**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2015**

**Department:** 0685 – Occupational Therapy Assistant

Year of Last Program Review: FY 2012-2013

Year of Next Program Review: FY 2017-2018

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. 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 department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

***What trends do you see in the above data?***

The OTA program’s retention rate has been decreasing since FY 10-11. The program has implemented an accelerated admissions process (AAAA) in the hopes that retention will improve. Data collection and tracking is currently being performed in order to compare student success between those who are enrolled off of the wait list and those who are enrolled under the accelerated process.

During, 2014-2015 31 students began the OTA Program.

* 3 students did not complete fieldwork requirements until the following semester.
* 1 student did not complete coursework until the following semester.
* 1 student did not complete because of health reasons.
* 1 student did not complete because of personal reasons.
* 1 student dropped the program/did not show up for classes/no contact made on reason.

***Are there internal or external factors that account for these trends?***

The OTA Program is under new leadership beginning August 2014. Historically, students struggle most during the 1st semester of the program as the demands are high. The courses are demanding as the foundational skills are being taught, the 1st year students are required to be on campus 5 days a week, the transition to full-time participation in the professional program with all of the demands (i.e. time, group work, study time, balancing life with school, etc.) is often a very difficult time for the students.

***What are the implications for the department?***

Admissions Versus Completion:

* Since 2008, students who are enrolled under the accelerated process have steadily increased to ~50% of the incoming class. From the data we have, it appears students enrolled under the accelerated process may be more successful. However, so far, the data does not have success rates for equal groups of waitlist and AAAA students. Therefore, the percentages may seem skewed when only one AAAA is unsuccessful compared to a waitlist group that has more students.

Student Satisfaction:

* Students are adjusting to new program faculty as well as the changes in policies, coursework, assignments, and assessments.
* The OTA faculty have worked together to listen to student concerns, obtain feedback, and implement necessary changes.

Clinical Performance:

* Prior to the new faculty starting at Sinclair, there was concern that OTA students were not academically prepared for fieldwork. The OTA faculty have made significant changes to include more technical skills into the curriculum and this trend will continue in the new 65-credit hour curriculum.

Employment Satisfaction:

* Prior to the new faculty starting at Sinclair, there was concern that OTA graduates were not academically and/or clinically prepared to work as entry-level clinicians. As mentioned previously, the OTA faculty are addressing this concern with revision of the curriculum to include more technical skills.

***What actions have the department taken that have influenced these trends?***

* AAAA admissions process
* Grading Scale was changed
  + Prior Grading Scale:
    - A = 93-100%
    - B = 86-92%
    - C = 79-85%
    - D = 71-78%
    - F = Below 70%
  + Current Grading Scale:
    - A = 93-100%
    - B = 85-92%
    - C = 77-84%
    - D = 70-76%
    - F = Below 70%

In order to be more in-line with the NBCOT OTA Certification Exam passing requirements of 75%, the grading scale for the OTA Program was changed beginning Spring 2015 Semester. Reviewing past assignments and final course grades, the OTA faculty feel that a student achieving 85% success should earn a letter grade of “B” and also when 77% success is achieved, the student should earn a “C”. 79% passing score seemed somewhat of a stringent standard to demonstrate competency. With these changes, the OTA faculty is expecting greater student success with assignments, courses and the program as a whole while maintaining high standards that are required to become both critically-thinking and creative health care clinicians.

***What strategies will the department implement as a result of this data?***

The program leadership is working on ways to better prepare the students for this transition including:

* More information on the program and demands being provided at orientation prior to beginning Fall Semester (class of 2017 orientation is scheduled for June 9, 2015)
* As we are scheduling Fall courses, we are attempting to have the students on campus only 4 days a week during the 1st semester to allow additional time for group work, study sessions, etc.
* We have provided open lab times with faculty present to assist the students with gaining and practicing skills necessary for successful completion of the program
* Beginning Fall 2016, our pre-requisite and general education requirements (including switching from BIO 1107 to BIO 1121/1222 series & requiring successful completion of ALH 2220) are being increased to better prepare the students for the rigor of this health science program
* The Test of Essential Academic Skills (TEAS) has been a requirement for the program, but a cutoff score has not yet been determined due to insufficient data. The program will begin tracking scores and other student academic information to determine if a cutoff score is appropriate to include in the AAAA admissions process.
* Curriculum reduction: The program will comply with the state-mandated curriculum reduction to 65 credit hours.
* Curriculum revision: As part of the mandatory curriculum reduction, the program is reviewing the current curriculum and revising content for a more streamlined and logical progression of material.
  + Proposed changes include:
    - Requiring BIO 1121 (prerequisite) instead of the current BIO 1107 requirement.
    - Requiring ALH 2220 (general education)
    - Revision of OTA 1101 – Intro to OT (prerequisite) to include more information pertaining to program expectations.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

The OTA Program’s Overall Success rates are significantly higher than both those of the Health Sciences Division and College wide as a whole. All of our courses are only available to those students currently enrolled in the OTA Program.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

Please see the attached data:

* See [OTA Success Data](#SuccessData)
* See [Program Outcomes Data](#ProgramOutcomesData)
* See [Student Satisfaction Data](#StudentSatisfactionData)
* See [AOTA Fieldwork Performance Evaluation Results](#AOTAFWPerformanceEvaluationData)
* See [Student Evaluation of Fieldwork Experience](#StudentEvaluationofFW)
* See [Employer Survey Data 2012-2014](#EmployerSurveyData)

National Certification Exam

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Number of Program Graduates** | **Number of first-time test takers** | **Number of first-time test takers who passed the exam** | **Percentage of first-time test takers who passed the exam** |
| **2011** | 30 | 29 | 22 | 76% |
| **2012** | 22 | 26 | 23 | **88**% |
| **2013** | 31 | 29 | 28 | 97% |
| **Total 3-year** | 8**3** | 84 | 73 | 87% |

**Section II: 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.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The effectiveness of revised assessment techniques to evaluate individual student performance will be evaluated on a course by course basis as well as overall student outcomes. | In progress  Completed  No longer applicable | This goal relates to the mix of individual vs. group assignments within each of the courses. The past 2 years have demonstrated that some students were passing a specific course because of group grades. This put these individuals at a huge disadvantage in following course where individual assessment was stronger as each course/semester builds upon the knowledge/skills learned earlier. The assessment focus is switching to more of an individual manner. Each course; however does allow some type of group work as this is an essential skill as a health care professional. |
| New accreditation Standards were established in 2011 and become effective July 31, 2013. The department is currently in the process of ensuring compliance with any new or changing Standards. | In progress  Completed  No longer applicable | The Program hosted a Reaccreditation Site Visit in September 2013. The results of this site visit were received in early 2014. There were three areas that needed correction (mission statement, fieldwork collaboration, program outcomes). The mission statement standard was changed and approved virtually immediately. The fieldwork collaboration and program outcome standards required Plan of Correction which was submitted October 2014 by the new Program Director. As the Program Director had less than 1 year of full time instructional experience, a Progress Report also was submitted to the accreditation agency October 2014. Currently, the OTA Program is in the process of preparing Progress Reports to submit February 20th, 2015 regarding the Director and Program Outcomes. The fieldwork collaboration standard issue has been completely resolved and the process accepted. |
| With the semester conversion all courses are effectively taught for the first time during the academic year 2012-2013. Each course will be evaluated for effectiveness and revised accordingly. Effectiveness will be determined by retention, grade spread, and student feedback. | In progress  Completed  No longer applicable | The new semester courses format has now been taught twice. The new OTA Program leadership is evaluating the effectiveness. Based on student feedback and current trends, course content has been modified some this first year under new leadership to include more science-oriented material, more hands on experience, additional lab time including additional lab practical skills. As the OTA Program is currently undergoing a complete overhaul/restructuring to reduce the credit hours from 73 to 65, the courses will be all changed beginning 2016-2017. Upon review, the current program is set up with the following focus:  1st Semester: typical development  2nd Semester: dysfunction  3rd Semester: treatment/interventions  4th Semester: Capstone and beginning of field work  5th Semester: Completion of fieldwork  With current best practice and other Ohio OTA program review, the new OTA Leadership is shifting this focus to include treatment techniques from the beginning as this is the role of the OT Assistant. Also, the new curriculum plan is to have all fieldwork completed during the 4th (Spring) Semester as currently the students are completing fieldwork requirements 8 weeks later than other Ohio programs which is placing SCC OTA graduates at a disadvantage in the job market. The new program set-up plans (beginning 2016-2017) are as follows:  1st Semester: Anatomy, Kinesiology, Adult Dysfunction  2nd Semester: Lifespan Development, Neurology & Neurological Dysfunction  3rd Semester: Pediatric Dysfunction & Mental Health Dysfunction  4th Semester: Fieldwork |

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.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| One of the most pressing challenges facing the department is the upcoming change in the chair position. While the department has been very thoughtful in its approach to anticipating the change, the review team recommends formal documentation of policies and processes so that these are not lost with the transition to a new chair. A formal repository of knowledge should be developed to document current processes that will allow the person who steps into the role to benefit from the years of experience of the current chair. Process documentation is going to be important to this department in the future. | In progress  Completed  No longer applicable | New Program Director is in place as of August 2014. Limited formal documentation of policies and processes were available for the new OTA faculty. However, process documentation has already started and will be ongoing from now on. |
| Once the new chair has been selected, it is strongly recommended that the department develop goals to guide its direction. These goals should be clear and explicit about where the department intends to go in the future. | In progress  Completed  No longer applicable | As the new Leadership is learning the program, division and college processes while addressing accreditation and curriculum reduction requirements, specific goals have not been set as of yet. The program; however has & is working on the following broad areas:   1. Accreditation needs 2. Curriculum Reduction/Review 3. Improved communication and collaboration with Southwest Ohio OT Practitioners 4. Increased focus on best practice education for future OTAs 5. Collaboration with PTA program |
| While it appears that there is a considerable amount of qualitative data that is used by the department and that leads to some important improvements based on informal assessment, the department’s assessment practices could be strengthened considerably by a greater incorporation of quantitative data also. A robust, detailed plan for assessment of both General Education outcomes and program outcomes needs to be developed, and it is strongly recommended that the department work with their division Learning Liaison in developing a plan and determining activities that would provide the needed data. There is no question that this quantitative data is currently being generated in the everyday activities of the faculty and students, but the department needs to capture and analyze this data and then document the results. Not only would this provide evidence for assessment that is already occurring, it would likely lead to additional assessment that may have benefits to student learning that are currently unrealized. | In progress  Completed  No longer applicable | As part of the accreditation process the program evaluation plan is currently being updated.   1. A revised employer survey has been created 2. A revised graduate survey has been created 3. A revised academic/clinical instructor collaboration form has been created 4. In order to obtain a higher percentage of graduate surveys, these surveys will be required to be turned in with final Fieldwork Assessments 5. In order to obtain a higher percentage of employer satisfaction surveys, they will be available on site visits and during advisory board meetings as applicable 6. OTA Program Director & Academic Fieldwork Coordinator are working together to create simple surveys (i.e. through Survey Monkey) to send to employers so as to not demand a call in to provide input |
| In addition to partnering with the division Learning Liaison to bolster assessment efforts, the department is also strongly encouraged to partner with RAR to increase its knowledge regarding employment and transfer of graduates. RAR has access to Ohio Department of Jobs and Family Services wage data that could provide valuable information on the employment and wage status of program graduates, and National Student Clearinghouse data could provide more comprehensive data regarding graduates who transfer to other institutions. By the next Program Review the department should have several years’ worth of data developed in collaboration with RAR. This and the recommended work on assessment should be priorities for the department, and the incoming department chair should have a clear understanding that these are priorities. | In progress  Completed  No longer applicable | Please see goal above for evolving plan to increase both qualitative and quantitative assessment re: OTA Program and its processes and outcomes. Collaboration with RAR has occurred to obtain data for ACOTE accreditation reports. |
| Given the excellence of the department’s work on cultural competence education, the department is strongly encouraged to share their approach with other departments at the college. Perhaps a session at Fall Faculty Professional Development Day could be one means of demonstrating the department’s approach to cultural competence to other entities at the college. There may be other ways of informing the rest of the college that would also be effective. The department is doing such superb work in this regard, it would be a shame if other departments didn’t have the opportunity to learn about it and develop similar efforts. | In progress  Completed  No longer applicable | The OTA department has been working with the PTA department on increasing cultural awareness and cultural sensitivity. The Rehabilitation Services Department held its 1st Annual Culture Day on January 22, 2015. This day included OTA and PTA students, OTA and PTA faculty and community health care workers representing a variety of different cultures. This day was divided into 2 main sessions (morning and afternoon). During the morning session, the students were able (in small groups) ask specific questions of our guests to learn more about their specific cultures, biases, views, etc. and how this can impact health care services. During the afternoon session, the OTA/PTA students worked together on case studies with culture emphasis and also processed the day’s events.  92% of students stated that they now have a better understanding of the central issues of cultural diversity and various cultures present in the Miami Valley  97% of students stated that the day’s structure and activities contributed to learning about cultural diversity  96% of the students responded that they felt the environment fostered open and honest communication regarding cultural issues  Community guests’ surveys are pending. Email was sent out to all participants but responses not received as of yet |
| There was discussion in the review team meeting regarding the development of an associate to master’s degree program in occupational therapy at the University of Cincinnati. While it is too soon to begin at the present time, when the program is developed at UC the department is strongly encouraged to move forward with its plans to develop an articulation agreement with UC that would provide a seamless transition pathway from Sinclair’s program to the higher degree level in the field. | In progress  Completed  No longer applicable | The University of Cincinnati has just received approval from the Ohio Board of Regents to develop a masters of OT program. The continued contacts will be facilitated as program chairs are hired at both institutions. |
| It was not clear from the self-study whether adjuncts were given an opportunity to inform the development of the self-study – in the next Program Review, it is recommended that adjunct faculty be given the opportunity for input. | In progress  Completed  No longer applicable | New OTA director is in regular communication with adjunct faculty for input. The next Program Review will reflect this. An Adjunct Faculty meeting was held to provide program updates and obtain feedback. |
| The department is in the process of adjusting admission requirements – the review team strongly recommends that the department use appropriate data in evaluating whether the new admission requirements are improving students’ success and report on what they find in their Annual Update submissions each year until the next Program Review. | In progress  Completed  No longer applicable | Changes to the admission process for incoming Fall 2014 students. Not enough data at this point to evaluate student success. Please see attachment (Accelerated Admissions Process Effective 2014). The 1st cohort admitted under this new process will finish the program Summer 2015.  This new process takes into consideration:   * GPA * prerequisite completion * general education courses completion * knowledge of the health care system * prior academic degree(s) and * time on the waiting list   Quantitative data will be available at the next Annual Review. |

|  |  |
| --- | --- |
| Please respond to the following items regarding external program accreditation. | |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: \_\_\_September 2013\_\_\_\_\_\_\_\_\_\_  **OR**  Programs in this department do not have external accreditation |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** | 1. OTA Program Mission Statement 2. Fieldwork Sites & OTA Program Collaboration 3. Program Outcomes (qualitative & quantitative) 4. New OTA Program Director |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if applicable)** | 1. Resolved & approved 2. Resolved & approved 3. Progress Report to be submitted February 2015 4. Progress Report to be submitted February 2015 |

**Section III: Assessment of General Education & Degree Program Outcomes**

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**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency?  (Please provide brief summary data)  **NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | | All programs | **2014-2015** | OTA 1202 Functional Anatomy |  |
| Information Literacy | | All programs | **2014-2015** | OTA 1201 Process of Development |  |
| Computer Literacy | | All programs | **2014-2015** | OTA 1251 Developmental Lab |  |
| Values/Citizenship/Community | | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | | All programs | **N/A** | ENG 1101 |  |
| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | | **OPTIONAL FOR FY 2014-15** | | | |
| How will you determine whether those changes had an impact? | | **OPTIONAL FOR FY 2014-15** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) |
| Demonstrate the ability to collect, report and apply information relevant to the delivery of services as an entry-level occupational therapy assistant. | ALH-1101 BIO-1107 COM-2206 HIM-1101 MAT-1130 OTA-1101 OTA-1201 OTA-1202 OTA-1251 OTA-1261 OTA-1301 OTA-1302 OTA-1351 OTA-1361 OTA-2401 OTA-2451 OTA-2461 OTA-2501 OTA-2551 | 2014-2015 | Review of completion of weekly documentation provided for OTA 2461 Clinical Practicum. This course is completed in conjunction with Level 1 Fieldwork (1 day/week for 16 weeks-2 different settings) | 14 daily documentation notes were completed for 110 points possible for each note. (see appendix for grading rubric)  The average score for this assignment for the course was 91.29% (B)  16 Students received an overall A with this total assignment  6 Students received an overall B with this total assignment  2 Students received an overall C with this total assignment  This assignment required the student to observe a client in a variety of settings during an Occupational Therapy treatment session, identify relevant interventions and responses to these interventions. This information is documented in the manner in which the specific facility utilizes. The student is graded based on correctly documenting the subjective information, objective findings, assessment based on these findings and the plan for the next OT treatment session. This documentation is to be submitted in a professional manner adhering to privacy laws and without error. |
| Demonstrate the ability to deliver occupational therapy assistant services at entry-level competency under the supervision of an occupational therapist. | BIS-1120 COM-2206 ENG-1101 HIM-1101 OTA-1101 OTA-1201 OTA-1202 OTA-1251 OTA-1261 OTA-1301 OTA-1302 OTA-1351 OTA-1361 OTA-2401 OTA-2451 OTA-2461 OTA-2501 OTA-2551 OTA-2560 OTA-2561 | 2012-2013 | Review of Fieldwork Performance Evaluation for the Occupational Therapy Assistant from OTA 2662 Clinical Affiliation II. | A score of 4 is reserved for the top 5% of the students. A score of 3 is considered to be a strong score.  Nine of the twenty-five items related specifically to the delivery of OT services. Twenty-four students were evaluated. The average was 3.3. Three items tied for the highest average of 3.5: Items 2 and 3 which related to safety, and Item 15 Activity Analysis. The lowest average was Item 17. Modify Intervention Plan with an average of 3.1. |
| Demonstrate values, attitudes and behaviors congruent with the occupational therapy profession's philosophy, standards and ethics. | COM-2206 OTA-1101 OTA-1201 OTA-1202 OTA-1251 OTA-1261 OTA-1301 OTA-1302 OTA-1351 OTA-1361 OTA-2401 OTA-2451 OTA-2461 OTA-2501 OTA-2551 OTA-2560 OTA-2561 OTA-2662 OTA-2663 SOC-1101 | 2013-2014 | Review of Fieldwork Performance Evaluation for the Occupational Therapy Assistant from Clinical Affiliation II. | A score of 4 is reserved for the top 5% of the students. A score of 3 is considered to be a strong score.  Fundamentals of Practice (safety & ethics):   * 75% scored a 4 * 25% scored a 3   Professional Behaviors:   * 67.4% scored a 4 * 31.3% scored a 3 |

|  |  |
| --- | --- |
| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | The OTA program plans to incorporate more treatment interventions into the curriculum. |
| **How will you determine whether those changes had an impact?** | Continued purposeful tracking of assessment data. |

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 | FY 13-14 |
| HS | 0685 | Occupational Therapy Assistant | OTA.AAS | 30 | 24 | 24 | 31 | 29 | 25 | 21 |
| HS | 0685 | Occupational Therapy Assistant | OTA.S.AAS | . | . | . | . | . | . | 3 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 0685 | Occupational Therapy Assistant | OTA-101 |  | 73.2% | 81.0% | 85.9% | 72.2% | 83.3% | . | . |
| 0685 | Occupational Therapy Assistant | OTA-104 |  | 96.7% | 100.0% | 100.0% | 96.6% | 96.7% | . | . |
| 0685 | Occupational Therapy Assistant | OTA-105 |  | 85.7% | 93.9% | 87.9% | 96.4% | 86.7% | . | . |
| 0685 | Occupational Therapy Assistant | OTA-1101 |  | . | . | . | . | . | 66.7% | 85.1% |
| 0685 | Occupational Therapy Assistant | OTA-1201 |  | . | . | . | . | . | 90.6% | 96.4% |
| 0685 | Occupational Therapy Assistant | OTA-1202 |  | . | . | . | . | . | 88.6% | 92.9% |
| 0685 | Occupational Therapy Assistant | OTA-1251 |  | . | . | . | . | . | 87.5% | 96.6% |
| 0685 | Occupational Therapy Assistant | OTA-1261 |  | . | . | . | . | . | 87.5% | 100.0% |
| 0685 | Occupational Therapy Assistant | OTA-1301 |  | . | . | . | . | . | 96.3% | 96.4% |
| 0685 | Occupational Therapy Assistant | OTA-1302 |  | . | . | . | . | . | 96.3% | 96.3% |
| 0685 | Occupational Therapy Assistant | OTA-131 |  | 93.9% | 96.7% | 96.8% | 100.0% | 96.8% | . | . |
| 0685 | Occupational Therapy Assistant | OTA-132 |  | 93.3% | 100.0% | 100.0% | 93.3% | 96.7% | . | . |
| 0685 | Occupational Therapy Assistant | OTA-133 |  | 82.1% | 93.5% | 97.0% | 100.0% | 96.7% | . | . |
| 0685 | Occupational Therapy Assistant | OTA-1351 |  | . | . | . | . | . | 100.0% | 96.3% |
| 0685 | Occupational Therapy Assistant | OTA-1361 |  | . | . | . | . | . | 96.3% | 96.3% |
| 0685 | Occupational Therapy Assistant | OTA-141 |  | . | . | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-151 |  | . | . | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-152 |  | . | . | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-153 |  | . | . | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-160 |  | 97.0% | 96.7% | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-161 |  | . | . | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-163 |  | . | . | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-220 |  | 91.7% | 92.3% | 100.0% | 100.0% | 87.5% | . | . |
| 0685 | Occupational Therapy Assistant | OTA-221 |  | 100.0% | 96.0% | 95.8% | 93.9% | 93.8% | 100.0% | . |
| 0685 | Occupational Therapy Assistant | OTA-2297 |  | . | . | . | . | . | 100.0% | . |
| 0685 | Occupational Therapy Assistant | OTA-231 |  | 92.9% | 96.4% | 100.0% | 96.8% | 100.0% | . | . |
| 0685 | Occupational Therapy Assistant | OTA-232 |  | 92.3% | 92.6% | 93.5% | 100.0% | 95.0% | . | . |
| 0685 | Occupational Therapy Assistant | OTA-233 |  | 100.0% | 96.0% | 100.0% | 100.0% | 91.7% | . | . |
| 0685 | Occupational Therapy Assistant | OTA-234 |  | 100.0% | 100.0% | 95.8% | 93.9% | 93.8% | 100.0% | . |
| 0685 | Occupational Therapy Assistant | OTA-2401 |  | . | . | . | . | . | 92.0% | 93.1% |
| 0685 | Occupational Therapy Assistant | OTA-2451 |  | . | . | . | . | . | 92.0% | 96.4% |
| 0685 | Occupational Therapy Assistant | OTA-2461 |  | . | . | . | . | . | 91.7% | 96.3% |
| 0685 | Occupational Therapy Assistant | OTA-2501 |  | . | . | . | . | . | 100.0% | 89.3% |
| 0685 | Occupational Therapy Assistant | OTA-251 |  | . | . | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-2551 |  | . | . | . | . | . | 100.0% | 100.0% |
| 0685 | Occupational Therapy Assistant | OTA-2560 |  | . | . | . | . | . | 100.0% | 100.0% |
| 0685 | Occupational Therapy Assistant | OTA-2561 |  | . | . | . | . | . | 100.0% | 100.0% |
| 0685 | Occupational Therapy Assistant | OTA-261 |  | . | . | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-2662 |  | . | . | . | . | . | 77.8% | 100.0% |
| 0685 | Occupational Therapy Assistant | OTA-2663 |  | . | . | . | . | . | 87.5% | 100.0% |
| 0685 | Occupational Therapy Assistant | OTA-297 |  | 100.0% | 85.7% | 100.0% | 100.0% | 100.0% | 66.7% | . |

**OTA Success Data**

Waitlist versus Accelerated Admissions:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Accelerated Admissions for Academic Achievement Analysis (AAA)**  **2008-2014 Academic Years** | | | | | | |
| ***Year***  ***Enroll*** | ***Total Enrolled*** | ***Waitlist***  ***Enrolled*** | ***AAAA Enrolled*** | ***Waitlist Completed*** | ***AAAA Completed*** | ***Total Completed*** |
| 2008 | 26 | 20 | 6 | 20 (100%) | 5 (83.33%) | 25 (96.15%) |
| 2009 | 28 | 23 | 5 | 20 (86.96%) | 5 (100%) | 25 (89.29%) |
| 2010 | 27 | 19 | 8 | 16 (84.2%) | 8 (100%) | 27 (88.9%) |
| 2011 | 34 | 22 | 12 | 16 (72.7%) | 11 (91.6%) | 25 (76.5%) |
| 2012 | 30 | 20 | 10 | 19 (95%) | 8 (80%) | 24 (90%) |
| ***TOTAL TO DATE*** | **145** | **104** | **41** | **91/104**  **87.5%** | **37/41**  **90.24%** | **126/145**  **86.9%** |

Fieldwork Success Rate 2011-2014 Graduates:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class** | **2011** | **2012** | **2013** | **2014** |
| Graduates | 21 | 22 | 23 | 21 |
| Pass 1st Level 2 FW | 20 | 23 | 23 | 21 |
| Pass 2nd Level 2 FW | 21 | 22 | 23 | 21 |
| # of Students Requiring3rd Level 2 FW | 1(student passed) | 1 (student did not pass) |  |  |
| Overall Success Rate | 100% | 95.60% | 100% | 100% |

Graduate Employment Totals 2012-2014:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Class** | **2012** |  | **2013** |  | **2014** |  |
| Graduates | 23 |  | 23 |  | 21 |  |
| Employed | 13 | 56.52% | 20 | 86.96% | 16 | 76.19% |
| Unemployed  by choice |  |  | 2 |  | 2 |  |
| Licensed | 19 | 82.61% | 22 | 95.65% | 18 | 85.71% |
|  |  |  |  |  |  |  |
| 2014 has 1 license pending in Indiana with job waiting | | | |  |  |  |

**OTA Program Outcomes Data**

Summary of Results For all responders (graduates from 2012-2014)

|  |  |  |  |
| --- | --- | --- | --- |
| *Program Outcomes* | *Percentage of Responders Scoring Outcome as Important/Very Important* | *Percentage of Responders Scoring Preparation for Outcome as Satisfied/Very Satisfied* | *OTA Program Plan for Responses* |
| Deliver OTA services at entry-level competency under the supervision of an OT. | 94% | 56% | * OT/OTA supervision & collaboration is being taught in each of the clinical courses beginning Fall 2014 * OT students/OTA students collaboration experience is being explored with Kettering College’s Entry Level OTD Students |
| Collect, report, and apply information relevant to the delivery of services as an entry-level OTA. | 100% | 61% | * Beginning Fall 2014, students are receiving additional education & experience/practice with documentation * Beginning Fall 2014, documentation instruction is beginning 1st Semester of the program |
| Demonstrate values, attitudes and behaviors congruent with the OT profession’s philosophy, standards and ethics. | 89% | 58% | * Fall 2014 new OTA Leadership & faculty began * OTA full-time Faculty meets on regular basis to ensure we are cohesive & consistent with not only our education but also with our professional behavior & this information is then shared with all OTA Adjunct Faculty * Each Semester each faculty member is observed by the Program Director with feedback provided to assure program’s goals & mission is being carried out in each of the courses |
| Recognize the importance of maintaining competency through life-long learning. | 92% | 67% | * With the credit reduction of the OTA Program beginning Fall 2016, the Program’s Outcomes will also be changing to reflect the curriculum that is based on best-practice and feedback from new Advisory Committee |

**OTA Student Satisfaction Data**

Fall 2014 Post-Course Survey Results (Total of all Fall OTA Courses/Sections)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***QUESTION*** | ***Strongly Disagree*** | ***Strongly Disagree*** | ***Neutral*** | ***Agree*** | ***Strongly Agree*** |
| The instructor provided a syllabus that established clear grading policies, objectives and student responsibilities. | 1% | 3% | 7% | 35% | 54% |
| The instructor explained course material clearly | 1% | 7% | 15% | 34% | 43% |
| The instructor consistently met with the class for the entire scheduled time. | 1% | 0 | 1% | 28% | 69% |
| The instructor related course content to real-world situations. | 2% | 0 | 10% | 29% | 59% |
| The instructor made it easy for me to participate. | 2% | 1% | 4% | 32% | 60% |
| The instructor treated all students with respect | 3% | 1% | 4% | 27% | 65% |
| The instructor encouraged students to engage with course content outside of class. | 3% | 0 | 6% | 37% | 54% |
| The instructor established high standards that challenged me to do my best. | 2% | 0 | 8% | 30% | 60% |
| The instructor provided feedback that enabled me to increase my learning | 2% | 4% | 14% | 34% | 46% |
| The instructor returned assignments in a timely manner. | 4% | 4% | 16% | 37% | 39% |
| The instructor was accessible for assistance outside of class. | 1% | 5% | 11% | 39% | 43% |
| The instructor stimulated my interest in the topic of this course. | 3% | 3% | 8% | 40% | 47% |
| I would recommend this instructor. | 4% | 2% | 9% | 29% | 57% |
| Time spent in class contributed to my learning. | 4% | 2% | 9% | 33% | 52% |

Suggestions from Students - ways in which for instructor to be a more effective teacher:

1. quicker feedback
2. be consistent with expectations
3. stay on topic
4. stick to syllabus
5. stay on task
6. more board writing
7. do not take half of the class reviewing from previous class
8. self-reflect and encourage students more
9. allow more open forum for discussions
10. provide more feedback on where points were missed
11. cover MMT & goniometry for a longer period
12. it seems like the amount of content to learn in this class is overwhelming
13. this course is too crunched. Too much material to be learned & absorbed in too short of a period
14. fixing the syllabus
15. grading some papers took a while
16. give more real life scenarios during class
17. a little more discipline throughout class & more control of class structure
18. be more organized
19. change the grading scale
20. most mentor meetings were useless
21. grading scale should be changed to 90/80/70%
22. coverage of theories was disorganized
23. quicker feedback on assignments
24. keep on doing what you are doing
25. earlier feedback

**AOTA Fieldwork Performance Evaluation Results**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4=Excellent, 3=Meets Standards, 2=Needs Improvement, 1=Unsatisfactory |  | **Level I** | |  |  |  | **Level II** | |  |  |  |
| **RATING FOR 2014 GRADS** | **4** | **3** | **2** | **1** |  | **4** | **3** | **2** | **1** |  |  |
| **I. FUNDAMENTALS OF PRACTICE (average)** | **75.0%** | **25.0%** | **0.0%** | **0.0%** |  | **52.4%** | **47.6%** | **0.0%** | **0.0%** |  |  |
| 1. Ethics | 19 | 5 |  |  | 24 | 11 | 10 |  |  | 21 |  |
| 2. Safety (adheres) | 16 | 8 |  |  | 24 | 10 | 11 |  |  | 21 |  |
| 3. Safety (judgment) | 19 | 5 |  |  | 24 | 12 | 9 |  |  | 21 |  |
| **II. BASIC TENETS OF OCCUPATIONAL THERAPY (average)** | **36.1%** | **59.7%** | **4.2%** | **0.0%** |  | **28.6%** | **68.3%** | **3.2%** | **0.0%** |  |  |
| 4. OT philosophy | 10 | 14 |  |  | 24 | 9 | 12 |  |  | 21 |  |
| 5. OT/OTA roles | 9 | 14 | 1 |  | 24 | 5 | 15 | 1 |  | 21 |  |
| 6. Evidence-base practice | 7 | 15 | 2 |  | 24 | 4 | 16 | 1 |  | 21 |  |
| **III. EVALUATION/SCREENING (average)** | **29.2%** | **66.7%** | **4.2%** | **0.0%** |  | **21.7%** | **61.7%** | **4.2%** | **0.0%** |  |  |
| 7. Gathers data | 9 | 15 |  |  | 24 | 7 | 14 |  |  | 21 |  |
| 8. Administers assessments | 3 | 20 | 1 |  | 24 | 3 | 15 | 3 |  | 21 |  |
| 9. Interprets | 8 | 15 | 1 |  | 24 | 3 | 16 | 2 |  | 21 |  |
| 10. Reports | 11 | 12 | 1 |  | 24 | 6 | 15 |  |  | 21 |  |
| 11. Establishes goals | 4 | 18 | 2 |  | 24 | 7 | 14 |  |  | 21 |  |
| **IV. INTERVENTION (average)** | **40.3%** | **57.6%** | **2.1%** | **0.0%** |  | **38.1%** | **59.5%** | **2.4%** | **0.0%** |  |  |
| 12. Plans intervention | 3 | 21 |  |  | 24 | 5 | 16 |  |  | 21 |  |
| 13. Selects intervention | 11 | 13 |  |  | 24 | 7 | 14 |  |  | 21 |  |
| 14. Implements intervention | 12 | 12 |  |  | 24 | 7 | 14 |  |  | 21 |  |
| 15. Activity analysis | 7 | 17 |  |  | 24 | 7 | 12 | 2 |  | 21 |  |
| 16. Therapeutic use of self | 16 | 7 | 1 |  | 24 | 14 | 7 |  |  | 21 |  |
| 17. Modifies intervention plan | 9 | 13 | 2 |  | 24 | 8 | 12 | 1 |  | 21 |  |
| **V. COMMUNICATION (average)** | **35.4%** | **58.3%** | **6.3%** | **0.0%** |  | **42.9%** | **54.8%** | **2.0%** | **0.0%** |  |  |
| 18. Verbal/Nonverbal communication | 9 | 13 | 2 |  | 24 | 10 | 10 | 1 |  | 21 |  |
| 19. Written communication | 8 | 15 | 1 |  | 24 | 8 | 13 |  |  | 21 |  |
| **VI. PROFESSIONAL BEHAVIORS (average)** | **67.4%** | **31.3%** | **1.4%** | **0.0%** |  | **57.9%** | **40.5%** | **1.6%** | **0.0%** |  |  |
| 20. Self-responsibility | 16 | 8 |  |  | 24 | 13 | 8 |  |  | 21 |  |
| 21. Responds to feedback | 19 | 4 | 1 |  | 24 | 14 | 7 |  |  | 21 |  |
| 22. Work behaviors | 18 | 6 |  |  | 24 | 14 | 7 |  |  | 21 |  |
| 23. Time management | 12 | 11 | 1 |  | 24 | 6 | 13 | 2 |  | 21 |  |
| 24. Interpersonal skills | 16 | 8 |  |  | 24 | 17 | 4 |  |  | 21 |  |
| 25. Cultural competence | 16 | 8 |  |  | 24 | 9 | 12 |  |  | 21 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**Student Evaluation of Fieldwork Experience (Academic Preparation Section)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Adequacy for Placement | | | |  |  | Relevance for Placement | | | |  |  |
| Coursework | 1 (low) | 2 | 3 | 4 | 5 (high) |  | 1 (low) | 2 | 3 | 4 | 5 (high) |  |
| Anatomy and kinesiology |  |  | 6 | 7 | 11 | 24 |  |  | 3 | 6 | 15 | 24 |
| Neurodevelopment |  |  | 6 | 5 | 13 | 24 |  |  | 3 | 7 | 14 | 24 |
| Human development |  |  | 5 | 6 | 13 | 24 |  |  | 4 | 3 | 17 | 24 |
| Evaluation |  |  | 6 | 10 | 8 | 24 |  |  | 5 | 5 | 14 | 24 |
| Intervention planning |  |  | 5 | 7 | 12 | 24 |  |  | 3 | 4 | 17 | 24 |
| Interventions (individual, group, activities, methods) |  |  | 5 | 6 | 13 | 24 |  |  | 1 | 6 | 17 | 24 |
| Theory |  |  | 4 | 8 | 12 | 24 |  | 1 | 5 | 9 | 9 | 24 |
| Documentation Skills |  |  | 4 | 5 | 15 | 24 |  |  | 1 | 7 | 16 | 24 |
| Leadership |  | 2 | 5 | 5 | 12 | 24 |  |  | 3 | 5 | 16 | 24 |
| Professional behavior and communication |  |  | 4 | 6 | 14 | 24 |  |  |  | 6 | 18 | 24 |
| Therapeutic use of self |  | 2 | 1 | 9 | 12 | 24 |  |  | 1 | 5 | 18 | 24 |
| Level I fieldwork | 1 | 2 | 1 | 4 | 16 | 24 |  | 1 | 2 | 2 | 19 | 24 |
| Program development |  | 4 | 6 | 4 | 10 | 24 |  | 2 | 6 | 3 | 13 | 24 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

**Employer Survey Data**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Technical Education Evaluation:** | Very Poor | Poor | Somewhat Poor | Somewhat Good | Good | Very Good |  | % Good/ Very Good |
| Job-related conceptual knowledge |  |  |  | 1 | 2 | 10 |  | 92% |
| Job-related technical knowledge |  |  |  | 1 |  | 12 |  | 92% |
| Work attitude |  |  |  |  | 1 | 12 |  | 100% |
| Quality of work |  |  |  |  | 1 | 12 |  | 100% |
| Ability to think logically |  |  |  | 1 | 2 | 10 |  | 92% |
| Problem-solving abilities |  |  |  | 1 | 5 | 7 |  | 92% |
| Oral communication skills |  |  |  |  | 4 | 9 |  | 100% |
| Written communication skills |  |  |  |  | 6 | 7 |  | 100% |
| Interpersonal skills |  |  |  |  | 2 | 11 |  | 100% |
| Computer skills |  |  |  |  | 9 | 4 |  | 100% |
| Data gathering skills |  |  |  |  | 5 | 8 |  | 100% |
| Overall job preparation |  |  |  |  | 4 | 9 |  | 100% |
| **Relative Preparation:** | No basis | Much better prepared | Better prepared | Somewhat better prepared | Somewhat worse prepared | Worse prepared | Prepared the Same |  |
| How would you compare the preparation of this Sinclair-trained employee to that of non-Sinclair-trained employees working in similar positions? | 2 | 2 | 5 |  |  |  | 4 |  |