SAINT LOUIS UNIVERSITY.

Doisy College of Health Sciences

2021-2022 Program-Level Assessment: Annual Report

Program Name (no acronyms):	Department: Physical Therapy and Athletic Training
1 - Physical Therapy	
2 - Athletic Training	
Degree or Certificate Level: Bachelor of Science – Exercise Science,	College/School: Doisy College of Health Sciences
Date (Month/Year): September / 2022	Assessment Contact: Randy R Richter
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? May 2022	
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.)

Student Learning Outcome #2 - Determine strategies that aim to improve health or promote wellness.

Student Learning Outcome #5 - Evidence the ability to advocate for healthy lifestyle behaviors.

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.

Student Learning Outcome #2 - Determine strategies that aim to improve health or promote wellness.

Student Learning Outcome #5 - Evidence the ability to advocate for healthy lifestyle behaviors.

Course: IPE 4900

Artifact for both student learning outcomes is the Interprofessional team project - Community Assessment & Project Work Plan. A copy of this assignment is at the end of this document.

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).

Student Learning Outcome #2 - Determine strategies that aim to improve health or promote wellness.

Student Learning Outcome #5 - Evidence the ability to advocate for healthy lifestyle behaviors.

The rubric was shared with the course coordinator for IPE 4900. The course coordinator then determined the extent to which the students were meeting the student outcomes. The rubrics for SLO #2 and SLO #5 are below.

Rubric for SLO #2 - Determine strategies that aim to improve health or promote wellness.		
Introduce	**Reinforce**	**Mastery**
• Identifies strategies that aim to improve health or promote wellness.	• Develop strategies that aim to improve health or promote wellness.	• Communicates strategies that aim to improve health or promote wellness to appropriate stakeholders.
Rubric for SLO #5 - Evidence the ability to advocate for healthy lifestyle behaviors.		
Introduce	**Reinforce**	**Mastery**
• Identifies importance of advocacy for healthy lifestyle behaviors.	• Describes strategies for advocacy for healthy lifestyle behaviors.	• Communicates advocacy for healthy lifestyle behaviors to appropriate stakeholders.

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)?

Student Learning Outcome #2 - Determine strategies that aim to improve health or promote wellness.

Student Learning Outcome #5 - Evidence the ability to advocate for healthy lifestyle behaviors.

<u>Results of the assessment</u>

Although the assessment plan called for a random sample of 25% of assignments, it was more efficient to consider 100% of student work for this assessment. The course coordinator determined that all students achieved mastery on the SLO#2 and SLO #5 (SLO#2 and SLO #5 met).

5. Findings: Interpretations & Conclusions

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

The learning activity in IPE 4900 illustrates that the students are achieving the SLO #2 and #5.

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?

These findings will be shared and discussed at a Department level meeting for AY 22-23.

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.

At the May 2022 department meeting new student learning outcomes were identified which will be assessed AY22-23.

If no changes are being made, please explain why.

NA

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?

There were no significant changes based on the assessment of the outcomes. However, through review, department faculty updated the student learning outcomes.

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

These new student learning outcomes will be assessed in AY22-23.

C. What were the findings of the assessment?

NA

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

NA

Artifact for:

Student Learning Outcome #2 - Determine strategies that aim to improve health or promote wellness.

Student Learning Outcome #5 - Evidence the ability to advocate for healthy lifestyle behaviors.

Community Assessment & Project Work Plan

Team Number	Type number here.
Community Agency Name	Type name of agency here.
Site Coordinator	Type name of site coordinator here.
Faculty Advisor	Type name of faculty advisor here.
Student Team Member Names	Type names of all student team members here.

DUE DATE | **October 11 at 4pm** on Canvas

THREE-PART ASSIGNMENT

1. Community Assessment
2. Project Work Plan
3. Oral Presentation

INSTRUCTIONS

This team assignment only needs to be uploaded **into Canvas by one team member**. The purpose is to guide you in conducting a community assessment and project work plan for the population served by your agency.

FINDING INFORMATION

You can find the information for this assignment from the following sources: *Community Site Visit Preparation assignment, interview with site coordinator or other agency staff members, agency website, observation/interaction with target population, peer reviewed literature, data or reports from sources such as the US Census, St. Louis Regional Health Commission, or the St. Louis City or St. Louis County Public Health Departments.*

PART I – COMMUNITY ASSESSMENT

Reflect on your initial site visit with you site coordinator and any other community engagement experiences your team has had with your assigned community partner agency. How do these experiences inform your understanding of community assets and barriers from different cultural, economic, educational, geographic perspectives.

QUESTIONS TO ANSWER

1. Briefly describe the predominant health/wellness issue your partner agency has identified. What is the prevalence of this health/wellness outcome in this community?
2. What are the specific characteristics (ages, race, income, nationality, geography, etc.) of the population the agency/program serves (*e.g.: 20% of those served by agency X are 7-12 years, 60% are 13-18 years, 20% are 19-25 years*)?
3. Does the prevalence of the issue differ between any groups (for example, are there certain groups of people who are more likely to experience stress than others – maybe those with financial burden, those without social supports, rural, or those with lower educational attainment? Maybe certain cultures are more likely than others experience stress.)?
4. What social determinants of health influence this population and topic? How?
5. Where does this agency fit within the health care system? How does this agency coordinate with other organizations within the health care system?
6. How does your project relate to the agency's ability to address the needs/enhance the strengths of those they serve in terms of their mission/goals/strategic plan?

PART II – PROJECT WORK PLAN

Following your community assessment analysis, identify the rationale for this project and develop action steps to implement your community-based intervention. Research and adapt the best available evidence for your target audience. Finally, create a collaborative work plan to identify the responsibilities of each team member needed to implement your project.

Project Rationale	Enter project rationale here.	**Note**: How does your project relate to the agency's ability to address the needs/enhance the strengths of those they serve in terms of their mission/goals/strategic plan? This should include the rationale for why you are addressing this **topic**, and the reason you have chosen the **activity** you will list in your work plan. Utilize various sources of evidence (from peer-reviewed literature to community interviews) *A minimum of three peer-reviewed resources must be used. Cite references below.*
References	Enter references here.	**Note: Use APA Format.** A minimum of three peer-reviewed resources must be used. For an overview of APA format use this link Purdue Owl APA
Project Title	Enter project title here.	
Project Description	Enter project description here.	**Note**: Briefly summarizes project plans to date. Identifies how plan will be tailored to specific target population.
Overall Project Goal	Enter overall project goal here.	**Note**: What is the overall purpose of your project? – This should be specific to the project topic your team identified in collaboration with the site coordinator during your initial site visit.
SMART Objectives	Enter SMART Objective 1 here. Enter SMART Objective 2 here.	**Note:** Incorporate faculty advisor feedback from SMART Objective assignment.

	Enter SMART Objective 3 here.	
Methods	Methods	**Note:** Discuss what goal-based methods you will use to evaluate your project and why. Some examples are: pre and post tests, counting attendance, deploying surveys, collecting feedback forms, or conducting interviews.

PROJECT IMPLEMENTATION SCHEDULE

TIMELINE *Date Due*	**PERSONS RESPONSIBLE** *Identify by name*	**ACTIVITY** *Is it a site visit, team meeting, email, etc.*	**REASONING** *Why is this activity necessary?*

PART III – ORAL PRESENTATION

Each team should be prepared to present a 10-12 minute PowerPoint presentation that includes a description and analysis of its practicum site using the following outline. Each team will be given time in Small Group 1 (Oct 9) to present. Your presentation does not need to be uploaded to Canvas. Please use a jump drive, email, or Google drive to bring up your presentation when it's your turn to present.

POINTS TO COVER

- Provide an explanation of each team member's profession and briefly describe the role of each represented profession in population health (i.e. What is the role of OT in population health?) and how previous coursework or clinical experience has prepared you to address healthcare needs in the community.
- Describe the agency, including professions, services, and their target population.
- Give brief overview of most prevalent health concerns of target population.
- Report topic requested by agency and rationale as to why this topic should address the disease/health issue at hand.
- Describe project plans to date: how students will tailor the project to the target population, and how they will evaluate it
- Share the community engagement experience thus far: what has worked well, what hasn't. Did something surprise you, concern you, delight you? What personal assumptions and/or population level statistics were confirmed or challenged?

Community Assessment + Project Work Plan Rubric (20% of Final Grade)

COMMUNITY ASSESSMENT

Evaluation Item	Points	Points Earned
Describe the predominant health/wellness issue identified by partner agency. Described the prevalence of this health/wellness outcome in this community	**5**	
Include specific characteristics (ages, race, income, nationality, geography, etc.) of the population the agency/program serves	**5**	
Describe whether the prevalence of identified health issue differ between any groups with another group	**5**	
Identify social determinants of health which influence this population and topic. Describe how these social determinants of health influenced this population.	**5**	
Describe where the organization fits within the health care system and any collaboration between the agency and other portions of the health care system or other organizations.	**5**	
Summarize how this project relates to the agency's ability to address the needs/enhance the strengths of those they serve in terms of their mission/goals/strategic plan?	**5**	

PROJECT WORK PLAN

Evaluation Item	Points	Points Earned
Project Rationale - summarize why the **topic** needs to be addressed in this community using several levels of evidence (interview, peer-reviewed literature, reports, etc.; must include citations) and why certain methods were chosen	**5**	
Project rationale – summarize the **methods** chosen to address the topic; links methods to evidence-based interventions	**5**	
References – must be in APA format; at least 3 peer-reviewed resources	**5**	
Project Title	**2**	
Project Description – briefly summarize overall project plans to date; describes how team plans to individualize to target population by incorporating population culture, health beliefs/behaviors, literacy levels, resources, etc… into plan	**10**	
Overall Project Goal – align with identified goal from Google Site/Initial visit	**5**	
SMART Objectives (3 in total) – each objective utilizes all elements of SMART; team incorporates faculty feedback from previous assignment	**10**	
Project Implementation Schedule – identification of responsible parties that reflects a shared work load and clearly defined methods	**10**	

ORAL PRESENTATION

Evaluation Item	Points	Points Earned
Introduction and description of team members' role in population health; describe how previous coursework/clinical experiences relates to population health	**3**	

Describe partner agency, including professions, services, and target population.	**3**	
Summarize the most prevalent health concerns of target population.	**3**	
Report topic requested by agency and rationale as to why this topic should address the disease/health issue at hand.	**3**	
Describe project plans to date: how students will tailor the project to the target population, and how they will evaluate it	**3**	
Share the community engagement experience thus far (i.e initial site visit, community engagement, scheduling site visits): what has worked well, what hasn't, assumptions challenged or confirmed	**3**	
TOTAL	**100**	

10% automatic deduction for late submission of assignment.

Points may also be deducted for the following:

- References are not in APA format, missing, inadequate
- Poor organization and formatting
- Grammar & spelling errors