2013-14 Program Assessment Update

Department & Program: _____ Occupational Therapy _____

Submitted by: _____ Greg Wintz _____

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, 2014. 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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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: (A) Advocacy projects, B) Promotion of OT, and C) Improving service delivery of OT. (3.) Student took a post-knowledge survey to determine confidence in their leadership knowledge. Findings from all 14-student projects indicate (57%) emphasized advocacy (29%) promoted OT, and (14%) improved service delivery of OT.	1). More attention will be used integrating and applying the 10 principles of Kousez and Posner's Exemplary Leadership Model in all leadership projects. 2). Supports the idea to integrate leadership with program development projects that continue throughout the 2nd year of the OT program in OCTH 540: Health and Wellness, OCTH 543: Emerging Practice and OCTH 542 Administration and Organization in OT.	Plan: Complete a pre/post self-assessment of leadership knowledge and skills and compare confidence prior to the course and compare the findings with AY 2013-14 student cohort.	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. Overall, the majority of students demonstrated greater leadership skills in the area of advocacy for individuals and groups, promoting the profession, and improving service delivery of occupational therapy services, and took on a greater leadership role within the OT department, Spokane community, and region. In addition, more attention will be used integrating and applying the 10 principles of Kousez and Posner's Exemplary Leadership Model in all leadership projects. This study supports the idea to integrate leadership with program development projects that continue throughout the 2nd year of the OT program in OCTH 540: Health and Wellness, OCTH 543: Emerging Practice and OCTH 542 Administration and Organization in OT.