

UA COSSATOT

COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS OTA PROGRAM EVALUATION NARRATIVE REPORT 2021-2022

Data for report collected for academic year 2021-2022 (August 1, 2021-July 31, 2022)

A. Student Progression and Retention (including COVID impact)

(Note: Although data collection is correlated for the academic year 2021-2022, graduation rate is calculated based on the full 18 month program.)

Measures applied: Progression/retention data
Data and Analysis:

2nd 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 purposes in the Class of 2021 data. Documentation was amended with her data upon completion.

1st 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.

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.

OTA Program Retention Rate: Progression through courses 1st and 2nd year data for 2021-2022:

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

	Fall 2021	OTA Class of 2021	10 started/ 9 finished	9/10 students	90% retention
•	Fall 2020	OTA Class of 2020	10 started/10 finished	10/10 students	100% retention
•	Fall 2019	OTA Class of 2019	14 started/14 finished	14/14 students	100% retention
•	Fall 2018	OTA Class of 2018	13 started/12 finished	12/13 students	92.3% retention
•	Fall 2017	OTA Class of 2017	12 started/12 finished	12/12 students	100% 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		33/34	97.0% retention	

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

	2021-2022	OTA Class of 2022	11 started/7 finished	7/11 students	63.6% retention
•	2020-2021	OTA Class of 2021	13 started/10 finished	10/13 students	76.9% retention
•	2019-2020	OTA Class of 2020	14 started/10 finished	10/14 students	71.4% retention
•	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		27/38	71.0% retention	

Overall 2021-2022 Average (1st and 2nd year) Retention 76.8% retention
Three-year average (1st and 2nd year) Retention 84.0% retention

Individual Semester Breakdown

Fall, 2021

8/11 first year students (Class of 2022) who began the semester, completed the Fall 2021 Program Courses. Of these, two were academic issues and one withdrew themselves due to personal issues that they related to COVID.

9/10 second year students (Class of 2021) began Fall 2021 semester and completed coursework and Level II FW. (one student withdrew herself during Level II FW due to personal reasons and one student was delayed completion due to pregnancy but after receiving an initial “I” grade completed Level II FW in the spring so is included in the data.

- Fall Semester 1st year students 8/11
- Fall Semester 2nd year students 9/10

TOTAL 17/22 = 77.0% successful progression fall to spring

Spring, 2022

7/8 first year students (class of 2022) who began the semester, completed the Spring 2021 program courses. One student was unsuccessful with TI in the spring.

- 1st year students 7/8

TOTAL 7/8 = 87.5% successful progression spring to summer

Summer, 2022

7/7 first year students (class of 2022) who began the semester, completed the Summer 2022 program courses.

- 1st year students 7/7

TOTAL 7/7 = 100% successful progression summer to fall 2

UAC reports retention data for all OTA majors as well as all AAS majors and is listed below.

UA Cossatot Total AAS Majors

- UA Cossatot Total AAS Majors (3-yr avg) 95.2% retention
- UAC Fall 3-yr avg. 92.3% retention
- UAC Spring 3-yr avg. 97.3% retention
- UAC Summer 3-yr avg. 96.0% retention

UA Cossatot OTA Majors

- UA Cossatot Total OTA Majors (2-yr avg) 94.7% retention
 - UAC Fall OTA 2-yr avg. 94.9% retention
 - UAC Spring OTA 2-yr avg. 92.8% retention
 - UAC Summer OTA 2-yr avg. 96.4% retention
-
- UAC OTA Reporting (Summer 2022) 11/12 91.6% retention
 - UAC OTA Reporting (Spring 2022) 30/31 96.7% retention
 - UAC OTA Reporting (Fall 2021) 38/40 95.0% retention
 - UAC All AAS Reporting (Summer, 2022) 118/120 98.3% retention
 - UAC All AAS Reporting (Spring 2022) 311/331 93.9% retention
 - UAC All AAS Reporting (Fall 2021) 367/393 93.3% retention
 - UAC OTA Reporting (Summer 2021) 14/13 students 101.1% retention
 - UAC OTA Reporting (Spring 2021) 32/36 students 88.8% retention
 - UAC OTA Reporting (Fall 2020) 36/38 students 94.7% retention
 - Summer 2021 140/150 students 93.3% retention
 - Spring 2021 308/304 students 101.3% retention
 - Fall 2020 339/362 students 93.6% retention
 - Summer 2020 136/141 students 96.4% retention
 - Spring 2020 317/327 students 96.9% retention
 - Fall 2019 427/474 students 90.0% retention

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

- OTA Class of 2021 9/13 students 69.2% graduation rate
- OTA Class of 2020 10/14 students 71.4% graduation rate
- OTA Class of 2019 14/16 students 87.5% graduation rate
- 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 33/43 76.7% graduation rate

Results for review year 2021-2022:

- 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.
- 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.
- Second year student retention is 90%. This is above our established threshold.
- 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.
- 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.
- 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.

Actions Indicated:

- 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 cohorts impacting class of 2024 graduates in each of the programs.
- 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.
- 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.
- Students who score below passing on exams are now required to visit with the OTA tutor for additional strategies and support.
- Continue the summer orientation program to support academic success in the fall semester.
- 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.
- 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.
- Monitor impact of COVID on retention and graduation.
- Continue with grant funded tutor position (begun in fall 2021) to provide additional student support and assess impact as indicated.

- Assess marketing efforts to increase qualified applicant pool.
- Monitor graduation rate and relation to ongoing COVID impact.

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.

B. Student Satisfaction

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

Data and Analysis:

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.

- Individual Courses (data collection centers on course materials, knowledge of learning objectives, alignment of student assessment with methods of instruction, and lab resources availability)

Fall 2021

- | | |
|---|--------------------------|
| ○ OTA 2103 Therapeutic Activities I (Stuart Howell) | 100% positive responses |
| ○ OTA 2104 Human Movement (Heminger) | 100% positive responses |
| ○ OTA 2402 Professional Issues in OT (Heminger) | 97.8% positive responses |
| ○ OTA 2301 Level I FW A (McDaniel) | 89.0% positive responses |
| ○ OTA 2404/2014 Level II FW A&B (McDaniel) | 100% positive responses |
| ○ OTA 2303 Psychosocial OT/MH (McDaniel) | 100% positive responses |
| ○ OTA 2213 Pathophysiology (Heminger) | 100% positive responses |

- Qualitative Responses

- What are this instructor's strengths?
 - **OTA 2104**
 - Being able to facilitate the class, explaining things in a way that is easy to understand, communication, professionalism.
 - Very knowledgeable and wants to see students succeed.
 - This topic was a struggle of mine, but having her use my body to demonstrate really helped click.
 - Very knowledgeable on every subject and gives immaculate feedback
 - **OTA 2103**
 - kindness and understanding, shows genuine care for students.
 - Kind and Motivating
 - She is direct. She understands that some material is not appealing but does her best to make it fun.
 - very caring and understandable

- This teacher has a really good way of making the classroom a comfortable vibe for everyone. I love the way this teacher teaches as she makes direct eye contact at all times.
- **OTA 2402**
- The instructor is very professional and knowledgeable
- Mrs. Heminger takes the time out to connect with each student. She offers encouragement and compassion to all students.
- She is very easy to talk to and always is there to answer any questions you may have.
- Knowledgeable, caring, understanding, patient
- Very respectful, knowledgeable, and above all a great OTR!
- Overall knowledge of the OT field and her desire to ensure that everyone is treated fairly and with respect.
- The instructor's strengths include being extremely selfless, having a pure heart genuinely seeking the best for us in all aspects of life and wanting to watch us grow in the program and as individuals.
- She had very good rubrics and instructions for each assignment
- Presents material in an easy to understand way, explains herself well, and takes the time to reiterate material if students are not understanding.
- **OTA 2301**
- very knowledgeable and encouraging
- communication skills
- She makes time to help out when needed.
- The instructors strengths consists of respect, strong communication, increased motivation, and is reliable.
- **OTA 2303**
- Knows material and helps us cope with stress
- Strong communication, respectful, reliable.
- **OTA 2213**
- She is very patient and great at explaining things to help us understand difficult material.
- Mrs. Heminger was very knowledgeable in the material we are being taught. She explains things in a great manner and does not make students feel "stupid" when they ask a question.
- communication, professionalism, tactile teaching
- I am a night owl so I love that she responds at night, because not many do and that is when I work best.
- Very knowledgeable about every subject and always gives immaculate feedback
- List one or more areas of the course instruction that you like.
 - **OTA 2103**
 - begins each lecture with a creative activity and JACs for the week (joys and concerns)
 - She makes sure we understand material and love her game review for exams.
 - She radiates positivity. She lets the class decompress before starting class and that really helps get the ball rolling.
 - I love her colorful powerpoints!
 - **OTA 2104**
 - Mrs. Heminger takes material that may be difficult to comprehend and utilizes her own knowledge and explanations to help us learn the material - not just memorize it. Mrs. Heminger is also extremely intelligent in the material she teaches, and always has a solid answer for the question asked. She teaches and explains things to us instead of telling us to look it up on our time.
 - Hands on and making us do things we are uncomfortable with that in return helps us learn better.
 - I love that the lectures and lab really help it all make sense
 - Adding her notes to the powerpoint like McDaniel does
 - **OTA 2402**
 - I like that she makes learning fun and makes time to answer any question at anytime even after hours
 - Hands on and one on one.
 - it was a laid back class and gave plenty of time to complete assignments. She was very good at explaining everything out.
 - Always explains things in a way that is most understandable.
 - Takes the time to explain everything in detail.
 - She is open to anything you need. The instructor has an open door policy and I always felt comfortable enough to discuss anything with her.
 - I enjoyed every aspect of the course instruction throughout my time in the program, material was presented very thoroughly with great feedback and constructive criticism.
 - communicates very well
 - I liked that it was online and a work at your own pace for the most part.
 - **OTA 2301**
 - She moves around and keeps us interested in the lecture.
 - shows professionalism
 - I think that this teacher teaches in all the ways possible

- **OTA 2303**
- I love her mental health breaks.
- I enjoy that we get our mental health breaks like coloring or our sleep section.
- I like that she walks around the room, asks questions to get us involved, and makes us write on the board.
- **OTA 2213**
- She explains things well without making you feel dumb.
- Explains things easy to understand
- the way she incorporates all learning styles
- She is great at breaking down a topic that one does not really comprehend.
- I would like it if this teacher would put her notes on the powerpoints like McDaniel does
- What suggestions do you have to improve this instructor's teaching?
 - **OTA 2103**
 - showing up earlier, most of the time teacher showed up at exact time class started, leaving the class actually starting about 10 minutes later due to set up of computer and lesson taking time.
 - Keep being a RAY OF LIGHT!
 - I think walking around the room would help other learn
 - **OTA 2104**
 - Keep on ROCKING it! I would like scheduled one on one in lab if possible with her.
 - I do not think there is a need for improvement
 - **OTA 2402**
 - I would say that the instructors style of teaching is great and continue this
 - none
 - NONE!!
 - None
 - Nothing! She is the best!!
 - None at this time.
 - None, she is phenomenal!
 - non
 - None.
 - **OTA 2301**
 - Assigning fieldwork in closer proximity to where the student lives. For example, some students living in Texarkana were assigned somewhere in Hot Springs while other students who may have been closer to Hot Springs were assigned in Texarkana.
 - I dislike the fact that sites are randomized. After Covid many have limited financial help, so driving hours away when something is near by is not reasonable. Not many people will be driving hours and hours to work, so I don't comprehend the need. It is additional gas, food, and stay expense.
 - I think maybe not reading directly from the paper might help others learn.
 - **OTA 2303**
 - If there was a way to avoid reading straight off a powerpoint, or days were it will be like that offer virtual.
 - Not reading directly from the slide as it is more difficult to learn this way
 - **OTA 2213**
 - Keep it up
 - Nothing
- Indicate the strengths of your Level II rotations:
 - Clinical Instructor 77.78%7
 - Location 66.67%6
 - Type of facilities offered 66.67%6
 - Types and number of patients offered 77.78%7
- Please indicate areas where the Level II experience could be improved.
 - Overall, attending fieldwork sites was a good experience.
- Please indicate how the selection process for Level II experience was effective or could be improved.
 - The current process is fair.
 - Being placed on FW sites that are near each individual.
 - A wide variety of sites in addition to concise communication on clinical expectations.
 - Fair, but would recommend taking where people live into consideration because it is already an expensive program when you are unable to work due to courseload
 - Considering locations closer to specific students for all fieldwork Level I and Level II.

Spring 2021

- OTA 1113 Intro to OTA (Griffin) 100% positive responses
- OTA 2221 Level I FW B (McDaniel) 88.6% positive responses

- OTA 2312 Management in OT (McDaniel) 91.4% positive responses
 - OTA 2223 Physical Dysfunction (McDaniel) 88.5% positive responses
 - OTA 2204 Therapeutic Interventions (Heminger) 95.2% positive responses
 - OTA 2203 Therapeutic Activities II (Stuart-Howell) 99.0% positive responses
- **Qualitative Responses**
 - What are this instructor's strengths?
 - **OTA 1113**
 - very flexible and wants us to learn
 - Mrs. Griffin is a great communicator, both about OT and responses to email questions.
 - she is organized and cares about the student's success
 - Great communication.
 - **OTA 2221**
 - grades very quickly
 - Grades assignments fast, and discusses FW sites to give insight.
 - Grades assignments quickly.
 - Provides encouragement
 - Easy person to come to for advice and always available to give feedback.
 - **OTA 2203**
 - Motivating!
 - Always keeps a positive energy in the class
 - Her personality and whole person is someone that makes you look forward to the class.
 - Very encouraging and does not hesitate to help when needed.
 - Being very positive and encouraging.
 - very encouraging and helpful
 - Having open communication and positive attitude.
 - **OTA 2223**
 - Grades assignments quickly and tries to explain some topics
 - She grades assignments and test very fast.
 - Organized
 - She grades really fast, and does try to explain topics to those that do not understand.
 - She grades fast which is helpful
 - Intelligent and open minded.
 - **OTA 2312**
 - Graded quickly
 - She provides notes for her power points
 - Very knowledgeable in management of OT
 - She allows us to have powerpoints with her notes.
 - Very collaborative with students.
 - **OTA 2204**
 - Instructor was very knowledgeable, gave good feedback for assignments, and made me feel comfortable asking questions in class.
 - She is great at explaining everything in depth so that students truly comprehend the material.
 - She explains things in detail. She doesn't make you feel dumb when you ask a question.
 - Very knowledgeable in OT
 - This instructor is very helpful in any situation or circumstance that may be concerning.
 - Very knowledgeable.
 - List one or more areas of the course instruction (the way the instructor teaches) that you like.
 - **OTA 1113**
 - i did not like the presentations but understand why we have them
 - The prerecorded videos she did were very helpful for the online class. He PowerPoints are brief but include the necessary topic points.
 - i like being able to meet in person
 - Everything was clearly discussed and laid out from the start of the semester.
 - **OTA 2221**
 - I like going to the board to write. I love to go to FW.
 - Very professional and knowledgeable in documentation
 - I enjoy the pictures on the powerpoint for a visual
 - Always asks about our experiences on site and tells us how we can improve next time.
 - **OTA 2203**
 - She has fun activities for us to do in our group activities.

- That we did exam reviews
- She takes the time to describe what the concept is.
- I love that we have exam reviews.
- Creating a good environment in the class.
- By having the class express their joys and concerns to make the students feel cared for before getting into the lecture.
- **OTA 2223**
- I liked videos included in the powerpoints/lecture. Provides quizlets for classes.
- that she provides notes on her Power points
- Gives mental health breaks when needed.
- I like the YouTube videos that she does include in the PowerPoints.
- I like that she goes into detail over a subject if someone has a concern or misunderstanding.
- Utilizes therapeutic use of self constantly when explaining how to interact with patients.
- **OTA 2312**
- I like that she provides us with quizlets for her class.
- Allowed for students to learn from their mistakes without a fear of failure.
- **OTA 2204**
- I learned a lot from Mrs. Heminger. She is extremely knowledgeable and allowed me to learn in a comfortable manner. She shared her knowledge thoroughly and in the best way possible.
- I like how she prints PowerPoints and handouts and makes me feel comfortable.
- I like that she prints power points that are needed for notebooks and its not a required cost for the students.
- Great at explaining in layman's term
- I love that this instructor teaches with a hands-on approach.
- Very hands on learning in lab.
- What suggestions do you have to improve this instructor's teaching?
 - **OTA 1113**
 - nothing--it was good
 - Proofread the assignment instructions, there were a few times I was unsure of exactly what I was supposed to do (because there could have been a couple different ways to complete it). But after emailing her, she clarified. Other than that, I cannot think of anything, she is a very personable instructor and cares about helping the students succeed and understand the material.
 - nothing--this was a great class
 - Nothing. It was a great semester.
 - **OTA 2221**
 - If there is not a lesson/lecture I feel like we should not have to stay at school. There are students that live miles away and get home later. I feel like placement for fieldwork could be done differently. If a fieldwork site is closer to me than someone else, I feel like it would only make sense for me to go to that site and the other student go somewhere closer to her.
 - I there is no lesson provided students should not be made to stay and fill in time.
 - If there's not a lesson provided students should not be required to stay on campus.
 - More specific with issues on soap notes and written more neatly.
 - **OTA 2203**
 - have virtual when we don't have lab and grade AA faster
 - I wish we could do virtual on the days we do not have lab.
 - I think that grading our activity analysis within 3 days would be more helpful for the activity analysis in the future.
 - Being more on time for class, being early to set computer up so class can start on time.
 - Have the students do more crafts.
 - **OTA 2223**
 - I feel like favoritism was demonstrated towards certain classmates, I feel like some comments towards students can be hostile/uncalled for/ and can come off rude. I do not feel comfortable asking questions in class because of this. There is A LOT of unnecessary printing within this class. I would estimate nearly \$200 in printing just this semester between printing at home and printing at school. We are required to put powerpoints and assignments in our end of semester binder that are already in blackboard in end of semester. I do not see the point in making us print it all out when we turned it in to blackboard and the material is already on blackboard.
 - The instructor has made comments about students weight on a couple occasions and doesn't make students feel comfortable when asking questions, she has shown favoritism and a lot of unnecessary print costs for a notebooks that don't benefit everyone. I have spent roughly \$200 between printing at home and at school for this class. If things are needed for the binder like power points I think it should not be the students responsibility.
 - Providing PowerPoints if they must be included in the notebook for good grade. It is very expensive to print.

- I do believe that there are comments that should not be said, and she can demonstrate favoritism. We should only include online turn ins. We have had to spend a lot of money to print PowerPoints and items for a notebook that many do not benefit from.
- I think that it is uncalled for that we have to print every powerpoint to go into our binder as this costs a lot of unnecessary money. I have also heard comments that are uncalled for and she can show favoritism towards students at times.
- Utilize more exam reviews before tests.
- **OTA 2312**
- I have done this for the instructor in the previous surveys given for this semester. I feel it is the same for all classes. one thing i did not add for all of this instructor's surveys but I do feel like the instructor should not read off of powerpoints if we get points counted off of our grade for reading ours if we have presentations. The notes in the powerpoints for this instructor is straight from the books and really all definitions. If I wanted that information, I could just simply read from the book and not have it read to me.
- Instructor reads straight from power point.
- Printing the PowerPoints of they are required in notebook for a good grade. Printing them are very expensive.
- I do believe that there are comments that should not be said, and she can demonstrate favoritism. We should only include online turn ins. We have had to spend a lot of money to print PowerPoints and items for a notebook that many do not benefit from. I personally have spent approximately \$160 for printing materials at home and school.
- I don't feel that guest speakers are always effective and there is favoritism shown in the classroom.
- More hands on guidance while the students are doing assignments that are very foreign to them.
- **OTA 2204**
- Maybe not doing group work throughout the entire semester. I understand the concept of group work, but I would like a break between them.
- I wish group work was not over the entire course of the semester. I would like it to be a project that is completed within the first month.
- Im not crazy about the group work but understand why its needed.
- I would like it if our assignments were graded faster.
- Being more clear with instructions on assignments.

Summer 2021

- OTA 2113 Pediatrics in OT 100% positive responses
- OTA 2111 Level I Fieldwork C (McDaniel) 100% positive responses

• Qualitative Responses

- What are this instructor's strengths?
 - **OTA 2111**
 - Very knowledgeable and does a great job at finding fun fieldwork sites.
 - Includes mental health into it.
 - loved being able to do QOW and therapy ahead of time
 - Explaining assignments in detail
 - **OTA 2113**
 - I love love love Dr. Webb and her class!! She does a great job at including everyone's learning styles.
 - Very creative and informative. I loved building different interventions that we can physically take with us, made me feel more prepared.
 - Making students feel comfortable in the classroom
 - Very informative and helped with any issues that may have arrived!
 - She was very understanding and worked well with us.
- List one or more areas of the course instruction (the way the instructor teaches) that you like.
 - **OTA 2111**
 - She does mental health breaks.
 - She refreshed on past topics.
 - more fun and interactive class days
 - Hands on and fun activities
 - **OTA 2113**
 - She does a great job at explaining topics that I may not understand.
 - grading slightly faster
 - A very relaxed and fun classroom environment
 - I like our handouts that go along with our powerpoint
 - She is amazing!

- What suggestions do you have to improve this instructor's teaching?
 - **OTA 2111**
 - I would prefer in class sessions for this rather than prerecorded lessons. Would love an in-depth class on pediatric SOAP notes
 - being able to do all other course work at your own pace instead of just QOW and therapy ed
 - N/A
 - **OTA 2113**
 - None, she is great!
 - Not a thing! I love the class
 - better prep for tests
 - N/A

- Instructor Satisfaction scores taken as averages
 - Fall 2021 99.4% positive
 - Spring 2022 93.7% positive
 - Summer 2022 100% positive

 - **Average 97.7%**

- Qualitative Responses
 - Qualitative responses vary but are by far for all faculty positive.
 - Greatest responses for improvement involve relating to reading from slides, printing of material and feedback/grade times.

- Accessible resources, equipment and supplies to maximize learning
Overall 100% positive

- Lab space was well organized
Overall 100% positive

- Equipment was adequate, available and in working order
Overall 95.2% positive

Lab and Equipment Satisfaction Average 98.4 %

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.

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

Overall, all the OTA faculty satisfaction achieved averaged ratings of 97.7%. These ratings exceed our 85% desired threshold. Individual instructor ratings met or exceeded the individual desired thresholds indicating successful implementation of PDP plans.

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.

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.

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.

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.

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).

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.

OTA Program Exit Survey---Fall 2021-- (Class of 2021—9 responses)

88.9% of students (8/9 surveys) indicated overall satisfaction with the program at a 4 or 5 level (above average or excellent)

77.8% of students (7/9 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)

Results for review year 2021-2022:

- Qualitative data indicate overall positive responses to adjustments made to accommodate COVID
- Course satisfaction results were above threshold.
- Instructor satisfaction results were above threshold
- 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.
- Mentoring has continued for training of the AFWC.
- Overall graduate satisfaction with the program exceeds threshold.
- Overall graduates indicated a high rating for their ability to respond to changes in healthcare although this is lower than last year's reporting.
- 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.
- Review of printing costs and expectations in each course is needed.

Actions Indicated:

- We will review amount of printing required in courses and adjust as needed.
- Create equipment replacement/repair list and process within timeframes and budgeting.
- 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.
- Improve response time for grading assignments.
- Continue to monitor student response to adjustments due to COVID.
- Maintain an overall student satisfaction with OTA program.
- Assess student satisfaction with new application process/system. A survey has been added to the online application itself to assess student views of process.
- 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.
- Monitor need to increase lab equipment inventory as needed.
- 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.
- 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 Pediatrics for effectiveness and consistency.
- Continue with PDP goals for instructors to target abilities to improve instructional skills, advising, teaching diverse population, and utilizing technology.
- Continue the new application process where the observation hours are replaced with an interview and video review.

Desired Outcomes:

- Maintain student outcomes and satisfaction in all courses.
- Improve instructional abilities of core and adjunct faculty.
- Excellent performance in fieldwork settings.
- Improved student outcomes and satisfaction in the program.
- High graduation and retention rate levels.

C. 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; Qualitative Assessment of Instructor Responsibilities

Data and Analysis:

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 and student satisfaction in prior sections)

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 (co-taught by adjunct and 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 30 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.

Arwen McDaniel is a 2016 graduate of UAC and serves as our AFWC. She is a COTA with 6 years' experience working in pediatrics, rehabilitation, and long term care settings. 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 secure unit for mental health seniors as well as a dementia care 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. McDaniel 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. She is also yoga certified and well able to bridge the holistic approach to occupational therapy. Finally, Ms. McDaniel has experience as a manager and executive director/administrator of a long term care facility that gives her the insight needed for the Management in OT course. Ms. McDaniel continues to refine her classroom instructional skills through professional development courses in classroom instruction. Mrs. McDaniel has a bachelor's degree in journalism. She applied and has been accepted into a bridge to MS OT program.

Dr. Stuart-Howell holds a clinical doctorate in OT and has over 15 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 12 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. Her current full time employment is in 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. McDaniel, 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 in any course 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 2022, First Year Students (Class of 2022)

- OTA 2204 Final Project, Spring 2022
 - **100% of students utilized client specific occupation within their intervention design.**

A new data collection area has been added this year to assess first time pass rates for skills competency checkoffs. Skills competencies are located in both the Therapeutic Activities 1 and 2 (OTA 2103 and 2203) courses as well as Therapeutic Interventions (OTA 2204). These will be used as a measure for impact of program tutors as well as retention/graduation rates and student satisfaction with the OTA Program.

Skills Competency Check Offs 1st Time Pass Rate

- 2021-2022 68 skills--74 passed 1st attempt $68/74 = 91.8\%$ 1st time pass rate
- 2020-2021 90 skills--81 passed 1st attempt $81/90 = 90.0\%$ 1st time pass rate

Results for review year 2021-2022:

- Skills competency for first time pass rate is
- 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.
- Our AFWC has had ongoing mentorship by the PD and has good student satisfaction reviews in courses taught.
- Student retention has declined this reporting year. This is possibly related to the ongoing COVID pandemic as well as a lower than normal number of applicants resulting in a lower than normal number of beginning students.
- Excellent student satisfaction noted.
- 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 (McDaniel, Griffin, Webb and Stuart-Howell).

Actions Indicated:

- Add to student survey at end of program questions specifically related to improvements with instructional design.
- 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.
- Begin assessing skill competency check off pass rates.

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.

D. Effectiveness of Instructional and Curriculum Design

Measures applied: Progression/retention Data; Course End of Semester Summary reports; Co-Curricular Assessment Report; Instructor and Course Surveys

Data and Analysis:

College and program assessment for outcomes is completed throughout the academic year through the summary reporting document and the college assessment process. For program outcomes and success towards the college learning outcomes, each course has designated assessment measures using assignment and testing activities within the course. This information is compiled by each instructor at the end of the course and submitted to the program director with any recommendations for adjustment to course material, instructional methods, or assessment tasks. This assessment specifically includes a review of the alignment of assessment task to course learning outcome which are then aligned with program learning outcomes and college learning outcomes. This is then compiled into a single report by the program director which is then reviewed with faculty to provide a global picture of the effectiveness of the program during the following August OTA Program staff meeting with additional adjustments made if recommended. Progression/retention is reported in another section of this report so is not restated here but the data from is considered as it impacts instructional and curriculum design adjustments.

Results for review year 2021-2022:

This is the first year to include this summary document for this data. Results for the course summaries included the following:

- OTA 1113 Intro to OTA—Plan to add more examples of differing diagnoses within the lecture.
- OTA 2104 Human Movement—Plan to adjust content to further emphasize end feel and force within the lecture material. We anticipate changing to a new textbook next year to better fit the needs of the course so other adjustments are likely.
- 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.

- OTA 2301 Level I FW A—Plan to develop a new case study assignment as well as adjust and resume using the PDA.
- 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.
- 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.
- 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.
- 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.
- OTA 2113 Pediatrics in OT—Plan to adjust assignments to include a more standardized rubric for skills competency.

Co-Curricular Assessment Results

- Assessed the Fall Festival Assignment in October 2022 against the outcomes and mission for the SOTA club.
 - Survey results were 100% positive for measured areas including communication, leadership, and planning.

Actions Indicated:

- Make adjustments to course content as indicated above.
- Make adjustments to course assessment as indicated above.
- 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.

Desired Outcomes:

- Increase alignment between college, ACOTE, and program needs.
- Improved student's retention and progress.
- Maintain high level of success on the NBCOT board exam.

E. 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 2021-2022:

- Level I (data collection from fall 2021, spring 2022, and summer 2022)
 - Overall Satisfaction with Fieldwork Site
 - 86.4% of ratings above average or exceptional
- Sample student comments regarding Level I FW (qualitative data):
 - **Best Part**
 - This was a very complex site and gave a lot of room for learning. My CI allowed me to use my knowledge and also tested my knowledge. I was pushed out of my comfort zone and built confidence.
 - Getting to do modalities and make a splint. I also got to watch a surgery.
 - The staff was very friendly and very helpful. They all were very open and helpful when it came to my learning.
 - Getting to experience a new site.
 - My CI was wonderful to work with and was very informative. She had good therapeutic use of self and a positive attitude towards her patients and towards me as her student.
 - **Ways To Improve**
 - The facility cannot exactly “fix” this, but this site is extremely complex and really a league of its own. I would suggest a stronger student be placed here, for future classes to come through.
 - They didn’t have many patients a day but other than that, their facility was very nice!
 - Ask more questions to the students about a diagnosis prior to treatment.
 - Paperwork was ridiculous for Level I. They ended up just letting me volunteer.
 - I would love for there to be more than 3 days at a rotation.

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.

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 2021-2022:

- Level II (Class of 2021—Fall 2021)
 - 18 surveys were returned and available for data collection
 - Expectations of fieldwork experience were clearly defined
 - Rating 4 or 5: 18
 - Expectations were challenging but not overwhelming
 - Rating 4 or 5: 18
 - Experiences supported student's professional development
 - Rating 4 or 5: 18
 - Overall Rating
 - 18 surveys x 3 areas of rating = 54 ratings
 - Average rating of 4 or 5 indicating satisfaction with experience
 - 100% of rating 4 or 5

Examples of positive comments include:

- Allie was amazing. She really took the time to help me make me feel like a part of the team and taught me so much information.
- I learned a lot from my CI.

- Timber Ridge is a friendly environment to work in. Everyone here communicates consistently in order to ensure the success of the clients here, and they really care for them. This site exposed me to experience never before seen clients I have not had the opportunity to work with else where. Definitely increased my knowledge on TBI and neuro re-ed.
- I could not have hand picked a better facility for my level 2 clinical experience. I learned so much and feel as though I've gained so many skills and knowledge I will utilize as a therapist. I recommend this place, truly! You will not regret the decision!
- Anyone who is lucky enough to have Audrey as a CI will have a great experience. She is easy to get along with and does a good job explaining reasons for treatments.
- It was a great experience!
- Steve has been a great CI and has taught me a lot. I would recommend any student to learn from him.
- Good learning experience.
- Working and learning with Sarah was amazing. She taught me so much. She's so good at giving feedback to help you improve. Anyone that has her will love it there.
- I loved this rotation. Taylor was great, extremely knowledgeable, professional and caring.
- Megan was a great role model of what a COTA should look like and act like. She was open to answer any questions I had and to always encourage me in everything I did while I was there. I am very thankful for being placed at Texarkana Therapy Center with Megan as my supervisor.
- I gained so much knowledge about pediatrics that I will be able to carry with me throughout my journey to becoming a COTA! Everyone here had a huge impact on me and I learned new things from every individual here. I will truly miss this people and the facility.
- Ashley was an awesome CI. She was great at providing feedback and challenging me everyday.

Examples of comments for areas of improvement were noted:

- N/A

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.

Actions Indicated:

- Review and assess changing needs with Level I Fieldwork due to changes with sites due to COVID.
- Assess use of simulation within the simulation lab to facilitate Level I FW.
- 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).
- 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 building back those that have been shut down due to COVID.
- Continue to offer training opportunities for fieldwork educators to promote ongoing collaboration.
- 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)).

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.

F. Student Performance Evaluation in Fieldwork Experience/Competency in Professional Behaviors

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

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. 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.

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. 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 as well as to allow the program to utilize the current supply of FWPEs the program has.

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.

Results for review year 2021-2022:

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

- Level I Fieldwork First Try Pass Rate
 - Fall, 2021 100% pass rate
 - Spring, 2022 100% pass rate
 - Summer, 2022 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 2021 (Class of 2021)
 - 12 ratings per students x 9 students
 - 108 items rated
 - Ratings of 1 or 2 1
 - Ratings of 3 or 4 107 99.0%
 - Section III-Evaluation/Assessment Administration
 - Fall 2021 (Class of 2021)
 - 10 ratings per students x 9 students
 - 90 items rated
 - Ratings of 1 or 2 5
 - Ratings of 3 or 4 85 94.4%
 - Section IV-Intervention Selection and Implementation
 - Fall 2021 (Class of 2021)
 - 12 ratings per students x 9 students
 - 108 items rated
 - Ratings of 1 or 2 0
 - Ratings of 3 or 4 108 100%

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. 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.

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.

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.

As development of professional behaviors is a key aspect of the mission and curriculum design, this is emphasized throughout the program. One 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.

Professional behaviors are also assessed by employers on the post-graduation employer survey.

- Graduate demonstrates professional behavior and ethical practice: 100% positive responses

Actions Indicated:

- 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.
- Monitor the adjusted PDP process with students throughout the program and continue to collect data on performance for professional behaviors.
- 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.
- 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.
- Continue to monitor the impact of adding SOAP note writing skills and assessment to clinical competencies in lab courses.
- Continue exploring adding a leadership component requirement to community service as community service opportunities resume with COVID.

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

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 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 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 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.

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.

Results for Review Year 2021-2022 (Class of 2021)

○ Total number of First Time/New Graduate (FT NG) Candidates Testing		8
○ Total number of FT NG Candidates Passing Exam (% passing)		7 (88%)
○ Total number of FT NG Candidates Failing (% failing)		1 (12%)
○ Cohort Total Average Score		469
▪ Cohort Average Passing Score	473	
▪ Cohort Average Failing Score	444	
○ All US Programs Average Score		470

UA Cossatot Average Pass Score is on target with 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.

Desired Outcomes:

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

H. Graduate job placement as determined by student post graduate survey and skill performance as determined by employer satisfaction.

Measures analyzed/applied: UA Cossatot Student Post-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 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.

Post graduate surveys were disseminated using both email and text to assess board exam timelines and employment data. 6 post-graduate surveys were returned 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:

- 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 2021-2022

Job Securement

OTA Program Post-Graduate Survey—(Class of 2021—6 responses)

Employed:

Full time	5
Part time	0
Employed in OT but actively seeking additional employment	0
Employed in Non-OT setting	0
Unemployed seeking employment	0
Not seeking	1

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.

100% of students seeking employment were employed within 6 months

- Weeks to find employment in field
 - **Average = 5 weeks**

Employer Survey

- 5 surveys returned
 - Overall 100% of responses indicated agreement that graduates are functioning at new graduate levels in the areas assessed.
- Question 4 specifically relates to ability to design intervention and use of occupation
 - 100% positive responses
- Question 5 specifically relates use of standardized assessment

- 100% positive responses
- Question 8 specifically relates to professional and ethical behavior
 - 100% positive responses
- Question 9 specifically relates to documentation
 - 100% positive response
- Overall rating for UA Cossatot Graduates compared to other new hires with similar experience

100% rated Outstanding or Very Good		
Outstanding	4/5	80.0%
Very Good	1/5	20.0%

- 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.
- Students indicated employment in the hospital setting (1), in-patient rehab (1), school system (2), other settings (1). One student skipped this question.
- Employer data indicated that our students are demonstrating skills appropriate and even superior at entry level.
- Professional behaviors is rated by employers as positive.
- Ability to provide effective occupation centered interventions is rated by employers as positive.

Actions Indicated:

- 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.
- 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 8 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