



Revise Peer Evaluation Process in Occupational Therapy Program to Enhance Student Learning

DEPARTMENT OF OCCUPATIONAL THERAPY

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Workshop Objectives



Revisit current peer evaluation process



Revise peer evaluation process to reflect faculty professional development and student outcomes



Develop a peer evaluation process for online teaching



Gather student feedback for course evaluation questions



PEER EVALUATION

SELF-ASSESSMENT COURSE REFLECTION TOOL—COMPLETED BY COURSE INSTRUCTOR

Self-Assessment Course Reflection Tool

Instructions for Course Instructor: Complete this self-assessment and provide the evaluator with all required documents (i.e., syllabus, assignment selection for each ACOTE standard, and reflection) within the designated Program timeline. **Highlight** the current level you assess yourself to be at and provide comments on each section as needed.

Instructions for Course Evaluator: Review and comment on the instructor’s completed self-assessment and course reflection tool and questions before attending/reviewing (if asynchronous) the instructor’s course.

*The goal is for instructors to reach the highest level. It is assumed that individuals who meet the milestone level or above have met all elements below this level. Any instructor scoring Below Benchmark will establish a remediation process with the program director.

| <u>SELF-ASSESSMENT COURSE REFLECTION TOOL—COMPLETED BY COURSE INSTRUCTOR (CI)</u> | | | | | |
|---|--|------------------------------------|-----------------------------|----------------------------|---------------------|
| COURSE ELEMENT | BELOW BENCHMARK | BENCHMARK | MILESTONE | CAPSTONE | INSTRUCTOR COMMENTS |
| | Performing Below Expected Expectations | Performing at Expected Expectation | Performing with Proficiency | Performing with Excellence | |
| Syllabus format | Syllabus contradicts University | Syllabus is available on | Syllabus includes program | Course description section | |

TEACHING OBSERVATION TOOL – PEER REVIEW COMPLETED BY EVALUATOR

TEACHING OBSERVATION TOOL – PEER REVIEW COMPLETED BY EVALUATOR

| TEACHING ELEMENT | BELOW BENCHMARK | BENCHMARK | MILESTONE | CAPSTONE |
|-------------------------------|--|--|--|---|
| | Performing Below Expected Teaching Standard | Performing at Expected Teaching Standard | Performing at Proficient Level of Teaching | Performing at Excellence Level of Teaching |
| CLASS ORGANIZATION | | | | |
| Instructional plan | <input type="checkbox"/> Evident that the instructor changes/ed the established class session plan without prior notification to students. | <input type="checkbox"/> The class session demonstrates clear signs of planning and organization and follows a logical flow. | <input type="checkbox"/> The class session includes instruction and formative assessment ³ to assess student learning for that class session. | <input type="checkbox"/> The class session includes instruction, formative assessment, and reflection components. |
| Communication of clear | <input type="checkbox"/> Instructor communicates no or | <input type="checkbox"/> Instructor clearly identifies | <input type="checkbox"/> Instructor connects course | <input type="checkbox"/> Instructor clearly connects |



PEER EVALUATION

INSTRUCTOR AND EVALUATOR DEBRIEF SUMMARY

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SUMMARY OF AGREED-UPON ACTION ITEMS:

COURSE REFLECTION QUESTIONS AND TASKS

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COURSE EVALUATORS DO NOT COMPLETE THIS STEP

THIS SECTION COMPLETED BY COURSE INSTRUCTORS & SUBMITTED TO PROGRAM CHAIR ONLY: Submit answers and documents to ensure course- and assignment- alignment with current [Program Strategic Plan and Goals](#) and [ACOTE Standards](#).

1. Are all the ACOTE standards listed on the syllabus match the [Program's distribution of standards](#)? If not, what standard(s) need to be added? Are the primary standards highlighted?
2. Are assignments and assessments in the syllabus clearly linked to the primary ACOTE standards they address?
3. Which assignment could be utilized to get student feedback and can be discussed with faculty team for its impact on student learning?
4. For Program record, is there a copy of all course assignments in the designated [Shared Courses](#)-folder noting the standard number in the file name (e.g., OTE 745_Task Analysis_B.3.6)?
5. Are there any ACOTE standards and/or content that are currently addressed in your course that you would request to be removed?



Data Discussed

Faculty and student feedback of peer evaluation forms

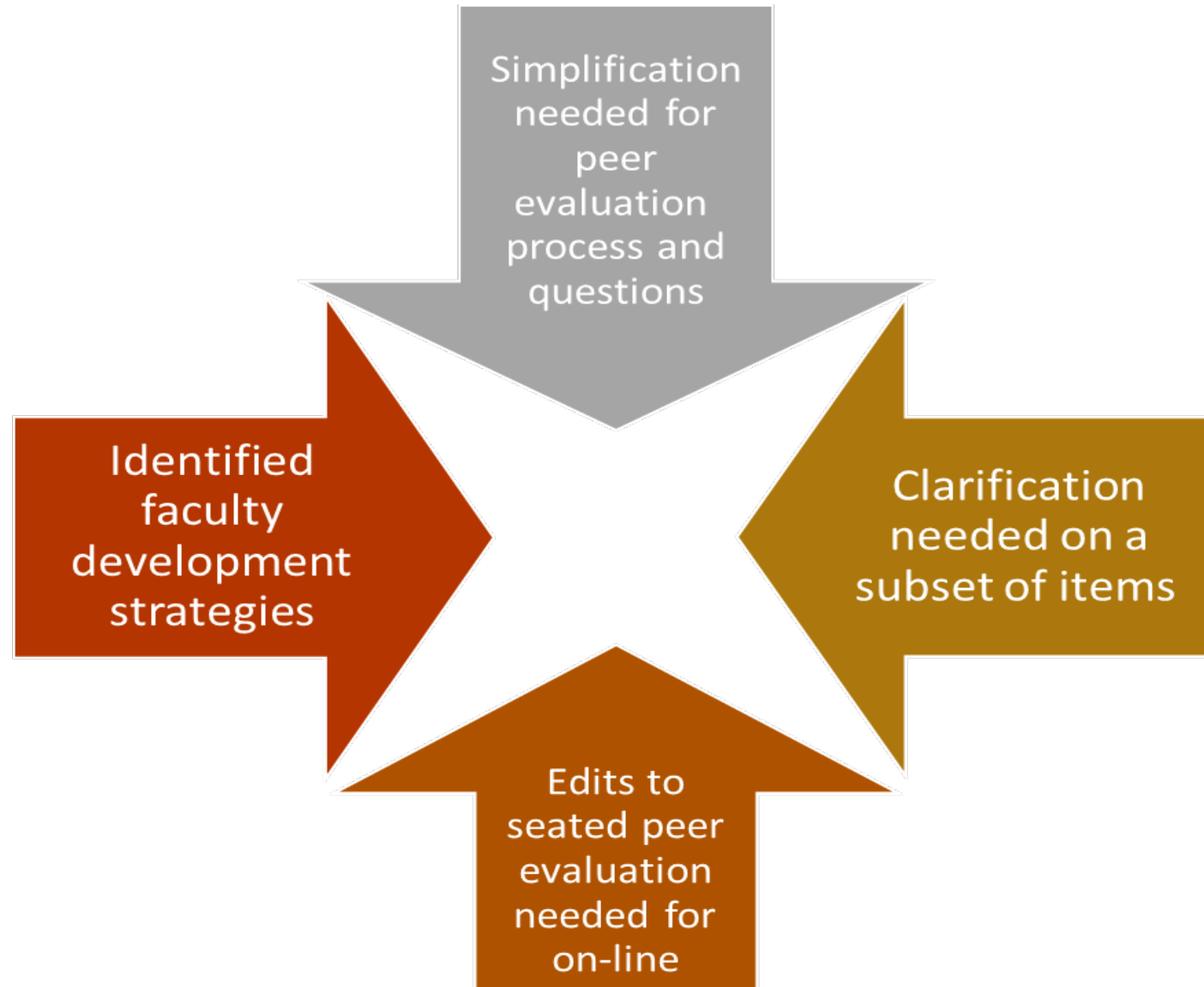
Reviewed requirements for assessment of program outcomes

Recent peer evaluation submissions

Missouri State Office of Assessment Graduate Assessment feedback

Student feedback on student course evaluation form

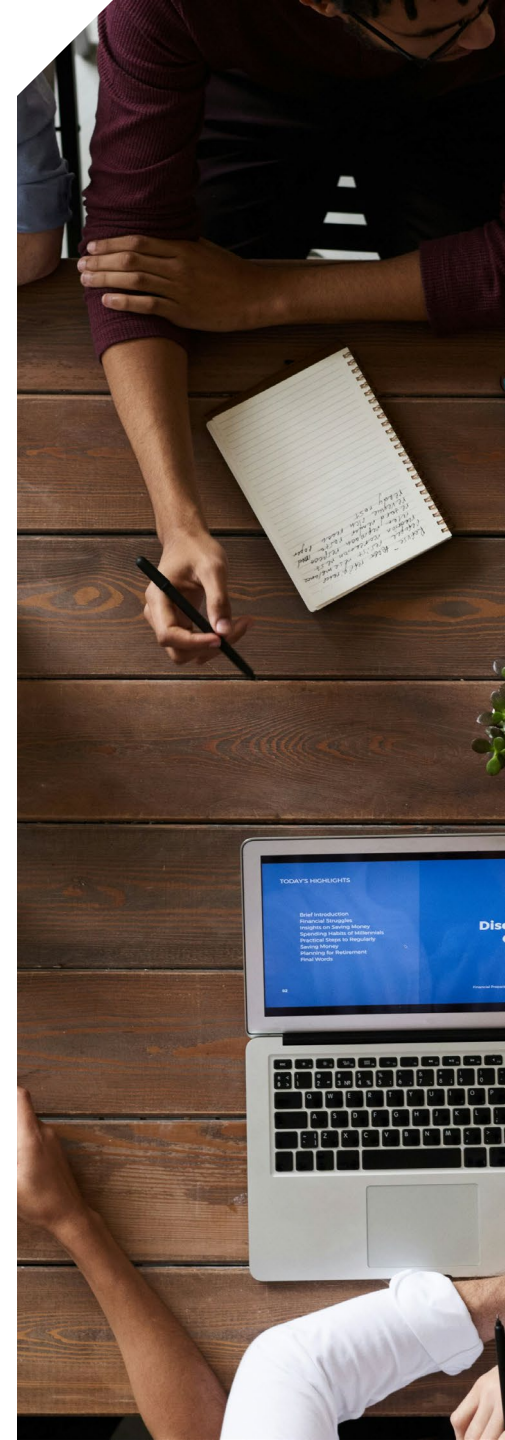
III Conclusions Reached



Items Chosen for Action

DATA TO BE COLLECTED

- Collect feedback from faculty team regarding:
 - Revised peer evaluation process for seated and online courses
 - New student course evaluation questions
 - Modified seated peer evaluation form
 - New online peer evaluation form





Follow-up Plans & Next Steps



Modify forms based on collected data



Seek external review



Disseminate results to school, college, or university

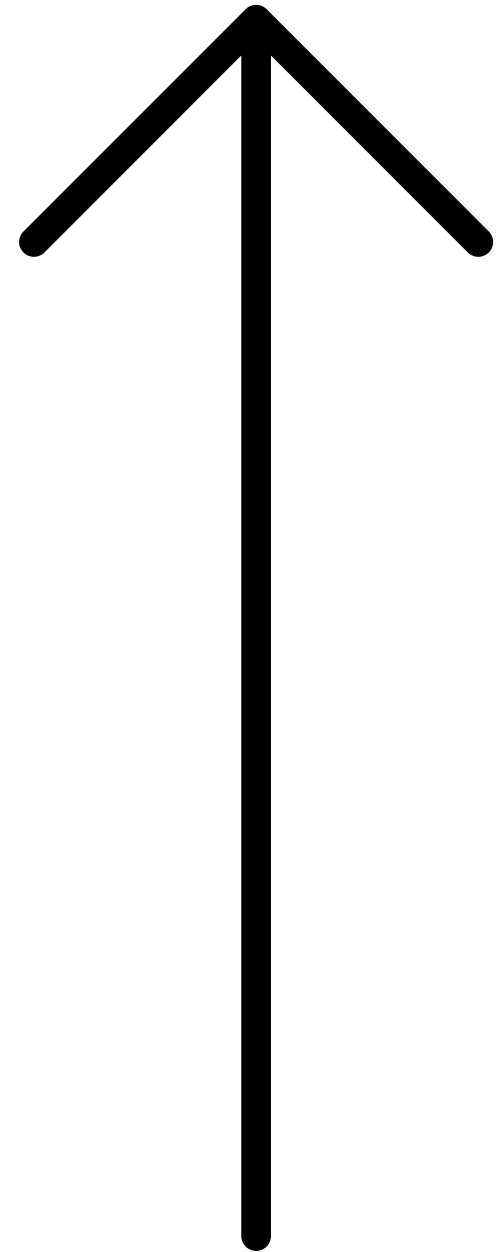


Implement the updated process in academic year 2024-2025



Items that Need Action at Higher Levels

- Accreditation Council of Occupational Therapy Education will review revised process during the next self-study review
- College feedback on peer and student evaluation process
- Include summary of revised process in the annual report to accreditation and university due January 2025



Questions?

