

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

The instructor of each course evaluated the learning activity in their course.

PLO 1: Describe the scope of the discipline of Occupational Science.

OCS 1010 Introduction to Occupational Science and Occupational Therapy

Assignment- Semester Final Project: Airline (Elevator) Speech Assignment

The Airline Speech was presented in class and verbal feedback was provided by the instructor and classmates.

OCS 3120 The Study of Occupation

Exam 1 Question

Specific question on Exam 1 focused on the PLO.

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

OCS 3520 Personal and Community Wellness

Assignment- Wellness Proposal

Rubric

OCS 3720 Critical Perspectives of Culture, Occupation, and Justice

Assignment- Group Project Presentation

Rubric

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

OCS 3120 The Study of Occupation

Exam 1 Question

Specific question on Exam 1 focused on the PLO.

OCS 3320 Development of Humans as Occupational Beings

Exam Question

Specific question on Exam 1 focused on the PLO.

4. Data/Results

What were the results of the assessment of the learning outcomes? 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)?

PLO 1: Describe the scope of the discipline of Occupational Science.

1. OCS 1010 Introduction to Occupational Science and Occupational Therapy

Assignment- Semester Final Project: Airline (Elevator) Speech Assignment

+ Some students described/identified concepts related to occupation.

+ No students included the term Occupational Science or directly described/identified the scope of the discipline of Occupational Science.

2. OCS 3120 The Study of Occupation

Exam 1 Question

+ *Why was occupational science thought to be necessary when it was created?*

Give two causes/reasons for the birth of occupational science.

This question was an essay question with an average score was 2.8 out of 3 points, or 93%.

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

1. OCS 3520 Personal and Community Wellness

Assignment- Wellness Proposal

Course taught by an instructor currently on Family Medical Leave; data will be reported upon their return.

2. OCS 3720 Critical Perspectives of Culture, Occupation, and Justice

Assignment- Group Project Presentation

Critical Introduction of Self, Experimental Outing- very personal reflective essays

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

1. OCS 3120 The Study of Occupation

Exam 1 Question

List two ways that OT can affect OS research.

This question was an essay question with an average score was 2.46 out of 3 points, or 82%.

2. OCS 3320 Development of Humans as Occupational Beings

Exam Question

Course was taught by an adjunct professor, no data available.

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.

1. The concepts of 'occupation' and the discipline of 'Occupational Science' are difficult for freshmen students to initially grasp, thus, the data/results were not surprising. If the assignment is given when the course is next offered, directions will include a specific requirement to reference both the concept and the discipline.
2. As a tangent, the reasons students select our program to achieve their career goals were reinforced.
3. The junior students demonstrated a mastery of the origins of Occupational Science. They demonstrated an understanding of the development of the discipline.

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

1. Mastery level learning was facilitated by the two assignments designed to discern the relationship between situational factors and opportunities for occupational engagement. Student responses were insightfully personal.

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

1. The junior students demonstrated a proficient understanding of the ways OT practice effects types of inquiries within occupational science.

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?

Dissemination and use of current assessment findings were reviewed in the first meeting of the Department in August 2020. Each Program Learning Outcome and associated course were discussed.

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

<p>Changes to the Curriculum or Pedagogies</p> <ul style="list-style-type: none"> • Course content • Teaching techniques • Improvements in technology • Prerequisites 	<ul style="list-style-type: none"> • Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings 	<p>Changes to the Assessment Plan</p> <ul style="list-style-type: none"> • Student learning outcomes • Student artifacts collected • Evaluation process 	<ul style="list-style-type: none"> • Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection
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PLO 1: Describe the scope of the discipline of Occupational Science.

+ OCS 1010 Introduction to Occupational Science and Occupational Therapy

Formulating a beginning understanding remains important, thus when the course is next offered and the assignment given:

1. directions will include a specific requirement to reference both the concept and the discipline of 'occupation'.
2. at the discretion of the instructor, a new assignment may be designed.

+ OCS 3120 The Study of Occupation

Although the vast majority of students demonstrated mastery level understanding of this question, I feel like that question wasn't enough to truly meet the PLO standard the department set for ourselves.

Adding other questions to the exam could support this OPL. However, I believe that adding an assignment that focuses on the scope of the OS discipline would be beneficial.

Further, much of our OS curriculum in this first semester (fall of junior year) focuses on providing the students with an understanding of underlying aspects within the OS discipline. I feel like we either need to decrease the broadness of our PLOs or we need to reflect on how the content of the courses can better support our current PLOs.

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

These students are in their first semester of full OS coursework, so demonstrating a proficient understanding of the material seems appropriate. The students have further time to develop their knowledge for application purposes.

Once again, I feel like that question wasn't enough to truly meet the standard the department set for ourselves. Adding other questions to the exam could support this OPL. However, I believe that adding an assignment that focuses on the domain of OS research could be beneficial. Such an assignment could be incorporated into the assignment described in the PLO #1 stated above.

Further, as stated in PLO #5, much of our OS curriculum in this first semester (fall of junior year) focuses on providing the students with an understanding of underlying aspects within the OS discipline. I feel like we either need to decrease the broadness of our PLOs or we need to reflect on how the content of the courses can better support our current PLOs.

If no changes are being made, please explain why.

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

+ Mastery level learning was facilitated by the two assignments designed to discern the relationship between situational factors and opportunities for occupational engagement. Student responses were insightfully personal.

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?

As an Academic Year ending in an even number, this is the initial year of assessment for these Program Learning Outcomes. Therefore, no previous assessment findings or changes are available for comparison.

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

Not applicable.

C. What were the findings of the assessment?

Not applicable.

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

While compiling the Academic Year 2019-2020 Program Level Assessment information, we discovered several shortfalls in the process:

Faculty composition has been in flux as personnel have resigned (sometimes with minimal notice), reassigned to other teaching or administrative responsibilities, retired, etc. Therefore, we rely on a relatively large number of adjunct professors. Although we are typically very familiar with these adjunct professors and they receive mentoring, we have

not included the assessment process in their responsibilities. Likewise, departing or reassigning faculty members do not always complete their course assessment. Therefore, the Chair and Program Directors are addressing this situation to improve the assessment process.

Additionally, faculty remain confused about the process. Despite frequent reminders and designated time given for independent work, these methods do not seem to help accomplish the objectives of Program Assessment or contributions to the Annual Report. The Chair and Program Directors are addressing this situation to improve the assessment process, as well.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.