

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for each program for *at least one Student Learning Outcome* this year. Use this electronic file to report on your program assessment for AY 2010-11, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2012. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student-learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student-learning outcome for which you gathered assessment results during 2010-11.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Demonstrate leadership skills that advocate for individuals and groups, promote the profession and improve the service delivery of occupational therapy.	Using in-class assignment in OCTH 511 Leadership in OT course to assess the students' leadership skills in the following area of advocacy, promote the profession and improve service delivery.	(1.) Data were gathered from OCTH 511 courses from the capstone assignment. (2.) Assignments were categorized into three themes: Advocacy projects, B) Promotion of OT, and C) Improving service delivery of OT In addition, assignments were coded using the leadership skills identified by Kousez and Posner's (2007) Practices and Commitments to Leadership. Findings from all 13-student projects indicate (100%) emphasized advocacy (33%) Promoted OT, and (22%) focused on improving service delivery of OT. Evaluation of leadership skill indicate (0%) Strengthen others by sharing power and discretion. (23%) Recognize contributions by showing appreciation for individual excellence. (23%) Celebrate the values and victories by creating a spirit of community.	1). Expand on the promotion of OT and service delivery in all leadership projects. 2). Expand on leadership skills in the areas: 1). Strengthen others by sharing power and discretion. 2). Recognize contributions by showing appreciation for individual excellence. 3). Celebrate the values and victories by creating a spirit of community.  Improving and feeling more comfortable with spoken communication was noted as a barrier to leadership.	Plan: 1). Refine Leadership projects in OCTH 511 by Fall 2012 to emphasize all leadership skills in the projects 2). Evaluate individual students' strengths and barriers to improving leadership capacity. 3). Expand on the promotion of OT and service delivery in all leadership projects.	Majority of students demonstrate entry-level leadership competencies advocate for individuals and groups, but less leadership competencies promote the profession and improve the service delivery of occupational therapy.

Consult the example of a completed assessment table on the following page. If you have questions, please contact Leslie Swannack at x4675 in Academic Affairs.

One additional student-learning outcome was implemented during AY 2011-12. Demonstrate leadership skills that advocate for individuals and groups, promote the OT profession and improve the service delivery of occupational therapy were reviewed. Using in-class assignments in OCTH 511 Leadership in OT course to assess the students' leadership skills in the following area: 1) Advocacy, 2), Promoting the profession, and 3). Improving service delivery. (1.) Data were gathered from OCTH 511 courses from the capstone assignment. (2.) Assignments were categorized into three themes: Advocacy projects, B) Promotion of OT, and C) Improving service delivery of OT.

In addition, assignments were coded using the leadership skills identified by Kousez and Posner's (2007) Practices and Commitments to Leadership. Findings from all 13-student projects indicate (100%) emphasized advocacy (33%) promoted OT, and (22%) improved service delivery of OT. Evaluation of leadership skill indicated; (0%) Strengthen others by sharing power and discretion; (23%) recognize contributions by showing appreciation for individual excellence; and (23%) celebrate the values and victories by creating a spirit of community. Overall the majority of students demonstrated entry-level leadership competencies advocate for individuals and groups, but less leadership competencies promoting the profession and improving service delivery of occupational therapy.

Plan:

- 1). Refine Leadership projects in OCTH 511 by Fall 2012 to increase all leadership skills in the projects by 20%
- 2). Expand the promotion of OT and service delivery in all leadership projects.
- 3). Evaluate individual students' strengths and barriers to improving leadership capacity and confidence in expressive communication skills.