**Sinclair Community College - Continuous Improvement Annual Update 2011-12**

**Program:** Occupational Therapy Assistant

**Section I: Trend Data**

* 1. **Program Trend Data– Please include the three most recent years of data in each area so that trends may be examined.**
		1. **Course Success Rates – Please report the course success rates for:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AY 2008-09** | **AY 2009-10** | **AY 2010-11** |
| **Course** | **Seat Count** | **Success Rate** | **Seat Count** | **Success Rate** | **Seat Count** | **Success Rate** |
| OTA 101 | 80 | 80% | 156 | 85.9% | 133 | 72.18% |
| OTA 131 | 31 | 96.77% | 31 | 96.77 | 30 | 100% |
| OTA 231 | 28 | 96.43% | 30 | 100 | 31 | 96.77% |

* + 1. **Degree and certificate completion (where applicable)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Year** | **Number of Students Admitted to the Cohort** | **Number of Degrees Issued** | **Percentage of completion** |
| **2008 - 2009** | **30** | **24** | **80%** |
| **2009 - 2010** | **30** | **25** | **83%** |
| **2010 - 2011** | **30** | **30** | **100%** |

* + 1. **Any additional data that illustrates what is going on in the program (examples might include course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)**

**National Board for Certification in Occupational Therapy (NBCOT)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Calendar Year** | **Number of First Time Takers** | **Number Passing** | **% Passing** | **National Average** |
| **2008** | **25** | **24** | **96%** | **83%** |
| **2009** | **22** | **21** | **95%** | **86%** |
| **2010** | **26** | **24** | **92%** | **84%** |

* 1. **Interpretation and Analysis of Trend Data Included in the Section Above *Suggestions of questions that might be addressed in this section:***  *What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*
		+ - * OTA 101 Introduction to OTA is taken before admission into the OTA program. It is intended to allow students a preview of the profession of occupational therapy and the teaching strategies of the OTA Department. The lower success rate is acceptable. It decreases the number of students who occupy a position in the program and thendrop from the program. We have a cohort based program and if a student drops after entering the program we cannot fill the position. With a four year waiting list it is important that students accepting positions are prepared and have an idea of the expectations of the program.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? (The most recent Program Review self-study can be found at <http://www.sinclair.edu/about/administrative/vpi/pdreview/> ). 05/06
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?
3. Adjust the curriculum to meet changing accreditation standards which include case management, driving rehabilitation, expanded swallowing training and training in the use of physical agent modalities such as heat, cold, water, electricity, light, and mechanical devices.
4. Continue to develop and prefect modular teaching format.
5. Increase contacts in the community in areas of new curricular content.
6. Add equipment necessary to meet teaching/learning needs of new curricular content.
7. What Recommendations for Action were made by the review team to the most recent Program Review?
8. Collaborate with the Mathematics Department and other ALH departments that also report discrepancies between student needs and Sinclair’s math courses to identify and implement a solution.
9. Collaborate with the English department and other ALH departments who also find discrepancies between student needs and Sinclair’s English courses to identify and implement a solution.
10. Determine and implement pre-program interventions to improve students’ readiness for the Sinclair experience to increase graduation rates. Employ IPR to conduct the research.
11. Identify and address specific barriers that contribute to students’ withdrawal from the program
12. Study alternative curriculum delivery models to develop and initiate plans for accommodating increased students in the program
13. Provide in-service training to increase faculty understanding of Disability Services and any other programs that offer support services to OTA
14. Have the goals in your self-study changed since your last Program Review Self-Study as a result of the Review Team recommendations or for any other reason?  If so, please describe the changes.

Yes

* Since the last review was in 05-06 all of the goals in the self-study were completed during 06-07.
* Currently there are two major program goals
1. Complete a smooth transition to the semester format.
2. Recruit and train faculty to replace recently retired and future retiring faculty to maintain consistency for the students.
3. Increase the diversity of faculty within the OTA Department.
4. What progress has been made toward meeting any of the goals listed in the sections above (b, c, and d) in the past year?
* The semester schedule has been developed.
	+ Courses have been assigned to faculty for revision of course syllabi for semester conversion. The revisions have not been completed a
* Three new faculty have been recruited as adjunct faculty members and mentored within their teaching assignment.
* One of the new faculty is male, which is a minority within the OTA profession.
* Shanese Higgins, an African American faculty member, has been assigned to position of Directed Practice coordinator to replace retiring Jane Hofverberg. Although she is an adjunct faculty member this also makes her one of the three core faculty members of the department.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

|  |  |  |  |
| --- | --- | --- | --- |
| Occupational Therapy Assistant Program Outcomes | In which courses are these program outcomes addressed?  | Which of these program outcomes were assessed during the last fiscal year?  Program outcomes that were addressed in previous years are indicated. | Assessment MethodsUsed |
| **1) Skills** Demonstrate the ability to deliver occupational therapy assistant services at entry level competency under the supervision of an occupational therapist. | OTA 221 | ASSESSED IN FY 07-08 | * Review of Fieldwork Performance Evaluation for the Occupational Therapy Assistant
 |
| **2) Knowledge** Demonstrate the ability to collect, report and apply information relevant to the delivery of services as an entry level occupational therapy assistant. | OTA 221 | ASSESSED IN FY 08-09 | * Review of Fieldwork Performance Evaluation for the Occupational Therapy Assistant
 |
| **3) Attitude** . Demonstrate values, attitudes and behaviors congruent with the occupational therapy profession's philosophy, standards and ethics. | OTA 221 | ASSESSED INFY 09-10 | * Review of Fieldwork Performance Evaluation for the Occupational Therapy Assistant
 |
| **1) Skills** Demonstrate the ability to deliver occupational therapy assistant services at entry level competency under the supervision of an occupational therapist. | OTA 221 | ASSESSED IN FY 10-11 | * Review of Fieldwork Performance Evaluation for the Occupational Therapy Assistant
 |
| **2) Knowledge** Demonstrate the ability to collect, report and apply information relevant to the delivery of services as an entry level occupational therapy assistant. | OTA 221 | TO BE ASSESSED IN FY 11-12 | * Review of Fieldwork Performance Evaluation for the Occupational Therapy Assistant
 |
| **3) Attitude** . Demonstrate values, attitudes and behaviors congruent with the occupational therapy profession's philosophy, standards and ethics. |  | TO BE ASSESSED IN FY 12-13 | * Review of Fieldwork Performance Evaluation for the Occupational Therapy Assistant
 |

1. For the assessment methods listed in the table above, what were the results?
* The Fieldwork Performance Evaluation for the Occupational Therapy Assistant for students completing their second clinical internship (OTA 221 Clinical Affiliation II) was reviewed. This is a national form used for all OTA Fieldwork II experiences (8-week clinical internships.) Students are graded on a scale from 1 to 4. A score of 4 is reserved for the top 5% of the students. A score of 3 is considered a strong score.
* Nine of the twenty-five items related specifically to the delivery of OT services. The average for Sinclair’s OTA students was 3.36. Two items tied for the highest average of 3.5: Item 3: Safety and Item 16 Therapeutic Use of Self.
* The lowest average was Item 15. Activity Analysis with an average of 3.1. The next lowest was Item 17. Modifies Intervention Plan with an average of 3.2.
* The last review of this program outcome was in 07-08. Comparison of the data is as follow
	+ The overall average is higher (3.36 current vs. 3.2 on last review)
	+ Students scored higher on eight (8) out of the nine (9) items.
	+ Safety remains one of the highest averages (3.55 current vs. 3.4 on last review)
	+ Although it still remains as one of the lowest scores there is a slight improvement in Item 17:Modifies Intervention Plan (3.2 current vs. 3.1 on last review)
	+ Item 15: Activity Analysis remains as the lowest score with no change in the score. (3.1 current vs. 3.1 on last review)
1. Were changes planned as a result of the data? If so, what were those changes?

Yes. The lowest scores have to do with immediate changes in treatment during direct interaction with the clients. The majority of our students are hands-on learners. It is difficult within the classroom setting to provide the opportunities to gain this experience. We have currently added more case studies to the laboratory activities. The students have to simulate treatments based on these cases. There is a stronger emphasis on modifying activities within the capstone experience, the Graduate Examination,

1. How will you determine whether those changes had an impact?

Close contact is maintained with the students during clinical internships. This will provide immediate feedback when the current second year students go on their internships. Long-term feedback will occur during assessment of the Fieldwork Performance scores.

c) Starting with next year’s Annual Update, this section will ask about assessment of general education outcomes. For FY 2012-13, you will be asked how the department is assessing Oral Communication and Written Communication in your courses, and in addition you will be asked to share the results of those assessments. Please be prepared to address this in next year’s Annual Update.

d) Does your department have courses where there are common assignments or exams across all sections of the course? If so, please list those courses, and indicate whether you are currently examining results across all sections of those courses.

No, it does not.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.
* Added Leadership/advocacy component to the OTA 101 course to highlight an increasing role of OTAs.
	+ These activities were moderately successful. Students at this level do not see themselves as advocates for clients. Activities need to continue to be developed and refined.
* Started the development of the OTA semester curriculum
	+ The review highlighted course content which could be combined in new ways for increased effectiveness. This was the basis for some of the course decisions in the semester curriculum.
* Reviewed capstone experience (graduate examination) to reflect appropriate level of skill development for students.
	+ The graduate examination is one of the pieces of data used to determine if the student is ready for clinical internships. This is a four part process divided over four courses. Comparison was made between performance on the graduate examination and performance in the clinical internship. Individual items on the graduate examination were reviewed for relevancy. Some changes in the rubrics were made.
* Plan for the retirement of Directed Practice coordinator.
	+ Hired an adjunct faculty member with the intention of transitioning her into the position.
1. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?
* Maintain department integrity in face of retirement of one core faculty and illness of another.
	+ Retention
	+ Success of students in clinical internships.
* Develop the OTA curriculum for semester conversion
	+ Completion of the OTA program outline.
	+ Completion of the master syllabi for all new courses.
* Incorporate AOTA Curriculum Blueprint concepts where appropriate
	+ Reviewed all revised course content for currency in relation to the AOTA Curriculum Blueprint.

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.

# Appendix 1

RATING SCALE FOR STUDENT PERFORMANCE

4 - Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 - Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 - Needs improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

1 - Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

**Program outcome(s) for which data were collected during 09-10:**

*Demonstrate the ability to deliver occupational therapy assistant services at entry level competency under the supervision of an occupational therapist*.

Average score: 3.36

The following items on the Fieldwork Performance Evaluation for the Occupational Therapy Assistant were reviewed:

2. Safety: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
Average score: 3.52

3. Safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
Average score: 3.55

12. Plans Intervention: In collaboration with the occupational therapist, establishes methods, duration and frequency of interventions that are client-centered and occupation-based. Intervention plans reflect context of setting.
Average score: 3.3

13. Selects Intervention: Selects and sequences relevant interventions that promote the client's ability to engage in occupations.
Average score: 3.4

14. Implements Intervention: Implements occupation-based interventions effectively in collaboration with clients, families, significant others, and service providers.
Average score: 3.3

15. Activity Analysis: Grades activities to motivate and challenge clients in order to facilitate progress.
Average score: 3.1

16. Therapeutic Use of Self: Effectively interacts with clients to facilitate accomplishment of established goals.
Average score: 3.5

17. Modifies Intervention Plan: Monitors the client's status in order to update, change, or terminate the intervention plan in collaboration with the occupational therapist.
Average score: 3.2

18. Verbal/Nonverbal Communication: Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
Average score: 3.4