Continuous Improvement Annual Update 2019-20

occupational therapy assistant and physical therapist assistant programs

Sinclair community college

Rehabilitation services department

2020

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**Sinclair Community College**

**Continuous Improvement Annual Update 2019-20**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2019**

**Please submit to your Division Dean for feedback no later than April 1, 2019**

**After receiving feedback from your Division Assessment Coordinator and Dean, please revise accordingly and make the final submission to the Provost’s Office no later than May 1, 2019**

**Department:** **HS - 0681 - Physical Therapist Assistant, 0685-Occupational Therapy**

Year of Last Program Review: FY 2017-2018

Year of Next Program Review: FY 2022-2023

# Section I: Progress Since the Most Recent Review

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

| **GOALS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| --- | --- | --- | --- |
| Rehabilitation Services: Develop a business plan for a rehabilitation clinic. | In progress 🞏    Completed 🞏  No longer applicable 🗹 | The concept of a Sinclair Rehabilitation Clinic, where patients are treated, has evolved considerably over the last year. Factors that have influenced planning and decision making regarding the rehabilitation clinic include, but are not limited to:   * Given Medicare regulations pertaining to the rehab therapies (PT, OT, speech therapy), we were faced with a dichotomous decision: we treat patients for free, or we charge the full Medicare physician fee schedule price for rehabilitation services (regardless of whether we do or don’t see Medicare patients). This would require having a robust billing mechanism with considerable compliance procedures in place. It would also place us in a position to compete with local business partners on whom we rely for support of our student clinical education needs. * Given that, providing services for free would seem to be the sensible approach for us. However, our research revealed that there are a number of low-cost or free clinics in Dayton who rely on grants and donations to support their missions. If we operate a free rehab clinic, we would be in competition organizations that we would much rather have for partners than as competitors. * Therefore, the patient care model we believe that would position us as an ally and partner is one where we assist these organizations in meeting their mission in service to the community, and they assist us in meeting our need for student involvement in community service and, on a small scale, clinical exposure for our students. We think that the rehab clinic business planning should revolve around this model. | The goal of developing a business plan for a rehab clinic at Sinclair is no longer applicable. The research we conducted made it clear that we could harm local Federally Qualified Health Centers (FQHCs) by becoming a competitor.  The shift now is toward partnering with Reach Out of Montgomery County, and possibly other FQHCs, to provide volunteer rehabilitation services under our clinical affiliation agreement, which was put in place for Rehabilitation Services 19/FA. This would allow our students to participate in patient care under the direction and supervision of volunteer therapist(s) serving as clinical/fieldwork instructors. |
| Rehabilitation Services: Implementation of a rehabilitation clinic. | In progress 🗹    Completed 🞏  No longer applicable 🞏 | OTA:   * OTA 2nd Year students organized and held the program’s 1st community event: “Kidz Day” (Saturday, 10/6/18). The students, in small groups, led child and parent activities while providing developmental education regarding the importance of play at all ages. Approximately 50 children (33 families) attended.   + On post-survey: 100% strongly agree/agreed “I learned important information regarding growth & development”   + On post-survey: 100% strongly agree/agreed “I learned something I can do/use”   + On post-survey: 94% strongly agree/agreed “I enjoyed Kidz Day”   + On post-survey: 100% strongly agree/agreed “My child enjoyed Kidz Day”   + On post-survey: 94% strongly agree/agreed “The venue (SCC) was easy to get to & navigate” * The plan is to hold the 2nd Annual OTA Kidz Day Fall 2019 during the 2nd Year student’s Pediatrics courses.   PTA:   * We see the implementation of the rehabilitation clinic as having a three-pronged approach:   + Reaching out to community partners: Reach Out of Montgomery County is a free clinic located near Miami Valley Hospital. They offer medical, pharmacy, and now physical therapy services to the uninsured. J. Mathew Day, PT, PhD, University of Dayton DPT faculty, began offering physical therapy services at Reach Out in 2017. Jim Cropper, PT, DPT, MS, Sinclair PTA faculty, joined Dr. Day in in providing PT services summer of 2018. In 2018, there were over 190 physical therapy visits. Reach Out, has dedicated 480 sq. ft. of space on site for renovation into a rehabilitation services clinic. They are currently seeking funding and hope to begin construction in the spring.   + Deb Belcher, PT, DPT, PTA faculty and Jim Cropper visited Good Neighbor House in Dayton during the summer of 2018. This organization provides low-cost medical services and operates a food pantry and thrift store. Good Neighbor House has partnered with us to provide community service opportunities for our PTA students. * Partnering with the University of Dayton DPT Program to provide combined DPT student and PTA student laboratory experiences using live patient case experiences. * Providing non-patient-care experiences for members of the community. Examples would be OTA Program’s Fun Night, Halloween wheelchair costume event, and community education offerings on topics of interest related to occupational therapy and physical therapy scopes of practice. | Rehabilitation Services:   * Fall Prevention Clinic: In April 2020, OTA and PTA students will collaborate to offer vision screening and fall prevention education to family and friends of current OTA and PTA students (65 years or older, or younger than 65 years, but has experienced at least 1 fall). In Ohio, falls are the leading cause of emergency room visits (every 1 minute, an older person in Ohio falls). During this event, participants will participate in a balance screening, a vision screening, education regarding available adaptive equipment to assist those at risk for falls, and education on general fall safety within the home. * Reach Out: Sinclair now has an affiliation agreement with Reach Out that includes both OTA and PTA programs.   OTA:   * OTA 2nd Year students organized and held the program’s community event: “Kidz Day” (Saturday, 10/12/19). The students, in small groups, led child and parent activities while providing developmental education regarding the importance of play at all ages. Approximately 45 children (19 families) attended. * The plan is to hold the 3rd Annual OTA Kidz Day Fall 2020 during the 2nd Year student’s Pediatrics courses utilizing Marketing Services to attempt to increase attendance. Even though the feedback was even better than from the 1st year (100% of attendees stated they enjoyed participating in and learned from the activities), the cost and time put into this project needs to be objectively reviewed to see if the benefit to the students and the community supports the time and money it takes. * The OTA Director has reached out to Kettering College Doctorate of OT Program’s Director to attempt to establish a relationship between the 2 programs to increase the opportunities to provide patient experiences. This relationship would also meet 2 Accreditation Standards that specifically address the intraprofessional relationship between the 2 levels of OT Practitioners. This relationship has been attempted with previous Program Director without success. * Wilmington College is starting a new OT Program within the next couple of years. The Program Director contacted Sinclair’s OTA Program and requested a learning partnership. * If Kettering College does not respond nor communicate interest, the OTA Program Director will pursue a working relationship with Wilmington College and/or University of Cincinnati.   PTA:   * Student laboratory experiences using live patient case activities:   + PTA 2305 – Neuromuscular Rehabilitation: Heather Stoner is in the process of identifying potential clients and assuring liability coverage for faculty to include a “therapy tune-up” in the course curriculum. This would entail students providing patient treatment, under the direction and supervision of a supervising PT (Sinclair faculty), for clients who are no longer obtaining physical therapy services through traditional care settings, but are interested in continued care provided in concert with education of PTA students. |
| Rehabilitation Services: Enhance interprofessional education. | In progress 🞏    Completed 🗹  No longer applicable 🞏 | OTA: In the past year, OTA students participated in the following inter-professional educational experiences:   * Culture Day with PTA (2nd Year) * ICU Day with PTA & Respiratory (2nd Year) * Co-treat/Transfer Day with PTA (1st Year) * Inter-professional Discharge Case Conference with Nursing, Dietetics, Respiratory, Human Services/Behavioral Health (2nd Year) * ADL Assessments with Nursing (1st Year) * Lunch N Learn with PTA (1st Year) * Health Science Career & Transfer Fair with Health Science Division students (2nd Year) * Kiser Elementary School (Dayton Public Schools) with elementary teachers, Intervention Specialists, administration (2nd Year)   In progress:   * Dietetics & OTA working together to establish a program where Dietetic Students instruct OTA students on basic kitchen/food safety as it relates to nightly cooking activities with Fun Night clients. (1st Year) * Psychosocial non-traditional Level 1 Fieldwork experience(s) (2nd Year)   PTA: During AY 2017-18, PTA students have been involved in the following interprofessional education activities:   * PTA 1100 – Lunch ‘N Learn with OTA * PTA 1235 – Cadaver Lab with UD DPT students * PTA 1215 – Co-Treat Day with OTA * PTA 2305 – PT/PTA Collaboration with UD DPT students * PTA 2315 – ICU Day with OTA and RET students * PTA 2330 – Culture Day with OTA * PTA 2430 – Nursing IPE with NUR students | OTA: Within the past year, OTA students participated in the following inter-professional educational experiences:   * Culture Day with PTA (4th event). This year we expanded what we meant by “cultures” and had representatives from veterans/active military, those with disabilities, those recovering from addiction and those who are obese. These “cultures” added even more opportunities for our students to learn more about those different from themselves.(2nd Year students) * ICU Day with PTA & Respiratory (2nd Year students) * Co-treat/Transfer Day with PTA (1st Year students) * Inter-professional Discharge Case Conference with Nursing, Dietetics, Respiratory, Human Services/Behavioral Health (2nd Year students) * Lunch N Learn with PTA (1st Year students) * Kiser Elementary School (Dayton Public Schools) with elementary teachers, Intervention Specialists, administration (2nd Year students) * Miracle Clubhouse (Goodwill Easter Seals) with community members and team members (2nd Year students)   In progress:   * Dietetics & OTA working together to establish a program where Dietetic Students instruct OTA students on basic kitchen/food safety as it relates to nightly cooking activities with Fun Night clients. (1st Year students) * Dental & OTA planning on having an interprofessional day where the OTA students work with the Dental students on safely assisting patients with physical disabilities transfer to/from wheelchair to/from dental seat. The dental students will be instructing the OTA students on proper denture care and the importance of thorough oral care with our patients. * OTA & social work students looking into re-establishing a program for youth aging out of fostercare, “Crafts on Campus” during finals week to address stress management and also exploring partnerships with the Reclaiming Futures/Natural Helpers Program (community leaders, parents and juvenile court system).   PTA: PTA students continue to participate in the IPE experiences listed in last year’s Annual Update, with the addition of the following activities:   * PTA 1220 – Neuropathology   + Fall Prevention Clinic with OTA students * PTA 2305 – Neuromuscular Rehabilitation   + Early Childhood Education and PTA students participate in an Individualized Education Program (IEP) meeting * PTA 2315 – The Medically Complex Patient: PTA students learn the following from nursing (NUR) students:   + Managing lines and wires   + EKG basics   + How to communicate with nursing regarding patient status   + How to identify when a patient is appropriate to participate in physical therapy * PTA 2400 – Advanced Topics   + American Sign Language, Mental Health and Addiction Services, Nursing, and PTA students participate in a Care Conference activity |
| OTA: Preparation for accreditation site visit (Fall 2020) and maintenance of full accreditation. | In progress 🗹    Completed 🞏  No longer applicable 🞏 | * Binders purchased * Separating tabs purchased & placed in binders with each Standard listed by number & summary * Information from 2017 Interim Report and other helpful documents organized and ready for reference * OTA Program Director registered for 1 day continuing education course in Chicago June 7, 2019 to review new accreditation standards * Money in 2019-2020 budget ear-marked to assist OTA Program Director and/or OTA Academic Fieldwork Coordinator to attend National Conference in April 2020 and/or the OT Educational Summit in October 2019 in order to have the most up to date information prior to our On-Site Visit during 2020-2021 | * OTA Program Director attended a workshop in June 2019 regarding new accreditation standards that go into effect Summer 2020. * OTA full-time faculty have met with 2 Program Directors (EMS & PTA) to discuss how to start the self-study process. * Curriculum Mapping, creation of updated course objectives, initial review of standards’ weak areas (all standards marked green-good documented support of standard, yellow-currently weak documented support of standard and red-currently missing documentation for support of standard) initiated * weekly meetings scheduled for full-time OTA Faculty to address accreditation Self-Study * Accreditation Body (ACOTE) contacted the program and the site visit is scheduled for September 28-30, 2020. |
| OTA: Research feasibility and necessity for alternate/new program formats; implementation as appropriate.   * 1. Additional research related to transition to BS degree. | In progress 🞏    Completed 🞏  No longer applicable 🞏 | * At this time, the mandate for OTA to transition to a BS degree is on hold with a National Special Task Force meeting monthly to review all involved * New (2018) Standards have been written & approved with 2 Entry Points of Service (BS & AAS) for OTA’s. If the standards move forward as planned, these new dual-entry standards will go into effect in 2020. No word of any (near) college planning on starting a BS OTA Program at this time. * SCC Administration has been kept abreast of information as it becomes available * OTA is looking at possibility of offering both a full-time & a 36-month option for program completion. The OTA Program Director is scheduled to attend an information-sharing meeting in March 2019 re: part-time programming. | * New (2020) Standards have been written & approved with 2 Entry Points of Service (BS & AAS) for OTA’s. If the standards move forward as planned, these new dual-entry standards will go into effect in 2020. * The closest college working toward accreditation for a baccalaureate OTA program, at this time, is in Huntington, Indiana (137 miles from Dayton). * OTA is looking at possibility of offering both a full-time & a 36-month option for program completion. Even though this a plan the OTA Program is seriously considering, the process will continue after ACOTE’s site visit Fall 2020. |
| OTA: Developing community psychosocial Level I fieldwork sites (including provision of adjuncts as fieldwork educators). | In progress ◼    Completed 🞏  No longer applicable 🞏 | A list of potential community partners in Montgomery County has been created:   * Dayton Children’s (new Mental Health hospital currently under construction) * Day-Mont Behavioral Health Care  (of special interest: the Social club) * Montgomery County Juvenile Detention Center * The Clubhouse (Goodwill Easter Seals) * Good Neighbor House * Lighthouse Day Treatment Center * Eastway * South Community * Montgomery County Alcohol, Drug Addiction & Mental Health Services * Miami Valley Hospital Turning Point * Haven Behavioral Hospital of Dayton * Access Hospital Dayton * House of Hope Dayton (residential home for teens to heal and reconcile with families, ages 13-17) * Hope Center (new facility construction started 2018)   Potential Adjunct Professors for on-site supervision identified:   * Katie Walker, OTA Program Academic Fieldwork Coordinator * Lorraine Muntwyler, OTA Program Adjunct * Shelby DeLaCruz, potential OTA Program Adjunct | Fall 2019, 2nd Year OTA students spent 1 day/week at Goodwill Easter Seals Miami Valley’s Miracle Clubhouse (community program for adults with mental illness). The new non-traditional Level 1 Fieldwork experience was supervised by an Adjunct Occupational Therapist. The outcomes of this first year were very positive from each stakeholder. The plan is to continue this partnership each Fall Semester. |
| PTA: Preparation for accreditation site visit (Spring 2019) and maintenance of full accreditation. | In progress 🞏    Completed 🗹  No longer applicable 🞏 | * All narrative responses have been completed and approved through the Provost’s office. * All appendices have been completed. * Data entry in electronic portal has been initiated (deadline April 1, 2019). * The process to finalize the on-site visit agenda has been initiated with the CAPTE Review Team. * On-site materials are being created/saved (deadline May 31, 2019). | The PTA program submitted a comprehensive self-study in April 2019 and facilitated a successful accreditation on-site visit in June 2019. The program was granted reaccreditation for a period of ten years, which is the maximum possible timeframe between reaccreditation cycles. |
| PTA: Research feasibility and necessity for alternate/new program formats; implementation as appropriate.   * 1. Additional research related to ATC to PTA degree | In progress 🗹    Completed 🞏  No longer applicable 🞏 | * The PTA program is collaborating with the eLearning Division to initiate conversion of face-to-face courses to online/hybrid format. * The conversion process will begin Summer 2019 with PTA 1100 – Professional Issues and PTA 1120/1125 – Functional Anatomy Lecture/Lab. * The Rehabilitation Services Chair is scheduled to meet with Carol Bonner to learn about 36-month program options. | Course Conversion: The PTA program is in the process of converting lecture courses from face-to-face to online or blended formats. The online/blended curriculum will allow for enrollment of two cohorts of students (a morning cohort and an afternoon cohort). In 20/FA, the program plans to submit an application for substantive change to our accrediting body requesting approval to increase the number of total students enrolled, as well as the amount of distance learning utilized in the curriculum. Pending approval, the program will implement the online/blended curriculum in 21/FA and ultimately increase the total enrollment to 50 students each fall term (currently 33 students are enrolled each fall term).  ATC to PTA: The program has initiated discussions related to potential courses ATCs may be able to test out of; however, the program is currently prioritizing the conversion of curriculum from face-to-face to online/blended. |
| PTA: Continue to analyze competitive selection process and outcomes. | In progress 🞏    Completed 🗹  No longer applicable 🞏 | * The PTA program analyzed competitive selection criteria data and determined the following changes to be appropriate for identifying students who are academically qualified. Changes are to be implemented during the Summer 2020 Transcript Review Cycle:   + ENG 1101 will become a prerequisite course. Currently, ENG 1101 is a general education course in the program curriculum.   + The minimum cumulative GPA will increase to 3.0. Currently, the minimum cumulative GPA is 2.5.   + The minimum overall achievement score on the Test of Essential Academic Skills (TEAS) will increase to 60. Currently, the minimum overall achievement score is 50.   + Scoring for prior academic degree will be as follows: Prior degree = 15, No prior degree = 0. Currently, scoring for prior academic degree is as follows: Graduate = 20, BS = 15, BA = 10, AAS = 10, AS/AA = 5. | The PTA program will implement the changes discussed in the previous annual update during the Summer 2020 Transcript Review Cycle. As part of the program’s assessment and continuous improvement processes, the competitive selection process and outcomes will continue to be analyzed and modified as appropriate. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| RECOMMENDATIONS | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| While this department already offers exceptional community service, the possibility of opening a Rehab Clinic was discussed in the meeting with the Review Team. The department is strongly encouraged to explore this possibility, while carefully analyzing resource constraints and the potential impact on current activities. | In progress 🗹    Completed 🞏  No longer applicable 🞏 | OTA: OTA Program is continuing to work with the community as the Rehab Clinic planning goes forward.   * Kidz Day (please see above) * Prevent Blindness Ohio (all OTA students are Certified Pre-School & Adult Vision Screeners at graduation & in return, OTA students provide vision screenings to those who fall below the poverty line at Southwest Health Fairs or similar events) * Dayton Public Schools (2nd year students spend day at elementary school for 8 weeks to increase play among the children during recess) * Rebuilding Together-Dayton (OTA students complete home assessments in order to assist with community agency with older residents being able to “Age in Place”) * Montgomery County Disabilities & affiliates (Fun Night) * OTA Program Director & Academic Fieldwork Coordinator are presenting for 4th time in 5 years to the West Central District Ohio OT Association in April 2019   PTA: Given regulatory constraints and sensitivities with how we position ourselves in the community, we believe that having a presence in partnership with local nonprofits to assist in the provision of services and to provide community service and interprofessional education experiences for our students is likely the best approach. | Refer to the Goals section for relevant updates. |
| The issue of prospective student recognition of the rigorous nature of the OTA and PTA programs was discussed, and the need for students to be better prepared when entering these programs. The PTA 116 – Anatomy & Kinesiology course in particular was mentioned as one where students need better preparation. The department is strongly encouraged to meet with the Manager of Learning Technology Support to discuss how training, education, and learning resources could be made available online to students prior to entering these programs. | In progress 🞏    Completed 🗹  No longer applicable 🞏 | OTA:   * OTA students are provide information regarding Accessibility Services, Counseling Services, Financial Aid & Scholarship, Library & other services provided at SCC during their 1st Semester in the cohort program. These offices either do mini-presentations for our students or the students are taken there as a class to learn more or they explore what is available during class activities (i.e. scavenger hunt). * The OTA Program Director goes to 1st class session of each Intro to OTA course each semester. During these visits, she provides honest, accurate & up to date information on how to apply to program, how to be accepted into program & what to expect once in the program. Her contact info & also that of the Rehab Services Administrative Assistant are provided for any further questions. * Full-time OTA Faculty & current 2nd Year students attend new cohort Orientation & explain the demands & processes of the program. Historically, this orientation occurs in June prior to beginning the program in August. Everything needed to succeed is shared with the incoming students during this 3-4 hour event. The new students also get to meet their mentors at this time. * The OTA Program Director meets with each incoming student 1:1 during the summer prior to starting the program to discuss topics such as rigor, general education requirements remaining, plans for work/family, etc. & to answer any last minute questions. * The full-time OTA Faculty meet with each of the students formally, at minimum, once/semester 1:1 to discuss needs, struggles, successes & to just touch base (Student Engagement) * The OTA Program has a formal mentoring program throughout the 1st Semester of the Program where the 2nd Year students are paired up with the 1st Year students. There is an informal mentoring program involving the same pair during the 2nd Semester. These mentor/mentee relationships often last throughout the program. It is not unusual to have a 2nd year student or a recent graduate to come in to assist his/her mentee succeed. This is a very successful program!   PTA: The program has not had a chance to meet with the Manager of Learning Technology Support; however, the program continues to, or has implemented, various mechanisms to better prepare students including, but not limited to:   * The PTA program director collaborated with Angie Currier, BIO chair; Sonya Kirkwood, Library; Dr. Rena Shuchat, HS Dean; and Dr. Tony Ponder, SME Dean to secure an institutional license for Visible Body, an interactive anatomy and physiology software. This cross-divisional pilot is to determine if the software will help better prepare pre-program students taking BIO pre-reqs for health science courses, as well as reinforce concepts during the HS program technical courses, which also utilizes the software (PTA is one of the HS program utilizing the software). * The mandatory program orientation was expanded in 18/SU to include the following:   + Presentations from representatives of Accessibility Services, Counseling Services, Financial Aid and Scholarships, and the Library to provide students with information about various Student Services and learning resources.   + Lunch with second-year students to foster connections with current students and encourage mentor-mentee relationships. * The PTA program director continues to offer on-campus presentations to PTA 1000 – Introduction to Physical Therapy students regarding the Transcript Review Process, program expectations, and curriculum. | Visible Body: Visible Body is an anatomy software currently utilized as a resource for students in various Health Sciences programs and BIO courses. The college is piloting the use of a site license for this resource, with the thought that BIO students initiate use during prerequisite courses and continue use as they matriculate into Health Science programs.   * Dr. Emily Garber is currently chairing a committee to investigate the efficacy of Visible Body. The committee is made up of individuals representing a variety of departments across the college, including but not limited to: Health Sciences, Biology, eLearning Division, Learning Technologies, Application Administration, Tutorial Services, and the Library. * Dr. Deb Belcher, a member of the committee, is actively involved in researching alternative products. * The committee is ultimately charged with providing a recommendation to the deans of the Health Sciences and Science, Mathematics and Engineering divisions with regard to the continued use of Visible Body. * The OTA Program continues with the practices discussed in the previous Annual Update. In addition, the OTA Program has provided Remediation Courses (1211 OTA Foundations 1, 1212 Functional Anatomy, 2412 OT & Pediatrics, 2414 Psychosocial Dysfunction) to students who have not been successful in 1 OTA technical course within a term in order to stay on track with his/her cohort * The OTA Program has also provided voluntary review sessions prior to exams in the more difficult lecture courses (1212 Functional Anatomy, 1313 Neurological Dysfunction) * The full-time OTA Faculty, at minimum, provide 1 full Saturday additional lab time to practice and to provide students with additional feedback prior to hands-on skills high stake assessments * Beginning Fall 2020, the OTA Program is going to implement a (formal) Corrective Action Plan procedure for students who are struggling at mid-semester or prior to attempt to further positively impact attrition |
| The decrease in the number of students taking the TEAS exam was noted during the discussion with the Review Team – the department is strongly encouraged to explore this, in collaboration with other departments and division leadership. It is important that Sinclair understand the reasons for this decrease and the potential impact on the stream of prospective students in OTA, PTA, and other Health Sciences programs. | In progress 🞏    Completed 🗹  No longer applicable 🞏 | Although it could be inferred that the TEAS is a barrier to eligibility because of the cost or rigor of the test, we do have evidence in the HS programs that demonstrates it is a valid predictor of success within healthcare degree programs. | Dr. Garber and Ms. Heidi McGohan have had conversations with a variety of individuals across the college, but to date, a reason for the decrease in number of students taking the TEAS exam has not been identified. |
| The possibility of a baccalaureate requirement for OTA students was discussed at length. The department is strongly encouraged to understand the ramifications in terms of department change, curriculum development, and graduate employability. The opportunities and drawbacks of this potential change need to be analyzed, both sides of the issue need to be explored at length, and the politics surrounding the issue should be fully understood. Sinclair should not passively wait to see how the issue plays out – rather the department needs to do an extensive analysis of the issue, and then advocate with accreditors and professional organizations accordingly. Sinclair needs to be part of this conversation to the full extent possible. | In progress 🞏    Completed 🞏  No longer applicable ◼ | OTA: Refer to OTA Goal #4 (alternate/new program formats) | OTA: Refer to OTA Goal #4 (alternate/new program formats) |
| The Review Team noted that there has not been enough time in some cases for the impact of program prerequisite and curriculum changes to be evaluated – the department is strongly encouraged to monitor the outcomes of these changes closely, and at the next five year Program Review be positioned to discuss their impact at length. | In progress ◼    Completed 🞏  No longer applicable 🞏 | OTA: The program continues to collect and analyze data to determine the impact of program changes on outcomes.   * The program has created 3 remediation courses (Functional Anatomy, OTA Foundations 1, OT & Psychosocial Dysfunction) to allow students who were not successful in 1st attempt at these courses, to retake as an individual study course in addition to the sequence of courses provided the next semester. This allows the students who failed only 1 non-lab limited enrollment course the opportunity to stay on track with his/her peers. At this time, we have 4 students currently enrolled in 2 such courses. Historically 3 students have completed 1 of these remediation courses successfully. 2/3 of these students went on to graduate. * The program has created 2 optional review courses. The 1st Year review course is offered during summer at end of 1st years, 1-2 hours/week for 8-12 weeks. The 2nd Year review course is offered B Term of 2nd Spring Semester in the evening as the students are on full-time fieldwork placements at this time. Approximately ½ of each cohort choose to take these review courses. We have now offered these courses for 3 years with good success. All but 2 students who have completed both review courses have passed the certification exam following graduation (1 has been unsuccessful passing the national exam on 3 attempts & 1 student has chosen to not attempt the exam at this time).   PTA: The program continues to collect and analyze data to determine the impact of program changes on outcomes. The program is currently going through the accreditation self-study process and has done an extensive assessment of program outcomes, faculty/staff, policies, curriculum, clinical education, etc. Based on the analysis of data, the program has identified areas of strength and weakness including, but not limited to:   * Strengths:   + The program is meeting expected outcomes.   + The program utilizes data to assess the program and curriculum, and inform decision-making.   + The program has an outstanding group of core faculty who are dedicated to achieving the program’s mission, goals, and outcomes.   + The program has outstanding administrative support personnel who are dedicated to achieving the program’s mission, goals, and outcomes.   + The Dayton campus Health Sciences Center is a state-of-the-art facility that promotes teaching and learning through the use of cutting-edge technology, simulation, and proximity of other Health Science programs fostering opportunities for interprofessional education.   + The curriculum objectives have recently been revised using the ABCD (Audience, Behavior, Condition, Degree) model for objective writing to better align with accreditation Elements and reflect the depth and breadth of the course content. All course objectives are stated in behavioral terms and describe the level of student performance expected, which has greatly facilitated analysis of outcomes.   + The program has made great headway with regard to interprofessional education, and continues to increase the quantity, as well as improve upon the quality of each experience. * Weaknesses:   + The admissions criteria continue to evolve as more data is available for analysis. The program’s opportunities include continued analysis of criteria to identify academically prepared students who are passionate about physical therapy. Currently, the program has concerns about attrition, as recently, the program has experienced an increasing number of students leaving the program for personal reasons. In Summer 2019, the program will being the process of converting all PTA courses to online/hybrid format in the hopes that delivering the curriculum in a combination of modalities will help students balance school life with personal life responsibilities.   + The program’s policies and procedures continue to evolve. The program has been challenged with developing policies that are general enough to allow for implementation without constant revision. The program continues to strive for more streamlined processes and consistent adherence to policies and procedures.   + Regular evaluation of adjunct faculty occurs through the Lab Assistant End-of-Term Survey; however, the Adjunct Faculty Professional Development Plan, the resulting plan to address identified needs, continues to evolve. The program has been challenged by finding a process that is streamlined and sustainable, yet still effective.   + The program has an opportunity to improve with regard to documentation of meeting minutes/communication (i.e. phone, email). The program has already modified processes to remedy this by creating a program meeting template that includes all of the CAPTE Standards and Elements, thus facilitating the process of documenting relevant discussion with the appropriate CAPTE Standards and Elements.   + The program has an opportunity to improve data collection methods for information obtained via the Record of Clinical Experience, an evaluation of the experiences a student has participated in while on a clinical rotation.   + The program continues to assess appropriateness of the general education courses in the curriculum. The program has an opportunity to further analyze the effectiveness of the current general education courses and make changes as appropriate. | OTA: OTA Program is currently completing a full self-study for upcoming re-accreditation (ACOTE) visit September 2020  PTA: The PTA program was granted reaccreditation for ten years following submission of a comprehensive self-study and on-site visit. As part of the program’s assessment and continuous improvement processes, the program will continue to monitor outcomes and make changes as appropriate. |
| The Review Team was extremely interested in the electronic database described in the self-study – a description of this database, and the processes that support it, should be shared with other departments across campus. The department is strongly encouraged to find venues to share this accomplishment so that other departments might benefit. Center for Teaching and Learning workshops, Fall Faculty Professional Development Day presentations, and other opportunities for sharing information about the database should be explored. | In progress 🞏    Completed 🗹  No longer applicable 🞏 | The PTA database is definitely a valuable and key element of several of our processes such as admissions, student management, and data reporting. We are happy to share anything and everything related to its use. We could certainly do a workshop on a high-level overview of what it is and how it works. Teaching how to get started on an elemental level could be of benefit as well. It may be that doing something in partnership with RAR and CTL may be the best approach. | Dr. Jim Cropper has shared information about the electronic database that he created with Cheryl Palafox-Stewart to assist with her work on a Health Sciences database. |
| The Review Team discussed the possibility of including course load as a consideration in competitive admissions in response to the perception that some students maintain a higher GPA by taking fewer classes to advantage themselves in the competitive admissions process. The department should discuss the possibility of factoring course load into competitive admissions. | In progress 🗹    Completed 🞏  No longer applicable 🞏 | OTA: During recent changes to the AAAA Process (see attachment), the course load was not considered. OTA places only minimal weight on GPA for AAAA consideration. More emphasis is placed on general education requirement completion & experience with those with disabilities.  PTA:   * During recent analysis of competitive selection criteria, the program identified appropriate changes to be implemented during the Summer 2020 Transcript Review cycle. See above for specific changes. * During the next phase of analysis, the program will take a closer look at the possibility of including course load in the competitive selection criteria. | OTA & PTA: No changes. See previous year’s update. |
| Like many Health Sciences departments, gender and racial diversity is an issue in these programs. Strategies should be developed to attempt to address this concern. | In progress ◼    Completed 🞏  No longer applicable 🞏 | OTA:   * Faculty attended a pilot of Equity & Diversity Dialogue with OTA student volunteers November 2018. * OTA Program plans to encourage minority students to become involved with Support Services such as LSAMP, UAAMP, Appalachian Outreach, etc. | OTA: Addressing diversity is an ongoing priority within the program.   * OTA Faculty have provided all 1st Year students with information regarding Support Services both during new student orientation and within 1st Semester in 1211 OT Foundations 1. Faculty have also followed up with minority students, as indicated, to assure they are familiar with SCC’s Support Services. * Full-time Faculty read and attended follow-up discussion (provided by CTL) White Fragility by R. Diangelo * Full-time Faculty is currently reading and plans on attending CTL’s group discussion March 2020 of How to be Antiracist by I. Kendi * OTA Program Director is a member of SCC’s Change Agents group * Full-time OTA Faculty have purchased The Guide to Assisting Students with Disabilities by L. Meeks & N. Jain and Teaching Unprepared Students by K. Gabriel with the goal of having an ongoing discussion of ways to improve the program’s practices for all students. Once completed, this information will be shared with all OTA Faculty. * The OTA Program has a goal of providing a mandatory informational session to all OTA Faculty by the end of Summer 2020 on cultural sensitivity |
| The loss of seven OTA students in the first week of the cohort was discussed – while some attrition may be inevitable, what steps can be taken to reduce the number of students lost early in the cohort? The department should develop a list of steps that are already being taken (introductory courses, orientation, work with Academic Advising), and supplement it with additional new strategies to reduce early cohort attrition as much as possible. | In progress ◼    Completed 🞏  No longer applicable 🞏 | OTA: A summary of previous responses:   * The OTA Program Director goes to 1st class session of each Intro to OTA course each semester. During these visits, she provides honest, accurate & up to date information on how to apply to program, how to be accepted into program & what to expect once in the program. Her contact info & also that of the Rehab Services Administrative Assistant are provided for any further questions. * Full-time OTA Faculty & current 2nd Year students attend new cohort Orientation & explain the demands & processes of the program. Historically, this orientation occurs in June prior to beginning the program in August. Everything needed to succeed is shared with the incoming students during this 3-4 hour event. The new students also get to meet their mentors at this time. * The OTA Program Director meets with each incoming student 1:1 during the summer prior to starting the program to discuss topics such as rigor, general education requirements remaining, plans for work/family, etc. & to answer any last minute questions. * The full-time OTA Faculty meet with each of the students formally, at minimum, once/semester 1:1 to discuss needs, struggles, successes & to just touch base (Student Engagement) * The OTA Program has a formal mentoring program throughout the 1st Semester of the Program where the 2nd Year students are paired up with the 1st Year students. There is an informal mentoring program involving the same pair during the 2nd Semester. These mentor/mentee relationships often last throughout the program. It is not unusual to have a 2nd year student or a recent graduate to come in to assist his/her mentee succeed. This is a very successful program! * The program has created 2 optional review courses. The 1st Year review course is offered during summer at end of 1st years, 1-2 hours/week for 8-12 weeks. The 2nd Year review course is offered B Term of 2nd Spring Semester in the evening as the students are on full-time fieldwork placements at this time. Approximately ½ of each cohort choose to take these review courses. We have now offered these courses for 3 years with good success. All but 2 students who have completed both review courses have passed the certification exam following graduation (1 has been unsuccessful passing the national exam on 3 attempts & 1 student has chosen to not attempt the exam at this time). * The program has created 3 remediation courses (Functional Anatomy, OTA Foundations 1, OT & Psychosocial Dysfunction) to allow students who were not successful in 1st attempt at these courses, to retake as an individual study course in addition to the sequence of courses provided the next semester. This allows the students who failed only 1 non-lab limited enrollment course the opportunity to stay on track with his/her peers. At this time, we have 4 students currently enrolled in 2 such courses. Historically 3 students have completed 1 of these remediation courses successfully. 2/3 of these students went on to graduate. * OTA is looking at possibility of offering both a full-time & a 36-month option for program completion. The OTA Program Director is scheduled to attend an information-sharing meeting in March 2019 re: part-time programming. * The OTA full-time faculty have an Open Door policy for students to help guide toward correct resources as “life” gets messy while attempting to complete the program | OTA: Please see Recommendation #2 for update |

# Section II: Assessment of General Education & Degree Program Outcomes

As many of you know, in FY 2017-18 the Computer Literacy General Education Outcome was discontinued. However, it is still expected that computer skills instruction will occur for the specific needs of a program. For the FY 2018-19 year, as part of the Annual Update each department is asked to describe how the computer skills education required for your graduates to be successful in their chosen field is addressed and assessed at the program level.

What computer skills will your students need to possess in order to be successful after graduation? Please provide answers to the questions in the 3 sections located below.

1. Do your program students need to be competent or proficient in word processing, spreadsheets, and/or presentation software (e.g. Office Suite-style programs such as Word, Excel, PowerPoint)?

Yes  No  (**If no, please proceed to question # 2**).

If Yes:

Program(s) contain BIS 1120 or MET 1131 where these skills will be acquired and assessed.  
 Program(s) do not contain BIS 1120 or MET 1131. These skills will be assessed in the following manner:

Course(s): OTA 1315 & OTA 2523

Assessment Method / Assignment(s) (Please be specific): Ethics Paper requires use of a word processing program & Evidence-Based Practice Presentation requires an individual presentation using PowerPoint or similar program

Course(2): PTA 2430 Seminar for Clinical Practicum II

Assessment Method / Assignment(s) (Please be specific): Educational Presentation requires use of a word processing program & evidence-based presentation to healthcare personnel

1. Upon graduation, all Sinclair students must be competent or proficient in Information Literacy (gathering, analyzing, and synthesizing information, which can often be digital in nature, and using that information effectively and ethically).

Program(s) contain ENG 1201 or PSY 1100 or ALH 1101 where these skills will be acquired and assessed.

Program(s) do not contain ENG 1201 or PSY 1100 or ALH 1101. These skills will be acquired and assessed in the following manner:

Course(s): Click here to enter text.

Assessment Method / Assignment(s) (Please be specific): Click here to enter text.

1. In order to be successful after graduation, our program students will need to be competent or proficient in computer skills beyond those listed above.

Yes  No  (If no, section is complete).

Please list additional computer skills program students will need to be successful after graduation: Click here to enter text.

In which course(s) will these additional computer skills be assessed?

Click here to enter text.

Assessment Methods / Assignment(s) (Please be specific):

Click here to enter text.

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**. Assessment results from previous years are in red font – if you assess those outcomes again this year, please add the additional assessment data in black font.

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| Program Outcomes | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| **PTA:** Students/graduates will demonstrate professionalism.   * *Outcome (1): Students will participate in a minimum of four inter-professional education experiences across the curriculum.* * *Outcome (2): Students/graduates will demonstrate Professional Behaviors and Values-Based behaviors for the Physical Therapist Assistant ~~as evidenced by minimum average ratings of 75% on assessments~~.* | Outcome (1):   * PTA 1100 * PTA 1215 * PTA 1235 * PTA 2305 * PTA 2315 * PTA 2330 * PTA 2430   Outcome (2):   * PTA 2315 * PTA 2435 | 2017-18 (Assessed in 18/SU) | Outcome (1):   * Interprofessional education   Outcome (2):   * Triple Jump Lab Practical Rubric (Professionalism) * CPI CI Ratings (Clinical Behavior, Accountability, Cultural Competence, Self-Assessment and Lifelong Learning, and Resource Management) * Employer/Co-Worker Survey (Professionalism) | Outcome (1):   * 15/SU:   + Summary: Curriculum (AY 2014-15) includes 4 IPE experiences.   + Analysis: Outcome met. * 16/SU:   + Summary: Curriculum (AY 2015-16) includes 7 IPE experiences.   + Analysis: Outcome met. * 17/SU:   + Summary: Curriculum (AY 2016-17) includes 9 IPE experiences.   + Analysis: Outcome met. * 18/SU:   + Summary: Curriculum (AY 2017-18) includes 7 IPE experiences.   + Analysis: Outcome met. * 19/SU:   + Summary: Curriculum (AY 2018-19) includes 7 IPE experiences.   + Analysis: Outcome met.   Outcome (2):   * 16/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 17/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 18/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 18/FA: Interim assessment   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 19/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. |
| **PTA:** Students/graduates will engage in effective communication.   * *Outcome: Students/graduates will demonstrate effective written, oral, and nonverbal communication and interpersonal interactions ~~as evidenced by minimum average ratings of 75% on assessments~~.* | * PTA 2315 * PTA 2435 | 2017-2018 (Assessed in 18/SU) | * Triple Jump Lab Practical Rubric ( Communication) * CPI CI Ratings (Communication, Documentation) * Employer/Co-Worker Survey (Communication, Interpersonal Interactions) | 16/SU:   * Summary: All ratings are above threshold. * Analysis: Outcome met.   17/SU:   * Summary: All ratings are above threshold. * Analysis: Outcome met.   18/SU:   * Summary: All ratings are above threshold. * Analysis: Outcome met.   18/FA: Interim assessment   * Summary: All ratings are above threshold. * Analysis: Outcome met.   19/SU:   * Summary: All ratings are above threshold. * Analysis: Outcome met. |
| **PTA:** Students/graduates will provide high quality patient care under the direction and supervision of a physical therapist.   * *Outcome (1): Students/graduates will demonstrate quality, safe patient care ~~as evidenced by minimum average ratings of 75% of assessments~~.* * *Outcome (2): Students/graduates will demonstrate sound critical thinking and problem solving ~~as evidenced by minimum average ratings of 75% on assessments~~.* * *Outcomes (3): Students/graduates will demonstrate evidence-based decision-making/practice ~~as evidenced by minimum average ratings of 75% on assessments~~.* | Outcome (1):   * PTA 2315 * PTA 2435   Outcome (2):   * PTA 2315 * PTA 2435   Outcome (3):   * PTA 2405 * PTA 2430 | 2017-18 (Assessed in 18/SU) | Outcome (1):   * Triple Jump Lab Practical Rubric (Clinical Safety) * CPI CI Ratings (Safety) * Patient Satisfaction Survey (Overall average) * Employer/Co-Worker Survey (Quality, Safe Patient Care)   Outcome (2):   * Triple Jump Lab Practical Rubric (Clinical Problem Solving) * CPI CI Ratings (Clinical Problem Solving) * Employer/Co-Worker Survey (Critical Thinking and Problem Solving)   Outcome (3):   * Organizational Management Assignment Rubric * Inservice/Educational Presentation Rubric (Utilized Researcher, Evidence-Based Practice) * Employer/Co-Worker Survey | Outcome (1):   * 16/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 17/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 18/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 18/FA: Interim assessment   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 19/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met.   Outcome (2):   * 16/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 17/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 18/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 18/FA: Interim assessment   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 19/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met.   Outcome (3):   * 18/SU:   + Dayton:     - Summary: All ratings are above threshold.     - Analysis: Outcome met.   + Mason:     - Summary: All ratings are above threshold except for student average ratings: Organizational Management Assignment: 6.82/10 (68.2%) (18/SP). Organizational Management Assignment has a group grade.     - Analysis: While the Organizational Management Assignment falls below threshold, all other ratings indicate the element has been met. Organizational Management Assignment needs to be modified to allow for individual assessment.     - Actions taken: Monitor. Organizational Management Assignment will be changed to allow for individual (versus group) assessment.     - Timing of reassessment: 19/SU. * 18/FA: Interim assessment   + Summary: All ratings are above threshold.   + Analysis: Outcome met. * 19/SU:   + Summary: All ratings are above threshold.   + Analysis: Outcome met. |
| **PTA:** The program will engage in assessment for the purpose of continuous improvement.   * *Outcome (1): Full-time faculty will engage in a minimum of three appropriate professional development activities annually to enhance teaching/learning and program improvement.* * *Outcome (2): Adjunct faculty will engage in a minimum of one appropriate professional development activity annually to enhance teaching/learning and program improvement.* * *Outcome (3): The program will review, analyze, and utilize evidence to respond to the evolving nature of education, research, and practice ~~as evidenced by assessment meetings with follow-up action plans occurring semi-annually~~.* | N/A | 2017-18 (Assessment in 18/FA) | Outcome (1):   * Annual Faculty Performance Review * Curriculum vitae * Professional Development Plan   Outcome (2):   * Course Objectives Self-Assessment * Lab Assistant End-of-Term Student Survey * Lab Assistant End-of-Term Lead Instructor Survey * Curriculum vitae * Professional Development Plan   Outcome (3):   * Meeting minutes * First-Year End-of-Year Questionnaire * Exit Interview Questionnaire * Record of Clinical Experience | Outcome (1):   * 15/FA:   + Summary: Faculty engaged in 3 or more professional development activities.   + Analysis: Outcome met. * 16/FA:   + Summary: Faculty engaged in 3 or more professional development activities.   + Analysis: Outcome met. * 17/FA:   + Summary: Faculty engaged in 3 or more professional development activities.   + Analysis: Outcome met. * 18/FA:   + Summary: Faculty engaged in 3 or more professional development activities.   + Analysis: Outcome met. * 19/FA:   + Summary: Faculty engaged in 3 or more professional development activities.   + Analysis: Outcome met.   Outcome (2):   * 18/FA:   + Summary: Faculty engaged in 1 or more professional development activities.   + Analysis: Outcome met. * 19/FA:   + Summary: Faculty engaged in 1 or more professional development activities.   + Analysis: Outcome met.   Outcome (3):   * 15/SP:   + Summary: Annual Update completed for the college.   + Analysis: Outcome met. * 15/FA:   + Summary: CAPTE Annual Accreditation Report completed.   + Analysis: Outcome met. * 16/SP:   + Summary: Annual Update completed for the college.   + Analysis: Outcome met. * 16/FA:   + Summary: CAPTE Annual Accreditation Report completed.   + Analysis: Outcome met. * 17/SP:   + Summary: Annual Update completed for the college.   + Analysis: Outcome met. * 17/FA:   + Summary: CAPTE Annual Accreditation Report completed.   + Analysis: Outcome met. * 18/SP:   + Summary: 5-Year Program Review completed for the college.   + Analysis: Outcome met. * 18/SU:   + Summary: Reviewed assessment data during 6.27.18 Assessment Meeting.   + Analysis: Outcome met. * 18/FA:   + Summary: CAPTE Annual Accreditation Report completed.   + Analysis: Outcome met. * 19/SU:   + Reviewed assessment data during 5.29.19 Assessment Meeting.   + Facilitated successful on-site accreditation visit June 2019.   + Analysis: Outcome met. * 19/FA:   + Summary: CAPTE Annual Accreditation Report Completed   + Analysis: Outcome met. |
| **OTA**: Students will acknowledge and appreciate the inherent value of all people and each individual’s right to participate in meaningful occupations. Students will demonstrate this through professional and ethical behaviors in the classroom and clinical settings. Students will demonstrate values, attitudes and behaviors congruent with the occupational therapy profession's philosophy, standards and the OT Code of Ethics. | * OTA 1111: Intro to OTA * OTA 1211 OT Foundation1 * OTA 1311 OT Foundation2 | 2017-2018 | * (Group) Practice Setting Presentations (1111) * Level 1 Fieldwork Evaluation (1211) * Level 1 Fieldwork Evaluation (1311) | * FA17   + 29/29 (100%) passed with 77%/greater on Practice Setting assignment   + 25/25 (100%) passed with 77%/greater on Level 1 Fieldwork evaluation * SP18   + 16/17 (94%) passed with 77%/greater on Practice Setting assignment   + 21/21 (100%) passed with 77%/greater on Level 1 Fieldwork evaluation * SU18   + 4/4 (100%) passed with 77%/greater on Practice Setting assignment * FA18   + 38/38 (100%) passed with 77%/greater on Practice Setting assignment   + 29/29 (100%) passed with 77%/greater on Level 1 Fieldwork Assessment * SP19   + 20/20 (100%) passed with 77%/greater on Practice Setting assignment   + 20/20 (100%) passed with 77%/greater on Level 1 Fieldwork Assessment * FA19   + 46/50 (92%) passed with 77%/greater on Practice Setting assignment   + 23/23 (100%) passed with 77%/greater on Level 1 Fieldwork Assessment |
| **OTA:** Students will demonstrate a core understanding of and an appreciation for human occupation and the domain of occupational performance, whereby health and participation in life are supported through engagement in occupation. | * OTA 1214 Lab for Adults & Physical Dysfunction * OTA 1314 Lab for Adults w/ Neuro Dysfunction * OTA 2413 OT Peds Lab * OTA 2415 OT Psychosocial Lab | 2017-2018 | * Lab Practical on hands-on skills learned for specific populations/ specific practice areas (1214, 1314, 2413, 2415) | * FA17   + 25/26 (96%) passed with 77%/greater on Adults with Physical Dysfunction Lab Practical   + 24/28 (86%) passed with 77%/greater on Pediatrics Lab Practical   + 22/23 (96%) passed with 77%/greater on Adults with Psychosocial Dysfunction Lab Practical * SP18   + 23/23 (100%) passed with 77%/greater on Adults with Neurological Dysfunction Lab Practical * FA18   + 29/29 (100%) passed with 77%/greater Physical Dysfunction Lab Practical   + 22/23 (96%) passed with 77%/greater Pediatrics Lab Practical   + 22/22 (100%) passed with 77%/greater Psychosocial Dysfunction Lab Practical * SP19   + 20/20 (100%) passed with 77%/greater Neurological Dysfunction Lab Practical * FA19   + 23/24 (96%) passed with 77%/greater Physical Dysfunction Lab Practical   + 17/19 (89%) passed with 77%/greater Pediatrics Lab Practical   + 16/17 (94%) passed with 77%/greater Psychosocial Dysfunction Lab Practical |
| **OTA:** Students will demonstrate the ability to deliver occupational therapy services at occupational therapy assistant (OTA) entry-level competency under the supervision of an occupational therapist (OT) in a variety of settings. | * OTA 2511 OTA Level 2 Fieldwork A * OTA 2512 OTA Level 2 Fieldwork B | 2017-2018 | * AOTA Fieldwork Performance Evaluation (2511 & 2512) | * SP18   + 20/20 (100%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation A   + 19/20 (95%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation B * SP19   + 18/19 (95%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation A   + 18/18 (100%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation B * SU19   + 1/1 (100%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation B * FA19   + 1/1 (100%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation B |
| **OTA:** Students will earn an Associates of Applied Science degree in Occupational Therapy Assistant demonstrating readiness to successfully pass the National Certification Exam in order to obtain employment as an OTA. | * OTA 2524 Clinical Issues B | 2017-2018 | * Completion of Practice Certification Exam * Successful Completion of Licensure & Certification Self-Study & Exam | * SP18   + 77%/greater on Practice Certification Exam will be tracked beginning SP19   + 21/21 (100%) passed with 77%/greater on Licensure & Certification Self-Study & Exam * SP19   + 18/18 (100%) earned 77%/greater on Practice Certification Exam   + 18/18 (100%) passed with 77%/greater on Licensure & Certification Self-Study & Exam * SU19   + 1/1 (100%) earned 77%/greater on Practice Certification Exam   + 1/1 (100%) passed with 77%/greater on Licensure & Certification Self-Study & Exam * FA19   + 1/1 (100%) earned 77%/greater on Practice Certification Exam   + 1/1 (100%) passed with 77%/greater on Licensure & Certification Self-Study & Exam |
| **OTA:** Students will effectively use Occupational Therapy Practice Framework language, technology, professional literature and evidence-based research to make informed practice decisions and to communicate in a professional manner. | * OTA 1211 Foundations 1 * OTA 1311 Foundations 2 * OTA 2416 OTA Level 1 Fieldwork | 2017-2018 | * Written Final Exams (1211 & 1311) * SOAP Notes (1312 & 2416) * Level 1 Fieldwork Evaluation (2416) | * FA17   + 20/25 (80%) passed with 77%/greater on 1211 Written Final Exam   + 49/50 (98%) passed with 77%/greater on Level 1 Fieldwork Evaluation * SP18   + 21/21 (100%) passed with 77%/greater on 1311 Written Final Exam * FA18   + 26/28 (93%) passed with 77%/greater on OTA Foundations I Written Final Exam   + 42/44 (95%) passed with 77%/greater on Level 1 Fieldwork Evaluation * SP19   + 1/1 (100%) passed with 77%/greater on OTA Foundations I Written Final Exam   + 19/20 (95%) passed with 77%/greater on 1311 OTA Foundations II Written Final Exam   + 8/20 (40%) passed with 77%/greater on SOAP note writing assignments in 1311 OTA & Foundation II   + 8/20 (40%) passed with 77%/greater on SOAP note writing assignments in 2416 Level I Fieldwork * FA19   + 19/23 (83%) passed with 77%/greater on OTA Foundations I Written Final Exam   + 34/34 (100%) passed with 77%/greater on Level 1 Fieldwork Evaluation |
| **NEW OTA Outcome (FA20):** Provided with a foundation in liberal arts and sciences, students will demonstrate knowledge of and an appreciation for human occupation and the domain of occupational performance, whereby health and participation in all stages of life are supported through engagement in occupations. | * OTA 1214 Lab for Adults & Physical Dysfunction * OTA 1314 Lab for Adults w/ Neuro Dysfunction * OTA 2413 OT Peds Lab * OTA 2415 OT Psychosocial Lab |  | * Lab Practical on hands-on skills learned for specific populations/ specific practice areas (1214, 1314, 2413, 2415) | * FA18   + 29/29 (100%) passed with 77%/greater Physical Dysfunction Lab Practical   + 22/23 (96%) passed with 77%/greater Pediatrics Lab Practical   + 22/22 (100%) passed with 77%/greater Psychosocial Dysfunction Lab Practical * SP19   + 20/20 (100%) passed with 77%/greater Neurological Dysfunction Lab Practical * FA19   + 23/24 (96%) passed with 77%/greater Physical Dysfunction Lab Practical   + 17/19 (89%) passed with 77%/greater Physical Dysfunction Lab Practical   + 16/17 (94%) passed with 77%/greater Psychosocial Dysfunction Lab Practical |
| **NEW OTA Outcome (FA20):** Under the supervision of an Occupational Therapist, students will use the Occupational Therapy Practice Framework language, technology, professional literature and evidence-based research to complete client-centered and culturally-relevant occupation-based screenings and evaluations in the realm of physical, cognitive and/or psychosocial factors impacting occupational performance to clients across the lifespan. Students will document the screening and evaluation findings in a complete and professional manner. | * OTA 1311 OTA Foundations II * OTA 2413 OT Peds Lab * OTA 2415 OT Psychosocial Lab * OTA 2416 Level 1 Fieldwork |  | * Lab Practicals that not only assess hands-on skills learned for specific populations/ specific practice areas but, also documentation of these skills (2413 & 2415) * SOAP Note Assignments (1312 & 2416) | * FA18   + 22/23 (96%) passed with 77%/greater Pediatrics Lab Practical   + 22/22 (100%) passed with 77%/greater Psychosocial Dysfunction Lab Practical * SP19   + 8/20 (40%) passed with 77%/greater on SOAP note writing assignments in 1311 OTA & Foundation II   + 8/20 (40%) passed with 77%/greater on SOAP note writing assignments in 2416 Level I Fieldwork * FA19   + Pediatric Lab Practical   + 16/17 (94%) passed with 77%/greater Psychosocial Dysfunction Lab Practical |
| **NEW OTA Outcome (FA20):** Students will use the Occupational Therapy Practice Framework language, technology, professional literature and evidence-based research to provide informed, client-centered and culturally-relevant occupation-based intervention implementation to clients across the lifespan. Students will document the skilled occupational therapy services provided and how the client responded to the interventions in a complete and professional manner. | * OTA 1313 Neurological Dysfunction * OTA 2412 OTA & Pediatrics * OTA 2414 Psychosocial Dysfunction |  | * Intervention Papers (1313, 2412, 2414) | * FA 18   + 20/23 (87%) passed Pediatric Intervention Paper Assignment   + 20/22 (91%) passed Psychosocial Intervention Paper Assignment * SP19   + 19/20 (95%) passed Neurologic Intervention Paper Assignment * FA19   + 15/18 (83%) passed Pediatric Intervention Paper Assignment   + 13/17 (76%) passed Psychosocial Intervention Paper Assignment |
| **NEW OTA Outcome (FA20):** Students will acknowledge and appreciate the inherent value of all people and each individual’s right to participate in meaningful occupations. Students will demonstrate this through professional and ethical behaviors in the classroom and clinical settings. Students will demonstrate values, attitudes and behaviors congruent with the Occupational Therapy profession’s philosophy, standards and the OT Code of Ethics when interacting with diverse persons, groups and/or populations. | * OTA 1211 OTA Foundations 1 * OTA 1311 OTA Foundations II * OTA 2416 Level 1 Fieldwork |  | * Level I Fieldwork Evaluation (1211, 1311, 2416) | * FA18   + 28/28 (100%) passed the Foundations 1 Level 1 Fieldwork Evaluation   + 42/44 (95%) passed with 77%/greater on Level 1 Fieldwork Evaluation * SP19   + 20/20 (100%) passed the Foundations II Level 1 Fieldwork Evaluation * FA19   + 23/23 (100%) passed the Foundations 1 Level 1 Fieldwork Evaluation   + 34/34 (100%) passed with 77%/greater on Level 1 Fieldwork Evaluation |
| **NEW OTA Outcome (FA20):** Students will demonstrate the ability to deliver Occupational Therapy services at Occupational Therapy Assistant (OTA) entry-level competency under the supervision of an Occupational Therapist (OT) in a variety of settings. | * OTA 2511 Level II Fieldwork A * OTA 2512 Level II Fieldwork B |  | * AOTA Fieldwork Performance Evaluation (2511 & 2512) | * SP19   + 18/19 (95%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation A   + 18/18 (100%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation B * SU19   + 1/1 (100%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation B * FA19   + 1/1 (100%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation B |
| **NEW OTA Outcome (FA20):** Students will earn an Associates of Applied Science degree in Occupational Therapy Assistant demonstrating readiness to successfully pass the National Certification Exam in order to obtain employment as an OTA. | * OTA 2511 Level II Fieldwork A * OTA 2512 Level II Fieldwork B |  | * AOTA Fieldwork Performance Evaluation (2511 & 2512) | * SP19   + 18/19 (95%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation A   + 18/18 (100%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation B * SU19   + 1/1 (100%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation B * FA19   + 1/1 (100%) passed with 77%/greater on AOTA Fieldwork Performance Evaluation B |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | OTA: The OTA program recently revised program mission, goals, and outcomes in preparation for the upcoming site visit. Also, based on this assessment, additional time, activities and feedback are needed with the students mastering clinical documentation. At this time, no other changes are planned, but further assessment and evaluation is occurring while the program is writing the self-study, and during this process, additional changes may be identified.  PTA: The PTA program is planning on updating the program outcome related to IPE, as this outcome is easily met within the first year of the curriculum. |
| **How will you determine whether those changes had an impact?** | Both: Impact will be determined through continuous assessment and evaluation methods occurring while completing reports for both the college and the accrediting organizations. |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.