

OCCUPATIONAL THERAPY ASSISTANT PROGRAM REVIEW



Spring 2021

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**OCCUPATIONAL THERAPY ASSISTANT PROGRAM
PROGRAM REVIEW**

SIGN OFF SHEET

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SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1 PAST HISTORY:

The development of the OTA Program initially began in 1989 through the hard work of Occupational Therapy leaders in the San Diego community and the Grossmont College Health Sciences faculty and administration. The program has undergone many changes and challenges since it began. The first significant loss was that of the program director and program pioneer, Carolyn Shushan followed by the loss of its second program director, Marcelle Karlin. The program was held together during this time by the dedicated adjunct faculty and Lorenda Seibold-Phalan, Program Coordinator for Respiratory Therapy.

The OTA program was primarily funded through ROP up until August 1999. New accreditation requirements from the American Council for Occupational Therapy Education (ACOTE) made it necessary to move the program out of ROP to the college and increase the program director position from 80% to 100%.

The first class of OTA students was accepted into the program in June 1995. The prerequisites to enter the OTA program originally included two (2) semesters of Human Anatomy and Physiology, twenty (20) hours of clinical observation and interview and a letter of intent. Title V regulations does not allow for any requirements other than prerequisite coursework. Nursing has been authorized at the state level to utilize alternate entrance requirements and allied health programs are hoping to be included in the future.

RECENT HISTORY:

Christi Vicino accepted the position of Program Director for the OTA Program in August 2006 with accreditation self-study beginning immediately and site visit to follow in 2007.

This site visit extended accreditation through 2012. The most recent 2012 ACOTE site visit extended accreditation through the year 2022.

The newest ACOTE standards in 2013 required a full time fieldwork coordinator be in place for each OTA Program. August 2013 Joyce Fries began as the program's first full time fieldwork coordinator.

A total of twenty-three (23) classes have graduated from the OTA program. Grossmont OTA Program is one of two programs accredited in San Diego County and Imperial Counties. There is a continued need for OTA graduates in San Diego and Nationwide. During the early years of the program, the number of applicants to the program had always been high. The OTA Program has had waitlist since 2010.

Students who wish to enter the OTA Program need only complete 8 units of Anatomy and Physiology requirements with a grade of "C" or better and complete the paperwork requirements for health professions.

The OTA is an evening program. This has afforded many working students the opportunity to complete the program with less financial stress. The job outlook for OTA graduates is currently bright with the profession being listed in the U.S. News & World Report top 100 jobs for 2020 best career and states to “The Bureau of Labor Statistics projects 33.1 percent employment growth for occupational therapy assistants between 2018 and 2028.” <https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs> 12/20

The most exciting changes for the OTA Program have been the following:

- The introduction of 3D technology into the curriculum.
- Simulation based curriculum.
- Interdisciplinary activities integrated into program
- A strong student interest in the profession of occupational therapy.

1.2 Program Goals

Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

The following are the 5 recommendations from the last Academic Program Review Committee Meeting with the OTA Program:

1. Create marketing materials that help students understand the profession, the demands of the program, and the job options available in the field. *The OTA Program purchased marketing items for the fieldwork coordinator and the OTA Student Advisor, Joyce Fries, to market the OTA Program. The OTA Program developed flyers for recruitment events held on campus, updated the OTA webpage, and hosts Program Preview Meetings to help prospective students learn about the profession.*
2. Continue to explore strategies to maximize student success and minimize attrition. *At several points student success and attrition are analyzed in the OTA Program including at faculty meetings, when addressing Perkins Reports, when addressing Accreditation reports, and when analyzing the curriculum when updating one's course. The rigors of a healthcare program must meet the accreditation standards and the community expectations. Early introduction of difficult concepts is one technique utilized as well as providing a variety of methods of instruction to encompass all the varied types of learners.*
3. Explore options to publicize the Technology Show. *The OTA Technology Show has increased the invitation list exponentially in past years to include the public through the efforts of OTA student leaders, OTA Program Director, and the OTA instructor.*
4. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years. *The OTA Program has submitted curriculum changes to the Curriculum Committee on target and currently awaits hearing from the committee to present the latest changes that were submitted electronically.*

5. Continue using student-learning outcome data for continued course and program improvement. *The OTA Program maintains SLO data consistently according to the schedule of assessments due and participates with the SLO leadership group on Canvas. TracDat is kept current with the SLO data as well.*

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

The most recent curriculum changes have included: The course deletion of elective OTA 250 – Intro to Hand Therapy. 5-year review for curriculum committee required submission of 5 course outlines which included textbook update and in two cases updated SLOs. The program curriculum was also submitted for regional approval which has never been done before.

2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

OTA curriculum review is completed for accreditation purposes on a yearly basis to confirm that we are accurately incorporating the latest standards and changes in the field of OT. Meetings with faculty and the OTA Advisory Committee are held regularly to discuss course content required by ACOTE and the best way to teach and evaluate the learning of the content. Curriculum changes are required to meet the ACOTE standards and included in this process is documenting evaluation methods to ensure outcomes are being met. Faculty members meet to discuss the impact of the new standard on their respective course and across the curriculum. Recommendations are reviewed along with Advisory Committee input, community practice trends, graduate input and fieldwork site input. The OTA Program utilizes the OTA Skills Checklist which also helps ensure that students are meeting the outcomes for successful clinicals and practice in the profession. The OTA Skills Checklist reflects industry skills standards and is updated yearly.

In addition to Faculty Meetings, Advisory Meetings, the OTA Program Director receives information about occupational therapy training needs from Fieldwork Sites, graduates and by attending the occupational therapy national and state conferences for continuing education opportunities.

2.3 How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

At the end of each semester, the faculty members meet to discuss how the course content and student learning outcomes were met as well as the status of the students with regards to the OTA Skills Checklist. The faculty members for the following semester along with the program director come up with strategies and activities that can help students with the anticipated challenges of the upcoming semester. Approach to content, style of activities, clarity of instructions, remediation activities, tutoring opportunities and college services are all discussed.

When students enter their second year of the program they are placed into teams. They learn within the Team-Based Learning approach. This is an evidenced-based model that ensures ALL students are engaged. Students work on projects and assignments within the team and earn grades as a team. They are accountable to one another through peer reviews which are graded for content and usefulness of feedback. Semester long project is scaffolded, and multiple revisions are accepted. Learning activities are problem-based which build clinical reasoning skills. Lab activities are scenarios based on real cases. Students engage with each other as if they are interacting with a patient. The skills in these courses are those used by OT practitioners and they will use when on clinical rotations.

Insurance changes, health care delivery model changes, community OT trends, state and federal practice changes in addition to ACOTE standard changes all drive changes in the instruction methods, content etc. This information is conveyed via faculty meetings, telephone conferences and e-mail communication. This information is gained from Advisory Committee, community partners, fieldwork educators, periodicals, conference attendance and other continuing education opportunities.

ACOTE standards are updated regularly and guide the content of our courses. The OT Practice Framework published by the American OT Association is another document that informs teaching. When the Framework is updated the students are provided with the most recent version (free through the Grossmont College Library) and it is integrated into all OTA courses. The Framework includes updated terminology, the OT process, and Domain. The contexts with the Framework include personal, environmental, and societal and the many components of each.

2.4. What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

Each faculty member is oriented by the Program Director. On the first visit the new member is given a tour of the OTA area, OTA website, OTA student handbook, OTA faculty handbook and curriculum for their course.

The second visit includes a tour of the campus highlighting the departments the new faculty will interact with most and a more in depth look into their curriculum, Canvas and the college webpage with a highlight on continuing education opportunities available for Canvas.

Initial Canvas training is also provided by the OTA Program Director. Syllabus, grading, assignment management and classroom management training is also provided by the OTA Program director prior to the start of the semester.

The following OTA New Faculty Orientation is utilized along with the OTA Faculty Handbook. Updates are provided as needed to each faculty member. SLOs are introduced at the first faculty meeting they attend as a refresher to current faculty and an intro to new faculty.

NAME:	DATE RECEIVED:
UPDATED RESUME	
UPDATED CODE OF ETHICS SHEET	
UPDATED CBOT PROOF	
Emergency CONTACT INFORMATION	
UPDATED PROOF OF AOTA	
Professional Development Plan	
NBCOT first date -	
Graduation Date -	
OTA Faculty Handbook -	

In addition, the new faculty is paired with a seasoned faculty mentor to help with the specific course content review, teaching issues that relate to the course, paperwork that relates to the course, et cetera.

New faculty also work with Christine Girsch, Dean's secretary, to secure parking permit, keys, scan card et cetera.

The OTA Program does not have multiple sections of any courses.

OTA FACULTY ORIENTATION CHECK OFF

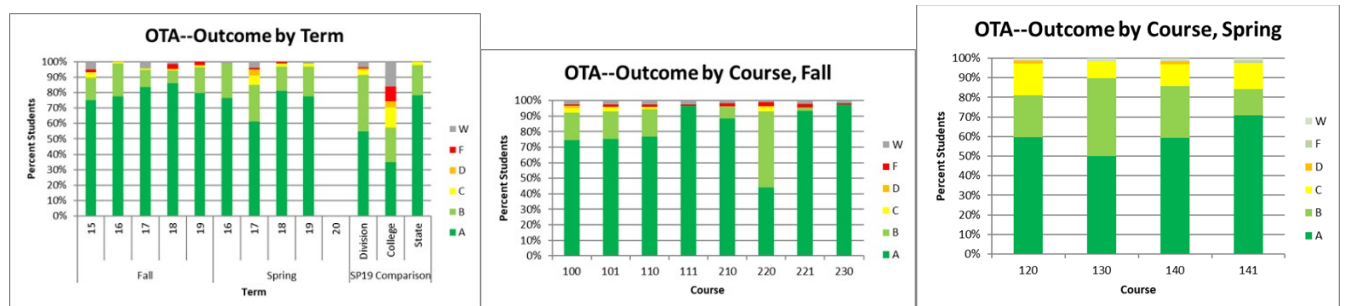
AREA	FACULTY INTITALS	PD INITIALS
TOUR OF OT AREA & SUPPLIES		
TOUR OF GENERAL COLLEGE AREAS		
TOUR OF LRC/DUPLICATING		
TOUR OF ADMINISTRATION/BUSINESS OFFICE/MAIL		
OTA FACULTY HANDBOOK		
ACADEMIC CALENDAR		
COLLEGE WEBSITE/FORMS DEPOT		
OTA WEBSITE		
OTA STUDENT HANDBOOK		
COMPUTER LAB INFORMATION/PROBLEMS		
E-MAIL SYSTEM		
STUDENT E-MAIL PROTOCOL		
EMERGENCY PROCEDURES/ PUBLIC SAFETY		
FOOD AND DRINK POLICY IN CLASSROOM		
PARKING PASSES FOR GUESTS		
OTA TUTORING SERVICES		
PAYROLL		
PROFESSIONAL DEVELOPMENT WEEK EXPECTATIONS		
CENSUS DROP ROSTER/GRADE POSTING AND WEB ADVISOR		
CANVAS		
COURSE BINDER/SYLLABUS – OBJ/SLOs/SCHEDULE		
CODE OF ETHICS		
RESUME		
FACULTY EMERGENCY INFORMATION SHEET		
NAME BADGE		
SCAN CARD		
KEYS		
PARKING PERMIT		
RULES FOR LOCKING UP		
INVENTORY CONTROL		
PURCHASING		

2.5 Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection. [The Program Review Data Liaison can help you with this section and will be providing you with all required data.]

Retention Patterns:

I would like to explain a few things about our program operations so you have a foundation for reviewing grade distributions:

The OTA Program runs in a cohort model that accepts 26 students one time per year in the summer with OTA 102. The courses OTA 100, 101, 110 occur during the same year Fall semester with the same cohort – year 1 students. Fall semester OTA 210, 220, 230 occur during the same fall semester with the same cohort – year 2 students. OTA 120, 130, 140 courses are the spring semester courses with the same cohort – second semester year 1 students. OTA 240, 241 are the spring semester courses for the second-year students and this is their final semester.



2020	25	23	92%	100%	**
3 Year Total	77	64	83%	91%	

Below are figures kept by the OTA Program for tracking purposes on cohorts:

START YEAR OF COHORT	START	GRADUATE	RETENTION %	ATTRITION %
2020	25	23	92	8
2019	26	20	77	23
2018	26	21	81	19
2017	26	21	81	19
2016	26	18	69	31
2015	26	23	88	12

The OTA Program start numbers vary from the district numbers for a number of reasons. The OTA Program considers a student a part of the starting cohort when they have met the requirements. In a few cases a student starts the first course but does not meet a deadline, receives an extension and then is removed from the program for failing to comply. Others are in the cohort but have had a modification of major for the entry point course.

- 2.6 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert graph here).**

The OTA Program does not have multiple sections of courses.

- 2.7 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).**

The OTA Program does not have courses that articulate with high schools.

- 2.8 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.**

The OTA Program courses at Grossmont College are transferrable and this process occurs with communication to the articulation office. The profession has AS for OTA and Master's level entry degree for OT. Graduates must earn a bachelor's degree or enroll in a bridge program should they choose to continue their educational journey. "In response to your request for articulation information, in Occupational Therapy, all courses are transferable to the California State University. Any student who successfully completes these courses, can use the units as elective credit. Due to the nature of

Occupational Therapy, there are no current course to course articulation with CSUs or UCs. Consequently, the courses in OTA are satisfactorily articulated.” Dee Aceves October 2020

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

The SLO Cycle is summarized in figure 1 below.

**Figure 1
SLO CYCLE**



3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.

3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?

The results of each assessment are discussed with the faculty member and those assessment results needing modification are discussed at further length. Brainstorming occurs on how to better address the topic that is not meeting the SLO benchmark at a high enough level even if it is meeting the benchmark. The level of the activity is discussed, and it is determined if the activity needs more discussion, more hands-on interaction, a different method of instruction, more repetition throughout the course, front loading an introduction in a prior course et cetera. Every semester teachers in our program review their course content and effectiveness of chosen instructional activities. The teachers discuss what they have learned with other faculty for the subsequent semester to make sure content that the specific cohort of students struggled with is reinforced in meaningful ways during the next course. The discussion also includes the ideas listed above.

METHOD: Each semester during the OTA Faculty Meeting, the course instructors that are up for

assessment based on the program schedule are given a worksheet that includes the course SLO up for assessment and a request for data that the instructor uses to demonstrate the SLO is being met along with a deadline date for submission to the program director. Each instructor submits the worksheet information via e-mail to the program director by the deadline and the data is then compiled and assessed. The OTA Program director and instructor discuss the results of the assessment and recommendations, strengths and weaknesses are discussed. Final assessment reporting is completed by the program director with a copy being submitted to the faculty. The recommended strategies are again discussed prior to the next course.

This method is working well at this time for the OTA courses and program. It is organized and easy to manage and keep up to date. No improvement is needed.

3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?

The OTA Program Director analyzes the data from the PSLO assessments and makes adjustments that are informed by the data. The OTA Program Director also reflects on the overall curriculum mapping, feedback from all groups involved in the program, and accreditation needs on a semester basis to keep the program moving forward and on track which includes the PSLO's and the SLO's.

3.2 What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

The SLO assessments during last academic year have all met the goal threshold and no other trends noted.

3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications.

SLO assessments are one part of the OTA Program's review of curriculum due to accreditation standards, curriculum mapping, community input, student input, et cetera. So even though there were no other trends noted via SLO process, trends are often noted via other methods which impacts modifying curriculum, professional development plans required by accreditation...

3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)? (NOTE: these changes may be documented in section 3 of your Annual Unit Plans.)

There were courses listed that are not offered and required removal from the SLO process. There were SLOs that were not accurate in the system that needed modification. The course

syllabi were reviewed by faculty to consider changes to the SLOs for each course and impact changes had on accreditation standards as well. All SLOs and PSLOs were reviewed. No change was made to the assessment cycle schedule during this last review.

- 3.5 Based on your answers to questions 3.1 – 3.4 above, what assessment cycle will your department follow to ensure that results of its SLOs and PSLOs are collected and available for use in planning? (Note: Grossmont's Outcomes Assessment Team strongly recommends collecting course outcomes data in the first semester the course is offered, or after a change is made, in order to have baseline data.)**

Each OTA course is offered one time a year and are currently assessed on a rotating 5 or 6 year cycle unless something is occurring that requires a schedule change such as curriculum changes, inconsistency in student performance, or feedback from a constituency group.

- 3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your goals moving forward?**

For the OTA Program, the SLO work we have been doing is just one piece of the evaluation puzzle as explained above and is extremely valuable in keeping a baseline to gauge one variable of inconsistency potentially which help meet our program goals.

SECTION 4 - FACILITIES AND SCHEDULING

- 4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.**

OFF CAMPUS CLINICAL SITES:

Semesters 1, 2 and 3 each require 20 hours of clinical per student – referred to as Clinical Practicum I, II, III or level I fieldwork. This totals approximately 78 students requiring approximately 20-22 different facilities for a total of 60 hours per student.

Semester 4 requires 40 hours per week of clinical for 10 weeks for rotation 1 and 40 hours per week of clinical for 10 weeks for rotation 2 – referred to as Clinical Practicum IV and V or level II fieldwork. This totals approximately 26 students requiring approximately 48-52 different facilities.

Canvas platform

OTA CORE NON-CLINICAL COURSES:

- Two OTA Classrooms that have built in lab spaces
- 1 OTA apartment
- Nursing and Respiratory hospital simulation rooms
- Open nursing classroom for splinting workshop
- Building 34 computer lab

- Lobby for Assistive Technology Show
- Canvas platform for all courses in the OTA Program

4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?
Yes__X_ No__

- o If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- o If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Facility needs are analyzed well in advance of the semester and requests for special needs are given to the dean for discussion and to move forward through the process. The process has worked very well for the program with the exception of securing the space in the first floor of our building despite almost annual requests since the SLPA Program closed.

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in these spaces.

Better functioning or functioning video cameras with audio in the classrooms, simulation spaces, and apartment would be most beneficial. This would become critical should campus remain closed to in-person teaching and learning.

It would also be valuable to have paid patient actors for our simulations. These are vetted actors specifically trained to be standardized and accurate. Many other healthcare teaching universities use them.

4.5 Are students trying to access your program impacted by the facility spaces listed in 4.1?
Yes__ No_x__

- o If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.
- o If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

The OTA Program is a cohorted program that accepts 26 students each year. We must report

student to teacher ratios to accreditation for lecture and lab activities to ensure adequate ratios for complex labs. The space the OTA Program teaches in was designed for the program specifically and meets our needs for the core curriculum with the exception of we are running out of space for the technology aspects that are required for the profession such as high tech wheelchairs, low vision devices, 3D printing, laser cutting, et cetera. So far scheduling of hospital simulation shared spaces has not been a problem.

4.6 If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, and open workspaces for students/tutoring, etc.

There is a lack of storage for large equipment that we utilize such as wheelchairs (motorized and manual), 3D printers, and lifting equipment. There is a room that was built for the SLPA program available in our building. However, despite numerous requests for that space by the program director we did not gain possession. Our equipment is spread out to simulation rooms, office corridor, and the OT Apartment. We have to move items around when using those spaces so that students can easily fit.

The students (pre-COVID) had access to the upper level lobby in building 34 for studying. We hope that they will be able to return soon. Tutoring would typically occur in the OTA classrooms or the nursing simulation labs and is adequate.

SECTION 5 – STUDENT EQUITY AND SUCCESS

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g. campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think is causing these patterns [Data and a summary of notable patterns will be provided by the Program Review Data Liaison].

Enrollment is capped at 26 due to difficulties obtaining clinical placements. We consistently have a 2 year waitlist. The application process is detailed on our web page. Students that need general education package can apply in the hopes of completing that prior to getting invited. There has not been a full cohort (26) that have graduated since 2013. The lowest was 17 and the highest was 23. This is likely due to students not truly understanding occupational therapy practice. Once they realize how emotionally and physically involved it is they exit the program. There was one instance where a student who started our program was accepted into another OTA program closer to his home. He exited and enrolled in that college. Having an evening

program can be convenient for those working during the day, however, there are classes Monday-Thursday evenings. That is a very big time commitment. Textbooks are specialized, expensive, and OER is non-existent. It's difficult for students to find used books as well.

Our enrollment is predominantly white and female, like many health professions. The next most represented ethnic background is Hispanic followed by Asian. Black and 2 or more are only 4.4% and middle eastern is only 2.2%. These numbers have been stable since 2018. Age groups are all well represented except for the 21-24-year-old group. The cohorts often include those working in a related health field such as CNAs, Massage therapists, classroom aides, alongside others looking to change careers. This does not reflect the college as a whole. This could be caused by many things. The 2-year waitlist, understanding of OT practice, time commitment, having the ability to touch and move people. It's intimate and requires a strong emotional fortitude.

Occupational Therapy can be practiced in many settings. It's definition according to our national association is: "occupational therapists and occupational therapy assistants help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations)." Retrieved from AOTA.org 3/22/21. It's a broad definition because we treat a wide variety of clientele. OT practitioners work in schools and pediatric clinics, in hospitals and nursing homes, and in the community. The three most common practice areas are pediatrics, physical disabilities, and mental health. My personal definition includes the phrase is "think about occupation as what occupies your time rather than what you do for work." We help people with injuries and illnesses to return to the highest level of independence with all their occupations.

5.2 Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps. [Data and a summary of notable patterns will be provided by the Program Review Data Liaison]

Success and retention data are high. At or above 90% for fall and spring. When disaggregated by age, race, and gender that number remains at or over 90% with one exception. In spring the number is reduced to 80% for black students. The course work in spring semester is either pediatrics, documentation, and human movement for first year students. Full-time (40 hours per week during the day) for second year students. The success and retention rates are well above the college and the target.

5.3 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

During the summer between first and second year the students start participating in the Team-Based learning model. The faculty create diverse groups of students with input from the first year faculty. They are divided into groups of four or five and remain in these groups through fall semester for the physical disabilities coursework. High performing students, those whose English is their second language, and those that are quiet are divided amongst the groups. While TBL

can be used by very large classes sizes our groups are typically 4-5 students per group. There are quizzes at the beginning of every class completed individually and then in their groups. There is a quiz review immediately following to discuss why the answers are correct or incorrect. This allow faculty to focus on ideas that are less clear in a mini-lecture. Then the groups complete learning activities in groups. Finally, each group presents their assignment so that all the assignments are correct and completed by the end of class.

The students are informed about TBL and why it is utilized on the first night of summer class. Including that they are responsible for the content on the Canvas course. The information is shared via text reading and videos mostly. This allows students to consume the information in a way that works best for them. It provides faculty a consistent learning environment and ensures that all students are participating.

5.4 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

Students are introduced to the other allied programs during the second year of the program. There are OTA/RN labs where students learn about the relationship between the 2 disciplines and about patient handling. They receive a lab from the respiratory students about oxygen applications. They have a lab with the physical therapist assistant students from Mesa College. They have a Level I simulation with the OT students from the University of St. Augustine San Marcos. They return to campus every spring semester for “Interprofesssional Day”. All 5 allied health programs are represented for a full day of team-building, ethics discussions, and patient simulation. A Nursing faculty used this day for his PhD research project and had significant findings in increased awareness of other Allied Health professions roles’. The last event was March 2020 just before the pandemic. We hope to offer this again once the college opens.

During the fall semester the students complete a “Community-Based Resource” project. This has segments due at regular intervals throughout the semester and revisions are accepted. They design a program for Older Adults living in the community. They must complete a needs assessment, identify an occupational need, and develop a weekly group protocol to address the issue. The must generate a budget and have mission and vision statements. The last part is a presentation like a sales pitch designed to have their group funded for the long term.

A student from the second year class identifies a first year student during the fall term to serve as student representative the occupational therapy association of California (OTAC). That student connects with other OT and OTA students in the state and they plan events. Some examples are attending the spring and fall conferences and/or serving at the student representative on the OTAC board. This provides students with an experience to work and network with OT and OTA practitioners. It is also a good way to develop leadership skills and collaboration.

5.5 If state or federal licensing/registration examinations govern the program, please provide

data and comment on student success trends.

Grad Year	Number of Students On First Day	Number of OTA Program Graduates	Graduation Rate	NBCOT EXAM PASS RATE
2018	26	21	81%	85%
2019	26	20	77%	87%
2020	25	23	92%	**
3 Year Total	77	64	83%	

****Covid-19 delaying clinicals, NBCOT testing - stats pending**

- 5.6 If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the “Degrees and Certificates” data table in this section.**

Department	Award	14/15	15/16	16/17	17/18	18/19	19/20	Total
Cardiovascular Technology	Cardiovascular Technology AS	27	36	28	35	34	29	189
	Telemetry/ECG Technician COA	26	0	0	11	12	17	66
Nursing	Nursing AS	67	61	58	67	66	36	355
Occupational Therapy Assistant	Occupational Therapy Assistant AS	22	19	21	21	20	22	125
Orthopedic Technology	Orthopedic Technology AS	12	6	7	15	9	8	57
	Orthopedic Technology COA	17	17	7	18	15	11	85
Respiratory Therapy	Respiratory Therapy AS	22	27	15	22	19	28	133
	Anesthesia Technology COA	0	0	0	0	0	0	0
AHN Division Totals	Associates	150	149	129	160	148		736
	Certificates	43	17	7	29	27		123
College Totals	Associates	1865	1972	2214	2609	2761		11421
	Certificates	1269	1198	1362	1492	1605		6926

The program offers an AS degree occupational therapy assistant. Then the student must sit for the National Board for Certification in Occupational Therapy. They earn the credential “C” in their signature “Jane Doe, COTA/L” which indicates they have passed the exam and they are licensed. The OT credential is Jane Doe, OTR/L which indicates “registered” and licensed. These credentials also help to identify as occupational therapy practitioners vs Orthopedic Technicians and the many other disciplines that have the same initials. There are no certificates offered by the program. An attempt was made to offer specialty course work from practitioners in Hand Therapy but it was not successful. Education is readily available from many other educational institutions.

- 5.7 If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do the graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?**

The vast majority of our students graduate, take the exam and pass, and begin working as an

OTA. Many graduates remain in our area and take jobs in hospitals, nursing homes, schools, or clinics. A small percentage continue toward a bachelor's degree in Occupational Studies offered at Santa Ana college. This is one of the bachelor programs that is part of a trial by the CA community colleges to offer a bachelor's degree. Since the entry level degree for an OT is a master's degree the bachelor's allows a steppingstone toward becoming an OT. One former graduate pursued her education from OTA to OT doctoral degree and teaches at University of St. Augustine San Marcos. She comes back to our program as a guest lecturer every fall and inspires our students with her story.

I believe that Grossmont College changes our students' lives. The starting salary for a new-grad is \$50,000 per year nationally. It is likely to be higher in urban areas to reflect the cost of living. The program does try to track where our students end up but it is difficult to get. Not all graduates keep in touch. I am not really sure why they chose not to reply to our emails and surveys.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

6.2 What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

I would say that early in the program the Writing Center has really helped our new OTA students feel a sense of confidence with their writing skills. Definitely the ARC Testing Center has the biggest impact on improving retention and success of all the outside services I believe.

6.3 Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

Most definitely. A few examples: Instructional Operations has been so quick to work collaboratively with the OTA Program as we make curriculum changes to meet program needs and accreditation needs. Also the bookstore liaison has been fantastic through the years and is always so quick to notify the program of changes or issues and solves dilemmas quickly.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

YEARLY OUTREACH: (includes faculty and students)

- Presentations in pathway high school medical anatomy courses – off campus
- Job fair attendance and career fair attendance in the community – on and off campus
- Student presentations in college biology courses – on campus
- Student projects in Family Studies 120 – on campus
- Marketing what the profession of occupational therapy is about everywhere the program director and faculty go
- Educating medical facilities of career pathway opportunities – off campus
- Graduates sharing their joy of occupational therapy with everyone they know – on campus and off campus
- Flyers, brochures, booths – on campus and off campus
- Advisory Committee Meetings with community – on campus
- OTA Technology Show – on campus
- Nontraditional clinical placements in community– off campus
- Newspaper articles written by students – on campus/off campus

ANNUAL FACULTY PROFESSIONAL DEVELOPMENT EVENTS:

- National professional association conference attendance – off campus - (when local adjunct faculty attend)
- State professional association conference attendance – off campus
- Professional Development Week Training – On Campus

ONE TIME FACULTY PROFESSIONAL DEVELOPMENT EVENTS:

- Canvas Training – On Campus - all faculty participated

Faculty	Activity/Committee	Year(s)	Value to Student Success
Joyce Fries	Inter-professional Day Committee	2017-present	Faculty planned events for full day student experience with all 5 disciplines. Facilitated a group throughout the day.
Joyce Fries	OTAC Annual Conference Presentations and Spring Symposium Presentations	Two in 2016, two in 2018, 2019, and 2020	Presented to clinicians and students about fieldwork education, how to build a successful program, resources provided to present and future FW educators
Joyce Fries	California Fieldwork Council Leadership-Co-Chair	2018-present	Council provides free PDUs to our FW educators 3 times per year throughout the state. Now via webinars reaching a wider audience. Improves educator's skills
Joyce Fries	State Licensing Board Ad Hoc committees and Case	2017-present	First ad hoc group investigate paid internships for OT and OTA students.

	Reviewer		Included stake holders from Sacramento. Second ad hoc group working with our licensing board on getting more FW placements to facilitate more sites willing to supervise students Case review documents and write opinions on findings on practitioners reported to the Board.
Joyce Fries	Program Review Chair Co-Chair	2018-2020 2020-present	Gain understanding of overall college mission and goals. Increased awareness of other department's offerings
Joyce Fries	Planning and Institutional Effectiveness Committee	2019-present	Represent Academic Program Review committee on this committee. Learning about college planning and data related to student success and other metrics
Joyce Fries	AOTA Annual Conference	2016, 2017, 2018, 2019	Take courses related to teaching and learning, network with other fieldwork coordinators and instructors
Joyce Fries	The Summer Teaching Institute Time and Space to Innovate	2020	Multiple sessions on equitable teaching strategies and student engagement
Christi Vicino	Discretionary Time Committee	12 years	Helps to ensure that positions that fit the category that are needed for student success are filled appropriately with the proper LED and those that are not are eliminated to make funding available for those that support student success.
Christi Vicino	Program Review Committee Member	3 years	Reviewing programs offered on campus is one piece that supports student success.
Christi Vicino	AOTA Conference and Academic Leadership Council	Almost yearly since 2006	The sharing of teaching strategies to better help students grasp the content and be able to apply it to clinical situations has been the most benefit of attending long with gaining insight into new standards and accreditation trends so the program can maintain accreditation.

7.1 Referring to the above table, what activities contributed most to student success?

Attendance to national and state conferences has brought new teaching strategies and activities into the classroom and contributed most to student success.

7.2 Please provide an overall reflection on your department's activity displayed in your table.

Participation in the AOTA and OTAC conferences as well as the fieldwork council and program director sessions allows the faculty to hear the latest and greatest in equipment, technology, political issues, new evidence for treatment techniques, insurance issues impacting practice and accreditation issues and implement change in the curriculum/program/teaching methods to provide the best means to support students in reaching the outcomes for the program and provide the OT community with well-prepared graduates.

7.3 Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes ☒ No ☐

If no, please describe what faculty professional development needs are not being met.

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

use the data included to answer questions 8.1 and 8.2

	FA15	FA16	FA17	FA18	FA19
Earned Enroll	202	197	188	192	193
Max Enroll	188	193	188	188	196
% Fill	107.45	102.07	100.00	102.13	98.47
Earned WSCH	706.00	705.66	679.43	700.91	701.37
Total FTEF	1.83	1.79	1.79	1.79	2.23
Earned WSCH/FTEF	385.79	394.22	379.57	391.57	314.52
	SP16	SP17	SP18	SP19	SP20
Earned Enroll	127	146	138	134	138
Max Enroll	126	146	146	140	142
% Fill	100.79	100.00	94.52	95.71	97.18
Earned WSCH	880.74	1094.83	1073.83	1087.94	1124.96
Total FTEF	2.72	2.72	2.72	2.78	3.36
Earned WSCH/FTEF	323.80	402.51	394.79	391.35	334.81
	SU15	SU16	SU17	SU18	SU19
Earned Enroll		49	49	49	49
Max Enroll		49	51	51	51
% Fill	--	100.00	96.08	96.08	96.08
Earned WSCH		115.09	116.23	121.00	121.00
Total FTEF		0.33	0.33	0.33	0.33
Earned WSCH/FTEF	--	348.76	352.21	366.67	366.67

- 8.1 Describe any patterns in enrollment; maximum enrolment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?**

Maximum enrollment for class size for the OTA cohort is 26 students due to student to teacher ratios for lab activities that must be reported to accreditation annually. We only offer one section of each course in the program per year. No changes made.

- 8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.**

It appears that the earned WSCH has increased since last program review cycle from around 613 in Fall 2012 to high 700's to 1000 Fall and Spring in the last 5 years.

FTEF was around 1.52 last cycle and in this cycle has increased to 1.79 fall semesters and 2.72 spring semesters attributed to increase in faculty for higher LED for lab courses due to union change in contract and having two instructors for some courses for lab portion to meet accreditation requirements due to rigors of the labs.

Earned WSCH/FTEF from around 404.54 last cycle to around 390 this cycle.

Our % fill has maintained around 100% average last cycle and this cycle.

We are demonstrating good efficiency, good fill, and cannot control the impact of a drop on the rest of the program due to cohort model. In other words, when a student drops during the first semester, we are unable to fill that slot for the remaining two years.

8.3. For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

The OTA general budget and Perkins budget are adequate for the OTA Program. The money is utilized for supplies, equipment, professional development, content experts, simulation actors, and technology advancements.

8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time. Not applicable at this time.

Human Resources use the data included to answer questions 8.5 and 8.6

	<i>FA15</i>	<i>FA16</i>	<i>FA17</i>	<i>FA18</i>	<i>FA19</i>
FT Faculty Count	2	2	2	2	2
PT Faculty Count	4	4	4	4	6
Full-Time FTEF	1.02	1.02	1.02	0.88	0.69
X-Pay FTEF	0.00	0.00	0.00	0.15	0.35
Part-Time FTEF	0.82	0.78	0.78	0.76	1.18
Total FTEF	1.83	1.79	1.79	1.79	2.23
FT Percent	55.74%	56.98%	56.98%	57.54%	46.64%
Permanent RT	0.66	0.64	0.64	0.64	0.77
Temporary RT	0.48	0.48	0.48	0.78	0.78

8.5 Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

The OTA Program offers coursework in specialized areas of occupational therapy such as

pediatrics, kinesiology, mental health to name a few and an instructor with qualifications that allow the course to be taught at the required level is needed. The OTA Program is well staffed and have very qualified adjunct faculty. We have two full time faculty and a total of 6 part time faculty with 4 teaching in the fall semester now and 4 teaching in the spring semester. Availability has not been an issue to date. We keep a host of guest speakers and community participants in place that are interested in teaching in the program in the future.

8.6 Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

The availability of adjunct faculty has not been a problem. The increased LED value for labs has caused load issues for most recently however current staffing is adequate. We are excited with the potential increase in max teaching load for adjuncts that may get approved at the state level this year. Currently the two full time instructors teach overload. Joyce is co-chair for Program Review Committee receiving reassign time. Joyce also receives Discretionary Time for fieldwork coordination each fall semester. Christi receives chair release time each semester.

8.7 If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

Adequate.

8.8 In the table below, list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers.

Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Committee Chair.

Position	Funding	FTE/Hours					
		YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Health Professions Specialist	50% of 32 hours	16 hrs	16 hrs	16 hrs	16 hrs	16 hrs	16 hrs
Lab Technician	0 from OTA but provides support for purchasing and night lab set up						

8.8 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty

positions? If not, give a justification of your request for increased resources.

The OTA Program has shared a full time Health Specialist with one other program through the years. About 5 or 6 years ago, the position was reduced to part time at 32 hours a week. Over a year ago, the Health Specialist position was put on hold when a promotion occurred and the position has gone back and forth with getting preference for filling....and one Health Specialist has been covering all the programs except Nursing. Staffing in this area has not been adequate since the position was made part time.

There are two lab technicians for the division and their time is not divided up in any specific manner to cover the programs. Dan helps cover our program needs for faculty assistance since he stays late and our program is an evening program. Pat is designated for purchasing for the OTA Program. Staffing in this area has been adequate.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

PURPOSE OF SECTION 9: The purpose of this section is to demonstrate how your department/programs ties in to the college's 2017 – 2022 Strategic Plan targeted goals of Outreach, Engagement and Retention.

9.1 Summarize program strengths in terms of:

- 1. Outreach**
- 2. Engagement**
- 3. Retention**

The OTA Program:

- faculty work together in a systematic and collaborative manner to foster student success in meeting the objectives and skills required of the profession to be qualified entry level OTAs.
- faculty hold clinical positions in the community and are extremely current and well versed in the practice area of occupational therapy.
- has the strong support of the dean that allows for the maintaining and purchasing of supplies and equipment that make the OTA Program able to offer scenario based simulation course content.
- has successfully placed each OTA student in 860 hours of clinical rotations since its inception including some wonderful nontraditional placements.

9.2 Summarize program weaknesses in terms of:

- 1. Outreach**
- 2. Engagement**
- 3. Retention**

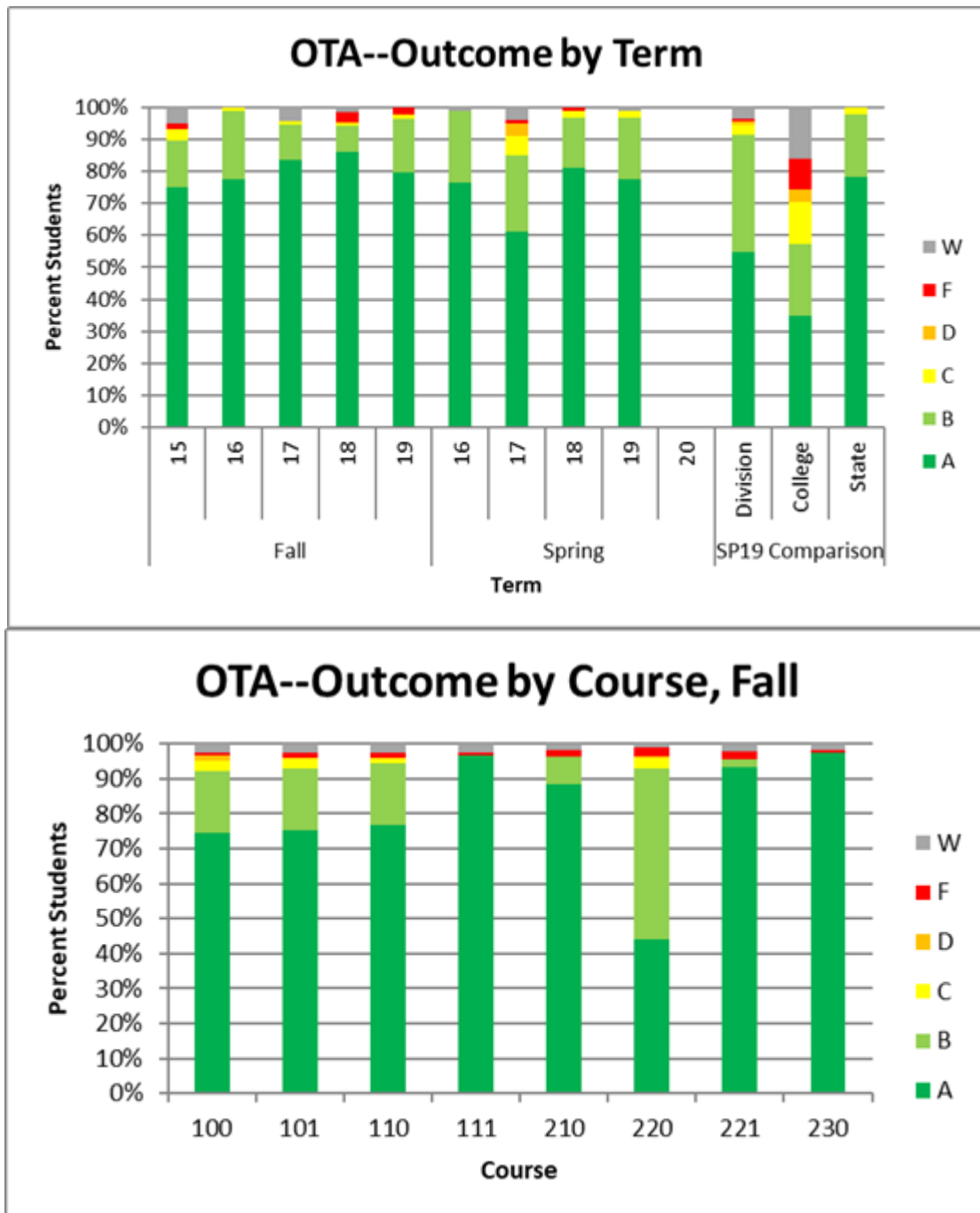
- Dependent on volunteer community occupational therapy personnel to provide mentoring for clinical rotations.
- Competition for clinical rotations from schools across the United States for clinical rotations in the lovely San Diego area.
- Lack of state authorized secondary admissions screening method impacts admissions/retention.

9.3 Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

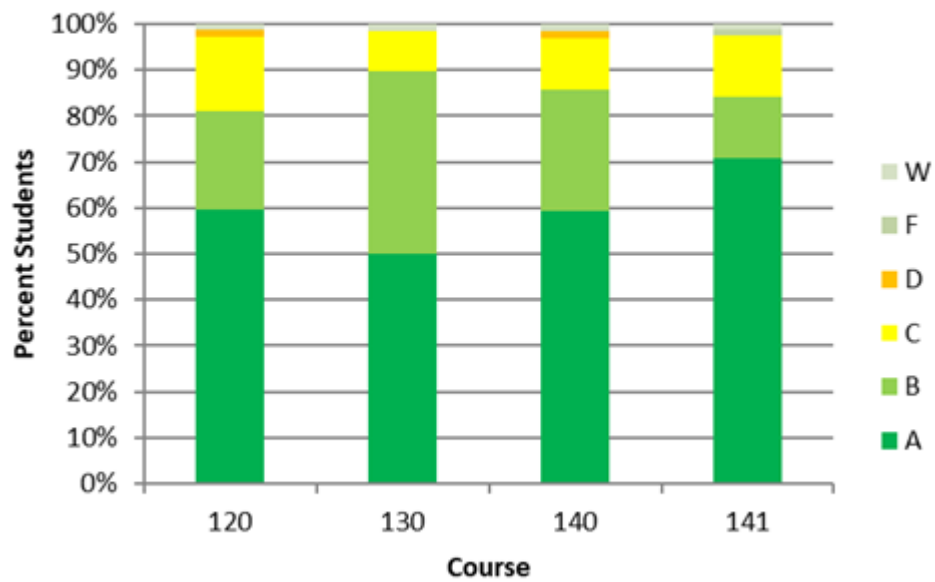
9.4 Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

1. Increase adjunct faculty knowledge of the college's new strategic plan via webinars in VRC
2. Develop a plan for adjunct faculty to utilize equity-based teaching strategies including transparent design for assignments.
3. Increase awareness of OTA program on campus utilizing the Grossmont Newsletter, radio, and social media accounts
4. Continue inter and intra professional activities with local colleges and Universities, plan for return of IPE Day in 2022
- 5.

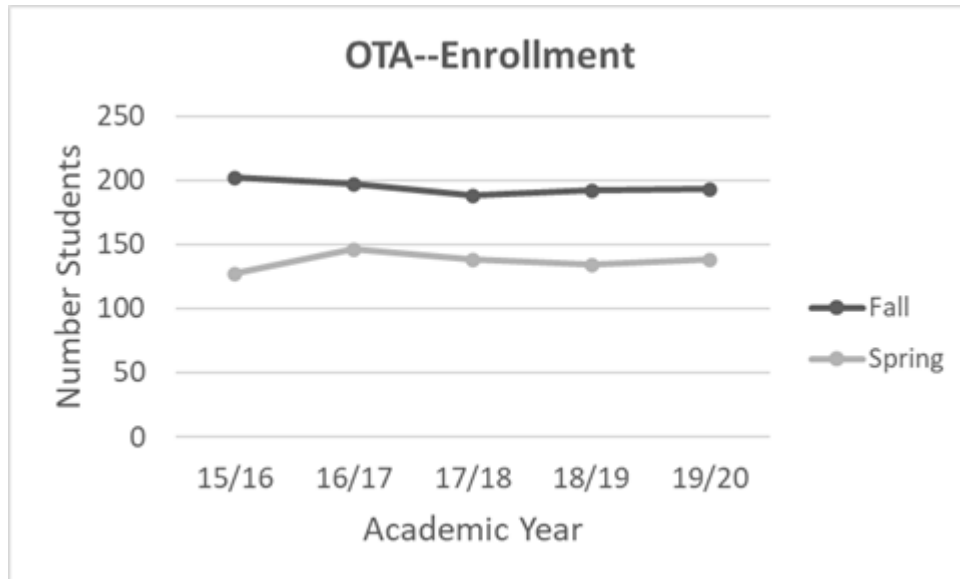
APPENDIX #1 Grade Distribution Summary



OTA--Outcome by Course, Spring



APPENDIX #2 Enrollment Data



DISAGGREGATED

Ethnicity by Term - Count of Students

Term Desc Ethnicity (9)	Fall 2018		Fall 2019		Fall 2020	
	Students	% of Total	Students	% of Total	Students	% of Total
<input type="checkbox"/> African American/Black	1	2.08%	1	2.04%	2	4.44%
<input type="checkbox"/> Asian	8	16.67%	10	20.41%	9	20.00%
<input type="checkbox"/> Hispanic/Latino	15	31.25%	13	26.53%	12	26.67%
<input type="checkbox"/> Middle Eastern					1	2.22%
<input type="checkbox"/> Two or more	3	6.25%	2	4.08%	2	4.44%
<input type="checkbox"/> White	21	43.75%	23	46.94%	19	42.22%
Total	48	100.00%	49	100.00%	45	100.00%

Gender by Term - Count of Students

Term Desc Gender Desc	Fall 2018		Fall 2019		Fall 2020	
	Students	% of Total	Students	% of Total	Students	% of Total
Female	44	91.67%	42	85.71%	39	86.67%
Male	4	8.33%	7	14.29%	6	13.33%
Total	48	100.00%	49	100.00%	45	100.00%

Age Band by Term - Count of Students

Term Desc Student Age at Snapshot - Band4	Fall 2018		Fall 2019		Fall 2020	
	Students	% of Total	Students	% of Total	Students	% of Total
<input type="checkbox"/> 21-24	7	14.58%	6	12.24%	8	17.78%
<input type="checkbox"/> 25-29	12	25.00%	20	40.82%	15	33.33%
<input type="checkbox"/> 30-39	19	39.58%	14	28.57%	10	22.22%
<input type="checkbox"/> 40+	10	20.83%	9	18.37%	12	26.67%
Total	48	100.00%	49	100.00%	45	100.00%

APPENDIX #3 Student Success Data

College 5-YR Averages: Success 69% and Retention 84%

College Targets: Success 75% and Retention 85%

All Students: Fall



All Students: Spring



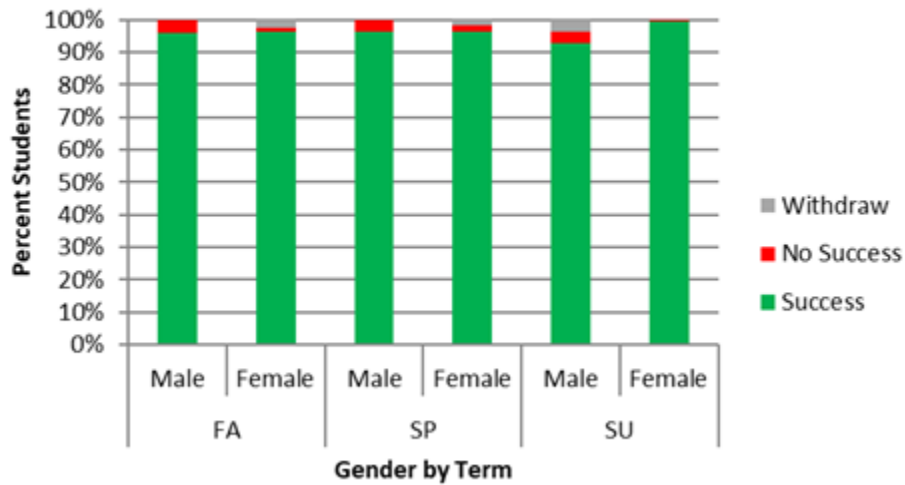
All Students: Summer



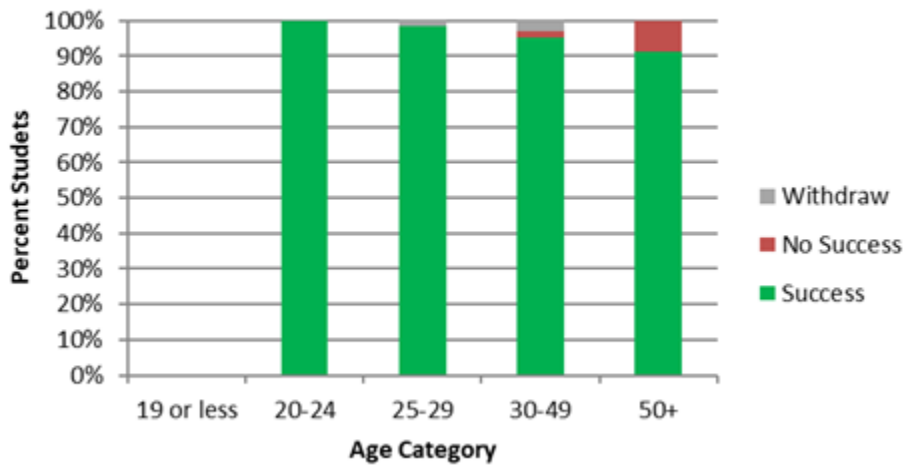
Student Success & Retention, Disaggregated

Other ethnicity categories are not shown since sample size is too small.

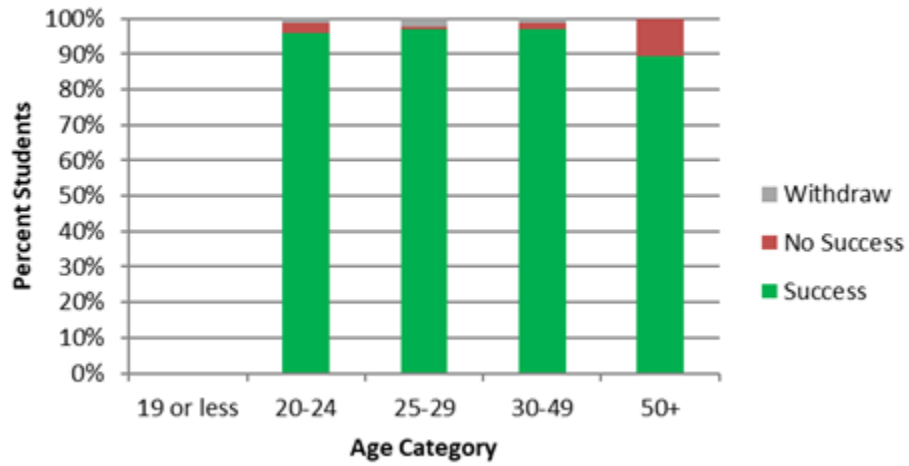
OTA--Outcome by Gender



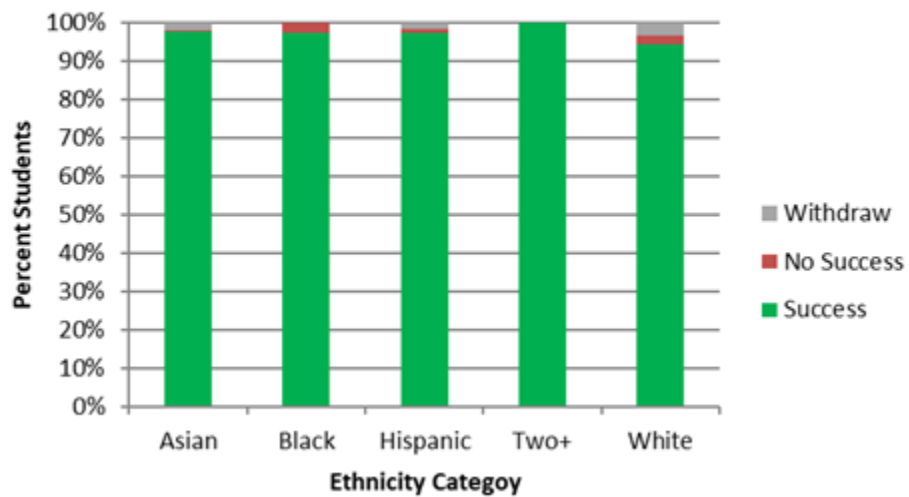
OTA--Outcome by Age, Fall



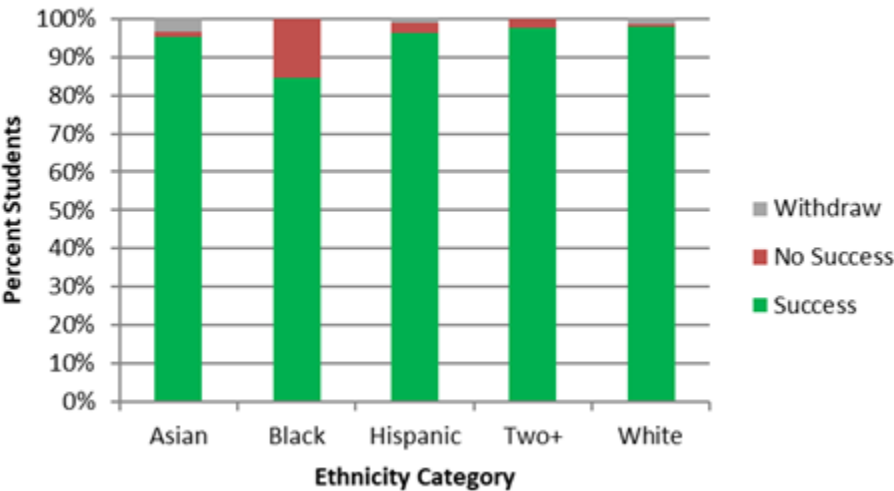
OTA--Outcome by Age, Spring



OTA--Outcome by Ethnicity, Fall



OTA--Outcome by Ethnicity, Spring



APPENDIX #4 Checklist Documentation (SLO, Instructional Operations, Articulation Officer, Library)

SLO E –MAIL:

From: Felicia Kalker <felicia.kalker@gcccd.edu>
Sent: Wednesday, February 3, 2021 3:19 PM
To: Christi Vicino <Christi.Vicino@gcccd.edu>
Subject: Re: SLO DATA NEEDED FOR OTA PROGRAM REVIEW DOCUMENT

Hi Christi,
Here you go! Everything looks great 😊

Thanks,
Felicia

From: Felicia Kalker <felicia.kalker@gcccd.edu>
Sent: Wednesday, February 3, 2021 1:49 PM
To: Christi Vicino <Christi.Vicino@gcccd.edu>
Subject: Re: SLO DATA NEEDED FOR OTA PROGRAM REVIEW DOCUMENT

Sorry!! Oops, yes, I got confused for a second. OK, no problem. Let me check out OTA and run that report for you 😊

Thank you for your patience.
Felicia

From: Christi Vicino <Christi.Vicino@gcccd.edu>
Sent: Tuesday, February 2, 2021 2:21 PM
To: Felicia Kalker <felicia.kalker@gcccd.edu>
Subject: SLO DATA NEEDED FOR OTA PROGRAM REVIEW DOCUMENT

Hi Felicia:

Happy Spring 2021.

I am writing my program review for the OTA Department and the instructions say I need the following statement

from you:

"email from SLO coordinator confirming your department/program is current with SLO assessments. Print this email and include it in Appendix 4."

Thank you for your help with this.

Life is good!
Christi Vicino
OTA Program Director
Grossmont College

ARTICULATION E-MAIL:

Date: October 20th, 2020

To: Christi Vicino, Department Chair

From: M. Denise Aceves, Articulation Officer

Re: Occupational Therapy Assistant • Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a "sending" campus that are comparable or acceptable in lieu of specific course requirements at a "receiving" campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, in Occupational Therapy, all courses are transferable to the California State University. Any student who successfully completes these courses, can use the units as elective credit. Due to the nature of Occupational Therapy, there are no current course to course articulation with CSUs or UCs. Consequently, the courses in OTA are satisfactorily articulated.

The CSU transferability designations are notated at the end of each course description in the Grossmont College Catalog. The courses with CSU transferability will appear on the CSU transferability list that can be found on ASSIST.org. **Once ASSIST is fully operational, the department is encouraged to review the transferability list on ASSIST.org and work with me, the Articulation Officer, to correct any inconsistencies.**

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text

books listed be current. **The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital.** Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)
- [Guiding Notes for General Education Course Reviewers](#)

You are welcome to contact me directly at mariadenise.aceves@gcccd.edu with any questions regarding this report.

LIBRARY E-MAIL:

From: Pat Morrison <Pat.Morrison@gcccd.edu>
Sent: Friday, July 10, 2020 12:37 PM
To: Christi Vicino <Christi.Vicino@gcccd.edu>
Cc: Julie Middlemas <Julie.Middlemas@gcccd.edu>
Subject: Library program review information you requested

Library Resources for OTA

Books

The library OTA area, comprised of all books within the call number areas RC 953.8, RJ 53, RM 735 and RM 930-31, contains 30 print books and 63 electronic books, for a total of 93 books.

There are also two online reference book collections which contain a large number of entries related to Occupational Therapy. These collections, or databases, are called “Gale Virtual Reference Library” and “Credo.”

NOTE: All *electronic* materials, whether books or journal articles, can be accessed anytime, anywhere.

Books are purchased using a complex allocation formula to ensure that departments get their fair share of the annual (19/20) \$ 81,678.02 library book budget. The allocation formula allows for a book budget of \$ 365.05 in OTA for the year 2019/2020.

Periodicals

Most of the OTA periodicals are in electronic format, within library periodical databases. This allows for keyword searching, and anytime, anywhere access.

The library subscribes to a number of multidisciplinary periodical databases, all of which contain thousands of articles related to OTA - including Academic OneFile, Academic Search Complete, and Gale’s General OneFile. Other, smaller specialized databases also contain Occupational Therapy articles.

Streaming video

The library makes available four streaming video databases that cover all subject areas; for example, the electronic databases 1) Films on Demand: Master Academic Collection, 2) Intelcom (video clips), 3) Kanopy (documentaries), and 4) the San Diego County full-feature database called Swank. The video material in these databases is readily available electronically 24/7, without ever having to come to the library. Therefore they work well as a complement to classroom presentations.

July 2020, by Patricia Morrison, Librarian, Grossmont College

INSTRUCTIONAL OPERATIONS E-MAIL:

From: Krista Ames-Cook <krista.ames-cook@gcccd.edu>
Sent: Tuesday, February 2, 2021 4:45 PM
To: Christi Vicino <Christi.Vicino@gcccd.edu>
Cc: MariaDenise Aceves <MariaDenise.Aceves@gcccd.edu>
Subject: Re: OTA PROGRAM REVIEW DATA NEEDED

Hi Christi,

Thank you! I'm enjoying my new position and being part of the curriculum review process along with the other things that Instructional Operations (IOPS) does to support instruction.

Yes, we've received your OTA submissions and they will be added to the review queue for 2021SP. Dee (copied here) will be in touch with that timeline in the upcoming weeks.

For your current program review task, here is the information you're seeking along with the proposals in the curriculum queue:

Course Number	Gov. Board Approval Date (as of Dec. 2019)	Curriculum Proposal rec'd for 2021SP
OTA 100	May 2016	N/A
OTA 101	May 2016	N/A
OTA 102	May 2016	N/A
OTA 110	May 2013	Modification
OTA 111	May 2018	N/A
OTA 120	May 2016	N/A
OTA 130	May 2016	N/A
OTA 140	May 2018	N/A
OTA 141	May 2018	N/A
OTA 200	May 2014	Modification

OTA 210	May 2016	N/A
OTA 220	May 2016	Modification
OTA 221	May 2018	N/A
OTA 230	May 2016	N/A
OTA 235	May 2014	N/A
OTA 240	May 2016	N/A
OTA 241	May 2013	Modification
OTA 250	April 2009	Deletion

Let me know if you have any questions.

Best regards,
Krista

Krista Ames-Cook, MA Ed.

Interim Supervisor

Instructional Operations (IOPS)

Grossmont College

Phone: 619-644-7153

Krista.Ames-Cook@gcccd.edu



G R O S S M O N T
C O L L E G E

Transforming Lives Through Education

Working remotely - correspondence via email preferred.

APPENDIX #5 Answers to committee follow up questions. This step is completed *after* the committee reads your report. Add your answers to the digital copy of your report, and email a digital copy to the Program Review Chair.

Academic Program Review-Follow-up Questions

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make these questions clear and very specific to minimize this effort. Please email the answers to the questions below to joyce.fries@gcccd.edu and Kelly.menck@gcccd.edu by: .

Section/Page	Question	Response
2.5	This section mentioned the cohort model and possible repeats in data surrounding some "F" grades, can you provide some more details regarding this?	My point was that the graphics can be deceiving. One example is: If one student receives an failing grade in one course during a semester where the program has 4 courses and the student exits but does not withdraw from the other 3 courses...the student would end up with 4 failing grades unless the student chooses to stay in the entire semester to see if they will pass other courses. Either way, the student cannot continue on and must exit the program and apply for potential re-entry.
3.2	What is your "goal threshold?" It is over 70%? If so, what percentage is regularly met?	As you know, each SLO can have a a different threshold for the assessment that goes with it. All of our thresholds are 75% since that is the pass score for the program. The percentage varies from around 86% to 100% depending on the course. 2020: OTA 102 passrate 86%, 2020 OTA 200 passrate 100%, 2019 OTA 141 passrate 90%, 2019 OTA 230 passrate 93%
3.4	During what time period were all SLOs and PSLOs reviewed?	The assessments for SLOs occur at the end of the semester for most courses. There are a few where the SLO is tied to the midterm. The statistics are submitted to me generally within weeks of the end of the semester. I then review the data usually the week before professional development week so that the information can be assembled and discussed with the faculty member if needed during the week of professional development.
4.4	Have you requested improved audio/video equipment for the facilities mentioned already? If so, what was the response?	Yes this has been mentioned in various meetings and everyone is aware. Uncertain as to the hold up in moving forward with repairing the equipment in building 34.

	Have you discussed the need for paid patient actors with your dean already? If so, what was the response?	There has not been a need to present to the dean at this point. It has been up to the instructor to secure the paid actors and submit the paperwork to me to forward to the dean for approval. There is money in the budget for this.
4.6	What other ideas do you have to secure storage space for large equipment (i.e. wheelchairs, 3D printers, etc.)?	At this point the decision is up to the dean, facilities, and the powers that be to find space for our equipment and for workshop teaching space. I have asked for every space I have ever seen that was even remotely a possible spot and either been granted a yes and then got kicked out of it after a period of time, or staff changed and kicked us out, or have been told no, or have not ever heard a definitive answer. I have worked with the lab techs, the various deans, various VP's, facilities at the district et cetera.
6.1	If student support services are adequate, or above that, could you elaborate on why or how it has been beneficial to your program, students, faculty/staff?	For some reason the answer I had for this when I submitted it to Joyce has disappeared. Here is what was on my draft: The OTA Program utilizes the campus computer labs for all testing and for classroom/lab activities. Faculty refers students to the Writing Center for writing assignments. The DSPS Testing Center is utilized by the program as a resource for accommodation issues and essential function requirements for the OTA Program. Student Health Services is utilized by the program to keep current on changes by the CDC for clinical requirements. We also utilize the services of facilities for set up of the Assistive Technology. The OTA Program shares space with other departments in the AHN Division such as the hospital simulation rooms. In the past the OTA Program has utilized the chemistry department lab space with vent hoods for our soldering lab. The ARC Testing Center is utilized by the OTA Program as a resource and OTA students utilize the services when they require increased test time and distraction free testing environments. The online library search engines are utilized for various research assignments throughout the program
6.3	What kind of academic challenges (if any) have students affiliated with ARC run into during the duration of this program?	The ARC has not been supporting the students with night courses. The problem occurs when a student cannot make it to the testing center prior to the start of class due to their schedule. Sometimes they were asking an employee in ARC testing center to stay late but that slowly faded. What has been happening most recently is

[illegible]

**PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:

1. Encouraging active student engagement and enhancing student learning through activities such as team-based learning, community-based projects, and interdisciplinary collaboration.
2. Providing an opportunity for students to collaborate at the state level by participating in the OTAC student assembly
3. Extensive on and off campus outreach promoting the program and educating high school students, Grossmont students, medical professionals, and the community at large about OT as a career choice
4. For ongoing professional development to stay current in the field and improving teaching strategies to strengthen the program's integrity and improve student success

Committee recommends the following:

1. Continue to input SLO data into Nuventive Improve and use SLO data to inform teaching
2. Continue to follow-up with request for updated equipment and reiterate the need, especially if critical for online teaching

College President

Program or Department Chair

Academic Program Review Chair

OCCUPATIONAL THERAPY ASSISTANT

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2015-16	107.4	385.8	100.8	323.8
2016-17	102.1	394.2	100.0	402.5
2017-18	100.0	379.6	94.5	394.8
2018-19	70.3	391.6	95.7	391.3
2019-20	98.5	314.5	97.2	334.8