SAINT LOUIS UNIVERSITY

Doisy College of Health Sciences Program-Level Assessment: Annual Report

Program: Occupational Science   Department: Occupational Science & Occupational Therapy

Degree or Certificate Level: Bachelor of Science (BSOS)   College/School: Doisy College of Health Sciences

Date (Month/Year): June 15, 2021   Primary Assessment Contact: Cynthia Matlock

In what year/cycle was the data upon which this report is based collected? AY 2020-2021

In what year/cycle was the program's assessment plan most recently reviewed/updated? September 2020

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Two: Apply occupational science knowledge through active engagement in community-based service learning.

Four: Evaluate theoretical concepts regarding humans as occupational beings.

2. Assessment Methods: Student Artifacts

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

Two: OCS 3220 Contexts of Occupation (online format)
        ECERS-R Paper   No data available, taught by an adjunct professor
(Description of the OCS 3220 ECERS-R Paper: the student performs and writes up the results of the Early Childhood Reading Environment Rating Scale.)

        OCS 3620 Lived Experiences: Disabilities and Chronic Conditions (in person)
        Dayline Paper   No data available, taught by an adjunct professor
(Description of the OCS 3620 Dayline Paper: a chronological listing of daily activities and an evaluation of those activities regarding time usage.)

Four: OCS 3320 Development of Humans as Occupational Beings (online format)
        Corresponding exam questions

        OCS 3720 Critical Perspectives of Culture, Occupation, and Justice (online format)
        Group Construct Presentation   The instructor did not report data.
(Description of Group Construct Presentation: a written comprehensive discussion and implementation of group dynamics.)

3. Assessment Methods: Evaluation Process

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.

Course Instructors evaluated the student artifacts
Two: OCS 3220 Contexts of Occupation (taught by an adjunct professor, no data available)

> OCS 3620 Lived Experiences: Disabilities and Chronic Conditions
>
> **Four**: OCS 3320 Development of Humans as Occupational Beings
> OCS 3720 Critical Perspectives of Culture, Occupation, and Justice (see Appendix A, rubric attached)

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)?

> NOTE:
> The program target identified in the assessment plan, which is the minimum percentage of students able to achieve each PLO at the designated ranking, was established at the College standard rate of 85% or better by the former Dean of the Doisy College of Health Sciences.
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> **Two**: OCS 3220 ECERS-R Paper
> No data available, taught by an adjunct professor
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> OCS 3620 Dayline Paper
> No data available, taught by an adjunct professor
>
> **Four**: OCS 3320 corresponding exam questions
> No data available, taught by an adjunct professor
>
> OCS 3720 Group Construct Presentation
> Results: Instructor did not report data, however, she noted there was no significant difference between the online versus in person instruction.

5. **Findings: Interpretations & Conclusions**
   What have you learned from these results? What does the data tell you?

> **Two**: OCS 3220 ECERS-R Paper (adjunct professor, no data available)
>
> OCS 3620 Dayline Paper (adjunct professor, no data available)
>
> **Four**: OCS 3320 corresponding exam questions (adjunct professor, no data available)
>
> OCS 3720 Group Construct Presentation
> Findings: Instructor subjectively noted proficient use of OS constructs and OS justice concepts.

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 last meeting of the Department in May 2021. The process was reviewed and recommendations for the future made.

   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:

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 • Student artifacts collected • 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 the findings.

See 7. D. Closing the Loop

If no changes are being made, please explain why.

See 7. D. Closing the Loop

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?

See 7. D. Closing the Loop

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

See 7. D. Closing the Loop

   C. What were the findings of the assessment?

See 7. D. Closing the Loop

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

The Department is entering a third year of flux: the Department Chairperson resigned two years ago and was replaced with an interim chair; a Chairperson Search is currently in process; an existing faculty member was moved to the Program Director of Graduate Education; the Program Director of Undergraduate Education was given additional responsibilities; several faculty resigned at the beginning of each semester with minimal notice; one of two staff members left the University for new employment; and the pervasive effects of the pandemic on educational content and delivery.

Despite the above, faculty continued to assess courses and the curriculum:
   • Faculty communication became even more significant, especially as half of the teaching faculty were adjunct hires.
   • As core faculty were assigned to different courses to cover the shortage of instructors, faculty became aware of pre-requisite content- content that needed to occur before and after their course.
   • Course evaluations and student feedback tended to provide more information than the assessment process.
   + Changes to syllabi (revised to include more specific expectations to facilitate course outcome expectations), learning activities, and the course schedule occurred as a result of this communication and teaching different courses.
   + Student feedback was sought at mid-term (formative) and summative (through Blue Course Evaluation).

Looking in the future, the following recommendations will facilitate the process:

The Program is currently reviewing and revising the undergraduate curriculum to integrate the University Core Curriculum (effective Fall 2022) and the modified Interprofessional Education curriculum. This activity presents an excellent opportunity to:

- Revise Program Assessment and the process.
- Align Program Learning Outcomes more closely with the BSOS Vision, Mission, and Program Learning Outcomes.
- A process needs to be developed to sustain Program Assessment in spite of leadership, teaching faculty, adjunct faculty, and staff changes and turnover.
- These ideas, and more, will be shared with the new Department Chairperson, once hired.

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

Appendix A.
OCS 3720 Group Presentation Rubric

OS Group Presentation Rubric		
Criteria	**Possible Points**	**Points Earned**
Clarity of group contract • Outline of roles and responsibilities of each member as described • Timeline of group tasks included • Follows all directions as indicated and described above	5	
Rating from peer group	10	
Clarity of construct example • Readability-appropriate grammar, spelling, and/or punctuation; APA citations are present and correctly formatted (2 mistakes = 1 point deduction) • Applicable to assigned construct, relevant to class content • Uses four references from this specific course	4	
Depth of presentation's conceptual discussion Clearly and thoroughly addresses: • how the OS construct relates directly to the real-world example • the Occupational injustice (clearly explained through literary definition), and how this clearly relates to the real-world example	25	
Q&A session • Questions are understood clearly by your peers • Relates directly to your construct and/or the identified injustice to the real-world example • Promotes engagement and participation	6	
TOTAL	**50**	