

# **Master of Occupational Therapy Academic Assessment Plan**

College of Public Health and Health Professions

*Office of the Provost*

*University of  
Florida*

*Institutional  
Assessment*

*Continuous Quality  
Enhancement*

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# Academic Assessment Plan for Master of Occupational Therapy

College of Public Health and Health Professions

## A. Mission

The mission of the University of Florida has as its defining and distinguishing characteristics research, scholarship, artistic creation, and post-baccalaureate training in the arts and sciences and in the professions. The mission of the College is to preserve, promote, and improve the health and well being of populations, communities, and individuals. The professional program in Occupational Therapy provides graduate level professional training as a discipline within the College, in order to optimize occupational performance of individuals and populations within the context of all relevant environments. The program promotes a background in the arts and sciences, and achievement of culturally sensitive clinical competence, as well as awareness of global connectivity and understanding of current evidence based literature that supports occupational therapy.

## B. Student Learning Outcomes and Assessment Measures

**Please Note:** The Masters in Occupational Therapy (MOT) program was not included in the list provided by the graduate school. Below are the SLOs submitted in 2010.

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	<ol style="list-style-type: none"> <li>1. Articulate and apply an understanding of the translation of research to clinical practice, and be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.</li> <li>2. Articulate and apply theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.</li> </ol>	<p>Scholarly paper and poster presentation</p> <p>Scholarly paper and poster presentation</p>	On campus
Skills	<ol style="list-style-type: none"> <li>3. Achieve entry-level clinical competence as an occupational therapist through a combination of academic and fieldwork education.</li> </ol>	Student performance on the American Occupational Therapy Association	On campus

	4. Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.	Fieldwork Evaluation form.  Student Performance on the National Board for the Certification of Occupational Therapist national certification exam.	
Professional Behavior	5. Achieve the professional behaviors expected of a health care professional in general and at the standard expected by our profession.  6. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.	Professional Development Portfolio  Performance of applicable items on the American Occupational Therapy Association Fieldwork Evaluation form.	On campus

### C. Research

The Masters in Occupational Therapy is a clinical graduate degree. As a result the students are not required to complete individual research projects. Students formulate research questions and hypotheses, and collect and analyze research data during class activities in a required research class. Students complete 2 evidence-based research posters, papers and presentations.

### D. Assessment Timeline

Program Master of Occupational Therapy (MOT)  
College of Public Health and Health Professions

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4
<b>Knowledge</b>	Research poster, paper and presentation	Academic Fieldwork Evaluation	National Board Exam	Professional Development Portfolio
#1 Year One	X		X	
#2 Year One	X		X	
<b>Skills</b>				
#3 Year Two		X	X	
#4 After Graduation			X	
<b>Professional Behavior</b>				
#5 Year Two		X	X	X
#6 Year two		X	X	X

## E. Assessment Cycle

Assessment Cycle for:  
Program Master of Health Science in Occupational Therapy  
College of Public Health and Health Professions

Analysis and Interpretation: June  
Program Modifications: Completed by Summer A  
Dissemination: Completed by Summer B

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		X	X	X	X	X	X
#2			X	X	X	X	X
<b>Skills</b>		X					
#3		X	X	X	X	X	X
#4			X	X	X	X	X
<b>Professional Behavior</b>		X					
#5		X	X	X	X	X	X
#6		X	X	X	X	X	X

## F. Measurement Tools

Recently our program received re-accreditation by the American Council for the Accreditation of Occupational Therapy Education (ACOTE). Seeking re-accreditation we submitted an extensive program self-study review including a curriculum, student and faculty performance. ACOTE then performed a site visit subsequent to that visit the program received the highest level of accreditation, 10 years.

For continued accreditation, we are required by the American Council for the Accreditation of Occupational Therapy Education (ACOTE) to evaluate our Master of Occupational Therapy (MOT) program **yearly**. We gather and report to ACOTE indirect measures such as admission, enrollment and application statistical means, graduation and retention rates, employment placement, along with direct measures of student performance on clinical fieldwork and student performance on the national certification exam.

ACOTE also requires a survey of graduating students (yearly), alumni (3 years) and employers (5 years). Graduated students and alumni rate their perceived competence on each student learning outcome. The graduates rate their agreement on a 1 to 5 (Strongly disagree to Strongly Agree) Likert scale. Average scores of 3 (Agree) or better are expected. Employers supply data concerning their satisfaction with the job performance of recent program alumni.

Summarized reports of direct and indirect data above with resulting program actions are reported to ACOTE every 3 years.

### **Indirect Assessments**

We are required by the American Council for the Accreditation of Occupational Therapy Education (ACOTE) to evaluate our program yearly gathering and analyzing data including indirect measures such as admission, enrollment and application means, graduation and retention rates, and employment placement.

ACOTE also requires a survey of graduating students (yearly), alumni (3 years) and employers (5 years). Graduated students rate their perceived competence in each student learning objective. The graduate rates their agreement on a 1 to 5 (Strongly disagree to Strongly Agree) Likert scale. Average scores of 3 (Agree) or better are expected.

ACOTE evaluates all performance data listed above and student performance on the NBCOT exam (below) every 4 years.

### **Direct Assessment Measures**

Evidence-based Research Evaluation Paper and Poster – evaluation of research support for the use of an evaluation tool; student performance on an oral presentation, paper and poster. Each student must achieve score equivalent to 80%competency.

Evidence-based Research Intervention Paper and Poster – evaluation of research support for the use of intervention process; student performance on a oral presentation, paper and poster. Each student must achieve score equivalent to 80%competency.

National Board for the Certification of Occupational Therapy (NBCOT) Exam – national high stakes practice evaluation required for national certification and state licensure. To remain accredited ACOTE requires 80% of first time test takers to pass the exam.

American Occupational Therapy Association Evaluation of Fieldwork Performance – national evaluation process for student performance on clinical rotations. Each student must achieve score equivalent to 80% competency.

### **Procedures**

All faculty members from the MOT program meet in yearly during the summer semester to review the curriculum and student performance. At this meeting the Program Director presents summary data from the measures listed above, and action plan for any concerns is formed by the faculty group. Improvement plans are implemented by faculty and staff as warranted by the plan.

## **G. Assessment Oversight**

Name	Department Affiliation	Email Address	Phone Number
Joanne Jackson Foss	OT	<a href="mailto:jfoss@php.ufl.edu">jfoss@php.ufl.edu</a>	273-6817
William C. Mann	OT	<a href="mailto:wmann@php.ufl.edu">wmann@php.ufl.edu</a>	

Evidence-Based Assessment Poster Grading Rubric		
Required information	Grading	Comments
What is the intended use of this assessment? What clinical information will it provide? What is the target population? What constructs does it measure?	10%	
Summary of the evidence concerning: Assessment efficacy Assessment design Psychometric properties Theoretical base	30%	
Research findings influence on practice: Assessment strengths and weaknesses Research conclusions	30%	
What uses of the assessment are supported by the literature? Based on the research literature, how and when should it be used in practice? What are limitations of the literature?	30%	