**Sinclair Community College**

**Continuous Improvement Annual Update 2013-14**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2013**

**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?*

As a result of the statewide shift to semesters all OT and OTA programs in the state are sending clinical students to fieldwork sites within the same time frame. Fieldwork sites are currently at a premium. The program is making a concerted effort to limit the admissions to 30 to assure we have an adequate number of fieldwork sites. We did have one student who from the class of 12-13 who is completing the OTA program during Fall Semester 2013.

The program will continue to seek out quality fieldwork sites which provide appropriate clinical experiences for our students. The academic clinical coordinator, Nanette Shoemaker, is working with the Ohio Clinical Coordinators network to facilitate improved communication between educational programs throughout the state and fieldwork sites.

**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 Department's success rate is significantly higher than the Life and Health Sciences Division and the college overall. Because of the transition to semesters each of the current classes has been taught only once. There is not enough data for a trend analysis.

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.)

The OTA Program hosted a reaccreditation site visit from September 16 - 18, 2013. The final results of the site visit will be available in January 2014.

The pass rate for first time takers of the National Board for Certification of Occupation Therapy is 85% for the years 2010 - 2012. The national first time takers pass rate was 81%.

OTA 1101 has a 66.7% completion rate for the first semester version of this course. The content is essentially the same so further analysis is needed to determine if this is a trend in the semester version. This course is a prerequisite for admission into the OTA program. It is intended to provide students the opportunity to experience the expectations of the program. As such a low retention rate is appropriate for this course.

The retention rate of the semester sequence was evaluated. The retention rate for the first year of the program was 93%. The greatest percentage of attrition (11.45% ) was during the first semester of the program. This was not unexpected as students realized the time and academic expectations of the program. The retention rate for the second year of the program was 95%.

The previous five years on quarters was also analyzed. The retention rate for both the first and second years of the program was 95%.

The first semester of the program will continue to be analyzed to determine if the high attrition rate was a factor of the first semester on a semester system of if changes need to be made in the courses.

**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 [x] Completed [ ] No longer applicable [ ]  | This was specifically related to the mix of individual vs. group assignments within the courses. An effective mix is necessary to evaluate both the individual's ability to complete the assignments and the ability to work in a collaborative manner. Since each semester course has only been taught one time this goal is in progress. At the end of this semester we will compare the results of the two years of assessment for the fall semester. Comparison of the individual grades vs. group grades, student and faculty written feedback will be utilized. |
| 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 [x] No longer applicable [ ]  | The OTA Department hosted a reaccreditation visit on September 16 - 18, 2013. The final results of the site visit will be received by the program in mid January.  |
| 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 [x] Completed [ ] No longer applicable [ ]  | Since each semester course has only been taught one time this goal is in progress. At the end of this semester we will compare the results of the two years of assessment for the fall semester. . |

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 [x] Completed [ ] No longer applicable [ ]  | The department chair has begun to work with the administrative assistant to develop a calendar of significant dates throughout the year. The initial dates included relate to accreditation (ACOTE) and the national certification organization (NBCOT). This process will be expanded to include the general timing of institutional deadlines, admission processes and payload.  |
| 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 [x] Completed [ ] No longer applicable [ ]  | There is currently a three year strategic plan in place. The new chair will be able to build upon this plan. This plan is attached as an appendix. |
| 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 [x] No longer applicable [ ]  | As a part of the reaccreditation self-study the program evaluation plan has been updated. Continued work will need to be done in the area of student and employee surveys. The plan is attached. |
| 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 [x] Completed [ ] No longer applicable [ ]  | The major portion of this recommendation has been put on hold for the new program director. Review of successful current processes with other Life and Health Sciences chairpersons will be the completed before the end of the academic year as a starting point for the new chairperson.  |
| 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 [x] Completed [ ] No longer applicable [ ]  | The current department chair has been the major facilitator of the cultural competency portion of the OTA program. Orienting current faculty to the specific courses and modules is planned for this academic year. Courses will be team taught.  |
| 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 [x] 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 [ ]  | This will be the responsibility of the new chairperson. |
| 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 [ ]  | This is part of the strategic plan and will be the responsibility of the new chairperson. |

**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**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Critical Thinking/Problem Solving | All programs | **2012-2013** | Specific assignments which demonstrated problem solving were identified within each course. The grades for each assignment were analyzed. Overall grades on problem solving assignments for the first year of the program were compared to the grades in the second year of the program to determine if there was an improvement in problem solving skills. | There was a 2.7% improvement in the overall scores of the second year students. This is not considered to be significant. |
| Values/Citizenship/Community | All programs | **2013-2014** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2015-2016** |  |  |
| Oral Communication | All programs | **2016-2017** |  |  |
| Written Communication | All programs | **2016-2017** |  |  |
|  |  |  |  |  |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | 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 |       | n/a |
| 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 sudents 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 |       | n/a |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

No. We will however change how we are assessing general education and utilize the college general education rubrics in each course the Spring Semester.

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

N/A

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

Although it is within a range considered as successful by our national professional association, the OTA program would like to see the students score higher on the skill of modifying interverion plans. We intend to add more simulated patient treatments within the second year of the program.

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

An increased average on this item on theFieldwork Performance Evaluation for the Occupational Therapy Assistant.

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

The last annual update was 2011-2012. The focus at that time was the completion of the semester transition. All courses were successfully converted to a semester format. The courses are being taught for the second time this year. They will be evaluated on a course by course basis and appropriate changes made.

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

The focus this year is to prepare the department for the transition to a new chairperson. Courses which have been wholly taught by the current program chairperson are being team taught this academic year to prepare faculty to take over the courses.

**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 |
| LHS | 0685 | Occupational Therapy Assistant | OTA.AAS | 30 | 24 | 23 | 31 | 29 | 25 |

**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** |
| 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% |
| 0685 | Occupational Therapy Assistant | OTA-1201 | . | . | . | . | . | 90.6% |
| 0685 | Occupational Therapy Assistant | OTA-1202 | . | . | . | . | . | 88.6% |
| 0685 | Occupational Therapy Assistant | OTA-1251 | . | . | . | . | . | 87.5% |
| 0685 | Occupational Therapy Assistant | OTA-1261 | . | . | . | . | . | 87.5% |
| 0685 | Occupational Therapy Assistant | OTA-1301 | . | . | . | . | . | 96.3% |
| 0685 | Occupational Therapy Assistant | OTA-1302 | . | . | . | . | . | 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% |
| 0685 | Occupational Therapy Assistant | OTA-1361 | . | . | . | . | . | 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% |
| 0685 | Occupational Therapy Assistant | OTA-2451 | . | . | . | . | . | 92.0% |
| 0685 | Occupational Therapy Assistant | OTA-2461 | . | . | . | . | . | 91.7% |
| 0685 | Occupational Therapy Assistant | OTA-2501 | . | . | . | . | . | 100.0% |
| 0685 | Occupational Therapy Assistant | OTA-251 | . | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-2551 | . | . | . | . | . | 100.0% |
| 0685 | Occupational Therapy Assistant | OTA-2560 | . | . | . | . | . | 100.0% |
| 0685 | Occupational Therapy Assistant | OTA-2561 | . | . | . | . | . | 100.0% |
| 0685 | Occupational Therapy Assistant | OTA-261 | . | . | . | . | . | . |
| 0685 | Occupational Therapy Assistant | OTA-2662 | . | . | . | . | . | 77.8% |
| 0685 | Occupational Therapy Assistant | OTA-2663 | . | . | . | . | . | 87.5% |