

Instructional Program Review

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.

If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Occupational Therapy Assistant

2. **Department and/or Program(s) Purpose Statement:**

AC's OTA program faculty are dedicated to providing rich education and fieldwork experiences to adults seeking entry into the profession of occupational therapy.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2013-14

4. **Date of Submission:**

5/2015

5. **Lead Person Responsible for this Program Review:**

Name: Sheree Hilliard Talkington, OTR, OTD
Title: Program Director
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Phone Number: 354-6079

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

NONE

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

A. Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI , College Measures , CREWS , Perkins)			X	
b. Completion			X	
c. Licensure Pass Rates			X	
d. Retention (FA-SP) and (FA-FA)			X	
e. Grades A-C			X	
f. Annual Enrollment			X	
g. Survey, Focus Group, & Related Data				X

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

[Retention fall to fall 100%](#)

- ii. Identify one area in which your program(s) need to most focus for the next few years.

[Survey completion](#)

B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)			X
h. Survey, Focus Group, & Related Data	X		

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

[Principles of OT, Therapeutic Interventions](#)

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

III: Institutional Initiatives**PART A – No Excuses:**

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

Persist from term to term, semester to semester

PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

expand student success, ensure student access, collaborate with partners in the community and ensure the college's future

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

NONE

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	ALL
Critical Thinking Skills	ALL
Empirical & Quantitative Skills	ALL
Teamwork	ALL
Personal Responsibility	ALL
Social Responsibility	ALL
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

With multiple adjunct faculty instructing half the curriculum this is not a question I am able to answer.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	OTHA 2330
Embedded Questions	NA
Licensure Exam	OTHA 2330
Portfolios	NA
Projects/Essays	ALL
Testing (i.e. course-based testing; finals)	ALL
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

None, adjunct faculty are on site to instruct only and are not vested in quantitative improvements. Program director does not have support for gathering and analyzing data while performing faculty duties, supervising 4 adjunct faculty and teaching half the curriculum courses.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

We would benefit greatly from professional development on how to incorporate critical reading and thinking strategies

PART D: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

- ❖ Graduates will be qualified to provide entry level occupational therapy assistant interventions upon graduation in a variety of environments.
- ❖ Graduates will display an understanding of human functioning and the practice of occupational therapy to be prepared to work in their setting of choice.
- ❖ Graduates will display critical thinking skills and professionalism to plan and provide high quality skilled OT interventions to any person of any age.
- ❖ Graduates will identify opportunities supporting their continued quest as lifelong learners including fulfilling licensure requirements and possible career advancement.
- ❖ Graduates will display passion for the profession including preparation to serve as a fieldwork educator for the next generation of Amarillo College OTA students.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

- ❖ Graduates will be qualified to provide entry level occupational therapy assistant interventions upon graduation in a variety of environments as evidenced by securing employment in a variety of settings.
- ❖ Graduates will display an understanding of human functioning and the practice of occupational therapy to be prepared to work in their setting of choice as evidenced by securing employment in a variety of settings of their choice.
- ❖ Graduates will display critical thinking skills and professionalism to plan and provide high quality skilled OT interventions to any person of any age as evidenced by securing employment with a variety of ages.

3. Identify your results and analyze your data.

We are meeting the goals.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

None planned

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

Smaller classes (10-15 students) creates a learning community with bonds that support persistence.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

ANNUAL National OT PD and AFWC Conference but I have no college funding for attending so my opportunities to go are limited to once in 5-7 years.

3. What is the biggest issue/obstacle that your program currently faces?
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

Push to increase enrollment

4. Additional Comments Pertinent to this Review (Not Required):