SAINT LOUIS UNIVERSITY.

Doisy College of Health Sciences

2021-2022 Occupational Science Program-Level Assessment: Annual Report

Program Name (no acronyms): Occupational Science	Department: Occupational Science and Occupational Therapy
Degree or Certificate Level: BSOS	College/School: Doisy College of Health Sciences
Date (Month/Year): July 2022	Assessment Contact: Cynthia Matlock

In what year was the data upon which this report is based collected? Academic Year 2021-2022

In what year was the program's assessment plan most recently reviewed/updated? September 2021

Is this program accredited by an external program/disciplinary/specialized accrediting organization? no

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

PLO 1 Describe the scope of the discipline of occupational science.
PLO 3 Describe the relationship between situational factors and opportunities for occupational engagement, with an emphasis on identifying injustices.
PLO 5 Describe the types of inquiries that fall within the domain of occupational science.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO 1 Describe the scope of the discipline of occupational science. Artifacts include:

- OCS 1010 "Elevator Speech" assignment (no data provided)
- OCS 3120 corresponding Exam 1 questions (JK)

OCS 3120 The Study of Occupation

Previously, student exam questions were used to determine if students achieved this outcome. However, exams were removed from the course last year and reading quizzes were completed at the start of each class instead. Therefore, three quiz questions were used as artifacts for the 21-22 school year. The class is in-person but the quizzes were completed through the online learning platform, Canvas.

PLO 3 Describe the relationship between situational factors and opportunities for occupational engagement, with an emphasis on identifying injustices. Artifacts include:

- OCS 3520 Personal and Community Wellness Assignment (MD)
- OCS 3520 Community Wellness Program Project (MD)

PLO 5 Describe the types of inquiries that fall within the domain of occupational science. Artifacts include:

- OCS 3120 corresponding Exam questions
- OCS 3320 corresponding Exam questions (no data provided)

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

PLO 1 Describe the scope of the discipline of occupational science. Artifacts include:

- OCS 1010 "Elevator Speech" assignment (no data provided)
- OCS 3120 corresponding Exam 1 questions

OCS 3120 The Study of Occupation

Canvas quizzes are created by the instructor with correct and incorrect answers listed so that Canvas can accurately determine if the student answers a questions correctly. It also provides statistics for all three questions and a summary of the total of the three questions. Because it does this automatically, all students were used in evaluating these artifacts.

PLO 3 Describe the relationship between situational factors and opportunities for occupational engagement, with an emphasis on identifying injustices. Artifacts include:

- OCS 3520 Personal and Community Wellness Assignment
- OCS 3520 Community Wellness Program Project

The primary instructor utilized a rubric. Some aspects of the final program were submitted for feedback earlier in the semester and then resubmitted in the final. The rubric is attached to this Annual Report.

PLO 5 Describe the types of inquiries that fall within the domain of occupational science. Artifacts include:

- OCS 3120 corresponding Exam questions (no data provided)
- OCS 3320 corresponding Exam questions (no data provided)

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

All students were in-person at the St. Louis campus.

PLO 1 Describe the scope of the discipline of occupational science. Artifacts include:

- OCS 1010 "Elevator Speech" assignment (no data provided)
- OCS 3120 corresponding Exam 1 questions

OCS 3120 The Study of Occupation

When reviewing the three questions, approximately 64% of students were able to accurately choose a term that best describes occupational science. 90% of students were able to accurately describe what occupational science studies, and 85% of students were able to select an appropriate example of an OS research question that could benefit occupational therapy. When averaging these, 80% of students (or 79.66%) were able to apply/analyze the information, placing this SLO in the proficient (adequate) area in relation to this artifact.

PLO 3 Describe the relationship between situational factors and opportunities for occupational engagement, with an emphasis on identifying injustices. Artifacts include:

- OCS 3520 Personal and Community Wellness Assignment
- OCS 3520 Community Wellness Program Project

The students performed excellently on these assignments.
Greater than 75% of students achieved a grade of excellent, with the majority of sub-items on the rubric graded at meets standards or above. Peer feedback also factored in to the final grade and only 4/54 students had an adjustment to their final grade due to low contributions to the group work.

PLO 5 Describe the types of inquiries that fall within the domain of occupational science. Artifacts include:

- OCS 3120 corresponding Exam questions (no data provided)
- OCS 3320 corresponding Exam questions (no data provided)

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

PLO 1 Describe the scope of the discipline of occupational science. Artifacts include:

- OCS 1010 "Elevator Speech" assignment (no data provided)
- OCS 3120 corresponding Exam 1 questions

OCS 3120 The Study of Occupation
As this is the first full course students take dedicated to occupational science, and this quiz is early in the semester, a proficient level is appropriate for the timing. Overall, the students completed this quiz with a level adequate for their position in the program. The first question regarding the terms best used to describe occupational science, however, that the students could have a better understanding of this.

PLO 3 Describe the relationship between situational factors and opportunities for occupational engagement, with an emphasis on identifying injustices. Artifacts include:

- OCS 3520 Personal and Community Wellness Assignment
- OCS 3520 Community Wellness Program Project

Students in OS can combine community service with scholarly writing in the area of health promotion and occupational science, to develop programs to increase the occupational performance and well-being of groups. Some students continue to demonstrate APA errors in citations, references, and writing style and would benefit from more opportunities to practice. However, I suspect this is likely due to not referencing a style guide more so than lack of understanding.

PLO 5 Describe the types of inquiries that fall within the domain of occupational science. Artifacts include:

- OCS 3120 corresponding Exam questions (no data provided)
- OCS 3320 corresponding Exam questions (no data provided)

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Informal dissemination occurs throughout the academic year in the Undergraduate Curriculum Committee Meetings. Formal dissemination will occur during the August Department Planning Meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content • Teaching techniques • Improvements in technology • Prerequisites	• Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

Please describe the actions you are taking as a result of these findings.

Specific to OCS 3120 The Study of Occupation

It would be beneficial to have a quiz reviewing the student's knowledge of the scope of occupational science closer to the end of the semester to see if the level changes from proficiency to mastery, or at least edges closer to it.

Reinforcing terms to describe OS to other people could be beneficial to the students, based on the results of the first question on the quiz.

General response below answers 6B and 7A-D

The Department was in flux from 2018-2021:

- an Interim College Dean was appointed due to the resignation of Dean Wilson;
- our Department Chairperson resigned three years ago and was replaced with an interim chair;
- an existing faculty member was moved to the Program Director of Graduate Education;
- the Program Director of Undergraduate Education was given additional responsibilities;
- several faculties resigned at the beginning of each semester with minimal notice and adjunct instructors were hired to fill the gaps;
- one of two staff members left the University for new employment;
- and the pervasive effects of the pandemic on teaching and learning.

A Chair Search resulted in the hiring of a new Department Chairperson effective September 1, 2021. Due to her presence, and building on past various programmatic evaluation findings, effort and emphasis this academic year has focused on strategic curriculum planning and faculty workload management. Supporting materials included:

- Program Assessment, completion of the University Program Review, and the mid-term program review required by our accrediting organization.
- Regular curriculum discussions including course objectives, learning activities, practical experiences, and course schedules.
- Formative and summative student course evaluations.

Further, the Program has successfully integrated the University Core Curriculum (effective Fall 2022) and the modified Interprofessional Education curriculum.

Continued goals include:

- Aligning Program Learning Outcomes, the Assessment Plan, and the Assessment Rubric more closely with the Program Vision, Mission, and Program Learning Outcomes.
- Developing a process to sustain Program Assessment in spite of leadership, teaching faculty, adjunct instructors, and staff changes and turnover.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

B. How has this change/have these changes been assessed?

C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

PLO 3 Describe the relationship between situational factors and opportunities for occupational engagement, with an emphasis on identifying injustices.

OCS 3520 Community Wellness Program Project Rubric 2022

Assignment Objectives:

1) Complete the steps of health promotion programming in a variety of community settings with careful consideration for client-centeredness and context.
2) Develop a wellness program which uses occupation to promote wellness for/at the community partner, to be implemented by community staff/clients in their environment.
3) Utilize knowledge gained in all six OCS courses during junior year related to wellness.
4) Participate in giving and receiving feedback related to working in a team to increase comfort with this skill.

Rating System:

***Excellent**:* Performance is consistent with level of OS education. Student fulfills all areas listed under each section thoroughly, with clear concise descriptions, high quality writing without grammar or spelling errors and with use of evidence when appropriate. May need improvement in one area.

***Meets Standards**:* Student demonstrates a need for improvement in **one or two** of the listed criteria or have missed one criterion completely.

***Adequate**:* Performance is below standards and requires significant development. Performance does not meet expectations for the assignment, fails to complete this aspect of the assignment, or requires significant revision.

	Excellent	Meets Standards	Adequate
ORGANIZATON AND WRITING QUALITY			
• APA Title Page & Table of Contents • Visually appealing design, easy to navigate • Fewer than 5 grammar or spelling mistakes • Clear, Concise Writing in third person • Each section has an introduction and conclusion; topic sentences in each paragraph • Thank you letter to organization included (do not send)	☐ 15 points	☐ 10 points	☐ 5 points
PROGRAM RATIONALE 3-4 pages			
Background information • Format follows outline from McKenzie ch & lecture • Full review of population • Clear description of the health problem at global/regional level – **label** your problem statement • Epidemiological information and economic costs included (i.e. cost of NOT having this program)	☐ 10 points	☐ 7 points	☐ 3 points
Solution to the health problem • Problem defined at your site • State proposed solution • Brief but clear overview of the program proposed • Why will the program be beneficial • 8+ references used; 4 academic/peer-reviewed articles	☐ 10 points	☐ 7 points	☐ 3 points
Rationale Total /20			
NEEDS ASSESSMENT 2-3 pages text			

Methods • Clear introduction • Clear description of all tools used and how they were developed, with citations • Describes the process of collecting information • Uses appropriate terms to refer to data tools and analysis	☐ 10 points	☐ 7 points	☐ 3 points
Results & Conclusion • Clear, concise writing • Describes of all primary and secondary data collected through direct and indirect research • Thorough analysis of all results, synthesizing all information • Draws clear conclusions for the population's needs based on data; summarize in conclusion • Tables/graphs on single pages following text (not in pg count)	☐ 10 points	☐ 7 points	☐ 3 points

NEEDS ASSESSMENT TOTAL : _____/20

COMMUNITY ORGANIZATION PROFILE 1-2 pages			
• Describes the organization's background including mission, vision, and goals • Provides an overview of ALL populations (clients/residents, staff, caregivers, etc) • Describes established practices and procedures • Describes the built, cultural, and social environments	☐ 10 points	☐ 7 points	☐ 5 points
OCCUPATIONAL PROFILE 1-2 pages			
• Target population PERSON factors described • Cultural and environmental factors summarized – do not repeat from profile • Describes the abilities, interests, and motivations of the target population • Utilizes wellness wheel areas of wellness to describe the population and AOTA template terminology	☐ 10 points	☐ 7 points	☐ 5 points
WELLNESS PROGRAM PROPOSAL 8+ pages			
Literature Review 2-3 pages • 8+ academic sources incorporated (do not need to be unique from NA and rationale) • Synthesizes articles to derive key findings leading towards program development • Supports the CONTENT of and the chosen DESIGN/DELIVERY of your program	☐ 10 points	☐ 7 points	☐ 5 points
Description of Program • Summarize all components of the program, from start to finish – must have occupation focus and include a health theory/model • Include info on delivery of the program, key personnel roles and duties • Describe participation of clients	☐ 10 points	☐ 7 points	☐ 5 points

• Do not duplicate the manual itself			
Goals of the Program • Include 4+ Goals, half for clients, half for the program itself • Use SMART format • Remember to be occupationally focused	☐ 10 points	☐ 7 points	☐ 5 points
Budget/Supplies • Descriptive budget includes all items, even those part of normal operations, and time for employees • Supplies for every session described. Include electronic supplies i.e. emails, tracking database, but place items in appendix	☐ 10 points	☐ 7 points	☐ 5 points
Program Manual • Include ALL materials required to run the program • This should be something that can be picked up and used by a staff member • Includes scripts, handouts, slides, emails, etc. • Materials aimed at clients reflect appropriate health literacy and visual appeal and readability	☐ 15 points	☐ 10 points	☐ 15 points
REFERENCES AND APPENDIX no page limit			
• 20+ references; 10 from academic sources (journal articles, dissertations, official gov documents) 75% must be from 2010 or newer • Cite all sources in text using APA 7th • Cite all sources in reference list using APA 7th • Appendix with blank copies with titles and page breaks included: Needs assessment interviews, surveys, etc; results documents summarizing needs assessment data; • Appendix includes all items needed to run the program - program handouts/signs/tracking forms/email templates, etc.	☐ 20 points	☐ 17 points	☐ 10 points

TOTAL POINTS: /150

Comments: