Goal 1: Overall pass rate for the NBCOT exam will be 85-100%
In 2009 a new NBCOT exam was introduced. Our pass rate went from an average of 94% for the previous 8 years to 67%. Although it was learned that the national pass rate decreased by 10% nationwide and that there was an anomaly with one version of the new test, the MSOT program still wanted to use a variety of strategies to improve scores. Four action steps were developed and implemented. NBCOT pass rate for 2010 improved to 85% in 2010 and is currently at 100% in 2011 (18 of 20 students have taken the exam and passed on the first attempt).

Goal 2: Increase faculty scholarship activities in presentations and publications.
Faculty set a goal of 3 publications per year and 6 presentations per year. Faculty exceeded the publication goal with 2 peer-reviewed publications, 1 book chapter, 1 invited publications. Faculty exceeded the presentation goal with 28 peer-reviewed presentations and 7 invited presentations.

Goal 3: Enhance academic credentials of all FT faculty – Kathy Klein and Mary Kientz continue in the OTD program at University of Kansas. Professor Kientz expects to graduate in August 2011 and Professor Klein expects to graduate in 2013.

Goal 4: Classroom space and storage will be adequate to meet student and faculty ideal/expected needs.
This goal was developed because one of the current MSOT classrooms (WQ224) is at fire capacity. Two current classrooms with space capacity issues do not allow us to grow the program. With the WQ building becoming a Health Sciences building, we submitted a plan to increase our classroom space as part of the Backfill Plan.

Goal 5: Continue to meet ACOTE standards with available resources.
This goal was set to recognize the need to continually meet ACOTE standards despite decreasing budgets. Faculty set a goal to identify and seek additional resources, and faculty achieved this goal through internal grants and requests for necessary assessment tools. For student resources faculty set a goal to promote GA availability and the use of the Distinguished Student Research Fellowship. GA applications exceeded credits available for 2010-2011. Students were awarded DSRF in Fall 2010 and Spring 2011. The ACOTE Annual Report was submitted and accepted by ACOTE. The ACOTE Interim Report (Accreditation report completed in 5th year of 10 year cycle) was submitted to ACOTE by April 1, 2011. ACOTE will vote on report and report status by August 1, 2011.
## Fall Graduate Enrollment Tables

<table>
<thead>
<tr>
<th>Major Program</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>22</td>
<td>41</td>
<td>1</td>
<td>42</td>
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<tr>
<td>Spring 2010</td>
<td>477</td>
<td>187</td>
<td>82</td>
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<td>Fall 2010</td>
<td>20</td>
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<td>43</td>
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<tr>
<td>Spring 2011</td>
<td>507</td>
<td>197</td>
<td>113</td>
<td>458</td>
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</table>

## Summary of Courses Taught by Program Faculty (pre-filled by Institutional Research)

<table>
<thead>
<tr>
<th>Total Course Enrollments</th>
<th>FA 2009</th>
<th>SP 2010</th>
<th>SU 2010</th>
<th>FA 2010</th>
<th>SP 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Students</td>
<td>Reg</td>
<td>Adj</td>
<td>Stu</td>
<td>Reg</td>
</tr>
<tr>
<td>OCTH 5100</td>
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</tr>
<tr>
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<td></td>
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<tr>
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<td></td>
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## Summary of Degrees Granted

<table>
<thead>
<tr>
<th>Degrees Granted</th>
<th>FA08</th>
<th>SP09</th>
<th>SU09</th>
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<th>SP10</th>
<th>SU10</th>
<th>FA10</th>
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<td>21</td>
<td>0</td>
<td>0</td>
<td>20</td>
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</tbody>
</table>
[Attach Appendix of Faculty Activity – from Sedona]

Director Comments about Faculty Complement Table and Faculty Activity:
Use this space to reflect on faculty complement, faculty retention and development, faculty mentoring and recruitment, scholarly and creative activity, service and engagement, etc., if applicable

The faculty complement has not changed in 2010-2011. The MSOT program has remained fully staffed for the past three years. Two faculty successfully completed the 3rd year review (Mary Kientz and Surya Shah) and Kathleen Klein was promoted to Associate Professor.

We recently hired an adjunct to teach a 2 credit Practice Skills III course in Fall 2011 (Mike Staino, OTR, CHT). The Academic Fieldwork Coordinator previously taught a 2 credit course but will no longer be doing so due to a shifting of courses with the change in the Program Director role.

## Faculty Complement Tables:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Hire Date</th>
<th>Gender</th>
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<tr>
<td>ASSOC</td>
<td>FA08</td>
<td>M</td>
<td>A</td>
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</tbody>
</table>

[Use this space to reflect on the course and degrees tables above, as well as on any applicable teaching innovations; curricular changes including delivery mode, track and certificate development; capstone experience, etc.]

Teaching Innovations
No changes to the MSOT curriculum (course offerings, sequence of courses) were required or made this academic year. The curriculum and all course offerings continue to meet ACOTE standards. All faculty made some adjustments to course materials and assignments to continually reflect new changes in occupational therapy.

Curricular changes including delivery mode
There were no curricular changes nor were there changes in delivery mode

Track and Certificate Development
There were no developments in tracks or certificates.
Below is the report for MSOT Faculty Scholarship and Service.

2010-2011 MSOT Faculty Scholarship

Publications

Vicky Schindler

Refereed Journals


Chapters in Books


Additional Publications


PRESENTATIONS

Peer-Reviewed Conference Presentations

Kim Furphy


Mary Kientz

- Co-presented: How to be Evidence Based in Everyday Practice. Presented at New Jersey Occupational Therapy 36th Annual Conference, October 24, 2010 with Mary Ann Trail & Camille Sauerwald
- Co-presented: Implementing Play-Based Social Skills Groups for Young Children Diagnosed with ASD. Presented at Autism Society of America National Conference, July 2010, Dallas, Texas, with Kathy Klein.

Kathleen Klein

- Presented: The Circle of Friends Group - Preliminary Social Skill Research Results with Jillian Gordon, OTS at the Autism Society of America's Annual Conference, Dallas, Texas, July, 2010
Presented: Implementing Play-Based Social Skill Groups for Young Children Diagnosed with ASD with Mary Kientz, MS, OTR at the Autism Society of America's Annual Conference, Dallas, Texas, July, 2010.


Presented: Preliminary Social Skill Research Results from the Circle of Friends Group with Jillian Gordon, OTS at the New Jersey Occupational Therapy Association's Annual Conference, Pomona, NJ, October, 2010.

Presented: Student Response Systems - Preliminary Research Findings with Mary Kientz, MS, OTR at Stockton College Day of Scholarship, Pomona, NJ, March, 2011.

Presented: Create, Communicate and Collaborate With Student Response Systems with Laura Tomlin, MEd at the SRI & ETTC From My Classroom to Yours Conference, Pomona, NJ, March, 2011.

Presented: Using Problem-Based Learning and Computer Case Simulation To Promote Critical Thinking in Entry-Level MSOT Students with Mary Kientz & Camille Sauerwald at the American Occupational Therapy Association's Annual Conference, Philadelphia, PA, April, 2011.


Camille Sauerwald

Sauerwald C: Using Problem Based Learning and Computer case Simulation to Promote Critical thinking in Entry Level MSOT Students at the American Occupational Therapy Association's 91st Annual Conference and Expo, Philadelphia, PA, April 15, 2011.

Sauerwald C: Mentoring Adult Clients with Learning, Mental Health, and Autism-spectrum Diagnoses at the New Jersey Occupational Therapy Association's Annual Conference, Pomona, NJ, October, 2010.

Victoria Schindler

Schindler, V: Higher Education And Employment For Individuals With Mental Health, ASD And Learning Diagnoses: Program Outcomes And Supports/ Barriers To Success at the American Occupational Therapy Association's 91st Annual Conference and Expo, Philadelphia, PA, April 15, 2011.


Surya Shah


Presented: Shah, S. Parkinson’s disease. Ohio Occupational Therapy Annual Conference, Independence, Ohio, October, 2010


Invited Presentations:

Mary Kientz

Integrating Therapies to Promote Student Participation- presenting at Region V school district, Oradell, NJ, May 2011.

Integrated Therapy to Support Access to Instruction- presented at the 8th Annual Summer Inclusion Conference, NJ Coalition for Inclusive Education, July 2010

Kathleen Klein


Presented: Critical Thinking and Technology-Based Case Study Assignments for the MSOT Student at York College, CUNY in Jamaica, NY, June, 2011

Shah, Surya


Grants

Mary Kientz, Kim Furphy and Kathleen Klein

Awarded ASDE Training Grant. Stockton College, Pomona, NJ. Fall 2010-Spring 2011.

Kim Furphy

Awarded SCOSA Research Fellows award of $1,333.00

Awards

Victoria Schindler

Award of Merit, New Jersey Occupational Therapy Association, October 2010.

Shah, Surya

Association of Asian/Pacific Occupational Therapists in America (AAOPTA) awarded DISTINGUISHED LECTURER Date of Award: 15th April 2011
American Occupational Therapy Foundation (AOTF) awarded ACADEMY OF RESEARCH (AR) Membership Date of Award: 16th April 2011

Other
Mary Kientz and Kathleen Klein
Doctoral Student. Enrolled in Doctor of Occupational Therapy Program at Kansas University Medical Center

2010-2011 MSOT Faculty Service

College Service
Kim Furphy
- Furphy, K. Professional Achievement Award Selection Committee (Graduate Studies Representative)
- Furphy, K. Academic Support for Distributed Education Program
- Furphy, K. Distributed Education Advisory Board
- Furphy, K. Committee on Technology and Media

Mary Kientz
- Kientz, M. Search committee for Assistant Dean of School Health Sciences, Spring 2010- Fall 2010

Kathleen Klein
- Klein, K. Member of the Stockton College Assessment Committee.
- Klein, K. Member of Institute for Faculty Development Advisory Committee
- Klein, K. Member of BSHS Task Force
- Klein, K. AOTA Approved Provider Coordinator for AOTA CEUs offered through Continuing Studies
- Klein, K. SPAD Faculty Search Committee & PRC Member

Camille Sauerwald
- Sauerwald, C. Application Review Committee Member, Distinguished Research Fellowship for Graduate Students
- Sauerwald, C. Search Committee Member, Clinical Director for MSCD Program

Victoria Schindler
- Schindler, V. Member of a Middle States Reaccreditation Committee (Standard 10).

Surya Shah
- Shah, S. Member of the Stockton R & P D Committee
- Shah, S. Member of the QUAD committee as required
- Shah, S. Member of the Stockton IRB Committee
- Shah, S. Secretary Treasurer, Alpha Eta, International Society of Allied Health Professions
- Shah, S. Member of the Advisory Committee, Center of Excellence in Gerontology

Program Service
All Faculty
- MSOT Program Admissions Committee
- Member of MSOT Advisory Council
- Faculty Participant Program Meetings, Accreditation Review, Program Evaluation & Curriculum Revisions
- Supervise Graduate Assistants

Mary Kientz
- Kientz, M Student Occupational Therapy Association (SOTA) advisor

Kathleen Klein
- Klein, K. OT Continuing Education Program Coordinator
- Klein, K. Faculty Mentor SPAD Clinic
- Klein, K. Web Master/Developer of MSOT Program Home Page
Camille Sauerwald  
- Sauerwald, C. Advisor, OT Club

Victoria Schindler  
- Schindler, V. Program Director, MSOT Program. Completed ACOTE Interim Report (Accreditation report completed in 5th year of 10 year cycle).
- Schindler, V. Supervised a student recipient of the Stockton Distinguished Student Research Fellowship, Spring 2011

Surya Shah  
- Shah, S. Supervised two student recipients of the Stockton Distinguished Student Research Fellowship, Fall 2010

Professional Service

Kim Furphy  

Mary Kientz  
- Kientz, M. Program Planning Committee Chair and Registration Committee Chair for the annual NJOTA conference held at Stockton College, October, 2010.

Kathleen Klein  
- Klein, K. Editorial Board Member, *Journal of Occupational Therapy in Schools and Early Intervention*.
- Klein, K. Chairperson, Occupational Therapy Association Annual Conference, Pomona, NJ, October, 2010.

Camille Sauerwald  
- Sauerwald, C. Fieldwork Liaison for the Education Special interest Section Committee of the American Occupational Therapy Association

Victoria Schindler  
- Schindler, V. Appointed Associate Editor, *Occupational Therapy in Mental Health*.
- Schindler, V. Editorial Board Member, *Occupational Therapy in Mental Health*.
- Schindler, V. Editorial Board Member, *Occupational Therapy International*
- Schindler, V. Reviewer for McMaster Online Rating System, McMaster University.
- Schindler, V. Coordinator of Hospitality and Special Events for the New Jersey Occupational Therapy Association Annual Conference, Pomona, NJ, October, 2010.
- Schindler, V. Master’s thesis advisor to a student in the Graduate School of Health Related Professions, University of Medicine and Dentistry, NJ, 2010-2011

Surya Shah  
- Shah, S. Editorial Board Member, *International Journal of Therapy and Rehabilitation*
- Shah, S. Editorial Board Member, *Journal of Allied Health Professions*
- Shah, S. Editorial Board Member, *Physical and Occupational Therapy in Geriatrics*
- Shah, S. Editorial Board Member, *Journal of Functional Neurology, Rehabilitation, and Ergonomics*
- Shah, S. Guest Editorial Board Member, *Geriatrics and Gerontology International*

Community Service

Kim Furphy  
- Furphy, K. Coordinator of the Certificate in Assistive Technology and Advanced Practitioner Certificate Program through the School of Graduate and Continuing
Studies, The Richard Stockton College of New Jersey, Pomona, New Jersey an interdisciplinary course in assistive technology for OT, PT, SLP, and education professionals

Mary Kientz

- Kientz, M. FACES parent autism support group: member of their professional advisory panel, provide free trainings and presentations whenever requested, assisted in coordination of conferences held at Stockton (Spring 2009, Spring 2011).
- Kientz, M. Division of Developmental Disabilities (DDD): Provide free consultation for families/children with Chris Devaney (behavioral specialist) to assist in supporting individuals with developmental disabilities. I have provided free trainings about sensory processing and behavior for parents and other service providers through DDD.

Kathleen Klein

- Klein, K. Developer and coordinator of the Circle of Friends Program (social skill development group for young children diagnosed with autism spectrum disorder).
- Klein, K. Faculty mentor for provision of occupational therapy services in the SPAD clinic (providing evaluation and intervention services and co-treatment services with speech therapy students for local community pediatric population)

Camille Sauerwald

- Sauerwald, C.-Assist Schindler, V. Coordinator of the Bridge Program (supported education program for current college students (Stockton and ACCC) and community members diagnosed with Autism-spectrum, learning, and mental health disorders.

Victoria Schindler

- Schindler, V. Coordinator of the Bridge Program (supported education program for current college students (Stockton and ACCC) and community members diagnosed with Autism-spectrum, learning, and mental health disorders.

Surya Shah

- Shah, S. Coordinator of the Service Learning for Stockton students to organize activity experiences for the older adults in Sunrise Living, Seashore Gardens and Absecon Manor residential facilities.

Learning Outcomes Assessment Table

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measure(s)</th>
<th>Result(s)</th>
<th>Interpretation(s)</th>
<th>Action(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Progression and Retention</td>
<td>Student Head Count conducted at start and end of each semester for Student Applicant Data &amp; Student Retention Report</td>
<td>For the class admitted Fall 2010: 96 applicants, 21 students admitted; 25 waiting list; 47 denial (16 low GPA); 5 incomplete files; 7 declined invitation to attend. For the class to be admitted Fall 2011: 172 applicants, 21 students admitted; 23 waiting list; 89 denial (18 low GPA); 34 incomplete files; 6</td>
<td>For full-time students, this is a 96% progression rate (academic program) and a 99% retention rate.</td>
<td>No action plan needed at this time.</td>
</tr>
</tbody>
</table>
| 2. Faculty Effectiveness | Student Exit Course Survey Review (May) | Student Exit Course Survey Review (May)  
Fall 2010 - 10 of 10 courses met our criteria of 3.5 or higher  
Spring 2011 - 10 of 10 courses met our criteria of 3.5 or higher  
Summer 2011 - 1 of 1 courses met our criteria of 3.5 or higher  
Faculty Course Review Forms – Course Outcomes Surveys (June)  
Fall 2010 – 10 of 10 courses met our criteria of 3.5 or higher  
Spring 2011 – 10 of 10 courses met our criteria of 3.5 or higher  
Summer 2011 – 1 of 1 courses met our criteria of 3.5 or higher | The Program Evaluation Plan states scores of 3.5 or lower on Student Exit Scores require a remediation plan. No course fell below 3.5.  
No remediation plan needed at this time. |
|---|---|---|
The Program uses a Level I Fieldwork Student Evaluation (Philadelphia Region Fieldwork Consortium)  
Key concepts supported by the research which was completed to validate this student evaluation format reveal that:  
• Students’ scores improve over time, suggesting a developmental sequence in the acquisition of professional socialization skills  
• Older students | The Program Evaluation Plan states that a remediation plan will be developed if any student fails placement.  
For the 2010-2011 academic year, no student failed Level I fieldwork, therefore no remediation plan is needed at this time. |
(non-traditional) consistently scored higher in the statements connected to interpersonal skills and initiative

- There are no age-related correlations with the other items which related to knowledge gained during coursework.
- The form allows a pass/fail evaluation only. Numerical scores contribute to the pass/fail rating, but are not comparable to a letter grade.
- Includes 12 categories of desired behaviors using a 1-5 Likert Scale.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23/23 students passed FW I</td>
<td>21/21 students passed FW I</td>
</tr>
<tr>
<td></td>
<td>Adults</td>
<td>Pediatrics</td>
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<tr>
<td></td>
<td>Average score</td>
<td>Average score</td>
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<td></td>
<td>48.9/60</td>
<td>48.8/60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22/22 students passed FW I</td>
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<tr>
<td></td>
<td></td>
<td>Geriatrics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49.4/60</td>
</tr>
</tbody>
</table>

Fieldwork Level II FWPE Report & Plan
Data from Fieldwork
Fieldwork Level II FWPE Report & Plan

Completed in Summer and Fall 2010 indicates student scores on the FWPE ranged from 122-168. Scores on sections I – VII ranged from 3.17 – 3.43 with a mean score of 3.27.

The Program Evaluation Plan states that a remediation plan will be developed for average scores of 2.8 or lower in sections I – VII and/or for any final total score of 121 or lower.

No scores fell below minimums required by Program Evaluation Plan on all sections of the FWPE and no single student score fell below minimum expectation. No remediation plan required.

| 4. Student evaluation of fieldwork experience | Student Evaluation of Fieldwork Experience Level I | Students’ evaluations of their Fieldwork experiences from Fall 2010 and Spring 2011 were reviewed, aggregated, and analyzed. The Program uses a Student Evaluation of Level I Fieldwork (Philadelphia Region Fieldwork Consortium). Student responses show:

- Most students agree or strongly agree that facilities provided a well-planned program with adequate orientation, scheduled feedback, positive and constructive reinforcement, and opportunities to discuss client-related

The Program Evaluation states that a remediation plan will be developed if two sequentially placed students rate any two factors in Supervision, Experience of the OT Process, or Facility below a 2 (disagree) for the same site.

This did not occur so a remediation plan is not needed at this time. |
• One student placed a score below 2 for one pediatrics site in which no evaluations were observed.

• One student placed a score of 2 for one site that did not orient the student, and one awarded a score of 2 for a site that did not have an experience in preparatory methods for the observer.

• One student scored the site at level 3 for all factors. If this site is used in the future, scores will be monitored for improvement.

• All students agreed or strongly agreed that the facility to which they were assigned was conducive to learning, provided adequate opportunity to interface with clients, and used a client-centered approach to treatment.

• Over the last three cycles for level I FW for pediatrics, one site has been rated by students, in their open comments, to have limited value for their understanding
Student Evaluation of Fieldwork Experience Level II

of the information covered during class because of its very specialized focus. The Program will no longer seek Level I placements at that site. (CHOP-Main)

For Level II, 39 SEFWE’s were reviewed, representing placements in Summer and Fall 2010.

- 97% agreed or strongly agreed that expectations were clearly defined during fieldwork; one student was neutral.
- 97% reported that their experiences supported their professional development. One student expressed a neutral opinion.
- 95% stated that their experiences matched their expectations. One student expressed a neutral opinion and one student disagreed.
- 82% of students felt their orientation to the facility was adequate, timely, and organized in all areas. The remaining students suggested improvements in orientation to the supervision process, to site specific objectives.

The Program Evaluation Plan states that the AFWC will use responses from the SEFWE to contribute to decisions about future student placements at individual fieldworks sites. If 2 consecutive students give similar feedback of concern about a site, the AFWC will contact the site to evaluate its ability to meet fieldwork needs.

This did not occur so no remediation plan is needed at this point.
The Program Evaluation Plan states that the AFWC may make recommendations about changes to curriculum based on trends about current practice at sites, as obtained from the SEFWE.

<table>
<thead>
<tr>
<th>Trends identified in the SEFWE are currently being addressed in the curriculum. For example, increased application, treatment ideas, hands-on, and practical experience content and has been added to the geriatric courses. Additionally, Health Sciences will begin offering a two-semester A &amp; P course specific to allied health majors in Fall 2011. Stockton students and undergraduate students needing to complete the prerequisite A &amp; P courses will be advised to enroll in these courses, and these courses will be monitored for feedback about</th>
</tr>
</thead>
<tbody>
<tr>
<td>the assignments required and other expectations, and documentation procedures. All SEFWE’s were reviewed and signed by FWEd’s and students. Of those students who responded to the query regarding possible changes/improvements to the curriculum, responses included the following: ↑application over theory in geriatrics; ↑focus on treatment ideas for rehab; more hands-on for neuro and medical populations; practice with hospital equipment seen in acute care settings; intro to neuro-ifrah; ↑ anatomy and kinesiology; ↑medical terminology; introduction to more forms of documentation; ↑practical experience with transferring; emphasis on performing a full evaluation rather than pieces; class project of activities that a student could take with them; more experience with pediatrics groups; a whole semester dedicated to hand therapy and splinting; a stronger/graduate level anatomy and kinesiology course; combine hand therapy and splinting into the same semester; ↑experience with pediatrics assessments; ↑emphasis on pediatric positioning, pediatric milestones; application of theory of OT; more in-depth look at theory and application of sensory integration; more</td>
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<td>5. Student satisfaction with the program</td>
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<td>6. Graduate Performance on the NBCOT Certification Exam</td>
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stringent than ACOTE standards. 2009 pass rate of 66.6% warranted a remediation plan. A new NBCOT exam was instituted January 2009. The average national pass rate for this exam was 78% (decrease of 11% from 2008). The average national pass rate for the 2010 exam was 82%. An aspect of the remediation plan is that Victoria Schindler chaired an AOTA Program Director sub-committee on this new exam. Overall findings included 81/115 (70%) programs experienced a decrease in pass rate in 2009. Preparation and administration, 2) a review course was held, 3) students have an assignment in the last semester to take a practice test, assess their strengths and weaknesses, and develop a study plan, 4) several exams are conducted on a computer-based model, 5) simulation questions are included on many exams. As of 6/6/11, 18 of 20 graduates have taken and passed the NBCOT exam in 2011 (1 graduate deployed in Afghanistan and 1 graduate pending to take the exam).

<p>| 7. Graduate Job Placement Rate | <strong>Job Placement Rate</strong> | <strong>Job Placement Rate</strong> – Eighteen of the 18 graduates of the Class of 2008 are currently employed as occupational therapists (100%). Nineteen of the 20 graduates of the Class of 2009 (one deceased) are currently employed as occupational therapists. Graduates are meeting criteria to gain employment and employment of occupational therapists remains high. | No remediation plan needed at this time. |</p>
<table>
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<tr>
<th>8. Performance based on Employer satisfaction</th>
<th><strong>Employer Survey Review &amp; Plan (June)</strong></th>
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<td></td>
<td>Employer surveys were sent to employers of students who graduated in December 2009 (employed 8-10 months at the time of the survey). Nine of 20 surveys were returned (45% return rate). Employers rated our graduates an average of 3.78 on a 4.0 scale on 20 indicators of performance.</td>
<td>The Program Evaluation Plan states that if the average score falls below a 3.0 on this 4 point scale, a remediation plan should be developed.</td>
<td>Because the average score did not fall below 3.0, no remediation plan is needed at this time.</td>
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[Attach Appendices, if desired]

**Director Comments about Learning Outcomes Assessment Table:**

Although we have had areas to address in past years, for 2010-2012, we have no areas of deficiency. This is understandable given the following scenario: 1) we have had a stable complement of faculty for the past three years. Any problems with adjustment to teaching or adjustment to teaching at Stockton for faculty hired 3 years ago have been addressed. Other faculty members have been teaching in the program for 10 years; 2) the increased interest in the profession of occupational therapy in recent years has resulted in a large number of applicants and a highly selective application process. Average GPA for the incoming classes for the past three years has been at 3.6 or higher. Therefore, students have been successful in the program, and there has been no attrition due to academic problems; and 3) the job outlook for occupational therapists has remained good resulting in 100% job placement rates. Alumni have been satisfied with their chosen career of occupational therapy, and employers have been satisfied with the quality of Stockton graduates.

**Director’s Annual Activity Plans for 2011-12:**

[Use this space to describe anticipated initiatives, goals, resource needs, unique budget items for the year ahead and, if applicable, longer term plans beyond the upcoming year.]

Goals from the 3 year strategic plan (2010-2013) developed in 2010 will continue. The goals are as follows:

1. Overall pass rate for the NBCOT exam will be 85 -100%
2. Increase faculty scholarship activities in presentations and publications
Student Items

A. Student organizations

Student Occupational Therapy Association - Faculty Advisor: Mary Kientz
SOTA had 43 student members. Fundraisers such as selling OT merchandise and sponsoring a comedy night were used to supplement funds to send a student delegate to the AOTA conference. Advocacy projects included collecting toiletries for clients of the Mental Health Association, Blowing Bubbles for Autism to raise awareness of autism. Additionally, SOTA was awarded money from Graduate Studies for all members to attend the American Occupational Therapy Association conference in Philadelphia, PA. Each member received one full day registration from the Graduate Student Council, and some paid the difference for full registration. Students also attended an awards ceremony to witness Dr. Suryakumar Shah receive an award for research. Melissa Klein represented Stockton's SOTA at the annual Assembly of Student Delegates and American Occupational Therapy Association Conference in Philadelphia, PA. The Graduate Student Council assisted in funding this trip, granting approximately $200.

Occupational Therapy Club - Faculty Advisor: Camille Sauerwald
57 undergraduate students were members of the OT Club in the 2010-2011 academic year, including officers. OT Club members assisted the SOTA with fund raising (Comedy Night). Fund raising was focused on making and selling hand-made bracelets to benefit FACES, a local Autism awareness group. The Club collected durable medical equipment to benefit Your ReSource, a non-profit organization which collects, refurbishes, and sells such items at low cost. The Club sponsored a Mixer during exam week. MSOT Program students, admitted candidates to the MSOT program, MSOT faculty, and Club members were invited. Turnout was excellent. An OT Club banner was ordered, which will be used at College events such as Get Involved Day, or during fund raising events.

1. Student off-campus experiences
   Conferences
   AOTA Annual Conference, Philadelphia, PA – Approximately 38 of 43 students attended the AOTA Annual Conference in Philadelphia, PA, April 2011. Two student delegates attended the ASCOTA student delegate meetings.

B. Student Achievement
1. Program Distinction
   a. Awarded to 3 students at Dec 2010 graduation (Katie Maunz, Janine Tomkiewicz, Stacy Wojdyla)

2. Alpha Eta Honor Society
   a. Awarded to 4 students in Dec 2010 graduation (Tamara Bargiel, Erin Lindsay, Inessa Soden, Janine Tomkiewicz, Tara Troianello)
   b. Awarded to 4 students in May 2011 graduation (Jillian Gordon, Christine Henshaw, Claudia O’Mullan, Allison Wildman)

3. Student Performance in capstone projects/theses
   Student Research Papers and Posters – Faculty Instructor: Vicky Schindler
   a. Teaching Reading and Public Speaking Skills to Individuals with Mental Illness: Lauren Hresko, Christine Henshaw, Chris Hucklebridge, Aimee Russo
   b. Teaching Study and Library Skills to Individuals Diagnosed with Mental Illness: David Santacroce, Kandace Carlson, Courtney Nycz, Tova Lowy
   Teaching Computer/Internet Skills & Accessing Community Resources To Individuals Diagnosed With Mental Illness: Julie Fernandez, Allison Wildman, Ana Romero, Claudia O’Mullan, Abigail Leunk
   c. Teaching Writing Skills and Stress Management To Individuals Diagnosed with Mental Illness: Natasha Millet, Sarah Jacobsen, Lauren Kinney, Jillian Gordon
d. Teaching Social Skills and Time Management Skills to Individuals Diagnosed with Mental Illness: *Tina Martini, Megan Lorenz, Thera Paetzold, Sam McCabe*

4. **Student scholarships and fellowships**
   a. 3 DSRF awarded (Fall 2010 – Natasha Millet and Allison Wildman; Spring 2011 – Abigail Leunk)
   b. Natasha Millet awarded Gloria Agnes McKinley, RN BS...
   c. The Justin Bals Memorial Scholarship was developed in collaboration with the Stockton Development office and the Bals family. Justin Bals was an alumnus of the MSOT Class of 2009. We hope to award the first scholarship in Sep 2011.

5. **Student scholarly activity**
   a. **Publications**
   b. **Presentations**

Student poster presentations at NJOTA, October 23-24, 2010.

<p>| P1: Effective Interventions for Glenohumeral Subluxation for Patients with Hemiplegia | Allison Wildman, OTS, Lauren Hresko, OTS, Thera Paetzold, OTS &amp; Megan Lorenz, OTS |
| P2: Occupational Therapy Interventions for Lateral Epicondylitis | Claudia Buck, OTS, Ana’Lucia Romero, OTS, Kandice Carlson, OTS &amp; Tova Lowy, OTS |
| P3: WRAP and Sensory Modulation: Client-Centered Tools for Recovery | Jennifer A. Gardner, MS, OTR/L, Anthony Castronovo, OTS, Megan Hess, OTS &amp; Kelly Lawless, OTS |
| P4: Creating a Baseline for the Modified Barthel Index in Guatemala | Claudia Buck, OTS &amp; Camille Sauerwald, EdM, OTR |
| P5: Teaching Reading and Public Speaking Skills to Individuals with Mental Illnesses | Peter Gaitens OTS, Colleen Ginty OTS, Andrea Harkins OTS &amp; Tara Troianello OTS |
| P6: The Circle of Friends Group - Preliminary Social Skill Research Results | Jillian Gordon, OTS &amp; Kathleen Klein, MS, OTR, BCP |
| P7: Proper Nutrition for Children with Autism Spectrum Disorder | Katherine Mezheritsky, OTS |</p>
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<th>Page</th>
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<tr>
<td>P8</td>
<td>Understanding the Links of Occupation and Health Amongst Older Adults Residing in Skilled Nursing Facilities</td>
<td>Thomas J. Mernar, PhD, OTR/L, Lauren Applegate, OTS, Nicole Behan, OTS, Allison Gravatt, OTS, Michael Hughes, OTS &amp; Preetha Narayanan, OTS</td>
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<tr>
<td>P9</td>
<td>The Effectiveness of Supported Education for Individuals with Mental Illness</td>
<td>Courtney Nycz, OTS, Jillian Gordon, OTS, Tina-Marie Martini, OTS &amp; Natasha Millet, OTS</td>
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<tr>
<td>P10</td>
<td>Social Skills Interventions for Children with Autism Spectrum Disorders</td>
<td>David Santacroce, OTS, Christine Hucklebridge, OTS, Lauren Kinney, OTS &amp; Abigail Leunk, OTS</td>
</tr>
<tr>
<td>P11</td>
<td>Evidence Based Review of the Effectiveness of Bilateral Arm Training with Auditory Cueing (BATRAC) in Individuals with Stroke</td>
<td>Julie Fernandez, OTS, Christine Henshaw, OTS, Sarah Jacobsen, OTS, Samantha McCabe, OTS &amp; Aimee Russo, OTS</td>
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<td>P12</td>
<td>Lake Drive School Multidisciplinary Eating and Drinking Skills Program</td>
<td>Christine Morse Olwell OTR/L</td>
</tr>
<tr>
<td>P13</td>
<td>Teaching Social and Time Management Skills in Supported Education</td>
<td>Jennifer Petsche, OTS &amp; Stacy V. Wojdyla, OTS</td>
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<td>P14</td>
<td>OT Inclusion in the Classroom</td>
<td>Kindell Saunders, COTA/L</td>
</tr>
<tr>
<td>P15</td>
<td>Parent Perspective on Transitional Services in Southern New Jersey</td>
<td>Stacy V. Wojdyla, OTS</td>
</tr>
</tbody>
</table>
C. Community Service Tied to Program Mission (Service Learning)

1. Continuing Education
   
   **Assistive Technology Program**
   
   Certificate in Assistive Technology (CAT)
   
   26 individuals completed the semester long hybrid course focusing on AT for access to computers, environments, and different settings.
   
   Faculty: Kim Furphy

   **Continuing Education Program**
   
   Surya Shah Completed 2 Continuing Education workshops:
   
   - **Applied Neuroscience: How the Human Brain Influences Skeletal Muscles** Sept. 2010
   - **Applied Neuroscience: Emerging Trends in Stroke Rehabilitation** Nov. 2010
   
   The MSOT Program co-sponsored the 2010 Annual NJOTA conference at Stockton, Oct 21-22, 2010

2. Service Learning
   
   OCTH 5150 - 21 students engaged in running community based groups for adults with mental illness Spring 2010. Faculty: Mary Kientz

   OCTH 6130 - 20 students developed education programs and provided Worker Safety and Ergonomics education to Richard Stockton College workers in the Plumbers, Central Sores, Groundskeeping, Custodial, and Repairer worker roles. Faculty: Kim Furphy

   OCTH 6141 - 21 students designed a six (6) weeks program to facilitate elderly residents of three assisted living facilities to participate in structured therapeutic activities to enjoy becoming further aware of to stay healthy and for fuller participation in life. Participation was encouraged by students developing attractive flyers and a plan that included a schedule, activities and occupations, references for each session and three (3) measurable, observable, and attainable objectives  Faculty: Surya Shah

   OCTH 6160 & 6161 - The Bridge Program – A Supported Education Program for Individuals Diagnosed with Mental Illness. The Bridge Program completed its 6th year. Sixteen of 21 participants completed the entire program; 7 participants completed 1 semester. Seven of the participants were current Stockton students, and 3 participants were previous Stockton students. Twenty-one MSOT students participated. Faculty: Vicky Schindler

3. Other Public Outreach
   
   Two 2nd year Graduate Assistant students provided occupational therapy services in the SPAD clinic for 2009-2010 under the supervision of Barb Addis, OTR.
Process for piloting the Template:

1. Institutional Research completes the data charts by May 31; sends to Deans
2. Grants Office assists in providing Sedona appendices (if available; Scholarly Reports if Sedona is not yet available) (on track for May 31?)
3. Deans forward the data laden template to Graduate Program Directors
4. Program Directors add their reflections and any appendices by June 30
5. Program Directors send report to appropriate Deans.
6. Deans send copies to Provost’s Office and IR for aggregate reporting during pilot year (this will be manual during July-August 2011)

In 2011-12, the template will be replaced with an online form that collects and stores all data centrally, fields from which Grants, Provost, Deans, and Institutional Research Offices could assemble key reports:
   a. Annual Directors Report
   b. Aggregate Learning Outcomes Report
   c. Aggregate Scholarly Activity Report
   d. President’s Report to the Board of Trustees

Deans will then have more of a “School-wide Dashboard” of analytic views and

Comments from the Dean:
Dr. Schindler has submitted a program director report for the MSOT program. Notable features of this report include the development of goal and goal achievement statements (all goals met) the very visible and laudable scholarly and service achievements of program faculty and the commendable student-faculty research efforts in the Bridge program. An evaluation of faculty workload led to a minor restructuring of workload assignments for which Dr. Schindler is to be commended. Detailed strategic plans with emphasis on a variety of assessment measures comprise one of the highlights of this well through through report. I accept Dr. Schindler’s report, commend her for the many years in which she has capably served as MSOT program director and look forward to working with Dr. Kim Furphy in role as MSOT PD. I also look forward to a productive AY 12 with the MSOT faculty.

[Expands as needed.]