Oklahoma City Community College

Program Review Self-Study Year: 2019

Division of: Health Professions

Speech-Language Pathology
Assistant: 164

Prepared by:
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I. INTRODUCTION

I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

This is the first program review for the Speech-Language Pathology Assistant (SLPA) program. The program was implemented at Oklahoma City Community College (OCCC) in 2011. The Outcomes Assessment Plan had a date span of 2015 to 2019 with a change in standards occurring in 2016. A new Outcomes Assessment Plan will be initiated in 2019. The program review process has been extremely beneficial in delineating the programs strengths and weaknesses to the new SLPA program director. Because the SLPA department has one full-time faculty member and relies on adjunct professors to teach many of the core courses, it was important that the adjunct professors were consulted through each step of the SLPA program review. Program directors from other departments in the Health Professions division were consulted when certain aspects of the program were unclear or needed comparisons. The SLPA program director contacted various divisions and departments to gain more information about the college's policies and procedures. Additionally, the SLPA program director used feedback from the Advisory Council meeting held in the spring of 2018. Feedback and information gathered at this meeting focused heavily on improving the SLPA interns' performance in their clinical experiences.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

The Speech-Language Pathology Assistant program exemplifies the mission of Oklahoma City Community College. The OCCC mission is to provide broad access to learning that empowers students to complete a certificate or degree and that enriches the lives of everyone in our community. By providing distance learning through online academics and clinical placement near a student's residence, the program is providing access to students who may not have the opportunity to further their education otherwise. The SLPA AAS degree allows those graduates to become a professional in communities that have an unmet demand for speech-language providers. Our graduates are able to provide a much-needed service, enhancing the lives of children and adults with communication disorders, while earning a competitive salary.

Through the program review process, it became clear that the SLPA program's learning outcomes and systems of measurement needed to be revised to clearly reflect the program's objectives. Because the program does not have an accreditation mechanism as guidance, it will be necessary for the program director, Health Professions Dean, and SLPA Advisory Council to carefully review and revise the program outcomes, especially in regard to incorporating general education assessment data. The program has shown initiative in adding innovative, and cost-effective, technology and teaching strategies to improve student success and increase overall learning of core competencies.

Based on feedback from the SLPA Advisory Council, it was clear our students were not adequately prepared for their clinical experiences. Online education and distance learning present a unique set of challenges when it comes to hands-on clinical education. The program has implemented several on-campus "boot camps" and increased the use of clinical simulations to address this particular weakness. Current scores from the Technical Skills Checklists indicate our students, after participating in the additional trainings, are demonstrating better skill competencies at the beginning of their clinical rotations than in previous years.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

The mission of the OCCC SLPA program is to:
1. Educate students at the associate degree level of Oklahoma and the global community,
2. Expand knowledge in the field for speech-language pathology assistant profession through scholarship and clinical experiences,
3. Promote and facilitate continuing education and professional development of program graduates working in Oklahoma schools and healthcare settings.

The OCCC SLPA program supports the OCCC mission by providing academically and clinically trained SLPAs to areas of Oklahoma that are struggling to provide quality speech-language therapy to those individuals who need it. The program affects students' lives by providing them with access to an academic program that is online and to clinical experiences that are located near their residence, allowing them to obtain an associate degree with minimal impact to their current job, family, and living circumstances. It further supports the OCCC mission by preparing students to continue their education for a graduate degree in speech-language pathology.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital

principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

1. Prepare compassionate, problem-solving, reflective, and ethical practitioners.
2. Facilitate and nurture the importance of life-long learning.
3. Graduate SLPA students who successfully apply for and receive a license from OBESPA and/or teacher certification from the Oklahoma State Department of Education, and who provide evidenced-based therapy services to students and patients within their scope of practice.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self-review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

Upon completion of the Speech-Language Pathology Assistant (SLPA) Program, the graduate will possess cognitive, affective, and psychomotor attributes included in the OCCC Technical Skills Proficiency Checklist (see attached) for speech-language pathology assistants (SLPAs) necessary for successful completion of the program and future employment in the profession.

Well-defined criteria for measurement and how the criteria were used in the program.

Measurement:
1. Upon acceptance into the OCCC-SLPA Program, students will successfully complete year one of academic coursework designed to facilitate the understanding and demonstration of SLPA proficiency skills.
Criteria for success:
Eighty percent (80%) of students enrolled in the OCCC-SLPA Program will successfully complete year one with a minimum grade of C or better.
Use of results:
Results of this measurement were used to determine that 1) personal interaction and successful communication by faculty and adjunct faculty with the online cohort directly impacted program completion rates. 2) instructional practices and supports are in place for student achievement, and 3) a withdrawal policy requiring an exit interview with the program director was needed to provide students with options before dropping the program.
Measurement:
2. Students in the OCCC-SLPA Program will successfully complete year one and continue their enrollment and studies in year two of the program.

> **Criteria for success**:
> Given # individuals enrolled in the OCCC-SLPA Program, 80% will complete year one and continue enrollment and studies in year two of the program.
> **Use of results**:
> Results of this measurement were used to 1) target successful retention strategies by focusing on building online community and relationships and, 2) investigate additional student support services and strategies for online student success.
> **Measurement**:
> 3. Students enrolled in their last semester of the OCCC SLPA Program in Clinical Experience II will be rated using the OCCC Technical Skills Proficiency Checklist (ASHA, 2004).
> **Criteria for success:**
> All students in Clinical Experience II will demonstrate 90% or greater accuracy rates on the OCCC Technical Skills Proficiency Checklist (ASHA, 2004) (see attached).
> **Use of results:**
> Results of this measurement were used to 1) determine that the academic training and clinical experiences in the program were providing students with necessary skills needed to be successful SLPAs.

The evaluation, results, and recommendations based upon the criteria used.

> Beyond the stated use of results listed above, the results of the measurements one (1) and two (2) could also be contributed to the application process and requirements. Lower percentages on those two measures could not only indicate the need for effective retention strategies, but also the need for stronger application requirements, making sure that applicants are adequately prepared for the rigors of the program.

The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

    Human Heritage, Culture, and Institutions
    Public Speaking
    Writing
    Mathematical Methods
    Critical Thinking

Strategy:

The General Education Committee will create five interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:
To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include, but are not limited to, recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment pre-existing in a faculty's course.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (*i.e.* CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:
The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

Program Response to General Education Assessment Data
General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has five general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

The SLPA program courses are only available to those students who are accepted into the program by application.

The program has not been active in submitting general education artifacts. As primarily adjunct faculty staffs the SLPA program, and the program director is new to the college, there is some lack of clarity as to what exactly constitutes "general education artifacts". However, through some research and education, the department feels that it can begin to contribute regularly to the assessment of the general education program. The SLPA program intersperses the general education learning outcomes throughout all of its courses and objectives. In particular, the learning outcomes of Critical Thinking and Writing contribute to the program's competencies.

Professor Mona Ryan submitted several examples of an assignment to the General Education Committee in May 2018. The assignment required a three to five page essay that required the student to observe a licensed speech-language pathologist and a child with a language disorder and then expound on the interaction by: 1) exploring the characteristics of the particular language disorder, 2) analyze assessment considerations, 3) and consider treatment implications. The assignment was also graded on the mechanics of language, use of peer-reviewed literature, and appropriate citations.

After clarifying the purpose of General Education Committee artifact search, the program director identified several prime examples that the program can contribute on a consistent basis.

The Introduction to Articulation (SLPA 1043) course requires a group project that requires group participation, either in-person or through web connections, to present a treatment approach to classmates through a video presentation. The students must collaborate to define and explain the approach in detail, identify the seminal researcher of the specific approach, locate peer-reviewed research to provide evidence of efficacy, and then use that information to produce a mock therapy session.

The program looks forward to submitting more excellent examples to the General Education Committee in the future.

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b.   The program values and supports effective teaching.

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes, and during the 14th and 15th week for the second 8-week/16-week courses and 16-week courses. The email will include the information to evaluate each course. The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

As the OCCC SLPA program academic training is online, many methods of instruction are utilized to increase concept learning and retention. The faculty have been creative in their methods and have sought out new technologies and andragogies to provide effective education in the online environment. To engage the SLPA students, faculty utilize instructional methods such as voiced-over PowerPoints, video lectures, discussion forums, simulated case studies, and live web-based seminars and course content review such as Zoom and Skype. The students' feedback regarding the variety of learning components has been very positive. They particularly like using Zoom. Faculty have been able to host Zoom sessions to allow the students to conduct study groups online. Using Zoom also provides a way for instructors to visually and auditorily demonstrate course materials and homework feedback in real-time and still within the convenience of an online platform. Another Moodle integrated resource that the program uses is H5P. Faculty attended a CLT training in the summer of 2018 for both Zoom and H5P, in addition to more advanced uses of Moodle resources and other online education resources. The students have given positive feedback of the use of these newer resources, both through course surveys and in-person conversations with faculty.

d. The program's learning resources support student learning and effective teaching.

AAS Speech-Language Pathology Assistant Oklahoma City Community College Library Review Fall 2018

Instruction and Reference
Reference librarians (currently 3.5 FTE) provide instruction and reference assistance to OCCC students. Students previously received an introduction to the Library's resources as well as instruction on selecting and evaluating sources in the required Success in College and Life course. The Library component of the SCL course has been reduced significantly and now only includes a very basic introduction to Library research. Media literacy is covered. Instruction is provided to a variety of other classes, with a focus on the appropriate resources for that discipline or a specified assignment.
Librarians are available at the Library Assistance Desk 40 hours per week. Students may also request additional research help outside those hours. Video tutorials and LibGuides on the Library's website supplement instruction by providing guidance for students who are off campus.

Online and Print Resources

The acting Health Professions librarian, with input from the SLPA Program Director, selects and purchases materials in support of the SLPA program. Because the program is online, electronic items are favored over print. However, the larger health print collection supports the program. Those items are

evaluated for content and to ensure they are appropriate for college freshman and sophomores. Most purchases are based on reviews in *Choice*, *Booklist* and scholarly journals. The collection is weeded periodically to maintain currency. Ebooks are also purchased but have not yet been fully embraced by students. Course textbooks are available at the Library Circulation Desk for in-library use.

SLPA faculty utilize the online video tutorials created by OCCC Library staff to instruct students in locating scholarly journal articles. Databases in the *EBSCOhost* collection that support SLPA include *CINAHL*, *Academic Search Premier*, *MEDLINE*, and *Health Source: Nursing/Academic Edition*. Journals that support the SLPA program that are indexed and available electronically via the EbscoHost platform or through interlibrary loan include:

- *Advances in Speech-Language Pathology*
- *American Journal of Speech-Language Pathology*
- *Canadian Journal of Speech-Language Pathology and Audiology*
- *International Journal of Speech Language Pathology*

Films on Demand, a collection of academic and scholarly videos, is utilized by faculty teaching online courses as well as in the on-campus classroom. A small number of titles in the FOD platform relate to speech-language pathology.

Faculty report frustration in the length of time to get access to material that would be of direct benefit to SLPA students, such as the *Primal Pictures* resource.

The Library also strives to support the professional development of faculty. The circulating book collection (print and electronic) is updated with books on teaching, learning, technology in the classroom, and curriculum development. Additionally, the *Education Source* database (available via *EBSCOhost*) to provide faculty access to periodical literature on teaching and andragogy.

e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

The OCCC SLPA program does not have any official collaborating or transfer agreements in place at this time. However, students are encouraged from the day of orientation to explore the possibility of continuing their education after receiving their AAS degree. Courses are designed to meet undergraduate Communication Sciences Disorders (CSD) requirements, increasing the rate of transfer. Students are encouraged to take the Intro to Statistics course, rather than the Contemporary Math course, if they anticipate applying to graduate school. The current program director maintains a close, professional relationship with the previous program director, who now is an administrator for an online graduate program at the University of St. Augustine in Austin, Texas. They have regular discussions regarding admission requirements and marketing for SLPA graduates who want to pursue a higher degree in speech-language pathology. Discussing transfer agreements with the five (5) universities that offer a graduate degree in speech-language pathology is a future goal of the program.

f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The OCCC SLPA Advisory Committee meets annually to discuss program needs and updates. The SLPA department has recently implemented a salary and workforce survey that was released to SLPAs in Oklahoma. There is a plan to release a workforce need survey to potential employers (schools, private practice, healthcare facilities) in the near future. There is a committee within the Oklahoma State Department of Education (OSDE) that is in the process of devising a certification examination for SLPAs, so that they receive appropriate certification and compensation within the Oklahoma public school system. The OSDE is expected to have the credentialing exam implemented by 2020.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

An average of 13.6 Associate of Applied Science degrees in Speech-Language Pathology Assistant were conferred between FY 2014 and FY 2018

b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

The average number of SLPA majors between FY 2014 and FY 2018 was 15.8

4. Successful Course Completion

a. Report the successful completion rates of all major courses in the program.

Course	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
SLPA-1023	95.8%	100.0%	88.2%	83.3%	100.0%
SLPA-1033	95.8%	100.0%	88.2%	88.9%	100.0%
SLPA-1043	94.4%	93.8%	100.0%	100.0%	95.0%
SLPA-1053	94.4%	93.8%	100.0%	100.0%	94.4%
SLPA-1063	83.3%	93.8%	100.0%	100.0%	81.0%
SLPA-1073	100.0%	93.3%	100.0%	100.0%	100.0%
SLPA-1083	100.0%	100.0%	100.0%	100.0%	100.0%
SLPA-2003	NA	NA	75.0%	NA	NA
SLPA-2013	100.0%	93.8%	100.0%	100.0%	100.0%
SLPA-2023	92.9%	100.0%	100.0%	100.0%	100.0%
SLPA-2033	90.9%	100.0%	100.0%	100.0%	100.0%
SLPA-2043	92.9%	100.0%	100.0%	100.0%	100.0%
SLPA-2053	100.0%	93.8%	100.0%	100.0%	100.0%
SLPA-2063	100.0%	93.8%	100.0%	100.0%	85.7%

b. Report the successful completion rates of all general education courses in the program.

SLPA courses are not considered to be general education courses. The SLPA faculty have identified projects and assignments that can be submitted as General Education artifacts.

c. Describe program student success initiatives.

The SLPA program has put in place a variety of initiatives to improve student success.
1. Replacing Skype sessions with Zoom sessions: Having access to Zoom has improved the quality of our web-based interactions tremendously. We can now hold live seminars, Q & A's, student conferences, and study sessions for all of our students together. Previously, with Skype, we experienced connectivity issues and a limited number of students could participate at the same time. Our adjunct faculty have all been given access and are using it to enhance their online environments.
2. Clinic Boot Camp: The program has added a half-day, on-campus "boot camp" for students entering their second year. This boot camp is designed to help students prepare for their clinical rotations in the fall. Instructors have indicated that those students who attended the boot camp were better prepared to be supervised, had greater knowledge of the clinical documentation

software, and were able to start direct clinical hours at a faster pace than those students who did not attend boot camp. SLPA faculty have decided to expand this initiative next year to all-day and make it mandatory to students in the clinical experience course.
3. Online Boardmaker: Boardmaker is a software program designed for augmentative/alternative communication methods. The program was able to get each student an account (available to all higher education institutions) at no cost to the college or the student.
4. EdPlan: The program was able to gain access to EdPlan (online IEP software) for universities and colleges so that students could gain invaluable experience with the software before starting their clinical rotations. This program is available at no cost to the program or the students. This resource prepares students to enter their clinical experiences in the public schools with a first-hand knowledge of EdPlan. Instructors and clinical educators have expressed that this prior knowledge puts our students at an advantage, and they have more time to focus on direct therapy rather than learning proper EdPlan procedures.
5. Platinum Planner: The program added an online clinical documentation account, paid through student fees, to track clinical time and skills electronically rather than by paper and pencil. This is the first year we have used this software. There has been a significant "learning curve" but the Platinum Planner staff have worked with us to improve the software as each need arises. We were able to get the first cohort fees waived while we were refining the software to fit our needs.
6. Anatomy TV/Primal Pictures: Through the library, the SLPA program was able to get a subscription to a 3-D platform featuring anatomical renderings for speech-language pathology. The material and resources from this subscription can be directly used in a minimal of three SLPA courses. Because it was purchased through the library, the entire college has access to the resource. Many other programs have expressed that the material can be used in their curriculum as well.

    d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

By adding the additional online resources, our students have been able to increase the amount of resources available to them without having to come to campus. They have a more robust amount of materials to enhance their learning and output. The department is heavily committed to making the online experience as seamless as possible. We have plans to make the application process completely online in addition to the clinical requirements.
Another potential project the program is considering is adding tele-practice to our curriculum and clinical experiences. Tele-practice has become very popular and is embraced by speech-language pathology professionals. Our program is prime to incorporate this aspect into our clinical trainings.

    5. Other Quantitative Measures
      a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

	2014	2015	2016	2017	2018
SLPA AAS 2000 Level Courses	6	6	7	6	7
SLPA AAS All Level Courses	14	14	15	14	15

      b. Student credit hours by level generated in all major courses that make up the degree program for five (5) years.

	2014	2015	2016	2017	2018
SLPA AAS 1000 Level Courses	459	384	363	378	462
SLPA AAS 2000 Level Courses	243	288	336	234	255
SLPA AAS All Level Courses	702	672	699	612	717

      c. Direct instructional cost for the program for the review period.

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high-tech classrooms to 100%. The cost incurred with this multiyear effort was $1.55 Million. A faculty committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort, a total of $400,000 were spent to redesign 8 classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style.

Faculty members are continuing to utilize student response software, interactive whiteboards and projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 144 full-time faculty as well as the 428 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, email, or in person. The consultations focus on instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

OCCC has begun providing informal collaborative learning spaces for our students called "Huddle Stations". We currently have eleven of these highly utilized spaces and have spent approximately $4000 per space for a total of $44,000.

       d.   The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

The SLPA courses are not general education courses. The SLPA faculty have determined a number of projects and assignments that fit the criteria for General Education Artifacts and will be submitting those items on a consistent basis in the future.

       e.   A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Full-Time Faculty FY 18:
Sarah M. Baker, MS CCC-SLP /Program Director & Professor

Adjunct Faculty FY 18
Bierig, Teresa
Campbell, John
Murray-South, Nuala
Ryan, Mona
Stanton, Suzanne
Morris, Julie
Gray, Susan

FTE FY 2018

SLPA-2013	3
SLPA-2023	3
SLPA-2033	3
SLPA-2043	3
SLPA-2053	3
SLPA-2063	3

f. If available, information about employment or advanced studies of graduates of the program over the past five (5) years.

Report on the FY 2017 Graduate Survey
Office of Institutional Effectiveness
2018

Speech-Language Pathology Assistant AAS

	2015	2016	2017
Number Surveyed	15	14	13
Number Responding	12	14	10
% Responding	80.0%	100%	76.9%
Continuing Education			
# continuing their education	3	--	2
# with difficulties transferring credits	--	--	--
Prepared graduate for continued education (scale of 1-	--	--	--
Employment			
Employed full-time	90.0% (9)	85.7% (12)	90.0% (9)
Employed part-time	10.0% (1)	14.3% (2)	10.0% (1)
Unemployed but seeking	--	--	--
Not seeking	2	0	0
Other	0	0	0
% working in job related to education	70.0%	78.5%	
Prepared graduate for performing job (scale of 1-10)	--	9.64	--
General Education Skill Set Preparedness (scale of 1-			
Critical thinking			9.60
Understanding culture and social structure			9.50
Mathematical methods			--
Public speaking			--
Writing			9.40
Other			
% who met their educational goals at OCCC	--	--	100%
% 1st in family to earn a degree	41.7%	38.5%	--
% who volunteer in their community	--	--	--
Extent to which OCCC is open to diversity (scale of 1-10)	9.50	9.33	9.60
Overall satisfied with OCCC (scale of 1-10)	9.25	9.15	9.70
% Would recommend OCCC to another person	100%	100%	100%

g. If available, information about the success of students from this program who have transferred to another institution.

NA

6. Duplication and Demand

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a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

The demand for acceptance into the program appears to be growing. As the program is fairly new (7 years) and the only SLPA program in the state, students who learn about the profession are seeking the educational opportunities. School systems are indicating that speech-language providers are in high demand and they need more SLPAs/SLPs to fulfill their needs. More public schools are utilizing SLPAs. In 2020, the American Speech-Language-Hearing Association (ASHA) will add an associate certification for SLPAs. The OSDE is preparing an SLPA certification exam as well.

b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

Description Speech-Language Pathologists	Avg. Hourly Earnings $33.60	Annual Openings 58	Regional Completions (2016) 112	2017 Jobs 805	2022 Jobs 885	2017 - 2022 Change 80	2017 - 2022 % Change 10%

c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

The program is often asked to provide continuing education hours for supervision of the SLPA.

d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

Our faculty are highly involved in many aspects of their profession and community. Several volunteer their time with the licensure board, the state and national associations, and state/community agencies. They participate in non-profit organizations that benefit their clients and are leaders in their profession and community. The faculty highly encourage their students in these endeavors as well. Students volunteer at the state convention, speech-hearing screenings for children, and at charity events.

e. The process of program review should address meeting demands through alternative forms of delivery.

While the academic curriculum is online, the program offers several opportunities each semester for students to come to campus or to other sites (such as conferences) to enhance their learning.

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

Because the program is an online design, we are able to minimize our use of on-campus resources. There is one full-time faculty member/program director and 7 adjunct professors. The program director (PD) teaches two courses per semester, including the clinical experience course, which requires coordination of clinical rotations throughout the state. The PD also serves on the Instructional Learning Committee representing the Health Professions division.

The program was awarded the Telligen Community Initiative Grant of $41,430 in 2016 to strengthen healthcare workforce development and provide services in rural Oklahoma. This grant helped facilitate clinical experiences in areas demonstrating shortages of speech-language services for children and adults.

Continuing education and travel to state and national conferences is typically covered by the Carl Perkins grant. The department takes advantage of the knowledge and expertise of the Center for Learning and Teaching for updates with technology, Moodle, and innovative educational andragogy.

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

The strengths of the Oklahoma City Community College SLPA program are numerous. Our program is designed to meet the needs of applicants from rural populations of the state and those who may need a non-traditional college career pathway. By offering a complete on-line academic course sequence, and clinical experiences near their residences, our students are able to complete the AAS without relocating to the metro area.

Our adjunct faculty represent some of the top clinicians in the state who specialize in their course content areas. They continually stay up-to-date with changes and advances within the profession and are active in local, state, and national professional associations. The faculty's commitment to improving the access to technology and online learning environments is evident by their participation in continuing education beyond the basic requirements and innovative use of new software and technology that is available at little to no cost to the students.

Our students' well-being and success in the program remain our top priority. Our faculty and adjunct faculty take students' success in their class very seriously and maintain an open-door policy at all times. Students are encouraged to come to the director or their professors with any concerns or difficulties in the class or in life in general.

B. Describe the concerns regarding the program that have been identified through this review.

The SLPA program's outcomes are a clear concern for both the program director and the program reviewers.

Participation in General Education artifact submission was also a concern to both the SLPA director and to the program reviewers.

C. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

1. Collaborate with the Academic Outcomes Assessment Committee (or other appropriate institutional committee) to review and revise the program's outcomes to reflect a more efficacious set of standards for the program.
2. Explore and identify a consistent means of measurement of participation in general education outcomes. Review program curriculum and identify items/assignments that would be prime examples to submit as general education artifacts. Submit these artifacts on a consistent basis throughout the academic year.

D. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

As indicated above, the need for a revision of the SLPA's program outcomes and participation in general education outcomes was identified. These recommendations are shared between the program's faculty and the institution.

APPENDIX

Program Curriculum:

Program Requirements:

Minimum Required Hours: 61

Major Courses		
Prefix & Number	Course Title	Credit Hours
SLPA 1013	Foundations of Speech-Language	3
SLPA 1023	Phonetics	3
SLPA 1033	Professional Issues for Speech-Language Pathology Assistants	3
SLPA 1043	Introduction to Articulation Disorders	3
SLPA 1053	Language Disorders in the Exceptional Child	3
SLPA 1063	Anatomy and Physiology of the Speech and Hearing Mechanism	3
SLPA 1073	School Issues for the Speech-Language Pathology Assistant	3
SLPA 1083	Instructional Procedures in Communications Disorders	3
SLPA 2043	Adult Neurogenic Communication Disorders and Treatment	3
SLPA 2023	Autism	3
SLPA 2033	Clinical Experience I	3
SLPA 2013	Medical Issues of the Speech-Language Pathology Assistant	3
SLPA 2053	Augmentative Communications	3
SLPA 2063	Clinical Experience II	3

General Education Courses		
Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483 or HIST 1493	US History to the Civil War *OR* US History Since the Civil War	3
PSY 1113	Introduction to Psychology	3
POLSC 1113	American Federal Government	3
MATH 1503	Contemporary Mathematics	3

Support Courses		
Prefix & Number	Course Title	Credit Hours

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1