> </ul>

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	<p>SPD 1003 Success Strategies as a prerequisite. This course was required of all majors at the college. The medical education division has developed a Medical Education specific Success Strategies course that was implemented in the fall of 2022. This course is required for all medical education program students in place of the original. Faculty will monitor the development and impact of the new course.</p> <p>As development of professional behaviors is a key aspect of the mission and curriculum design, this is emphasized throughout the program. Once aspect of developing these skills is through community service and leadership within that service. Students are required as part of their SOTA club membership to complete a minimum of 8 hours of community service while in the program. Students overwhelmingly express appreciation for the learning they receive during both their service learning projects and community service itself. 100 % of students participated in the strategic planning and hosting of the Kids College event for Summer, 2022 although this does not quite meet our desire for the development of specific leadership responsibilities. This year with the ongoing COVID pandemic, participation in community service has again been somewhat limited. Students have been able to meet their community service hour requirements but we have not yet been able to truly expand the role of leadership with the activities.</p> <p>Professional behaviors are also assessed by employers on the post-graduation employer survey.</p> <ul style="list-style-type: none"> <li>• Graduate demonstrates professional behavior and ethical practice: 100% positive responses</li> </ul>	<p>unchanged. These adjustments began with the fall of 2022 (class of 2023) cohort.</p> <ul style="list-style-type: none"> <li>• Monitor the adjusted PDP process with students throughout the program and continue to collect data on performance for professional behaviors.</li> <li>• Continue to monitor FWPE data in areas of professionalism, administering assessments, and intervention selection and implementation. Make adjustments in the reporting process with the implementation of the online version of the AOTA FWPE.</li> <li>• Faculty will continue to review assessment assignments and monitor for possible updates.</li> <li>• Continue working with the advisory council to review evaluation of assessments skills required for local practice.</li> <li>• Continue exploring options for additional ways to assess critical thinking skills and clinical readiness skills</li> <li>• Continue to develop detailed, standardized rubrics for clinical competencies in all courses with lab components.</li> <li>• Continue to monitor the impact of adding SOAP note writing skills and assessment to clinical competencies in lab courses.</li> <li>• Continue exploring adding a leadership component requirement to community service as community service opportunities resume with COVID.</li> </ul>
<p>Students' progression through the program</p>	<p>2<sup>nd</sup> year students Class of 2021 was admitted in August, 2020. For this reporting year, this class of students are second year students completing Level II FW in the fall, 2021 semester and graduating December, 2021. Level II Fieldwork and coursework was successfully completed this academic year (Class of 2021) by 9/10. Graduation in December, 2021 included 8/10 students who remained in the program to begin the fall, 2021. One student (JA) withdrew herself during Level II FW A citing personal reasons, COVID, and mental fatigue. The last student graduated in March, 2022. This student (KM) received an "I" for Level II FW B due to pregnancy, delivery, and post-partum complications. She returned to complete Level II FW in January, 2021. As she completed her Level II FW within the parameters of the college and program requirements she is counted for data</p>	<ul style="list-style-type: none"> <li>• Research has been ongoing assessing incoming TEAS scores against academic success to determine if there is a correlation between lower scores with academic success. Data has indicated that a greater number of students who admit with a lower TEAS score have significantly greater difficulty with academics particularly in the first semester in the OTA program with both the PTA and the LPN programs finding similar data. Due to this, the MED division has established a minimum threshold of 60 to be admitted to these programs (specifically OTA, PTA and LPN). This change will begin with the application period for fall of 2023 admitted</li> </ul>

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	<p>purposes in the Class of 2021 data. Documentation was amended with her data upon completion.</p> <p>1<sup>st</sup> year students            Class of 2022 students were selected in June, 2021 and began the program in August, 2021. For this class, we had 16 seats available with 22 applicants. 12 students were accepted and 11 students began the program. These 11 students began the technical portion of the program in August of 2021 (progression includes fall 2021, spring 2022, and summer 2022). One student (WG) withdrew in October due to personal life and health issues. This student cited ongoing issues in her personal lives specifically related to the ongoing COVID pandemic and long COVID symptoms. Two students (LM and SH) were unsuccessful in the fall semester due to academics. 8/11 students continued from the fall to the spring semester. One student (RK) was unsuccessful with spring courses. 7/8 students who began the spring semester, completed the spring and summer semesters. Overall, 7/11 who began the academic year, completed the academic year.</p>	<p>cohorts impacting class of 2024 graduates in each of the programs.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• We have begun requiring scheduled time in the ERC for lecture based courses and required scheduled time in the lab for lab based courses to assist students with effective time management as well efficiency with study and prep.</li> <li>• Students who score below passing on exams are now required to visit with the OTA tutor for additional strategies and support.</li> <li>• Continue the summer orientation program to support academic success in the fall semester.</li> <li>• Continue collecting data on previous A and P grades as well as med term with possible correlation with success in fall classes. This is an evaluation area for all of MED education.</li> <li>• 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.</li> <li>• Monitor impact of COVID on retention and graduation.</li> <li>• Continue with grant funded tutor position (began in fall 2021) to provide additional student support and assess impact as indicated.</li> <li>• Assess marketing efforts to increase qualified applicant pool.</li> <li>• Monitor graduation rate and relation to ongoing COVID impact.</li> </ul>
<p><b>Student retention rates</b></p>	<p>2<sup>nd</sup> year students            Class of 2021 was admitted in August, 2020. For this reporting year, this class of students are second year students completing Level II FW in the fall, 2021 semester and graduating December, 2021. Level II Fieldwork and coursework was successfully completed this academic year (Class of 2021) by 9/10. Graduation in</p>	<ul style="list-style-type: none"> <li>• Research has been ongoing assessing incoming TEAS scores against academic success to determine if there is a correlation between lower scores with academic success. Data has indicated that a greater number of students who admit with a lower TEAS</li> </ul>

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	<p>December, 2021 included 8/10 students who remained in the program to begin the fall, 2021. One student (JA) withdrew herself during Level II FW A citing personal reasons, COVID, and mental fatigue. The last student graduated in March, 2022. This student (KM) received an “I” for Level II FW B due to pregnancy, delivery, and post-partum complications. She returned to complete Level II FW in January, 2021. As she completed her Level II FW within the parameters of the college and program requirements she is counted for data purposes in the Class of 2021 data. Documentation was amended with her data upon completion.</p> <p>1<sup>st</sup> year students Class of 2022 students were selected in June, 2021 and began the program in August, 2021. For this class, we had 16 seats available with 22 applicants. 12 students were accepted and 11 students began the program. These 11 students began the technical portion of the program in August of 2021 (progression includes fall 2021, spring 2022, and summer 2022). One student (WG) withdrew in October due to personal life and health issues. This student cited ongoing issues in her personal lives specifically related to the ongoing COVID pandemic and long COVID symptoms. Two students (LM and SH) were unsuccessful in the fall semester due to academics. 8/11 students continued from the fall to the spring semester. One student (RK) was unsuccessful with spring courses. 7/8 students who began the spring semester, completed the spring and summer semesters. Overall, 7/11 who began the academic year, completed the academic year.</p> <p>All courses for this academic year were completed on campus in the usual manner although some ongoing issues with the pandemic have impacted clinicals, fieldtrips and guest speakers. Students were social distanced in the classroom and masks were worn at all times except when eating. Students were encouraged to minimize their time when not masked and were asked to wear masks if they traveled together in the same vehicle. For lab activities, increased emphasis was placed on hand hygiene and masks were utilized at all times when social distancing was not possible (i.e. during patient handling activities). During this time, students were required to test for COVID and to quarantine following state and CDC guidelines. Students who were quarantined and able to were encouraged to attend class and lab virtually. Students were provided additional “in class” practice to ensure lab skills as needed.</p> <ul style="list-style-type: none"> <li>• The overall retention rate for 2021-2022 (both cohorts) at 76.8% is below our established threshold. The retention rate has been heavily impacted by the ongoing COVID pandemic.</li> <li>• First year student retention rate is 63.6% overall. One student specifically cited ongoing personal issues related to COVID. Three</li> </ul>	<p>score have significantly greater difficulty with academics particularly in the first semester in the OTA program with both the PTA and the LPN programs finding similar data. Due to this, the MED division has established a minimum threshold of 60 to be admitted to these programs (specifically OTA, PTA and LPN). This change will begin with the application period for fall of 2023 admitted cohorts impacting class of 2024 graduates in each of the programs.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• We have begun requiring scheduled time in the ERC for lecture based courses and required scheduled time in the lab for lab based courses to assist students with effective time management as well efficiency with study and prep.</li> <li>• Students who score below passing on exams are now required to visit with the OTA tutor for additional strategies and support.</li> <li>• Continue the summer orientation program to support academic success in the fall semester.</li> <li>• Continue collecting data on previous A and P grades as well as med term with possible correlation with success in fall classes. This is an evaluation area for all of MED education.</li> <li>• 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.</li> <li>• Monitor impact of COVID on retention and graduation.</li> <li>• Continue with grant funded tutor position (begun in fall 2021) to provide additional student support and assess impact as indicated.</li> </ul>

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	<p>students were unsuccessful due to academic reasons. This is below our established threshold. By far, the fall retention rate is lower than spring and summer for both academic and other issues. Of note here, too, is that we have a lower starting number of students which makes the impact of lost students greater in percentage.</p> <ul style="list-style-type: none"> <li>• Second year student retention is 90%. This is above our established threshold.</li> <li>• 3 year average retention rate of 88.1% is somewhat lower than the college's average in the same time period (95.1%) but this is somewhat reflective of the lower sample size of comparison.</li> <li>• OTA Program graduation rate of 71.4% was achieved for Class of 2020 giving a three year average of 80.0%. This is at our established minimum threshold.</li> <li>• Overall the OTA Program graduation rate is lower than it has been before. This is likely directly related to COVID impacting our application pool and ability to retain students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess marketing efforts to increase qualified applicant pool.</li> <li>• Monitor graduation rate and relation to ongoing COVID impact.</li> </ul>
<p>Fieldwork performance evaluation</p>	<p>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. This data collection includes specific student ratings for competency in the areas of administering assessments, performance on intervention selection, and professional behaviors during Level II Fieldwork. Additionally, we have added specific scores for self-perception of professional behaviors from the graduate exit survey.</p> <p>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.</p> <p>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. Although we have begun use of the new online version of the AOTA FWPE, these will not be fully utilized with student evaluation until academic year 2022 (Class of 2022). This is due partially to allow for training with the new AFWC and fieldwork educators on the new tool</p>	<ul style="list-style-type: none"> <li>• Begin implementation of a medical education specific Success Strategies course for all medical education program students. As this is now a 1 credit course the other credits are being absorbed into program courses with OTA 2204 increasing by 1 credit and OTA 2312 increasing by 1. Overall credits for the program and graduation are unchanged. These adjustments began with the fall of 2022 (class of 2023) cohort.</li> <li>• Monitor the adjusted PDP process with students throughout the program and continue to collect data on performance for professional behaviors.</li> <li>• Continue to monitor FWPE data in areas of professionalism, administering assessments, and intervention selection and implementation. Make adjustments in the reporting process with the implementation of the online version of the AOTA FWPE.</li> <li>• Faculty will continue to review assessment assignments and monitor for possible updates.</li> <li>• Continue working with the advisory council to review evaluation of assessments skills required for local practice.</li> </ul>

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	<p>as well as to allow the program to utilize the current supply of FWPEs the program has.</p> <p>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 &amp; B were utilized in our data collection. We had one Class of 2021 student who completed Level II FW in the spring, 2022 due to pregnancy and complications during her Level II rotation. The data collection was adjusted to include her with Class of 2021 data.</p> <p>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 confidence level and improved variety of selection of intervention strategies. Faculty will continue to assess assignments and continue to monitor this area. Detailed rubrics have previously been completed for most classes. This year we will continue reassessing the rubrics in the pediatric course to ensure they are consistent with the others. In order to further assess professional behaviors and to demonstrate an increased connection with our curriculum design, we are going to review our PDP process with students. These scores will be added as data collection areas to further assess this area for program evaluation.</p> <p>Upon discussion of professional behaviors throughout the medical education programs at UA Cossatot, all programs are seeing somewhat of a decline in the professional behaviors of incoming students. This has required increased remediation of these skills once in the programs to ensure students are successful in their chosen fields. To improve these abilities in our incoming students the medical education division decided to create a specific course as a prerequisite to specifically target the professional behaviors required of individuals in health care professions. Previously, all of the medical education programs at Cossatot have SPD 1003 Success Strategies as a prerequisite. This course was required of all majors at the college. The medical education division has developed a Medical Education specific Success Strategies course that was implemented in the fall of 2022. This course is required for all medical education program students in place of the original. Faculty will monitor the development and impact of the new course.</p> <p>As development of professional behaviors is a key aspect of the mission and curriculum design, this is emphasized throughout the program. Once aspect of developing these skills is through community service and leadership within that service. Students are required as part of their SOTA club membership to complete</p>	<ul style="list-style-type: none"> <li>• Continue exploring options for additional ways to assess critical thinking skills and clinical readiness skills</li> <li>• Continue to develop detailed, standardized rubrics for clinical competencies in all courses with lab components.</li> <li>• Continue to monitor the impact of adding SOAP note writing skills and assessment to clinical competencies in lab courses.</li> <li>• Continue exploring adding a leadership component requirement to community service as community service opportunities resume with COVID.</li> </ul>

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	<p>a minimum of 8 hours of community service while in the program. Students overwhelmingly express appreciation for the learning they receive during both their service learning projects and community service itself. 100 % of students participated in the strategic planning and hosting of the Kids College event for Summer, 2022 although this does not quite meet our desire for the development of specific leadership responsibilities. This year with the ongoing COVID pandemic, participation in community service has again been somewhat limited. Students have been able to meet their community service hour requirements but we have not yet been able to truly expand the role of leadership with the activities.</p> <p>Professional behaviors are also assessed by employers on the post-graduation employer survey.</p> <ul style="list-style-type: none"> <li>• Graduate demonstrates professional behavior and ethical practice: 100% positive responses</li> </ul>	
<p>Student evaluation of fieldwork experience</p>	<p>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.</p> <p>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.</p> <p>Overall, both qualitative and quantitative responses for Level I FW were positive. Qualitative comments focused on the supportive staff and having unique experiences. Qualitative comments for improvement were varied but included having more time at sites, have more patients available at sites, and increasing the amount of participation with clients.</p>	<ul style="list-style-type: none"> <li>• Review and assess changing needs with Level I Fieldwork due to changes with sites due to COVID.</li> <li>• Assess use of simulation within the simulation lab to facilitate Level I FW.</li> <li>• Adjust the student evaluation of the Level I Fieldwork data collection form to further reflect the changing way we are completing Level I FW to include simulation/case studies (to begin with fall 2022).</li> <li>• Continue process for collection of Level II Fieldwork SEFWE to ensure a high response rate and data collection pool.</li> <li>• Continue to increase number and variety of fieldwork experiences available building back those that have been shut down due to COVID.</li> <li>• Continue to offer training opportunities for fieldwork educators to promote ongoing collaboration.</li> <li>• Begin use of the online FWPE. The use of the new format could impact student satisfaction (training with sites and students began in 2021-2022 for use in fall 2022 (Class of 2022).</li> </ul>



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	<p>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.</p> <p>Overall, responses for Level II FW were positive. Qualitative comments focused on the supportive staff and the amount of learning and integration of knowledge that took place. No qualitative comments for areas of concern for this cohort.</p>	
<p><b>Student satisfaction with the program</b></p>	<p>Following each fall and spring semesters the institution conducts student evaluations of all faculty: full-time and adjunct. The college does not complete an evaluation that targets satisfaction with the course itself or any summer evaluations. The MED division utilizes a separate survey process in order to include summer courses and all items required for individual program accreditation needs. This also fits better with program course scheduling as our start and end dates do not always align with the college schedule which is used as their specific data collection window. Satisfaction scores are collected for each course as well as for each instructor. When an instructor teaches more than one course, data is collected for each course they teach in as some courses use different instructional and student assessment methods. Results are included in this report for fall 2020; spring 2021; and summer 2021.</p> <ul style="list-style-type: none"> <li>• Individual Courses (data collection centers on course materials, knowledge of learning objectives, alignment of student assessment with methods of instruction, and lab resources availability)</li> </ul> <p>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 included in full time faculty annual reviews and are also utilized with Core Faculty PDP reviews each spring.</p> <p>This year all faculty and students had to meet the ongoing challenges surrounding COVID. Instructors worked diligently to facilitate and support students through the transitions required. Overall, student qualitative responses were positive. Instructors went above and beyond to ensure material and learning experiences were adjusted to meet the needs of the students. Students went above and beyond to ensure their success as well</p> <p>Overall, all the OTA faculty satisfaction achieved averaged ratings of 97.7%. These ratings exceed our 85% desired threshold. Individual instructor ratings met</p>	<ul style="list-style-type: none"> <li>• We will review amount of printing required in courses and adjust as needed.</li> <li>• Create equipment replacement/repair list and process within timeframes and budgeting.</li> <li>• Continue use of exit survey as well as post-graduation survey.</li> <li>• Continue to monitor information required for ACOTE annual report to survey for accurate reporting.</li> <li>• Improve response time for grading assignments.</li> <li>• Continue to monitor student response to adjustments due to COVID.</li> <li>• Maintain an overall student satisfaction with OTA program.             <ul style="list-style-type: none"> <li>• Assess student satisfaction with new application process/system. A survey has been added to the online application itself to assess student views of process.</li> <li>• Maintain number of students admitted into the program around 15-18 students to allow adequate attention to students in courses and lab.</li> <li>• Maintain staff ratios in labs where a lower ratio of students to faculty is needed to facilitate learning and safety.</li> <li>• Monitor need to increase lab equipment inventory as needed.</li> <li>• Some collaboration labs that were canceled with nursing and PTA will be continued with updated COVID protocols. If able these will be resumed in the next cohort.</li> <li>• Complete routine advisory council surveys for practice trends to include data for program evaluation and program development purposes.</li> </ul> </li> </ul>

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	<p>or exceeded the individual desired thresholds indicating successful implementation of PDP plans.</p> <p>Overall the comments this year related to individual instructors 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 with regard to reading from powerpoints, time for grading/feedback on assignments, and required amount of printing for class materials. The increased number of faculty and lab assistants in labs where critical skills are taught (especially those with safety components) has continued to meet needs.</p> <p>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. A bedroom simulation area has been added through grant funding per a suggestion from last year. An additional grant for additional simulation equipment for the Ashdown campus has been submitted as well.</p> <p>Data collected indicated some concerns with lab equipment being in working order. At this point we will begin an equipment replacement system to look at items requiring updating, repair, or replacement. This includes but is not limited to our wheelchairs, assessments, and mats. We will also include our computers (desktop and laptops) within this equipment replacement process.</p> <p>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 courses and instructors while in the program but also their overall satisfaction with program upon graduation. It is important to note that the data presented here is specific to satisfaction but when reviewing this area it is also important to consider data with regards to UA Cossatot Attrition, Graduation rates, and NBCOT exam pass 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 attrition/graduation rates, graduate performance on the NBCOT exam and employment data is relevant and important in other areas, that data is included in separate categories in other sections of this report.</p>	<ul style="list-style-type: none"> <li>• Monitor effectiveness of increased collaborative labs.</li> <li>• Adjust rubrics in Pediatrics for effectiveness and consistency.</li> <li>• Continue with PDP goals for instructors to target abilities to improve instructional skills, advising, teaching diverse population, and utilizing technology.</li> <li>• Continue the new application process where the observation hours are replaced with an interview and video review.</li> </ul>

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	<p>Over the last several 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 (Fall 2021--Class of 2021). Additionally, a separate survey (OTA Program Post Graduation Survey) is conveyed approximately 10-12 months post-graduation in order to collect employment data (October, 2022--Class of 2021).</p> <p>UA Cossatot administers a Graduate Survey immediately upon graduation (December 2021) 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.</p> <ul style="list-style-type: none"> <li>• Qualitative data indicate overall positive responses to adjustments made to accommodate COVID</li> <li>• Course satisfaction results were above threshold.</li> <li>• Instructor satisfaction results were above threshold</li> <li>• Equipment is appropriate in number and appropriate for needs in geographic region but some items have reached the end of their use life and need to be updated, repaired, or replaced.</li> <li>• Mentoring has continued for training of the AFWC.</li> <li>• Overall graduate satisfaction with the program exceeds threshold.</li> <li>• Overall graduates indicated a high rating for their ability to respond to changes in healthcare although this is lower than last year's reporting.</li> <li>• Qualitative data indicates improvements are needed in time frame for grading and feedback to students in some courses as well as instruction skill in classroom for instruction and not reading from powerpoints.</li> <li>• Review of printing costs and expectations in each course is needed.</li> </ul>	
<p>Graduates' performance on the NBCOT certification exam</p>	<p>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 2021 have resided in and indicated a desire to be employed primarily 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</p>	<ul style="list-style-type: none"> <li>• Maintain number of students pass rates at highest possible level to facilitate transition to the employment arena.</li> <li>• Maintain number of student's first time pass rates to highest level to facilitate student satisfaction with the program.</li> <li>• Continue to investigate utilizing specific domain information for evaluation of specific to OTA program curriculum data.</li> <li>• Continue to utilize the annual review course and NBCOT Self-Assessments in student prep for the board exam.</li> </ul>

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	<p>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.</p> <p>Since the inaugural UA Cossatot OTA Program (Class of 2013), each graduating class has demonstrated an excellent pass rate with scores that are typically higher than the national average. UAC's OTA program graduates in December of each year and students primarily take the board exam in the spring of the following year. Class of 2021 graduated in December, 2021 with students taking boards in the spring of 2022.</p> <p>Class of 2021 continued that with a pass rate of . Class of 2020 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. NBCOT reports FTNG testing results on their website regardless of number of attempts. One student (LS) from the Class of 2019 was delayed in completing her Level II FW and taking the exam due to the COVID pandemic. Ultimately she was able to take and pass the exam in 2021 so is counted here as a passing candidate.</p>	
<p>Graduates' job placement and performance as determined by employer satisfaction</p>	<p>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 employment study supports an increasing demand for OTAs: Employment of occupational therapy assistants is expected to continue to increase over the next 10 years. The US.gov website states an estimated job growth of 25% between 2021 and 2031 which is greater than average for other occupations. 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. US.gov estimates approximately 10,000 COTA job openings each year on average for the next ten years.</p> <p>Post graduate surveys were disseminated using both email and text to assess board exam timelines and employment data. 6 post-graduate surveys were returned</p>	<ul style="list-style-type: none"> <li>• Continue data collection with graduates 8 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.</li> <li>• Monitor ACOTE adjustments to annual report data needs to ensure surveys are collecting required data.</li> <li>• Continue data collection for employer surveys</li> <li>• Maintain employer rating UA Cossatot Graduate Performance at high level</li> <li>• Maintain high level of employment of new graduates within 8 months of employment</li> </ul>

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	<p>from students. Employer surveys were also sent by both email and text. 5 surveys were returned from known employers targeting new grad employers and supervisors. The employer 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:</p> <ul style="list-style-type: none"> <li>• Provide occupation-based client-centered care that is inclusive of consumer values, beliefs, and needs.</li> <li>• Promote health and wellbeing for individuals and populations through the use of occupation.</li> <li>• Apply OT interventions based on current OT principles and best practices</li> <li>• Clarify and uphold the ethics, attitudes, and values of the profession.</li> <li>• Recognize and respond to social, economic and political factors that influence and change occupational therapy services and healthcare.</li> <li>• Interact professionally with consumers, caregivers, families and/or professional colleagues to achieve service objectives.</li> <li>• Implement innovative strategies in the provision of services to individuals and populations within the community.</li> <li>• Demonstrate effective leadership actions within community and within the profession.</li> </ul> <p>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.</p> <p>Results for Review Year 2021-2022</p> <p>Job Securement            OTA Program Post-Graduate Survey—(Class of 2021—6 responses)</p> <p style="padding-left: 40px;">Employed:</p> <p style="padding-left: 80px;">Full time 5</p> <p style="padding-left: 80px;">Part time 0</p> <p style="padding-left: 40px;">Employed in OT but actively seeking additional employment 0</p>	

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	<p style="text-align: center;">Employed in Non-OT setting 0</p> <p style="text-align: center;">Unemployed seeking employment Not seeking 1</p> <p style="text-align: right;">0</p> <p>5/6 students who sought employment indicated employed within 6 months. 5/6 indicated working full-time either for a single employer or multiple employers. 1/6 indicated not seeking employment at this time by choice.</p> <p><b>100% of students seeking employment were employed within 6 months</b></p> <ul style="list-style-type: none"> <li>• Weeks to find employment in field             <ul style="list-style-type: none"> <li>○ <b>Average = 5 weeks</b></li> </ul> </li> </ul> <p>Employer Survey</p> <ul style="list-style-type: none"> <li>• 5 surveys returned             <ul style="list-style-type: none"> <li>○ Overall 100% of responses indicated agreement that graduates are functioning at new graduate levels in the areas assessed.</li> </ul> </li> <li>• Question 4 specifically relates to ability to design intervention and use of occupation             <ul style="list-style-type: none"> <li>▪ 100% positive responses</li> </ul> </li> <li>• Question 5 specifically relates use of standardized assessment             <ul style="list-style-type: none"> <li>▪ 100% positive responses</li> </ul> </li> <li>• Question 8 specifically relates to professional and ethical behavior             <ul style="list-style-type: none"> <li>▪ 100% positive responses</li> </ul> </li> <li>• Question 9 specifically relates to documentation             <ul style="list-style-type: none"> <li>▪ 100% positive response</li> </ul> </li> <li>• Overall rating for UA Cossatot Graduates compared to other new hires with similar experience             <table style="margin-left: 40px; border: none;"> <tr> <td>100% rated Outstanding or Very Good</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Outstanding</td> <td style="padding-left: 20px;">4/5</td> <td style="padding-left: 20px;">80.0%</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Very Good</td> <td style="padding-left: 20px;">1/5</td> <td style="padding-left: 20px;">20.0%</td> <td></td> </tr> </table> </li> </ul> <ul style="list-style-type: none"> <li>• Post-graduate data indicates students who sought employment were employed within 6 months and required approximately 4 weeks to secure a job once they began looking.</li> </ul>	100% rated Outstanding or Very Good				Outstanding	4/5	80.0%		Very Good	1/5	20.0%		
100% rated Outstanding or Very Good														
Outstanding	4/5	80.0%												
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	<ul style="list-style-type: none"> <li>• Students indicated employment in the hospital setting (1), in-patient rehab (1), school system (2), other settings (1). One student skipped this question.</li> <li>• Employer data indicated that our students are demonstrating skills appropriate and even superior at entry level.</li> <li>• Professional behaviors is rated by employers as positive.</li> <li>• Ability to provide effective occupation centered interventions is rated by employers as positive.</li> </ul>	