**Sinclair Community College**

**Continuous Improvement Annual Update 2016-17**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2017**

**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, 2017**

**Department:** HS – Rehabilitation Services (0681 - Physical Therapist Assistant and 0685 – Occupational Therapy Assistant)

Year of Last Program Review: FY 2012-2013

Year of Next Program Review: FY 2017-2018

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

**GOALS FOR PTA:**

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.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Improve alignment and allocation of services/supplies/equipment at Courseview to ensure equitable resources and manageable workloads to meet accreditation standards and to facilitate a working and learning environment focused on continuous improvement. | In progress [x] Completed [ ] No longer applicable [ ]  | **Alignment**:  -Curriculum: The PTA program curriculum redesign to comply with the Ohio Department of Higher Education 65-semester hour mandate was approved by Sinclair and The Commission on Accreditation in Physical Therapy Education (CAPTE) and implemented Fall 2016. The new curriculum fosters an interprofessional collaboration approach to education, which aligns with the Health Sciences Strategy. Examples of interprofessional collaboration education activities implemented in the curriculum include:  -Intensive Care Unit Day (with Occupational Therapy Assistant [OTA], PTA, and Respiratory Care [RET]) -Bed Mobility, Transfers, and Gait (with Nursing [NUR] and PTA) -Culture Day (with OTA and PTA)There continues to be significant concern that Courseview students will be disadvantaged in their availability and accessibility to participate in interprofessional education opportunities, especially with the impending move to the Health Sciences Building in Fall 2017. -Schedule: Aside from the few classes that are taught by the same instructor on both campuses (i.e. PTA 1100, PTA 2330, PTA 2430), both Dayton and Courseview have the same course schedules. Course coordinators continue to assure courses are run the same on both campuses as well. -Enrollment: The competitive selection process is the same, with the exception of an established minimum overall Test of Essential Skills (TEAS) score of 50 as a prerequisite to the Transcript Review. Additionally, as part of the curriculum redesign, HIMI 1101 (Medical Terminology) was removed from the prerequisite courses, as this content was embedded into the PTA 1000 (Introduction to Physical Therapy) prerequisite course. -Faculty: The PTA program continues to have two full-time faculty and one annually contracted faculty (ACF) on the Dayton campus. A new ACF was hired for the 2016-17 academic year and she has contributed greatly to the PTA program and student learning. No changes have occurred with the two full-time faculty at the Courseview campus.  -Budget: No changes.-**Allocation of services**: Discrepancy still exists between the two campuses in terms of availability of counseling services and career services. Efforts have been made to ensure CVCC students have the same access to services via phone and/or email; however, CVCC students generally have to travel to the Dayton campus if face-to-face meetings are needed.-**Allocation of supplies/equipment**: CVCC continues to be at capacity in its ability to store PTA supplies and equipment.-**Equitable resources**: -Classroom/lab space: No changes. -Large meeting space: No changes. -Faculty office space: The two full-time faculty on the Courseview campus now have separate office space. This has allowed for private advising meetings and problem resolution. Additionally, these private office spaces allow the program to stay in compliance with new accreditation standards (effective 2016), which states: “*8D2: Space is sufficient for faculty and staff offices, student advisement, conducting confidential meetings, storing office equipment and documents, and securing confidential materials*”.-**Manageable workloads**: -Faculty: No changes. -Administrative assistants: -The two full-time administrative assistants on the Dayton campus dedicated to the Rehabilitation Services department (PTA and OTA programs) have been sharing program processes in order to identify efficiencies and best practices. This knowledge sharing has also allowed for improved student-interfacing and customer service, as both individuals are able to provide information about both programs.  |
| Monitor the success of the competitive admission process to ensure the program is admitting qualified candidates for improved retention and achievement of personal and professional goals.  | In progress [x] Completed [ ] No longer applicable [ ]  | See [Competitive Selection Process Information](#PTACOMPETITIVESELECTIONINFO). The admission criteria on the Transcript Review form were modified to reflect the new curriculum. For example, students are no longer awarded points for taking HIM 1101, and bonus points are no longer awarded for taking BIO 1141. Therefore, the total possible points on the Transcript Review was lower. This may account for the decrease in average Transcript Review point totals for the most recent review. |
| Improve data collection to measure program and general education outcomes in a qualitative and quantitative way to ensure the program is promoting social responsibility, critical thinking, communication, and innovation.  | In progress [x] Completed [ ] No longer applicable [ ]  | -Per the Graduate Survey of the PTA program outcomes, the 2016 graduates generally perceived the importance of the outcomes to be less than previous classes, with the exception of outcomes #1 (communication) and #4 (quality, efficient, and cost effective physical therapy services). Additionally, the 2016 graduates were generally less satisfied with the preparation they received in the program for each outcome, with the exception of outcome #4 (quality, efficient, and cost effective physical therapy services), which was given the same average satisfaction rating as last year.-As part of the curriculum redesign, the program outcomes were revised. The new PTA program outcomes are listed in the Program Outcome section of this report. The PTA program hopes the new outcomes will be perceived as being more important and that students will be more satisfied with how the new curriculum has prepared them to meet the outcomes.-The PTA faculty continues to analyze the students’ decrease in perceived importance and satisfaction as it pertains to the program outcomes.-See [PTA Program Outcomes Data](#PTAPROGRAMOUTCOMES).-Students are evaluated using the Clinical Performance Instrument (CPI) while out on clinicals. These evaluations are completed by the students’ clinical instructors, who are external clinicians that have volunteered to take a student. The American Physical Therapy Association (APTA) offers an Online Training and Assessment Program designed to educate PTA students, CIs, center coordinators of clinical education, academic coordinators of clinical education, and faculty about the appropriate, valid, and reliable use of the CPI. Successful completion of this training and assessment program (passing 70%) is required for all users to access the PTA CPI Web. -The PTA program curriculum includes two clinicals (one inpatient and one outpatient rotation). The clinicals occur during the B term of each semester of the second year. On a scale of 0-20, a score of 16 is considered Entry-Level, while a score of 20 is considered With Distinction. Students are expected to reach Entry level (score of 16) by the end of the final clinical. The CPI is one way the program measures outcomes related to social responsibility, critical thinking, and communication.-In the areas of Safety, Cultural Competence, Clinical Problem Solving, Clinical Behavior, Communication, Resource Management, Accountability, and Self-Assessment and Lifelong Learning, the average clinical instructor ratings at the end of the first clinical (Fall, B term) have improved since 2012. This may suggest students are better prepared for their first clinical experience. Average clinical instructor ratings in these same areas at the end of the final clinical (Spring, B term) have remained steady (at Entry-Level) since 2012.-See [Clinical Performance Instrument Data](#PTACLINICALPERFORMANCE). |

**GOALS FOR OTA:**

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| **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 [ ]  | The new OTA curriculum went into effect Fall 2016. As each new course is being written, consideration is being given to the percentage of group assignments. In addition, the OTA Program is assuring there is a balance of the sciences and the creativity required for an entry level OTA. (Please see [OTA Curriculum Breakdown](#OTACURRICULUMBREAKDOWN)). Overall what the data shows for the new OTA courses taught the 1st Year of limited enrollment courses:* Group Assignments: 18.73%
* Individual Assignments: 81.27%
* Creative Assignments: 32.3%
* Non-Creative Assignments: 67.7%
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| 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 [x] Completed [ ] No longer applicable [ ]  | * June 15, 2016 the OTA Program submitted a Plan of Correction to Accreditation Council for Occupational Therapy Education (ACOTE) for standard A.4.3: Publication of ACOTE information as ACOTE’s & National Board for Certification of Occupational Therapy’s (NBCOT) name, address and telephone number needs to be posted on each web page. With the new website, this was overlooked. It is now corrected & ACOTE accepted the correction.
* Annual Update was submitted to ACOTE 2/10/17. As of this time, no feedback has been received, but we anticipate hearing back by June.
* The OTA Program is in the process of completing an ACOTE Interim Report, which is due April 2017. This report reviews all A Standards (General Requirements) & C Standards (Fieldwork Education). This is the first interim report completed by the current OTA faculty.

The OTA Program Director attended a 2 day course: AOTA’s Self-Study Preparation Workshop January 13-14, 2017 to assist with completion of the interim accreditation report and future on-site visit (2020). |
| 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 [ ]  | The new OTA curriculum went into effect Fall 2016. *New Curriculum Courses:** Foundations1: 29/29 students successful
* Functional Anatomy: 28/29 students successful
* Adults with Physical Dysfunction: 29/29 students successful
* Lab for Adults with Phys Dys: 28/29 students successful
	+ Lab Skills Competency: 29/29 students successful
	+ Lab Practical: 28/29 students successful
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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.

**RECOMMENDATIONS FOR PTA:**

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| It is recommended that the department prioritize its excellent suggestion to improve the Program Review process the next time around by developing “a data collection method that addresses these components and maintain the data through the years”. Often good intentions are lost to competing priorities once the Program Review process is completed for the next five years – care should be taken to ensure that the department follows through with this plan, which should result in an even more impressive self-study in five years’ time. The department has the opportunity to take its already substantial assessment work to the next level with strategic and systematic collection, analysis and use of data, and the review team hopes that the department will act on this opportunity. | In progress [x] Completed [ ] No longer applicable [ ]  | **-Database:** The database continues to be invaluable in streamlining the competitive selection process. In addition to enrollment data (i.e. Demographic data, Transcript Review scores, GPA), data continues to be collected as students matriculate through the PTA program. Examples of collected data includes course grades and lab practical grades. Data collected post-graduation includes licensure date and employment date. The program has initiated a collaboration with RAR to analyze program and post-graduate data. **-Analysis:** -The PTA program is beginning to analyze potential relationships between student enrollment data (i.e. Transcript Review scores, GPA, TEAS scores) with student performance data (Grades in the first-term Anatomy and Kinesiology course).  -Transcript Review scores: Weak correlations have been found between Transcript Review scores (labeled as Total Review Points in the data chart below) and A&K grades. -GPA: Science GPA was found to be moderately correlated (r = .52 and r = .55, p < .05) with A&K grades (under the new curriculum).  TEAS scores: TEAS scores were not found to correlate with A&K course grades. As mentioned previously, a minimum TEAS overall score of 50 was just recently implemented as a requirement to be reviewed for enrollment into the program. Prior to this new cutoff score, students were required to take the TEAS, but there was no consequence (or advantage) for the score in the review process. Scores were merely being collected for data analysis. Therefore, there are TEAS scores that are well below the minimum cutoff, which would suggest students did not give their best effort when taking the test. These outlying scores may skew results.* See [Enrollment and Student Performance Data](#PTAENROLLMENTSTUDENTPERFORMANCE).
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| While the department has a solid history of serious efforts to reduce attrition, it continues to be something that the department should seek to address. The implementation of selective admissions holds great promise for lowering attrition, and it is recommended that the department carefully track the impact that these admissions changes have on subsequent student attrition and completion. Hopefully selective admissions will lead to substantial decreases in attrition, although even if they do the department should continue to explore other strategies that might increase retention of students in the program. | In progress [x] Completed [ ] No longer applicable [ ]  | **-Attrition:**  -**First Semester**:  -Interestingly, despite utilizing a competitive selection process, the PTA program has experienced an increase in first-semester attrition related to academic failure and/or withdrawal with a failing status. Effective for the January 2017 competitive selection process, an additional requirement that students must meet to be eligible for the Transcript Review is a minimum overall Test of Essential Academic Skills (TEAS) score of 50. Previously, students had been required to take the TEAS, but no cutoff score had been established. This new minimum overall score requirement is anticipated to address the recent increase in attrition due to academic failure.  -Much to the program’s dismay, an overall trend of more students accepting enrollment in the program, and then ultimately withdrawing for personal reasons (mainly in the first semester), has occurred since the inception of competitive selection. A suggested explanation is that students who have a strong academic profile, but who are not necessarily passionate about the prospect of a PTA career, are advantaged by the competitive selection process. Their academic standing makes for a relatively quick and easy offer for enrollment; however, acceptance may be based on the availability of immediate entry into a program, regardless of ultimate career goals. -In order to further inform students of program expectations, the PTA 1000 Introduction to Physical Therapy prerequisite online course offers on-campus presentations hosted by the PTA program director. These presentations allow students to meet the program director, ask questions, and learn more about the competitive selection process, the PTA program curriculum, and additional program-specific information.  -**Second Semester**:  -The program experienced another increase in attrition during the second semester for the class of 2015-17, predominantly due to academic failure, but several individuals chose to withdraw for personal reasons. The new curriculum includes an earlier introduction to clinical skills (now occurring in the first semester, rather than the second semester) and improved preparation for lab practical assessments through Comprehensive Comps (assessment of groupings of skills). This scaffolding of assessments will better prepare students for the critical thinking and problem solving needed to be successful in high-stakes lab practical assessments. Additionally improved remediation processes have been developed to identify at-risk students earlier in the semester and implement focused remediation plans to address deficits. -Withdrawal for personal reasons in the second semester of the program has not occurred since the class of 2014. Again, the reasons cited for withdrawal for personal reasons from the first semester are reiterated here.-See [Attrition Data](#PTAATTRITION). |
| The challenges of expanding the program to the Courseview Campus were discussed at length during the meeting with the review team, and while the department has truly done an excellent job of managing this expansion, there are still challenges with consistency in processes and procedures between the two locations that need to be addressed. At some point there will need to be contemplation and long-term planning regarding the eventual relationship between the two locations – will Courseview’s PTA program always be subordinate to the one at the Dayton Campus, or at some point will it eventually achieve a measure of independence? And what would the implications be institutionally and for accreditation? | In progress [x] Completed [ ] No longer applicable  | -**Inconsistency in processes and procedures**: The following inconsistencies continue to exist between the two campuses: scheduling of courses, scheduling of classroom/large meeting space, counseling services, textbook availability in the bookstore. Once the Dayton PTA program moves into the new Health Sciences Building, the Dayton students will have greater access to equipment (i.e. simulation lab), increased opportunities for interprofessional collaboration, and a greater potential to engage in patient care (i.e. rehabilitation clinic) than the Courseview students. The Dayton students will even have the opportunity to benefit from the informal discussions and peer-to-peer interactions with other Health Science students just by being in the same building. Ensuring the Courseview students have a similar educational experience to that of the Dayton students will be a significant challenge, and it may not be achievable, nor sustainable.  |
| The Courseview Campus overall is still young and growing, and is in a position where decisions will frequently need to be made regarding priorities and allocation of resources. The department will need to be proactive in articulating its needs to help with prioritization of limited resources. | In progress [x] Completed [ ] No longer applicable [ ]  | -**Health Sciences Strategy**: The following concerns continue to exist with regard to the Health Sciences Strategy. -The PTA program is concerned that accreditation issues may arise when the Health Sciences building and rehab clinic come to fruition if the program remains on two separate campuses. -Courseview students would not have the same opportunity… -To collaborate with OTA students, or other health science students. -To utilize and benefit from use of new equipment and technology (i.e. simulation lab)  -To participate in education or patient care that occurs in the rehab clinic.  |
| At the present time the chair of the department is heavily involved in Completion by Design, which provides some real benefits in terms of aligning the department’s goals with this initiative and positioning the department at the forefront of the institution’s efforts to increase completion. This connection should be leveraged in a synergistic way to both allow the department to support the Completion by Design initiative and allow Completion by Design to enhance the department’s efforts to increase student success. The department is uniquely positioned to support and be supported by this institutional initiative . | In progress [ ] Completed [ ] No longer applicable [x]  | No change. |
| It was noted in the self-study that not much data was reported for assessment results for program outcomes – while no doubt some data is currently collected, and more will be collected as the department increases its data collection and analysis efforts, in future self-studies – and in the Annual Updates the department submits in coming years - the department should make a point of explicitly reporting results of assessment of program outcomes. These results may include both quantitative and qualitative data. | In progress [x] Completed [ ] No longer applicable [ ]  | -Please refer to the earlier discussion related to the PTA Program Outcomes in the “Goals for PTA” section. -Since the inception of competitive selection, the graduation rate has improved on both campuses. Licensure pass rates and employments rates have continued to hold steady. The PTA program does not have current employment rates for the 2016 graduates, but will obtain this information at one year post-graduation to remain in compliance with accreditation standards.-See [PTA Program Outcomes Data](#PTAPROGRAMOUTCOMES); [PTA Graduate/Licensure/Employment Data](#PTAGRADLICENSUREEMPLOYMENT) |

**RECOMMENDATIONS FOR OTA:**

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| **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 [x]  | 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 [x] Completed [ ] No longer applicable [ ]  | Goals for the 2016-17 academic year include: * Completion of accreditation reports
* Implementation of new course curriculum
* Ongoing communication and collaboration with Southwest Ohio OT Practitioners
* Emphasis on best practice education for future OTAs through participation on listservs, discussions with community stakeholders and advisory committee, and staying current with professional organization materials
* Inter-professional Education
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| 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 [x] Completed [ ] No longer applicable [ ]  | Please see attachment [2016 OTA Graduates](#OTAGRADUATEDATA2016) for up-to-date information on enrollment into the OTA Program (Waitlist vs. AAAA), completion, national certification success, and employment. * 82% of students accepted into 2016 OTA cohort graduated
* 17% of Graduates have Passed the Certification Exam
* 61% of Graduates who have Passed the Certification Exam are currently employed
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| 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 [ ]  | In addition to the above, the OTA Faculty worked with RAR to create a survey for Fun Night clients and/or their caregivers. OTA hosts a Fun Night 3 nights a week for Miami Valley Adults with Developmental Disabilities. The 1st Year students each work 1 night/week for 8 weeks each semester of 1st Year. This hands-on experience is used as a non-traditional Level 1 Fieldwork placement. * Average years of attendance: ~5 years
* On average ~30-45 clients attend each week
* Average of how much the client looks forward to Fun Night & how much fun is had each night (1-6 scale): 5.86
* Cooking activities & Socialization were stated to be the best part of Fun Night by the majority of the clients!
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| 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 3rd Annual OTA/PTA Cultural Day was held on 2/16/17.
	+ 87% of students reported having a better understanding of the central issues of cultural diversity and various cultures present in the Miami Valley
	+ 54% of students felt more was gained by the inter-professional aspect of the Culture Day
* OTA Program has shared with PTA Program current and past assignments/activities that the OTA students participate in that relate to cultural competency
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| 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 [ ]  | Recent OTA program efforts have been geared toward curriculum reduction and redesign, and accreditation. Once the new curriculum has been implemented entirely, efforts toward this recommendation will be renewed. |
| 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 [x] 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 is held annually (at least-if not each semester) 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 [x] 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.  |

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

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Information Literacy - PTA | **2016-2017** | **PTA2234** - Practice Management; | Group debates on ethical issues related to the physical therapy. | The assessment results for Information Literacy differ depending on the campus. All of the students at the Courseview campus (n = 13) were rated as “Meets Expectations” on all of the criteria. On the Dayton campus (n = 19), only 84% of the students were rated as “Meets Expectations” for the first criteria, while less than 70% of the students achieved this rating for the second and third criteria. All of the students on both campus were rated as either “Meets Expectations” or “Approaching Meets Expectations” on all of the criteria.-There are a few factors that should be taken into consideration when analyzing the results.  -The rubric that was used to collect data was a new rubric that was modified to assess multiple general education outcomes while utilizing an existing assignment. Therefore, (un)familiarity with the rubric may have influenced assessments.  -Two different faculty graded the assignment. The Courseview instructor has previously been involved with the course and previously graded the assignment utilizing a different rubric that included different criteria. The Dayton instructor is new to the program, as of the 2016-17 academic year, and had never previously been involved with the course. Therefore inter-rater reliability may be low.  -The assignment utilized to assess this general education outcome is a group project where each member of the group receives the same grade. Therefore, it could be argued that it is questionable whether each individual student would have received the same assessment results if the assignment utilized individual grades. [See PTA Information Literacy Data](#PTAINFORMATIONLITERACY) |
| Information Literacy - OTA | **2016-17** | **OTA 2501-OTA Capstone** | **OTA:** Group debate on Hot Topics in OT. See attachment: Capstone Syllabus for details. This semester the topics include:* OT & treatment of bariatric patients
* OT & the use of therapeutic exercise
* The use of sensory integration with mental health patients
* OT & Point of Care Documentation
 | **OTA:** 2nd Year students complete a Debate based on professional peer-reviewed information. This assignment took place in OTA 2501: OTA Capstone course. The debates are completed in small groups. 4 different debate topics were assigned with a ”pro-topic” & a “con-topic” group. The 4 topics this year:1. **OT’s Role in the Treatment of Adult Obesity**
2. **Point-of-Service Documentation**
3. **Sensory Approaches to Mental Health**
4. **Is exercise therapeutic?**

The cohort of 2017 consisted of 21 students at the beginning of Spring 2017 semester. * 1 student withdrew for personal reasons mid-semester.
* 1 student was not successful in 2 courses that semester and chose to not participate in this last assignment.
* 19 students completed the debate assignment as assigned during A Term.
* The student who withdrew for personal reasons did complete the assignment during a self-study version of OTA 2501 B Term of Spring 2017 Semester.

\*Please see OTA Information Literacy |
| **NEXT YEAR:** |
| Computer Literacy - PTA | **2017-2018** | **PTA2115** - Professional Issues II; **PTA2234** - Practice Management; **PTA2212** - Clinical Practicum II; |  |  |
| Computer Literacy - OTA | **2017-2018** | **OTA1251** - Developmental Lab |  |  |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided 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**.

**PTA PROGRAM OUTCOMES:**

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| **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 effective use of oral, written, and nonverbal communication and appropriate use of technology to enable the coordination, provision, and documentation of caring and compassionate services, assist with the education of consumers and other health care professionals, and find a shared language and meaning to manage and resolve conflict with integrity and professionalism. | PTA 1215, PTA 2315, PTA 2335, PTA 2435 |  | -Functional Mobility Lab Practical (PTA 1215)-Triple Jump Lab Practical (PTA 2315)-Clinical Performance Instrument (CPI) (PTA 2335 and 2435) | These program outcomes are associated with the new curriculum, which was implemented Fall 2016. Therefore, the program does not yet have assessment data to report. |
| Participate in the health care environment in an ethical and legal manner that demonstrates an understanding of the values, roles, and responsibilities of a physical therapist assistant in order to deliberatively work in collaboration with patients and members of the health care team with respect for diversity, culture, and the human experience. | PTA 1215, PTA 2315, PTA 2335, PTA 2435 |  | -Functional Mobility Lab Practical (PTA 1215)-Triple Jump Lab Practical (PTA 2315)-Clinical Performance Instrument (CPI) (PTA 2335 and 2435) | These program outcomes are associated with the new curriculum, which was implemented Fall 2016. Therefore, the program does not yet have assessment data to report. |
| Provide quality patient-centered care as outlined in the plan of care developed by the physical therapist and use critical thinking, problem solving, and current evidence to demonstrate competence in administering appropriate tests and measures and selecting safe and effective interventions in order to meet expected outcomes in a fiscally responsible manner. | PTA 1215, PTA 2315, PTA 2335, PTA 2435 |  | -Functional Mobility Lab Practical (PTA 1215)-Triple Jump Lab Practical (PTA 2315)-Clinical Performance Instrument (CPI) (PTA 2335 and 2435) | These program outcomes are associated with the new curriculum, which was implemented Fall 2016. Therefore, the program does not yet have assessment data to report. |
| Utilize informatics in the process of continual assessment to identify appropriate personal growth and professional development activities and lifelong learning opportunities for the purpose of striving for excellence in achieving goals, meeting outcomes, and responding to the evolving nature of education, research, and practice. | PTA 1100, PTA 1145, PTA 1245, PTA 2430 |  | -Faculty advising | These program outcomes are associated with the new curriculum, which was implemented Fall 2016. Therefore, the program does not yet have assessment data to report. |

**OTA PROGRAM OUTCOMES:**

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| --- | --- | --- | --- | --- |
| **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) |
| Students will acknowledge and appreciate the inherent value of all people and each individualâ€™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
 |  | * (Group) Practice Setting Presentations (1111)
* Level 1 Fieldwork Evaluation (1211)
* Level 1 Fieldwork Evaluation (1311)
 | These program outcomes are associated with the new curriculum, which was implemented Fall 2016. Therefore, the program does not yet have assessment data to report. |
| 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 Mental Health Lab
 |  | * Lab Practical on hands-on skills learned for specific populations/ specific practice areas (1214, 1314, 2413, 2415)
 | These program outcomes are associated with the new curriculum, which was implemented Fall 2016. Therefore, the program does not yet have assessment data to report. |
| 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
 |  | * AOTA Fieldwork Performance Evaluation (2511 & 2512)
 | These program outcomes are associated with the new curriculum, which was implemented Fall 2016. Therefore, the program does not yet have assessment data to report. |
| 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
 |  | * Completion of Practice Certification Exam
* Successful Completion of Licensure & Certification Self-Study & Exam
 | These program outcomes are associated with the new curriculum, which was implemented Fall 2016. Therefore, the program does not yet have assessment data to report. |
| 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
 |  | * Written Final Exams (1211 & 1311)
* SOAP Notes (2416)
* Level 1 Fieldwork Evaluation (2416)
 | These program outcomes are associated with the new curriculum, which was implemented Fall 2016. Therefore, the program does not yet have assessment data to report. |

|  |  |
| --- | --- |
| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?**  |  |
| **How will you determine whether those changes had an impact?**  |  |

**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.

**PTA –** **COMPETITIVE SELECTION DATA**

**Class of 2019**

|  |
| --- |
| **Transcript Review Point Totals** |
|  | **Mason** | **Dayton** | **All** |
| **Average** | 152.52 | 148.24 | 150.15 |
| **Lowest** | 126.00 | 128.09 | 126.00 |
| **Highest** | 188.83 | 189.85 | 189.85 |

|  |
| --- |
| **Grade Point Averages** |
|  | **Mason** | **Dayton** | **All** |
| **GPA Type** | **Average** | **Low** | **High** | **Average** | **Low** | **High** | **Average** |
| **Cumulative** | 3.06 | 3.06 | 3.06 | 3.36 | 2.79 | 4.00 | 3.35 |
| **Science** | 3.48 | 2.50 | 4.00 | 3.30 | 2.48 | 4.00 | 3.38 |
| **Review** | 3.45 | 2.97 | 3.87 | 3.36 | 2.69 | 4.00 | 3.40 |

|  |
| --- |
| **Age Distribution** |
| **Category** | **Mason** | **Dayton** | **All** | **Statistic** | **Mason** | **Dayton** | **All** |
| **< 20** | 0 | 2 | 2 | **Average** | 30.1 | 27.8 | 28.8 |
| **20 – 29** | 14 | 14 | 28 | **Low** | 20 | 19 | 19 |
| **30 – 39** | 4 | 9 | 13 | **High** | 55 | 49 | 55 |
| **40 – 49** | 1 | 1 | 2 |  |
| **50 Plus** | 2 | 0 | 2 |
| **Total** | 21 | 26 | 47 |

**PTA – COMPETITIVE SELECTION DATA (cont.)**

**PTA –** **PROGRAM OUTCOMES DATA**

**PTA Program Outcomes (Previous Curriculum)**

1. Demonstrate appropriate, effective written, oral and non-verbal communication, which reflects sensitivity and awareness to individual and cultural differences in all aspects of physical therapy services.
2. Provide safe, competent interventions and patient education, based on the plan of care established by the PT to minimize risk to the patient, self and others and ensure appropriate patient outcomes.
3. Demonstrate clinical problem-solving skills in order to adjust the plan of care established by the PT, provide supervision of the physical therapy aide and work effectively on an interdisciplinary team.
4. Provide quality, efficient and cost effective physical therapy services utilizing human and material resources, computer technology and current knowledge of reimbursement and regulatory requirements and state practice acts.
5. Perform data collection techniques as outlined in the plan of care, reported through accurate, timely and legible documentation.
6. Participate in professional development based on self-assessment, performance appraisals and demonstration of behaviors reflection conduct expectations outlined in *the Code of Ethics and Guide for Professional Conduct* of The American Physical Therapy Association.

**PTA – PROGRAM OUTCOMES DATA (cont.)**

**Graduate Survey Data**

Figure 1. This graph compares the graduates’ perception of the importance of each program outcome to the function of a PTA. A 1 to 7 scale was used where 1 = Not Important and 7 = Very Important.

Figure 2. This graph compares the graduates’ satisfaction with their preparation for each program outcome in the PTA program. A 1 to 7 scale was used where 1 = Not Satisfied and 7 = Very Satisfied.

**PTA –** **CLINICAL PERFORMANCE INSTRUMENT DATA**

**Legend for Clinical Performance Instrument (CPI) Rating**

B: Beginning Performance (0 points)

AB: Advanced Beginner Performance (4 points)

I: Intermediate Performance (8 points)

AI: Advanced Intermediate Performance (12 points)

E: Entry-Level Performance (16 points) **\* (Target by end of final clinical experience)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B |  |  |  | AB |  |  |  | I |  |  |  | AI |  |  |  | E |  |  |  | WD |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

WD: With Distinction (20 points)

Students are expected to achieve Entry-Level Performance by the end of the final clinical.

**PTA – CLINICAL PERFORMANCE INSTRUMENT DATA (cont.)**

**Legend for Clinical Performance Instrument (CPI) Rating**

B: Beginning Performance (0 points)

AB: Advanced Beginner Performance (4 points)

I: Intermediate Performance (8 points)

AI: Advanced Intermediate Performance (12 points)

E: Entry-Level Performance (16 points) **\* (Target by end of final clinical experience)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B |  |  |  | AB |  |  |  | I |  |  |  | AI |  |  |  | E |  |  |  | WD |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

WD: With Distinction (20 points)

Students are expected to achieve Entry-Level Performance by the end of the final clinical.

**PTA –** **ENROLLMENT AND STUDENT PERFORMANCE DATA**

Table 1 contains correlation coefficients of relevant review data elements. These data represent the first class in the new curriculum. Weak to moderate relationships are indicated. There were no strong relationships. TEAS scores are currently showing as related only to science GPA. However, some of these scores represent students who took the TEAS prior to our selection of a cut score. Therefore, they may not represent maximum effort on the TEAS. PTA 1120 is the Anatomy and Kinesiology (A&K) lecture course. PTA 1125 is the A&K lab course.

**Table 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Grade1120* | *Grade1125* | *TEASTotal* | *TotalReviewPoints* | *ScienceGPA* |
| Grade1120 | 1 |   |   |   |   |
| Grade1125 | 0.935739758‡\* | 1 |   |   |   |
| TEASTotal | -0.009353318 | 0.080531343 | 1 |   |   |
| TotalReviewPoints | 0.316838325§ | 0.274389 | 0.365131164§\* | 1 |   |
| ScienceGPA | 0.517263624†\* | 0.548948613†\* | 0.588284903†\* | 0.532959529†\* | 1 |

n = 34; \* Significant at p < 0.05; § Weak correlation; † Moderate correlation

Table 2 contains correlation coefficients of relevant data elements from reviews before our new curriculum. Moderate relationships are indicated. TEAS is showing no relationship with any data elements. However, ***all*** TEAS scores in this group represent students who took the test before our cut score was implemented, in many cases, will not reflect maximum effort. It is interesting to note that Table 1 does show relationships between TEAS and total review points and science GPA in our first review after the cut score, but no relationship with reviews before cut score implementation.

**Table 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *TEASTotal* | *TotalReviewPoints* | *CumulativeGPA* | *ScienceGPA* | *Grade1116* |
| TEASTotal | 1 |   |   |   |   |
| TotalReviewPoints | -0.070608481 | 1 |   |   |   |
| ScienceGPA | 0.125171463 | 0.673129705†\* | 0.696877929†\* | 1 |   |
| Grade1116 | 0.129735923 | 0.181840261 | 0.238583413 | 0.2780622 | 1 |

n = 324; \* Significant at p < 0.05; † Moderate correlation

**PTA –** **ATTRITION DATA**

**PTA Program Attrition Data 2012 – Present**

**PTA – ATTRITION DATA (cont.)**

**PTA –** **GRAD / LICENSURE / EMPLOYMENT DATA**

**PTA – INFORMATION LITERACY DATA**

Dayton Campus:

|  |
| --- |
| **Information Literacy** |
| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Collapse Row Posed valid research based on debate topic and formulated ideas connected to research. Presented a defensible topic. Appropriately tied research to the debate topic and showed relevance. Provided sufficient research using multiple sources. | Posed valid research based on debate topic and formulated ideas connected to research. Presented a defensible topic. Appropriately tied research to the debate topic and showed relevance. Provided sufficient research using multiple sources. |
| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Meets Expectations | 84 %   16 assessments scored Meets Expectations on Posed valid research based on debate topic and formulated ideas connected to research. Presented a defensible topic. Appropriately tied research to the debate topic and showed relevance. Provided sufficient research using multiple sources.L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\Framework.GraphBar.background.gif |  |  |  |
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| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Does Not Meet Expectations | 0 %   0 assessments scored Does Not Meet Expectations on Posed valid research based on debate topic and formulated ideas connected to research. Presented a defensible topic. Appropriately tied research to the debate topic and showed relevance. Provided sufficient research using multiple sources.L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\Framework.GraphBar.background.gif |  |  |  |
| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Not Present | 0 %   0 assessments scored Not Present on Posed valid research based on debate topic and formulated ideas connected to research. Presented a defensible topic. Appropriately tied research to the debate topic and showed relevance. Provided sufficient research using multiple sources.L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\Framework.GraphBar.background.gif |  |  |  |
| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Collapse Row Organized/integrated information and used information ethically. Presented material in a clear/coherent fashion. Integrated information from multiple sources. Used information that is not falsified, invalid, misleading, or plagiarized. Cited sources. | Organized/integrated information and used information ethically. Presented material in a clear/coherent fashion. Integrated information from multiple sources. Used information that is not falsified, invalid, misleading, or plagiarized. Cited sources. |
| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Meets Expectations | 68 %   13 assessments scored Meets Expectations on Organized/integrated information and used information ethically. Presented material in a clear/coherent fashion. Integrated information from multiple sources. Used information that is not falsified, invalid, misleading, or plagiarized. Cited sources.L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\Framework.GraphBar.background.gif |  |  |  |
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| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Collapse Row Selected sources that are appropriate, credible, and relvant. Used a variety of sources. Included sources that appear credible. Provided sufficient reference information. Used relevant sources. Used multiple sources to obtain different perspectives. | Selected sources that are appropriate, credible, and relevant. Used a variety of sources. Included sources that appear credible. Provided sufficient reference information. Used relevant sources. Used multiple sources to obtain different perspectives. |
| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Meets Expectations | 53 %   10 assessments scored Meets Expectations on Selected sources that are appropriate, credible, and relvant. Used a variety of sources. Included sources that appear credible. Provided sufficient reference information. Used relevant sources. Used multiple sources to obtain different perspectives.L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.701 PRACTICE MANAGEMENT - Sinclair Community College_files\Framework.GraphBar.background.gif |  |  |  |
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**PTA – INFORMATION LITERACY DATA (cont.)**

Courseview Campus:

|  |
| --- |
| **Information Literacy** |
| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.M71 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Collapse Row Posed valid research based on debate topic and formulated ideas connected to research. Presented a defensible topic. Appropriately tied research to the debate topic and showed relevance. Provided sufficient research using multiple sources. | Posed valid research based on debate topic and formulated ideas connected to research. Presented a defensible topic. Appropriately tied research to the debate topic and showed relevance. Provided sufficient research using multiple sources. |
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| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.M71 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Collapse Row Organized/integrated information and used information ethically. Presented material in a clear/coherent fashion. Integrated information from multiple sources. Used information that is not falsified, invalid, misleading, or plagiarized. Cited sources. | Organized/integrated information and used information ethically. Presented material in a clear/coherent fashion. Integrated information from multiple sources. Used information that is not falsified, invalid, misleading, or plagiarized. Cited sources. |
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| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.M71 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Collapse Row Selected sources that are appropriate, credible, and relvant. Used a variety of sources. Included sources that appear credible. Provided sufficient reference information. Used relevant sources. Used multiple sources to obtain different perspectives. | Selected sources that are appropriate, credible, and relevant. Used a variety of sources. Included sources that appear credible. Provided sufficient reference information. Used relevant sources. Used multiple sources to obtain different perspectives. |
| L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.M71 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.M71 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.M71 PRACTICE MANAGEMENT - Sinclair Community College_files\pixel(1).gif | Meets Expectations | 100 %   4 assessments scored Meets Expectations on Selected sources that are appropriate, credible, and relvant. Used a variety of sources. Included sources that appear credible. Provided sufficient reference information. Used relevant sources. Used multiple sources to obtain different perspectives.L:\PTA\General Education Outcomes\Rubric Statistics - Ethics Debate Rubric - 17.SP.PTA.2234.M71 PRACTICE MANAGEMENT - Sinclair Community College_files\Framework.GraphBar.background.gif |  |  |  |
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**OTA –** **ENTRY DATA (2015)**

|  |  |
| --- | --- |
| **Entry** | 26 |
| Wait List | 12 |
| AAAA Entry | 12 |
| Tech Prep | 2 |
| Reinstated | 0 |
| **Total Active FA/15** | 26 |
|   |   |
|   |   |
| Withdrew | 2 |
| Failed | 1 |
| Failed but Reinstated | 2 |
| Deceased | 1 |
| **Total Active SP/16** | 20 |

**OTA –** **ENTRY DATA (2016)**

|  |  |
| --- | --- |
| **Entry** | 31 |
| Wait List | 13 |
| AAAA Entry | 11 |
| Tech Prep | 4 |
| Tech Prep Reinstate | 2 |
| Transfer | 1 |
| **Total Active FA/16** | 31 |
|   |   |
| Withdrew | 1 |
| Failed | 1 |
| **Total Active SP/17** | 29 |

**OTA –** **GRADUATE DATA (2016)**

|  |  |  |
| --- | --- | --- |
| Total Accepted 2014 | 28 |   |
| Wait List | 13 | 46% |
| AAAA | 14 | 50% |
| Tech Prep | 1 | 4% |
|  |  |  |
| Race: Black | 3 | 11% |
| White | 21 | 75% |
| NR | 3 | 11% |
| AN | 1 | 4% |
| Ethnicity Hispanic: | 2 | 7% |
| Non-Hispanic | 21 | 75% |
| NR | 5 | 18% |
|  |  |  |
| Gender Male: | 4 | 14% |
| Female | 24 | 86% |
|  |  |  |
| L2 Fieldwork Passed | 23 | 96% |
| 2016 Total Graduates | 23 | 82% |
| 2016 Total Withdrawals\* | 4 | 14% |
| \*all withdrawals were in 1st semester |   |   |
| Wait List Graduated | 10 | 43% |
| AAAA Graduated | 12 | 52% |
| Tech Prep Graduated | 0 | 0% |
|  |  |  |
| 2016 Grades Passed NBCOT | 17 | 74% |
| 2016 Grads Failed NBCOT | 1 | 4% |
|  |  |  |
| 2016 Grads Employed FT | 5 | 22% |
| 2016 Grads Employed PT | 9 | 39% |
| 2016 Grads Employed PRN | 0 | 0% |
| Total Grads Employed | 14 | 61% |

**OTA –** **ACTIVE OTA STUDENTS (2017)**

|  |  |  |
| --- | --- | --- |
| Total Active 2017 | 50 |  |
| First Years | 29 |  |
| Second Years | 21 |  |
|  |  |  |
|  |  |  |
| Race: |   |   |
| Native or Alaskan  | 0 | 0% |
| Black  | 4 | 8% |
| White  | 39 | 78% |
| NR  | 7 | 14% |
|   | 50 | 100% |
|  |  |  |
| Ethnicity: |   |   |
| Hispanic  | 3 | 6% |
| Non-Hispanic  | 39 | 78% |
| NR  | 8 | 16% |
|   | 50 | 100% |
|  |  |  |
| Gender: |   |   |
| Male  | 5 | 10% |
| Female  | 45 | 90% |
|   | 50 | 100% |

**OTA – CURRICULUM BREAKDOWN**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32.3%NEW OTA Course # | NEW Course Name | Course Total Points | Group Projects Possible Points | Percentage of Total Course Points is Based on Group Work | Individual Assignments’ Possible Points | Percentage of Total Course Points is Based on Individual Work | Percentage of Total Course Points is Considered a Creative Assignment | Percentage of Total Course Points is Considered a NON-Creative Assignment |
| 1111 | Intro to OTA | 553 | 102 | 18.44% | 451 | 81.56% | 25.68% | 74.32% |
| 1211 | OT Foundations 1 | 475 | 150 | 31.58% | 325 | 68.42% | 31.58% | 68.42% |
| 1212 | Functional Anatomy | 500 | 145 | 29% | 355 | 71% | 29% | 71% |
| 1213 |  OT & Adults w/ Physical Dysfunction | 534 | 100 | 18.73% | 434 | 81.27% | 31.84% | 68.16% |
| 1214 | LAB for OT & Adults w/ Physical Dysfunction | 755 | 0 | 0% | 755 | 100% | 19.21% | 80.79% |
| 1311 | OT Foundations 2 | 550 | 275 | 50% | 275 | 50% | 50% | 50% |
| 1312 | OT & Human Development | 500 | 100 | 20% | 400 | 80% | 45% | 55% |
| 1313 | OT & Adults with Neurologic Dysfunction | 818 | 0 | 0% | 818 | 100% | 17.11% | 82.89% |
| 1314  | LAB for OT & Adults with Neurologic Dysfunction | 680 | 160 | 23.53% | 520 | 76.47% | 36.03% | 63.97% |
| 1315 | Therapeutic Use of Self | 466 | 60 | 12.88% | 406 | 87.12% | 37.55% | 62.47% |
| TOTAL (1st Year Courses) |  | ***5831*** | ***1092*** | ***18.73%*** | ***4739*** | ***81.27%*** | ***32.3%*** | ***67.7%*** |

**OTA Information Literary** *(n=20)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Criteria*** | ***Advanced*** | ***Proficient*** | ***Basic*** | ***Below Basic*** |
| *Pose valid research or discovery questions based on need and formulate thesis idea and purpose connected to research.* | 95% (19/20) | 10% (2/20) | ---- | ---- |
| *Organize and integrate information and use information ethically.* | 25% (5/20) | 40% (8/20) | 15% (3/20) | 20% (4/20) |
| *Select sources to support an idea that are appropriate, credible and relevant to the idea being presented* | 80% (16/20) | 10% (2/20) | 10% (2/20) | ---- |