

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, 2013. 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
<p>Demonstrate leadership skills that advocate for individuals and groups, promote the profession and improve the service delivery of occupational therapy.</p>	<p>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.</p>	<p>(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 19-student projects indicate (68%) emphasized advocacy (57%) promoted OT, and (42%) improved service delivery of OT. OT student self-evaluation of leadership skills rated the top two components to leadership a.) creating a vision by imagining exciting and ennobling activities (4.41- on 1-5 scale, 5 being the highest score), b.) recognizing the contributions by showing appreciation for individual excellence (4.31); OT student rated; c.) experimenting and taking risks by generating small wins and learning from mistake (3.97); and, d.) finding one's voice by clarifying one's personal values (4.13) were rated the two lowest skills developed after completing the leadership project.</p>	<p>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.</p> <p>Improving and feeling more comfortable with spoken communication was noted as a barrier to leadership.</p>	<p>Plan: 1). Refine Leadership projects in OCTH 511 by Fall 2013 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.</p>	<p>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.</p>

EWU OT Program has continued to track leadership practices as a student-learning outcome implemented in the Fall 2010. 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 19-student projects indicate (68%) emphasized advocacy (57%) promoted OT, and (42%) improved service delivery of OT. OT student self-evaluation of leadership skills rated the top two components to leadership a.) creating a vision by imagining exciting and ennobling activities (4.41- on 1-5 scale, 5 being the highest score), b.) recognizing the contributions by showing appreciation for individual excellence (4.31); OT student rated; c.) experimenting and taking risks by generating small wins and learning from mistake (3.97); and, d.) finding one's voice by clarifying one's personal values (4.13) were rated the two lowest skills developed after completing the leadership project. 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. However, the impact of leadership projects have greatly expand, e.g. involving student in leadership roles within the OT department, Spokane community, increasing membership the Washington State OT Association and becoming a leader nationally by applying for a position on the AOTA Associate Student Delegate. In addition, by refine leadership projects in Fall 2012, there has been an expansion in the promotion of OT and service delivery in all leadership projects. Plan: Evaluate individual students' strengths and barriers to improving leadership practices and confidence by having the OT student complete a pre/post self-assessment of leadership skills and compare the finding with AY 2012-13.

- 1). Refine Leadership projects in OCTH 511 by Fall 2013 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.