SAINT LOUIS UNIVERSITY.

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

Program: Occupational Therapy

Department: Occupational Science & Occupational Therapy

Degree or Certificate Level: Master of OT

College/School: Doisy College of Health Sciences

Date (Month/Year): May 2019 and August 2020

Primary Assessment Contact: Cynthia Matlock

In what year/cycle was the data upon which this report is based collected? Academic Year 2019-2020

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

1. **Student Learning Outcomes**
   Which of the program's student learning outcomes were assessed in this annual assessment cycle?

PLO 1: Apply theories that underlie the practice of occupational therapy.
PLO 2: Demonstrate skills in assessment and intervention practice in the implementation of occupational therapy with clients across the lifespan.

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.

PLO 1: Apply theories that underlie the practice of occupational therapy.
   1. MOT 5260 Problem Based Learning
      Independent Clinical Reasoning Exam
   2. MOT 5350 Theoretical Foundations of Occupational Therapy
      Assignment- Wiki
   3. MOT 5700/5750 Level II Fieldwork
      AOTA Fieldwork Performance Exam

PLO 2: Demonstrate skills in assessment and intervention practice in the implementation of occupational therapy with clients across the lifespan.
   1. MOT 5550 Occupational Therapy for Adults with Neurological Dysfunction
      Assignment- Evaluation in Level I Fieldwork
   2. MOT 5600 Occupational Therapy with Infants and Children
      Community Pediatric Fieldwork & Case Study
   3. MOT 5700/50 Level II Fieldwork
      AOTA Fieldwork Performance Exam

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.

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

PLO 1: Apply theories that underlie the practice of occupational therapy.
+ MOT 5260
Independent Clinical Reasoning Exam
Exam Question

+ MOT 5350
Assignment- Wiki
Rubric

+ MOT 5700/5750
AOTA Fieldwork Performance Exam
Item 16: Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.

PLO 2: Demonstrate skills in assessment and intervention practice in the implementation of occupational therapy with clients across the lifespan.
+ MOT 5550
Assignment- Evaluation Assignment in Level I Fieldwork
Rubric

+ MOT 5600
Community Pediatric Fieldwork & Case Study
Rubric

+ MOT 5700/50
AOTA Fieldwork Performance Exam
Item 11: Assesses client factors and context9s) that support or hinder occupational performance.

1. **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: Apply theories that underlie the practice of occupational therapy.
MOT 5260
Independent Clinical Reasoning Exam
Exam Question:
+ *Identify 2 frames of reference/theories that will be used in formulating the following treatment plan. Explain why you prefer these.* (this question was based on a case study the students read and created a treatment plan with support/rationale, among other activities).
The average score on this question was 5.435/6, which equates to a 90.59% overall, or mastery level of learning.
Upon reviewing the students who received this grade, they tended to identify two "Grand Theories" that focus on overarching ideas of practice. Although Grand Theories are important to practice, it is considered best practice to focus on frames of reference/theories that also have a smaller focus on the specific case in front of a therapist. Therefore, although most students had two theories that were appropriate, they were only given credit for one of the two answers if they chose two Grand Theories.

MOT 5350
Assignment- Wiki
Rubric
The average grade was 98.5% which demonstrates mastery of the content.

MOT 5700/5750
AOTA Fieldwork Performance Exam
Item 16: Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
In MOT 5700, the cohort average score for item #16 of the AOTA Fieldwork Performance Evaluation was 3.07, and 95% of students earned a score of 3 (Meets Standards) or 4 (Exceeds Standards). Due to the COVID-19 Pandemic, data from MOT 5750 is not yet available as students experienced significant delays in completing this fieldwork experience. Data will be collected upon student completion of the Level II Fieldwork experience.

PLO 2: Demonstrate skills in assessment and intervention practice in the implementation of occupational therapy with clients across the lifespan.
MOT 5550
Assignment- Evaluation Assignment in Level I Fieldwork
Rubric
Course taught by an instructor currently on Family Medical Leave; data will be reported upon their return.

MOT 5600
Community Pediatric Fieldwork & Case Study
Rubric
No data available.

MOT 5700/50
AOTA Fieldwork Performance Exam
Item 11: Assesses client factors and context9s) that support or hinder occupational performance.
In MOT 5700, the cohort average score for item #11 of the AOTA Fieldwork Performance Evaluation was 3.19, and 100% of students earned a score of 3 (Meets Standards) or 4 (Exceeds Standards). Due to the COVID-19 Pandemic, data from MOT 5750 is not yet available as students experienced significant delays in completing this fieldwork experience. Data will be collected upon student completion of the Level II Fieldwork experience.

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

PLO 1: Apply theories that underlie the practice of occupational therapy.
MOT 5260
Independent Clinical Reasoning Exam
The students taking this exam are in their final semester of didactic work in the MOT program. They will complete their level 2 fieldwork after this semester. Therefore, they should be meeting the Mastery level at this time. With the overall average of 90.59%, they did reach this threshold.
However, there were 11 students (17.74%) who received a 50% score on this question. On the surface this seems concerning, but after reviewing their answers (as described above), it seems like the students simply did not follow standard instructions on the application of such theories rather than not understanding the theories. A way to address this is to change the verbiage of the question to cue the students to consider other theories besides the grand theories.

Another way to address this is to consider the weight of the points removed for this type of mistake. Reconsidering the rubric for this midterm assessment has already been addressed in this course for the fall of 2020.

> MOT 5350
> Assignment- Wiki
> Rubric
> Students were able to demonstrate effectiveness in understanding the role and application of theory to practice.

> MOT 5700/5750
> AOTA Fieldwork Performance Exam
> Students are at the expected level, or higher, of performance per the national organization's established criteria.

3. **Closing the Loop: Dissemination and Use of <u>Current</u> 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:

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.

> **PLO 1:** Apply theories that underlie the practice of occupational therapy.
> > MOT 5260
> > Independent Clinical Reasoning Exam
> Eleven students (17.74%) received a 50% score on this question. On the surface this seems concerning, but after reviewing their answers, it seems like the students simply did not follow standard instructions on the application of such theories rather than not understanding the theories. A way to address this is to change the verbiage of the question to cue the students to consider other theories besides the grand theories. Another way to address this is to consider the weight of the points removed for this type of mistake. Reconsidering the rubric for this midterm assessment has already been addressed in this course for the fall of 2020.
>
> > MOT 5700/5750 Level II Fieldwork

The MOT program will transition to the newly revised version of the AOTA Fieldwork Performance Evaluation in Spring 2021. Program Learning Objectives and associated assessment criteria will be updated to reflect the new items and scoring criteria.

> If no changes are being made, please explain why.

MOT 5350
Assignment- Wiki
We will continue to use this successful assignment to challenge and evaluate theory understanding and application.

4. 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?

C. What were the findings of the assessment?

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.