

## 2009-10 Program Assessment Update

Department & Program: Occupational Therapy

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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 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. 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 2009-10.

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 entry-level practice competencies based upon a comprehensive understanding of human occupation and occupational performance.	Use pre and post knowledge survey in OCTH 509 Theory & Practice course to assess the students' confidence to respond competently about theoretical concepts involving human occupation and occupational performance and application to OT intervention strategies	(1.) Data were gathered from OCTH 509 courses from a pre/post knowledge survey. (2.) Findings from all 29 students' indicate an increase in knowledge confidence of theoretical concept influencing occupational performance. Overall, mean of the students' confidence increased from 1.4 (pretest) to 2.6 (post-test) on a scale of 1-3.	(1. Correlate knowledge survey with test scores determines perceived competence vs. actual competence 2). Include and expand on Canadian Model of Occupational Performance and its application to OT interventions.	Plan: 1) Refine OCTH 509 knowledge survey over fall 2010 2) Expand the use of knowledge survey across the OT curriculum Implement during AY 2010-2011.	Majority of students demonstrate entry-level practice competencies of theory and intervention based upon a comprehensive understanding of human occupation and occupational performance.

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.