



GROSSMONT
COLLEGE

Academic Program Review

ORTHOPEDIC TECHNOLOGY PROGRAM

2015 - 2021



SIGNATURE PAGE:

This program review report for 2015-2021 is respectfully submitted by the members of the Grossmont College Orthopedic Technology Department.

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DEPARTMENT/PROGRAM ACADEMIC PROGRAM REVIEW

SECTION 1 – OVERVIEW.

DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 1.1: To help the committee understand the history of the department, what your department does, what population you serve, and your overall place in the college. Include any information that helps the reader understand your department, such as which courses are primarily GE, programs added, new degrees, certifications, where your students come from, where they go, and a description of your faculty (the role of FT, PT and staff). Student population specifics (transfer, basic skills, CTE, etc.) are useful as well.

- 1.1** Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

History/General Information

An Orthopedic Technologist (OT/OTC) is an allied health professional who assists Orthopedic Surgeons and Physicians in the treatment of patients with acute and/or chronic orthopedic diagnoses. Orthopedic Technologists primary duties include but are not limited to applying, adjusting, and removing casts, splints, and braces. In addition, Orthopedic Technologists set up, adjust, and maintain traction configurations, assist in surgeries, and assist the physician in the reduction and/or manipulation of orthopedic injuries as needed.

The Orthopedic Technology Program is a one-year program that offers eight courses including clinical rotations at local hospitals, clinics, and private practice facilities. An optional work experience externship course is also offered to students upon graduation. A new cohort begins each fall semester and completes the program the following fall semester. Students are eligible to sit for the national certification exam administered by the National Board for Certification of Orthopedic Technologists (NBCOT) upon graduation from our program. Additionally, upon successful completion of the program, students are able to apply for a Certificate of Achievement in Orthopedic Technology and/or an Associate of Science Degree in Orthopedic Technology from Grossmont College. With the Associate of Science degree path, students will also be required to complete any general education requirements in addition to successfully completing the Orthopedic Tech program.



The Orthopedic Technology Program began in the Fall 1981 semester, funded by the Regional Occupation Program (ROP), authored and instructed by adjunct faculty members. Twenty students were admitted to the program. It began with labs on Monday and Saturday with lectures on Tuesday and Wednesday. In Fall 2008, the Orthopedic Technology program was officially moved under the umbrella of Grossmont College. Since moving the program to Grossmont College, the program has been modified so now didactic courses are held Monday/Wednesday and lab courses on Tuesday/Thursday.

We are one of six recognized Orthopedic Technology programs in the United States. To apply for the program, students are required to complete the prerequisite course (Anatomy OR Anatomy/Physiology) with a grade “C” or better and the course must include a lab and then are placed on our waitlist on a first-come first-served basis after a complete application is submitted. Our waitlist is approximately a one-year wait depending on when the student applies. The program admits typically 25 students max each cohort.

Curriculum

The curriculum is consistently updated through the continuous efforts of the faculty and their attendance at orthopedic conferences and the dedication and generous time of Dr. Wayne Akeson, Professor and Department Head of Orthopedics Veterans Medical Center, as well as Dr. Alexandra Schwartz, Associate Professor of Orthopedic Trauma at UCSD Medical Center. Former faculty member, Tom Byrne, wrote the original curriculum with Dr. Akeson’s support. Because of the strong curriculum and the program recognition as an accredited school through the National Association of Orthopaedic Technology (NAOT), the program is used as a model for all other OT programs in the nation. Our program is one of 6 programs recognized by the NAOT.

Regular input from employers, graduates and physicians in the field keep us aware of the occupational skills required and the current best practices found in Orthopedic Technology.

In 2020, the Orthopedic Technology Program made several changes, updates, revisions to the program curriculum. Most impactful and beneficial changes were the addition of OT112 and OT215. Offered in their first semester, OT112 is a soft skills course which prepares students for the clinical setting covering topics such as HIPAA, infection control/prevention, radiation safety, patient care, interpersonal communication, cultural diversity, ethics, and professionalism. Offering this course has enhanced our program tremendously and has provided the opportunity for students to obtain vital soft skills which allow them to provide comprehensive, compassionate, and safe patient care. This solid foundation better prepares the students for success in their clinical rotations and future careers and much of the content was a recommendation from the Advisory Committee.

Degrees/Certificates

The program offers the following options for students who successfully complete the Orthopedic Technology Program:

- Certificate of Achievement in Orthopedic Technology (successful completion of all courses in the program)
- Associate of Science Degree in Orthopedic Technology (successful completion of all courses in the program as well as all general education requirements outlined by the college)

Staffing

In 2016, Amanda Clay was hired as the part-time program coordinator for the program. Former lecture faculty member, Tom Byrne, retired in 2013 and faculty member, Erik Duke, was hired in 2013 to take over the lecture courses. Lab faculty member, Harold (Chris) Rice, has been with the department since 1998. Teaching/lab assistant, Mike McMillon, has been a member of the department since 2005.

PURPOSE OF SECTION 1.2: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

- 1.2** 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.

2015 Committee Recommendations:

1. Additional part-time faculty person to support clinical coordination including clinical site visits.
 - a. **COMPLETED** - A part-time program coordinator/faculty member was hired in 2016 (Amanda Clay) and is responsible for clinical coordination, site visits, and facilitation of clinical rotation matters.

2. Support for marketing program including counseling departments at Grossmont and Cuyamaca.
 - a. **COMPLETED/ONGOING** - Marketing and outreach efforts have increased since the last program review. Primarily due to the hiring of the part-time program coordinator, this allowed for more opportunities for outreach and marketing for the program and has also been vital to building relationships with the counseling departments. Since the Orthopedic Technology program is only on campus during the evenings, the program coordinator was important to have a presence on campus during the day and also representation for the department and program at faculty meetings, events, etc.
3. Create an OT Alumni Association to help strengthen ties between alumni, OT program and the community.
 - a. **COMPLETED** - An online OT Alumni Association group was launched in 2017 on Facebook as a place for alumni to connect, share information, jobs, network. In addition, a separate group on Facebook was launched in 2016 specifically for the Orthopedic Technology Program which serves as a place for the public, prospective/current/past students, alumni, and anyone in the community to learn about the program, get information on upcoming events/program previews, etc.
4. Revision and updating of course outlines.
 - a. **COMPLETED** - In 2020, the Orthopedic Technology Program had several curriculum changes, additions, and revisions which included all of the course outlines.
5. Revision and updating of course syllabi.
 - a. **COMPLETED** - In 2017, all of the course syllabi were reviewed, revised, and revamped. It is now our department policy to review our syllabi each year and make necessary changes.
6. Revision and updating of OT Google website and movement to the College website.
 - a. **ONGOING** - The Orthopedic Technology Program is in the process of moving documents to either the college website in a password protected format or to another platform that will allow the instructors to keep their materials and curriculum content safe. This has not been completed in its entirety at this time.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

To answer these questions, refer to your department's catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section).

If your program has an Associate Degree or Certificate program, refer to the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section).

PURPOSE OF SECTION 2.1: To describe how curriculum is maintained and/or developed.

2.1a 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.

There were curriculum changes that occurred in 2019/2020 which are listed below in summary. With these changes, we were able to bring each semester unit loads up to full-time status for our students.

FALL COURSES

OT110 – Course Modification

Updated course outline and language in course objectives.

OT111 – Course Modification

Updated course outline.

OT112 – Course Addition

Addition of this course provides students the opportunity to obtain vital soft skills which will allow them to better provide compassionate, comprehensive, and safe patient care. Students will have well rounded and solid foundation to be better prepared for the clinical setting in their second semester.

SPRING COURSES

OT210 – Course Modification

Increase in lecture hours, decrease in lab hours. This adjustment more accurately reflects how the course is taught. The course outline and language in course objectives was also updated.

OT211 – Course Modification

Decrease in lecture hours, increase in lab hours. This adjustment more accurately reflects how the course is taught. The course outline was also updated.

OT212 – Course Modification

Increase in units and lab hours. This change more accurately reflects the required time for clinical assignment for the students in their clinical rotations. The course outline was also updated.

SUMMER COURSES

OT214 – Course Modification

Decrease in lecture hours, increase in lab hours, and addition of a corequisite. Removal of the lecture component of this course allowed the department to create a new lecture course (OT215) which allowed the clinical portion of this course to stand alone as it does in the previous semester. Separating the lecture and lab (clinical) provides a clearer path for students and emphasis of instruction. The course outline was also updated.

OT215 – Course Addition

Addition of this course was necessary to accurately reflect the number of lecture hours and classroom lab time that occur in the program during the summer semester. Previously, the program only ran OT214 in the summer semester which is a clinical course and did not include sufficient lab/lecture time. Separating the lecture/lab content into its own course provides a clearer path for students.

OTHER/OPTIONAL COURSES:

OT220 – Course Addition

This optional externship/work experience course had previously ran as OT299A for multiple years without becoming a permanent course. Being such a great opportunity for our new graduates to obtain an externship experience, it was important to solidify this course as a permanent but optional offering upon graduation from the program.

2.1b Explain how diversity, equity, and inclusion is infused in the curriculum. Please provide specific examples.

During the students' first semester in the program, they are enrolled in OT 112 – Intro to Clinical Practicum which is a new soft skills course which was offered for the first time in Fall 2020. This course offers a great opportunity to introduce examples of inequality tied to the ethics module. This course is designed to introduce the students to the clinical environment and includes modules tied to soft skills. We also look at patient interaction where cultural diversity is discussed as it ties into communication, diversity in healthcare, and cultural competence. All of this can be improved upon as we add in additional material, resources, etc.

The faculty attempt to be thoughtful when selecting pictures of patients, creating patient scenarios or case studies, and other opportunities to demonstrate diversity as to help facilitate the conversation of how we can better meet the needs of our patients.

PURPOSE OF SECTION 2.2: To understand your practice for reviewing outlines. For example: under what circumstances you submit a new course, a modified course, or a course update to the curriculum committee.

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.

As a department, we make note to review our course outlines during one of our department meetings each year. We also hold an annual Advisory Committee meeting where we solicit input from our local clinical sites, employers, students, and alumni. If there is a need to update the outlines to better reflect the content and student needs, it is discussed. Since our instructors work in the field as Ortho Techs in addition to teaching, it gives our program and our students the advantage of having firsthand knowledge with respect to any changes, new technology, products, procedures, etc. which we can then incorporate into our curriculum. All course outlines were evaluated and edited in 2019/2020. These outlines were also reviewed and approved by the Curriculum Committee. It is our goal to maintain the practice of reviewing our course outlines on a yearly basis.

PURPOSE OF SECTION 2.3: Explain how you incorporate new material in your courses on a semester-to-semester basis to maintain relevance and address current issues related to your discipline within the existing course outline.

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.

The Orthopedic Tech program is majority hands-on learning and very interactive. Our clinical courses where students rotate through hospitals, clinics, and operating rooms, also provide hands-on patient care and learning experiences for our students. In addition, both instructors for the Orthopedic Technology Program work in the field as full time Orthopedic Techs which allows them to stay up to date on current information in the field. For our lecture courses, our instructors do have different teaching styles. Some of the engagement strategies used in the classroom include, videos, case studies, group activities, and presentations. Every attempt is made by the instructor to meet the learning needs of every student. During the pandemic, for our previously in-person lectures that were moved to online lectures strategies that were incorporated to maintain an engaging environment included breakout rooms, polls, interactive drawings where students could mark areas on a photo from their computer simultaneously, etc.

PURPOSE OF SECTION 2.4: To describe what the department does to maintain consistently high academic standards amongst its faculty.

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)?

We are a fairly small department and program. We maintain a consistent and open line of communication within our department and division. There are multiple departments meetings each semester as well as typically weekly conversations to touch base. Any pertinent information addressed at senate or coordinator meetings is passed along by the program coordinator to the other faculty members.

New Faculty

We do not have a great deal of turnover for faculty members in this department and therefore do not have a formal orientation process. When Tom Byrne retired in 2013, Erik Duke was hired on as faculty. Prior to being hired, Erik Duke served as a substitute for Tom Byrne before his retirement and was oriented for 3 months in the classroom where he observed Tom Byrne's classes prior to his retirement.

PURPOSE OF SECTION 2.5: To gauge the overall patterns of student success, retention, and grade distributions across the course offerings in your department. Here the committee is looking for explanation on unusually generous or rigorous grading patterns.

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.]

Please refer to grad distribution data summaries included as Appendix 1.

Grade Distribution Summary

Like most allied health professions, the expectations put upon our students are that they demonstrate knowledge and critical thinking at a level that is necessary to provide the patient care they are being trained to deliver. Most students achieve a grade of "A" or "B" in our courses. All grades below a 75% are graded as an "F". Students must complete each course with a 75% or better to continue on in the program. If a student fails a course, we have a re-entry process in place and typically allow for the student to re-enter the following year following a meeting or discussion with the student to address barriers, questions, strategies for success, etc. For the allied health departments, it is essential that our students achieve a passing grade to demonstrate their competency in all courses for the safety and welfare of the patients they will care for.

Consistency in Grading

The OT program only has single sections of the OT courses with singular instruction. Faculty meet regularly to discuss student progress in their respective courses. Faculty developed a clinical grading tool designed to standardize the expectations of the students as well as the experience for the student.

National Board Exam

Our students are eligible to take the national certification exam issued by the NBCOT upon successful completion of the program. Our students are very successful in passing their exam and becoming certified. This certification is required for majority of employers who hire our students. Below is a table displaying the pass rates for our students from 2015-2020. As of 2020, the national average pass rate for all test takers across the country was 82%.

National Certification Board Pass Rates for GC Orthopedic Tech Program Graduates (1st Time test takers)	
Year	% Passed
2015	78%
2016	70%
2017	93%
2018	93%
2019	100%
2020	100%

PURPOSE OF SECTION 2.6: To evaluate the department’s success with course delivery methods in online vs. hybrid vs. face-to-face platforms.

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).

Traditionally, we do not offer any DE or hybrid courses. Due to the nature of the program with emphasis teaching “hands-on” skills, there are no plans for distance education at this time. However, we did have to shift to ERT format for our lecture courses during the pandemic. At that time, we did have three students voluntarily withdraw from the program due to the difficulty of online instruction coupled with balancing home life. We were thankfully able to re-start our lab courses on campus which has been beneficial for our students.

- 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).

There is not any formal articulation with the high schools but we do participate in an annual event called "Round Table Partners" at Sweetwater High School – Health & Fire Science Academy. At this event, community industry partners are invited to share their career experience with the Health & Fire Science Academy Students who are high school students interested in healthcare and/or first responder career paths. These high school students are able to sit with members representing different career paths (nurse, respiratory therapist, physical therapist, law enforcement, EMTs, ortho tech, etc) and after a brief presentation they ask 1-2 questions each to gain more knowledge about the field.

PURPOSE OF SECTION 2.8: The committee wants to gauge if students are able to transfer successfully to four-year universities via your articulation agreements.

- 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.

While there are not four-year or advanced degrees in Orthopedic Technology, our students are aware of what the community offers for advanced degrees. Many students have gone on to advanced degree programs. The completion of the Associate of Science Degree in Orthopedic Technology is a terminal degree. A Bachelor of Science degree is not required to work in the field of Orthopedic Technology.

From the Articulation Officer:

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

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

The SLO Cycle is summarized in figure 1 below.

**Figure 1
SLO CYCLE**



PURPOSE OF SECTION 3: To show how SLO assessments are used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning.

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?

As an allied health program, our student outcomes are constantly being assessed from cohort to cohort. Assessing the outcomes of our students allows for a continued discussion between faculty to ensure that we are providing the tools for our students to gain the skills and knowledge to be successful in this profession.

That being said, we admittedly have not been consistent in inputting/entering the outcomes of these assessments into TracDat. In addition, we do still have some minor revisions to be made to our CSLOs although they were updated in 2019/2020. The Orthopedic Tech program and department understand the importance of having CSLOs that are meaningful, concise, measurable, and

informative in their assessment for the betterment of the program and ultimately our students. The state of inputting assessments does not mean that we have not been assessing our CSLOs, the content of our courses, methods, learning, etc. As mentioned previously, we are constantly assessing our students, their success, and how we can evolve and improve to prepare our students be to entry level Orthopedic Techs. It is our intent and goal to make revisions where needed and also to ensure to input our outcomes and assessments in a timely manner moving forward.

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 CSLOs and policies within each course are tied to the PSLOs.

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.)

Without true CSLO data to refer to, we will comment on a few examples of changes made due to our regular assessment methods for our curriculum, using the example tool provided.

Examples of Changes that *May* be Implemented as a Result of Assessment

Changes to the Assessment Plan	<ul style="list-style-type: none"> ▪ Revision of performance rubrics in all courses ▪ Changes to lecture exam questions to include more critical thinking scenario questions ▪ Changes to delivery of exams to include more computer based options when applicable
Changes to the Curriculum	<ul style="list-style-type: none"> ▪ Recent addition of OT112 soft skills course ▪ Recent addition of OT215 lecture/lab course for summer ▪ Changes in teaching techniques in response to ERT format
Changes to the Academic Process	<ul style="list-style-type: none"> ▪ improvements to multimedia materials ▪ creating permanent position for part time program coordinator

- 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

The Orthopedic Tech program is receiving the needed support and assistance for implementing revisions to assessment plans, curriculum, and processes. The demands and needs of the healthcare field and our advisory committee input keep us updated on technological and procedural content.

- 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.)

We have created an assessment plan/cycle as requested by the SLO coordinator, but we have not adjusted the SLO assessment cycle for specific reasons. It is understood that assessing a course out of cycle might be necessary and appropriate for varied reasons.

- 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.)

We will follow our current cycle unless there is a need to adjust the timeline due to assessing a specific course. We are in the processing of assessing the outcomes of the new courses we have offered as well as the recent changes we have made to the other courses in the program.

- 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?

The results of our SLOs show that we are progressing toward our program goals. The SLOs are reviewed regularly and outcomes are discussed at department meetings with faculty who teach the courses. Although we have been assessing our outcomes on a regular basis, we plan to improve on uploading and entering the assessment data into TracDat in a timely manner moving forward. SLOs are vital in informing our department in our goals and provide guidance in making adjustments to the SLOs where needed.

SECTION 4 - FACILITIES AND SCHEDULING

PURPOSE OF SECTION 4.1 – 4.4: To determine how departments utilize various campus services and the impact on student access (consider facilities, scheduling, campus resources and technology).

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

- On Campus (Room 34-135 & 34-106 for lab courses during COVID pandemic; typically the program only utilizes Room 34-135)
- Virtual (lecture courses for the time being)
- Off Campus (all clinical courses)

All courses in the Orthopedic Technology Program have been offered face-to-face in standard classrooms in the Health Sciences building (34) from when this building opened until March 2020 when the COVID pandemic resulted in restricted access to campus for staff, faculty, and students. All courses at that time were either suspended or moved to virtual if applicable. Clinical rotations were also suspended. The main classroom for the program is 34-135 which is set up specifically for our students. As of Fall 2020, our program was able to return partially to campus, delivering the lab courses on campus and maintaining lecture courses virtual which is also currently how the program is being delivered. Once safe for everyone, we will return all courses back to on campus instruction with the exception of clinical rotation courses which are delivered on campus in the healthcare setting.



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.

The classrooms and labs designed for building 34 meet the needs of the OT Program. Having been one of the few departments allowed to remain on campus during the pandemic, we have stretched our needs to other classrooms within the building, successfully able to accommodate social distancing during lab activities.

- 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?

We offer our courses on campus in the evenings and have not experienced many facility or scheduling hurdles for our students. During the spring and summer of 2020 when the COVID pandemic caused our students to be moved off campus and out of clinical rotations we had to be proactive and creative in our approach to continue the program so our students could complete the program in a timely manner. The cohort that was set to graduated August 2020 did need to be postponed another full semester so they could complete their courses once we were able to have lab back on campus in a limited capacity and the students return to clinical rotations to some capacity as well.

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

Before the COVID19 pandemic, our technological and equipment resources met our needs for the program and the students. Our classroom (34-135) was designed with our program in mind specifically but the sinks in the classroom have continued to have issues due to plaster residue which has been remediated with the installation of plaster traps similar to the ones in the arts/pottery classrooms. During the COVID pandemic, moving from on campus to online during the pandemic presented challenges for the instructors and for the students. Some of our students did not have computers, webcams, or adequate internet access. With the support of the division and college we were able to lend out computers to those that needed them, purchase webcams for our faculty to stream their lectures and labs.

PURPOSE OF SECTION 4.5: To have departments determine, based on their review of waitlist data and student feedback, if their program could serve more students if it had more facility resources available and/or used them differently.

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.

Our facility needs are minimal. For our courses we only utilize one classroom (34-135) which is set up specifically for our students and can accommodate the amount of students in our cohort. We also ensure to not exceed the number of students in our cohorts that can be accommodated by our clinical facility sites.

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.

Not applicable.

SECTION 5 – STUDENT EQUITY AND SUCCESS

PURPOSE OF SECTION 5:

- To determine if student enrollment in your program is robust and if students are enrolling in your program in equal representation to the general Grossmont student population.
- To have the department examine student success and retention overall for your department and disaggregated by ethnicity, age, gender.
- To have departments explain what they have done to improve success for all students while maintaining academic rigor.

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.

Normally, the program invites 25 students per cohort that starts in the fall. This is fairly consistent with the exception of students that exit the program last minute. We only have one cohort in the program at a time. There are times where we do not start a new cohort at its max number of students due to the fact that at times incoming students can decide to not join the program at the last minute or postpone their invitation last minute due to personal reasons. We do have a process in place to invite students to the program as “late invites” in order to fill those seats but that normally takes place at least two months before the start of the program in the fall due to students needing to complete compliance requirements before they begin. If seats become open in a new cohort within that 2 month timeline before the start of a new cohort we are normally not able to fill those seats resulting in the class size being slightly lower than 25 students.

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].

In comparison with the college-wide data, for ethnicity and gender our program appears to be in line with the data for Grossmont. For age, we do have some slight differences. College-wide the majority of students are either younger than 20 years of age or in the 20-24 years of age range. For the Orthopedic Tech program, our data shows that majority of our students are either in the 21-24 years of age range or in the 30-39 years of age range.

For our older students, they tend to be adult re-entry students or seeking a career change. The field of Orthopedic Technology has historically been male-dominated although the last six years or so we have seen an increase in the amount of female students that go through our program.

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]

The Orthopedic Tech program is consistent with student success and retention. Our data values exceed the college averages. Our students work very hard to prepare for and succeed in this program and have the desire to pursue a career in allied health which ultimately contributes to their success.

The OT program faculty also have procedures in place to assist with student success and intervene where/when needed. When a student appears to be struggling academically, we make sure to take the necessary steps to identify obstacles to the student's success, barriers, issues, etc. to make a plan to help remediate that student early on. If a student is found to be struggling outside of the classroom, we make sure to provide resources and direct them to support services.

Data for the program on success and retention by age shows that the older students (50+) find the program most difficult regardless of semester. Although the data does show that if a student is to struggle in the program it is typically in the first semester (fall). The pace and rigor of the program can prove to be challenging. When speaking with the students who exit the program after the first semester either due to academic failure or voluntary withdraw, it is most common for these students to identify barriers or hurdles such as work schedule and outside commitments. We do offer our courses in the evening during the week which has shown to help with majority of work schedules but although students are made aware of the time commitment, some students do underestimate the time needed to study outside of the classroom.

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.

- Participation in campus health fairs- students demonstrate cast application
- Grand Rounds (UCSD Wed. am)- to learn about orthopedic patients and treatments
- Resident Trauma Rounds (UCSD Thur. am)- trauma cases and treatment
- State and local professional development opportunities through AOTC and NAOT- students participate in practicing orthopedic techniques on a cadaver.

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.

The students primarily receive their outside class engagement through their clinical rotations. There have been some interdisciplinary activities between Occupational Therapy Assistant and Nursing students in the past. Our division puts on a big Interprofessional Education all-day event for our students every spring referred to as “Hospital Day”. The very first one was offered in 2017.



Students during the teamwork activity session. Student had to work together to spell “Team Work”



Skills stations where students from each discipline get to showcase their specialty to their peers.



Simulation lab to facilitate healthcare team coordination.



Ethics breakout room where case scenarios involving ethical situations in healthcare come into play for discussion.



This event is coordinated with five of the Allied Health & Nursing programs - Nursing, Respiratory Therapy, Occupational Therapy Assistant, Orthopedic Technology, and Cardiovascular Technology. Hospital Day involves over 125 students from all of the allied health programs and the students are placed into interdisciplinary groups. Activities

through the day include a simulation lab with patient actors where all students need to work together to provide patient care, skills stations where students from each discipline get a change to show off their skills and educate their peers, teamwork activities, and ethics discussions. The event is very successful and students and faculty have given great feedback and reviews. Pre and post surveys have been collected so that we have a few years of data. Students learn so much from this event and we hope that it will promote interprofessional work value as they become employed.

Having this event together led to our first interdisciplinary new student orientation day in 2019 where new students from all allied health programs had a large joint orientation day together and then separated at the end of the day into their respective programs for a wrap up. In 2020, we were not able to hold a joint orientation due to campus restrictions but we hope to reinstate the joint orientations in the future.

5.5 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

We do not have an accrediting body that governs our program however our students do take a national board exam to become certified orthopedic technologists and they do have requirements that the program must meet for our students to be eligible take this certification exam. Our students are eligible to sit for their national board exam upon successful completion of the program. This exam is administered by the National Board for Certification of Orthopedic Technologists (NBCOT) four times per year at various testing locations across the nation. The average pass rate for first time test takers nationwide for the exam in 2020 was 82%. The pass rates for our graduates from 2015-2020 are reflected in the table below. Our students have been extremely successful passing their board exam thanks to the thorough preparation from our instructors.

Grossmont College Orthopedic Tech Program -- Certification Board Pass Rates (1st Time test takers)	
Year/Class of	% Passed
2015	78%
2016	70%
2017	93%
2018	93%
2019	100%
2020	100%

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. [This data table will be provided to you by the Program Review Data Research Liaison.]

We offer two degree options for the program; an Associate of Science Degree in Orthopedic Technology and a Certificate of Achievement in Orthopedic Technology. Graduates of the Orthopedic Tech program are eligible to apply for either option or both. For the AS degree, students also need to satisfy the general education requirements from Grossmont College. In the past, it has not always been communicated efficiently to our students about the process of applying so we have made an effort to make sure we are informing students on deadlines, requirements, etc. We encourage them to pursue the COA and/or the AS degree as it is such a great achievement after completing a rigorous program.

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

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 they 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?

After our students graduate, they begin prepping to take their board exam and then look for employment. The career they pursue is Orthopedic Tech/Orthopedic Technologist/Orthopedic Technician and they are typically employed in hospitals, private practices, and outpatient clinics. Starting salaries for an entry level Orthopedic Tech can range depending on where the individual is employed however the average range is \$30-\$35 per hour. We do have some graduates who down the line after working as an Orthopedic Tech for many years go on to pursue careers such as Physician Assistant, Registered Nurse, Nurse Practitioner, and have even had some graduates go on to pursue medical school after some years of experience. Although majority of our students remain employed as Orthopedic Techs. We have also had some students go into non-traditional careers such as DME sales working for companies that produce materials such as joint replacement hardware, prosthetics, or custom ACL braces. Below is a table which

shows the percentage of our graduates that are employed within 6 months of graduation from the program. We are also still collecting employment data for the class of 2020 as their graduation date was delayed (graduated in Dec 2020 instead of Aug 2020) due to the pandemic and completing requirements.

Grossmont College Orthopedic Tech Program -- Graduate Employment Rates (w/in 6 months of graduation)	
Year/Class of	% Employed
2015	88%
2016	94%
2017	88%
2018	93%
2019	92%
2020	86%

Alumni Feedback/Testimonials

“My personal experience with the Orthopedic Technology Program at Grossmont College was about growth. The program has helped me learn the proper foundation and knowledge of orthopedics and has motivated me to build upon what I have learned throughout my career as an Orthopedic Tech. In my current position, I am a Lead Ortho Tech. I have been working alongside an Orthopedic Surgeon in an outpatient clinic. Grossmont Orthopedic Technology class was one of the best decisions I have made.”

“The program was the best decision I ever made. I was going to Grossmont just knocking out prerequisites until I knew what I wanted to do. When I found the orthopedic program that’s when things got on track for me. I got my first job in Long Beach with an orthopedic private practice and within the year I was able to make my way back to San Diego in a podiatry department with a trauma foot/ankle surgeon. 8 years later....I wouldn’t change a thing. I feel the program helped me prepare to get into the field I am and have the tools to be able to keep learning and ask questions.”

“Ever since the first day of the orthopedic tech program I felt I was going to receive a great academic and clinical experience. My instructors both outlined an amazing curriculum that would prepare me for a great career path going forward. Since graduating from the program, I transitioned to a career pro sport in the minor leagues with the San Diego Padres. After some years of experience, I went back to school and transitioned to becoming a Physician Assistant in orthopedic surgery. The program had a tremendous effect on me becoming a Physician Assistant in orthopedic surgery. They provided a huge baseline education. Without the education that I received as an ortho tech, I would not be able to provide the amazing patient care I do now in orthopedic surgery.”

The Orthopedic tech program at Grossmont was a life altering experience. The gifted instructors inspired me on a daily basis. My amazing classmates were a wonderful part of the journey. When it was time to move forward, I left with the tools and knowledge I needed for the real world. It not only gave me the skills to become an Ortho tech, but I learned a lot about myself in the process. I'm currently working as an Ortho Tech. It has been such a surreal experience. I work with amazing Alumni who have been generously mentoring me through the process. We have the opportunity to cover everything at our facility (clinic, urgent care, emergency room, med/surg, & the operating room). The experience is invaluable. I have tremendous gratitude that every day I get to go do the work I love.”

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

PURPOSE OF SECTION 6: *To determine how departments utilize various campus services.*

- 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.

The college's student support services have adequately met our students' needs. Counseling in particular has met with our division on multiple occasions, and we have discussed ways to better serve our current students and also prospective students. Also, financial aid has attended orientations for our students and been available for questions, information, etc. We have always had a close relationship with the health center as well given that a lot of our students (current and prospective) utilize their services for things such as immunization requirements. In addition, the library has been a great resource for our students.

- 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?

Student Health Services is used most often by the students in our program for things such as immunization requirements, screenings, boosters, etc. Our students also attend our courses in the evening on campus and many of the student services are not physically open at that time typically.

- 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.

College support services adequately support our faculty and staff. Both of our instructors work in the clinical setting during the day and then teach on campus in the evenings. Most of the support services are not physically open for them later in the day/evening. The printing department has been utilized greatly by our faculty and is probably one of the services used most often. CAPS and maintenance have also been a huge support to our program. CAPS has been available for our faculty in the evening in the event they have issues getting in to their classroom. In addition, maintenance has always been very responsive with anything needed to be fixed/assessed with respect to our classroom.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

PURPOSE OF SECTION 7: *The purpose of this section is for your department to showcase the most meaningful outreach, engagement and retention work that you do, both on and off campus. We are interested in learning what the faculty and staff in your department do maintain/enhance their status as professionals in their field and as instructors, how you represent the college in the community/region, interact with other departments around campus, serve the college and your students, and participate in campus life.*

The first table you see in this section is INFORMATIONAL ONLY, so you can understand what type of information you should be providing for this section. The second table you will see is the suggested table format you should use to display your information for this section.

TABLE ONE: INFORMATIONAL ONLY – PLEASE ADDRESS THE CONTENT IN THIS TABLE

OFF CAMPUS	ON CAMPUS
Marketing Flyers, brochures, booths, radio	Marketing Flyers, brochures, booths, Summit newspaper
Discipline Specific activities Conferences, Clubs/Organizations, Department Events, Licensing Meetings, Technical Reviews/peer reviewing manuscripts/textbooks and other discipline-specific volunteer activities, regional and state task forces	Campus Volunteerism Involvement in college and other department's activities (campus open houses, science fair, water project, helping out as a theater usher or at a sports team event)
Community Involvement Advisory committees, serving in regional groups, K-12 outreach, Job Fairs, other college-related but not discipline-specific activities	Interdisciplinary Collaboration Collaborating on shared events, cross-listed courses, working with campus student services, linked courses (sharing of expertise/resources between departments to benefit student success, such as guest lectures, shared lab activities, simulation or other special events)
Professional Development Attendance, creation/presentation, grants, sabbaticals	Professional Development Workshop Attendance, creation/presentation of professional development activities, grant-writing and sabbatical projects

Table two on the next page shows how you should organize your activity data. Complete this table with your commentary.

If you need assistance in creating a table, please contact the Program Review Chair. If you are using word, simply select 'insert' from the main menu, then table, and then select the number of columns and rows you want for your table.

Our faculty not only teach in the classroom but work in the clinical setting. Specifically, our instructors Erik and Chris work in the field as full-time orthopedic techs who bring invaluable experience and knowledge to the classroom for our students. Having first hand experience and knowledge gives our instructors the advantage of being experts in the field of practice of orthopedics.

TABLE TWO: SUGGESTED TABLE FORMAT

Faculty	Activity/Committee	Year(s)	Value to Student Success
Erik Duke	Lead Orthopedic Tech at Kaiser Permanente	2015-present	Knowledge and skills; stays current on clinical practices which can be brought into the classroom
	Attendance at the National Association of Orthopedic Technologists (NAOT) annual symposium **2020 symposium cancelled due to COVID19 pandemic	2015-2019 2020	Attendance at symposium and conferences provides education opportunities and experiential learning which can be brought back to the classroom/students. Some of these symposiums also offer free or discounted ticket prices for our students.
	Presenter: NAOT 35 th Annual Symposium	2017	
	Attendance & Presenter: Association of Orthopedic Technologists California (AOTC) Spring Symposium & Workshop	2015-2020	In addition to being an educational experience for our instructors, Current students are offered either free or discounted entrance to these symposiums and workshops.
	Attendance & Presenter: Association of Orthopedic Technologists California (AOTC) Summer Symposium & Workshop	2016-2019	
	Attendance & Presenter: Association of Orthopedic Technologists California (AOTC) Fall Symposium & Workshop	2015-2019	
	Attendance: American Academy of Orthopaedic Surgeons (AAOS) Annual Meeting	2017	Bring back pertinent information to the students and classroom
	Vice President of NAOT	2019-present	
	Committee Member – National Board for Certification of Orthopedic Technologists (Job Analysis Committee)	2018 - present	Advocating for job analysis/job descriptions for the ortho tech career to better streamline the profession.

Harold (Chris) Rice	Lead Orthopedic Tech at Kaiser Permanente	2015-present	Knowledge and skills; stays current on clinical practices which can be brought into the classroom
	Attendance at the National Association of Orthopedic Technologists (NAOT) annual symposium **2020 symposium cancelled due to COVID19 pandemic	2015-2019 2020	Attendance at symposium and conferences provides education opportunities and experiential learning which can be brought back to the classroom/students. Some of these symposiums also offer free or discounted ticket prices for our students.
	Presenter: NAOT 35 th Annual Symposium	2017	
	Attendance & Presenter: Association of Orthopedic Technologists California (AOTC) Spring Symposium & Workshop	2015-2020	In addition to being an educational experience for our instructors, Current students are offered either free or discounted entrance to these symposiums and workshops.
	Attendance & Presenter: Association of Orthopedic Technologists California (AOTC) Summer Symposium & Workshop	2016-2019	
	Attendance & Presenter: Association of Orthopedic Technologists California (AOTC) Fall Symposium & Workshop	2015-2019	
	Attendance: American Academy of Orthopaedic Surgeons (AAOS) Annual Meeting	2017	Bring back pertinent information to the students and classroom
	ICC Faculty Rep: Orthopedic Technology Program Club	2015-present	Supports the student reps and student board of directors for the ortho tech program
	Committee Member: Licensing Committee of National Association of Orthopedic Technologists (NAOT)	2015 - present	Advocating for the ortho tech career and future licensing possibilities which would help advance the career as a whole.
Amanda Clay	Academic Senate	2016-present	
	Council of Chairs & Coordinators	2016-present	
	Marketing/Outreach: Program Preview Meetings, visiting science classes, Health Fairs, Career Expos,	2016-present	Increase awareness of the Orthopedic Technology Program, orthopedics, and allied health professionals to other students on campus and in the community
	IPE Committee – Hospital Day	2017-present	Plan, organize, and help facilitate annual event (Hospital Day) to encourage collaboration, critical thinking, and communication skills for the allied health students in all programs. Collaborate with AHN colleagues to design event.
	Outreach: Monthly Program Preview meetings/presentations	2016-present	Informative meeting for prospective students interested in learning more about the program; these meetings are held several times

			per semester
	Presenter: Round Table Partners at Sweetwater High School – Health & Fire Science Academy	2017 2018	Great outreach opportunity for HS students who are enrolled in the Health & Fire Science Academy
	Presenter/Booth: Health & Biotech Career Expo	2017	
	Presenter/Booth: Health & Wellness Fair	2017-present	
	Attendance & Presenter: ICC Fairs on campus	2016-present	Creates a presence on campus our program did not previously have before having a program coordinator due to the program being offered solely in the evening times on campus. Helps connect our students to other students on campus during daytime hours.
	ICC Faculty Rep: Orthopedic Technology Program Club	2016-present	Supports the student reps and student board of directors for the ortho tech program
	Chairperson: East Region Adult Education – AEBG CTE Health & Medical Program Area Council	2017-2018	Collaboration between local high schools, adult education programs, vocational schools, and community college allied health programs to help better facilitate communication and a pathway for our students to reach their career goals.
	Outreach: Distribution of flyers/pamphlets/program information on and off campus	2016-present	Spread information to the community about our program

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

In addition to the real world experience our instructors bring to the classroom, their attendance and participation at conferences and workshops keeps them up to date in the field with respect to other orthopedic facilities and practices which in turn they are able to apply to their classrooms to enhance the learning and skills of our students.

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

On Campus Activities

Marketing:

The program coordinator, sometimes with student volunteers, will participate in events and activities in the main quad on campus such as ICC fair, health & wellness fair, career expos, etc. We also have flyers, handouts, and marketing materials to hand out to students. Also, when our students attend the events they will do some casting demos. These are great opportunities for our faculty to connect with potential students as well as our current students ability to connect with other Grossmont students. Since our Ortho Tech students are on campus in the evenings, this gives them the time to be on campus

during the day which is a much different experience with a lot more individuals on campus.



Ortho Tech student at a campus fair/event demo-ing “finger casts” to their peers

Interdisciplinary Collaboration:

The “Hospital Day” event within the Allied Health & Nursing division takes an incredible amount of planning and coordination. It is dependent upon all the AHN faculty to participate. With approximately 125 students from five different AHN programs placed into interdisciplinary groups, effective planning for movement of these groups through a simulation activity, skills demo stations and team-building activities, takes a village to coordinate! We usually start planning about a year in advance. The takeaway from our students is well worth the effort.

Professional Development:

For professional development, some occurs on campus for some faculty while off campus PD occurs for others depending on schedules. Our two main faculty members work in the clinical setting during the day and then teach in the evening time. The program coordinator takes advantage of opportunities offered throughout the year during daytime work hours and shares out relevant information to other faculty.

Off Campus Activities

Community Involvement:

Efforts for outreach are also conducted off campus. The program coordinator maintains the social media accounts for the program in an effort to help reach members of the community to educate about the profession and also provide information on the program. In addition, the program coordinator attends off campus outreach events such as career fairs at local high schools and colleges. We also get students who apply to our program who state that they (or someone close to them) recently had an interaction with an orthopedic tech and were referred to our program as they were an alumni. In addition, our

faculty member Erik Duke coordinates each year a partnership with a local orthopedic DME company to bring the students to a cadaver surgical simulation lab.



Round Table Partners at Sweetwater High School – Health & Fire Science Academy

Discipline Specific Activities:

The Orthopedic Tech program faculty work in their field of expertise as full-time orthopedic technologists. The program coordinator is also a registered nurse who works in a surgical unit in which the patient population also includes both outpatient and trauma patients that require orthopedic surgical intervention.

Professional Development:

Annual conferences, workshops, and symposiums are common for the faculty to acquire continuing education credits to support their credentials. The OTC certification requires that individuals obtain a minimum of 120 CEUs every six years for your credentials to stay active.

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

Yes_x___ No _____

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

SECTION 8 – FISCAL & HUMAN RESOURCES

PURPOSE OF SECTION 8: *To assess if the college is meeting the resource needs of your department and if your department is using those resources efficiently.*

NOTE: All required data tables and graphs will be compiled and delivered to you by the Program Review Data Liaison.

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.

	FA15	FA16	FA17	FA18	FA19
Earned Enroll	53	50	44	49	40
Max Enroll	50	42	53	44	65
% Fill	106.00	119.05	83.02	111.36	61.54
Earned WSCH	349.09	282.80	322.91	364.97	317.71
Total FTEF	0.86	0.85	0.88	0.90	0.95
Earned WSCH/FTEF	405.92	332.71	366.94	405.52	334.43
	SP16	SP17	SP18	SP19	SP20
Earned Enroll	61	52	53	54	49
Max Enroll	60	60	57	75	54
% Fill	101.67	86.67	92.98	72.00	90.74
Earned WSCH	435.43	333.20	350.20	360.00	328.00
Total FTEF	1.17	1.07	1.11	1.11	1.23
Earned WSCH/FTEF	372.16	311.40	315.50	324.32	266.67
	SU15	SU16	SU17	SU18	SU19
Earned Enroll	17	18	17	16	15
Max Enroll	17	18	17	17	23
% Fill	100.00	100.00	100.00	94.12	65.22
Earned WSCH	217.99	216.00	217.60	204.80	155.43
Total FTEF	0.60	0.60	0.60	0.52	0.52
Earned WSCH/FTEF	363.32	360.00	362.67	393.85	298.90

- 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?

Enrollment has been consistent for the program since the last program review. Our enrollment capacity is tied to the number of clinical placements sites we are able to obtain. We generally begin with 25 students max in the fall each year. We typically see on average the number reduced to about 20 students by the summer semester. Our curriculum is sequential and has only one section per course. In the past, it was practice with our division to adjust class max size numbers to match the number of students progressing in the program. There are some semesters where that was not changed and therefore the %fill values were skewed.

- 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.

Similar to the other allied health programs, the Orthopedic Tech program is not as efficient as other academic departments at Grossmont. We have smaller class sizes due to the clinical placements, the max size our classroom accommodates, and also the need to have smaller cohorts where students can receive the attention needed to develop technical skills and knowledge. The program also utilizes a lab assistant for the on campus lab course to help facilitate learning and give the students the attention and oversight they need.

- 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 Orthopedic Tech program does not receive any Perkins funds and is the only Allied Health and Nursing Program that does not receive Perkins funding. The program has attempted to start the conversation about why this is but has not made much progress. It would be extremely beneficial for our students' learning to have some additional funding to purchase supplies such as fiberglass casting (we mainly use plaster for cost purposes) which is used as the preferred material for casting/splinting in the clinical setting. In addition, with additional funding we could replace many of our orthopedic anatomy models, braces, and splints which are mostly broken and/or outdated. We also have a need for new cast saws as the ones we have now are worn down and overused as students are sharing only a handful. As for our supplies, we typically have sufficient budget each year to replenish what we have used.

PURPOSE OF SECTION 8.4: The committee is looking to recognize program/department efforts for outside funding.

- 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.

Human Resources

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

	FA15	FA16	FA17	FA18	FA19
FT Faculty Count	0	0	0	0	0
PT Faculty Count	2	2	2	2	2
Full-Time FTEF	0.00	0.00	0.00	0.00	0.00
X-Pay FTEF	0.00	0.00	0.00	0.00	0.00
Part-Time FTEF	0.86	0.85	0.88	0.90	0.95
Total FTEF	0.86	0.85	0.88	0.90	0.95
FT Percent	0.00%	0.00%	0.00%	0.00%	0.00%
Permanent RT					
Temporary RT	0	0	0	0	0

PURPOSE OF SECTION 8.5 & 8.6: The committee is interested in knowing about the people in your department and what they do. The committee also wants to understand your department/programs staffing needs.

- 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 Orthopedic Technology Program does not have any full-time faculty. There are two part-time faculty members in the department and a part-time Program Coordinator and faculty member. Our faculty member, Erik Duke, is responsible for teaching the lecture course in the program and Chris Rice is responsible for teaching the lab courses in the program. In addition, they both help facilitate and manage clinical rotations for the students. The part-time Program Coordinator, Amanda Clay, is responsible for managing the waitlist, applications, orientations, clinical placements and compliance requirements, affiliation agreements, and also represents the department on Academic Senate and the Council of Chairs and Coordinators. In addition, she also teaches OT112 which is a new course offered for the first time in Fall 2020. It does not appear that the program coordinator is reflected in the data in the table above.

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 current levels of staffing of faculty are adequate for the program needs. However, the part-time program coordinator who was hired in 2016 is still not technically a permanent position.

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.

Not applicable.

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 <i>*Wages shared between AHN departments</i>	Classified Employee	1.0	1.0	1.0	1.0	1.0	1.0

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 Health Professions Specialist is currently doing the job of two people for the Allied Health & Nursing Division. The other HPS transferred to another position over a year ago and had not been replaced. The division was told the job has recently been approved for hire and is in the queue with HR at this time. This replacement is essential in that the workload has become impossible for one person and this has greatly affected the students

in all of the programs in the division. Normally a student applies for one of the AHN programs and is immediately informed of the status of their application and given instructions. Now it is taking the single HPS up to three weeks to respond to applications creating numerous emails from anxious students about the status of their application. This is not a reflection on the ability of our current HPS, but simply the workload to support five programs instead of three is overwhelming.

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:

- Outreach: We have increased our outreach efforts since the hiring of the part-time program coordinator in 2016. Our waitlist has maintained a sufficient length, but we do wish to continue to improve outreach efforts to hopefully have a more robust waitlist in the future. We do find that majority of our applicants find out about our program through word of mouth or internet searches.
- Engagement: Students in the Orthopedic Tech program are dedicated to learning their craft and are consistently learning hands-on skills and knowledge throughout the entire program.
- Retention: When appropriate, the faculty intervene in cases where a student may be in jeopardy of academically failing a course and work with them to develop a plan of remediation with the intent to help that student succeed. In cases where a student is dropped from the program for academic failure, there is a process in place to meet with the student, discuss barriers to their academic success in the program, and development of a plan (if they wish to do pursue it) to re-enter the program the following year.

9.2 Summarize program weaknesses in terms of:

- Outreach: With additional funding we could increase outreach efforts with informational mailings/pamphlets to the surrounding communities.
- Engagement: Finding better ways to engage students in the classroom is something that can always be improved upon. It may not always be the same year to year depending on the needs of that particular cohort.
- Retention: From 2015-2021 the average attrition rate was 20% with majority of students exiting the program after the first semester due to academic failure although there are some students who exit the program voluntarily for personal reasons after the first semester. Although we understand our program is rigorous and students do sometimes underestimate the amount of time they will need to dedicate to the program, it is something that we are taking a look at to see how we can bridge this gap. We do need to assess and track the barriers to these students and their success in the program.

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.

One of the Orthopedic Tech program instructors is anticipating retirement by the next review cycle but we are hopeful by the time that decision is made we have made arrangements to hire a replacement and that they will have the opportunity for proper/adequate onboarding.

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. Review and revise SLOs for all Orthopedic Tech program courses
2. Take all SLO assessments and enter them into Tracdat
3. Create a timeline for reviewing and entering SLOs information on a regular basis
4. Increase outreach efforts and waitlist numbers/length
5. Work with the Allied Health & Nursing Division to create an electronic/online application process for students interested in the allied health programs.
6. Make the part-time Program Coordinator position a permanent position within the department
7. Look into an electronic system for clinical management of student hours

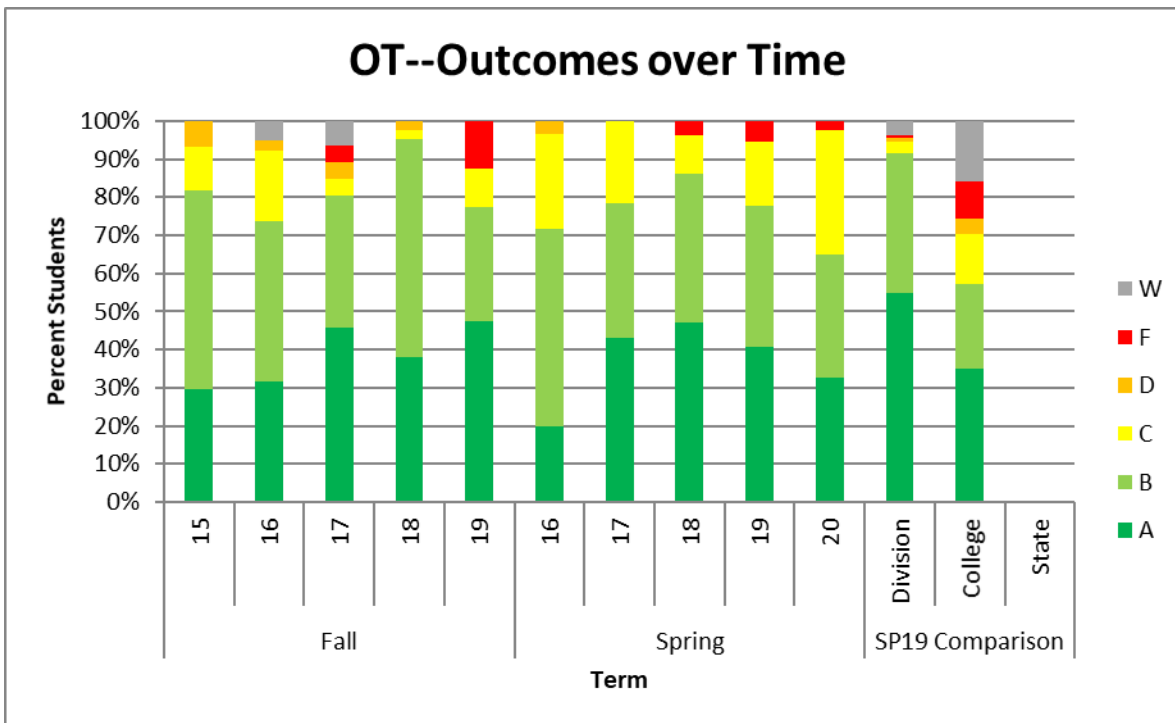


A "cast" cake made by a student's spouse for a graduation celebration

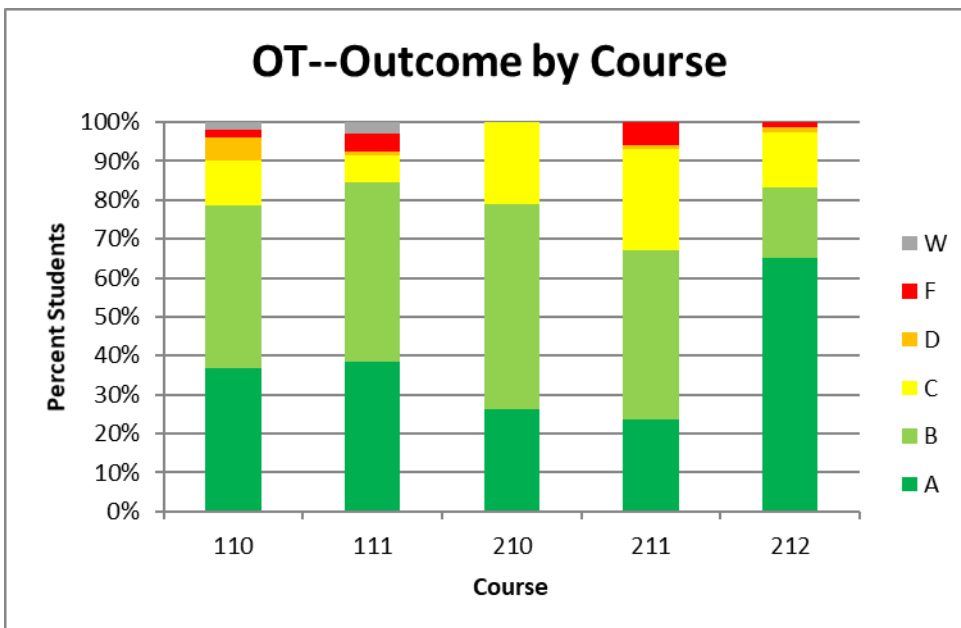
APPENDIX 1

Grade Distribution Summary

Appendix 1. Grade Distribution Summaries



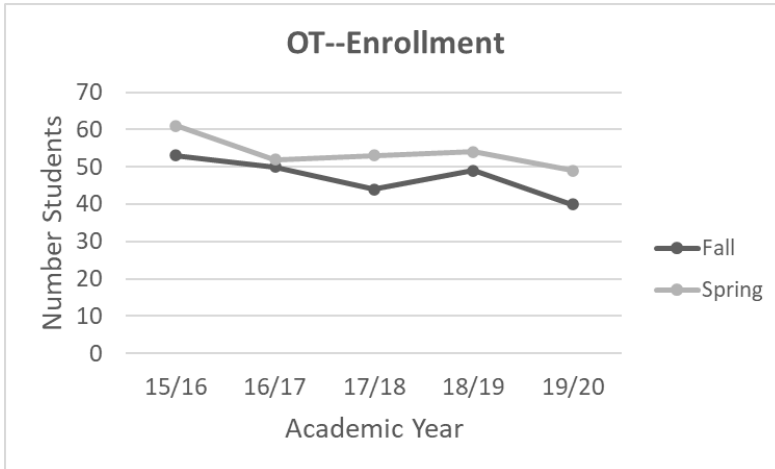
Note: With fewer than 50 students in the program, the proportions are variable from term to term. Success in the fall classes is lower than in the spring ones. There is no State comparison data because this program is the only one in the state.



APPENDIX 2

Enrollment Data

Appendix 2. Enrollment Data



Disaggregated Enrollment Data

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
African American/Black			3	15.00%	2	6.90%
Asian	3	10.34%	2	10.00%	3	10.34%
Hispanic/Latino	9	31.03%	8	40.00%	11	37.93%
Other/Unknown					1	3.45%
Two or more	1	3.45%	2	10.00%	2	6.90%
White	16	55.17%	5	25.00%	10	34.48%
Total	29	100.00%	20	100.00%	29	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	19	65.52%	13	65.00%	17	58.62%
Male	9	31.03%	7	35.00%	12	41.38%
Other/Unknown	1	3.45%				
Total	29	100.00%	20	100.00%	29	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
18-20	3	10.34%	1	5.00%	3	10.34%
21-24	9	31.03%	5	25.00%	8	27.59%
25-29	5	17.24%	6	30.00%	8	27.59%
30-39	10	34.48%	7	35.00%	9	31.03%
40+	2	6.90%	1	5.00%	1	3.45%
Total	29	100.00%	20	100.00%	29	100.00%

APPENDIX 3

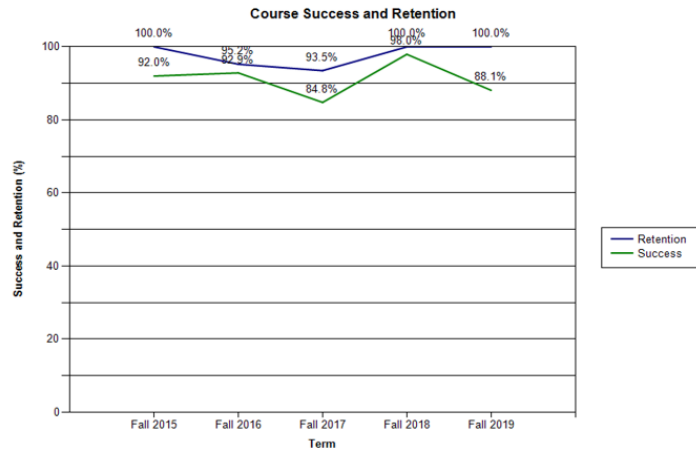
Student Retention and Success Data

Appendix 3. Student Retention and Success Data

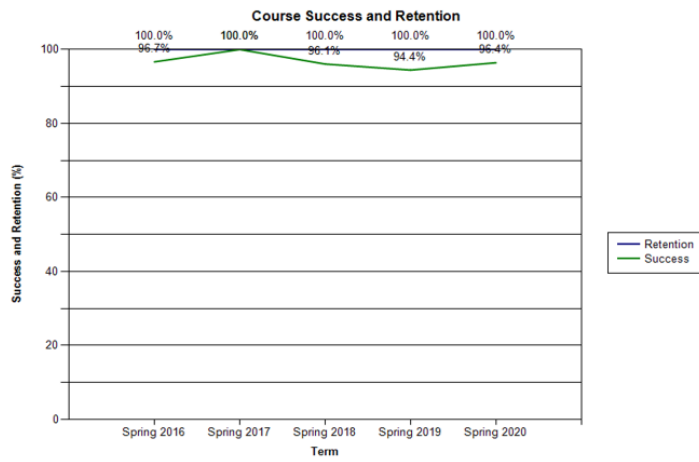
College 5-YR Averages: Success 69% and Retention 84%

College Targets: Success 75% and Retention 85%

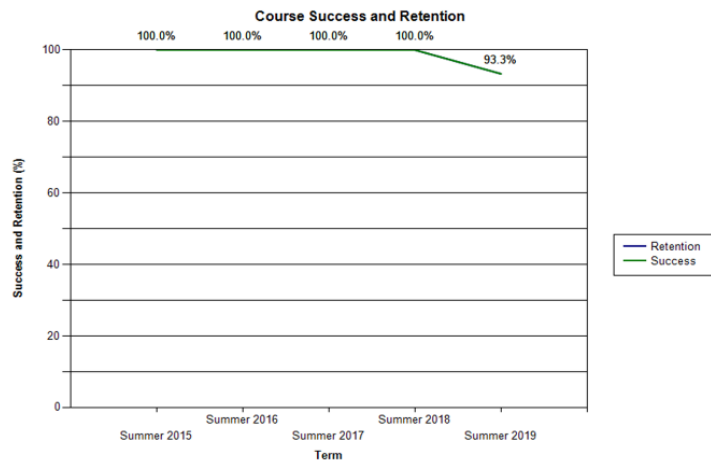
All Students: Fall



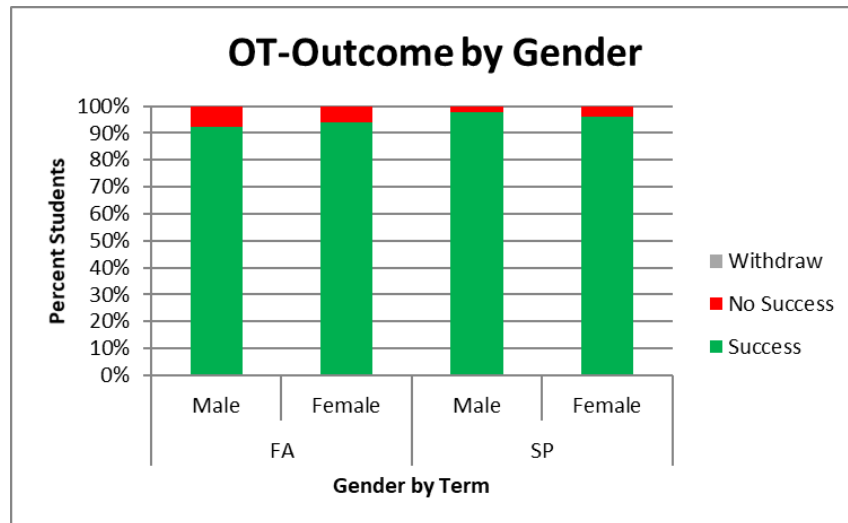
All Students: Spring

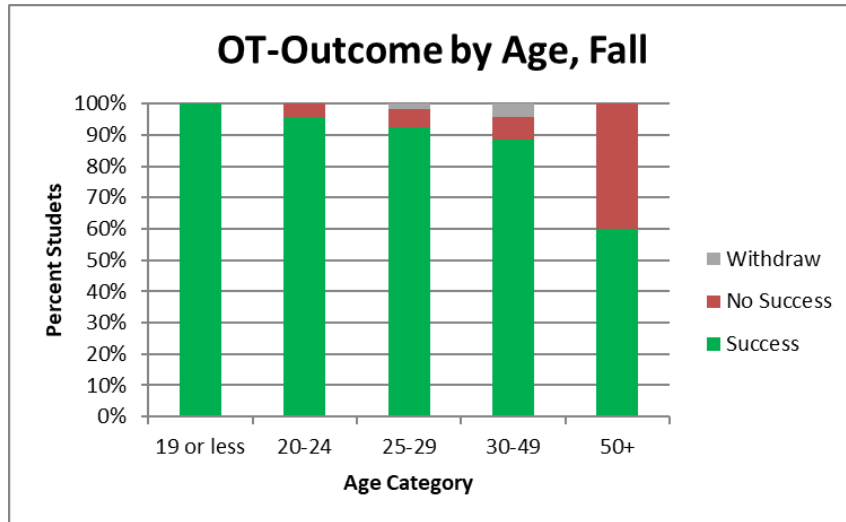


All Students: Summer

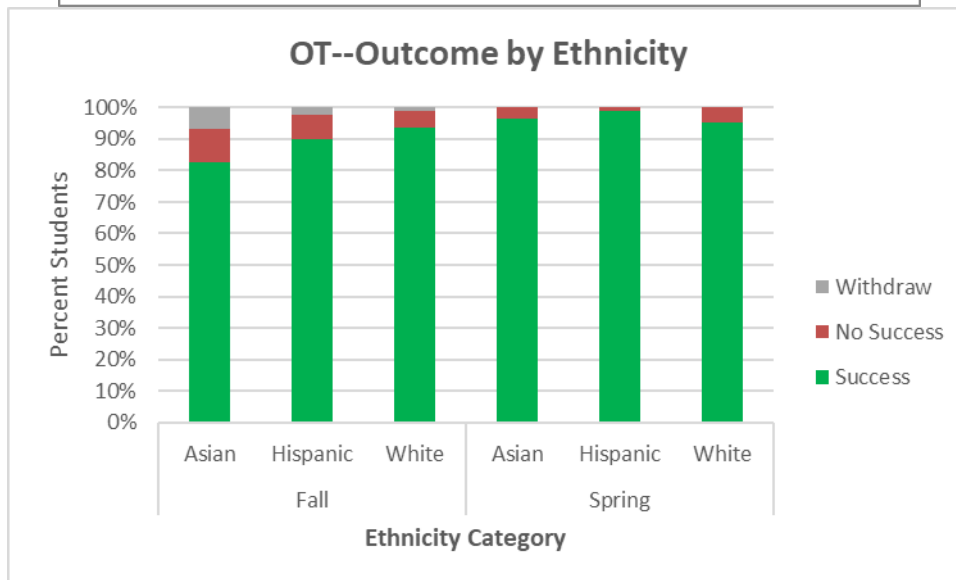
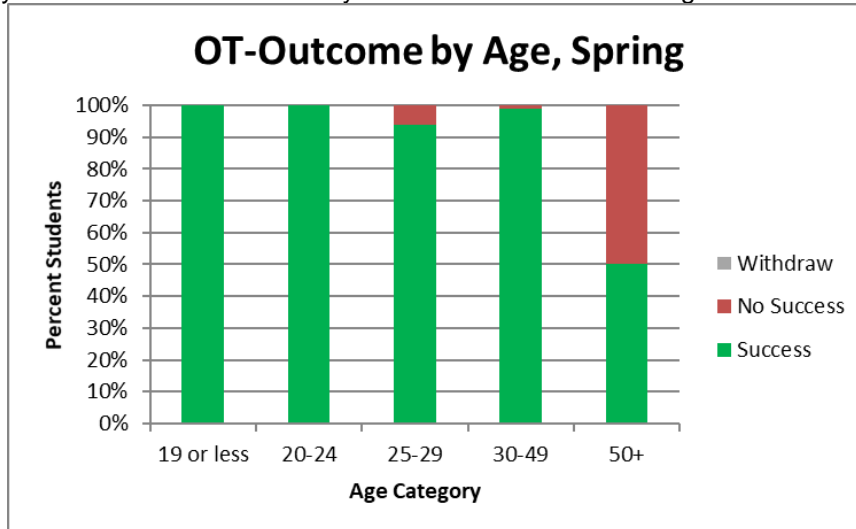


Student Success & Retention, Disaggregated





NOTE: 19 or less has only 2 students and 50+ has only 5 students while other categories have more than 50.



Other ethnicity categories are not shown since sample size is too small (<10).

APPENDIX 4

Checklist Documentation

Appendix 4. Checklist Documentation

a. SLOs –

Letter re: SLOs for Ortho Tech Program Review

Felicia Kalker <felicia.kalker@gcccd.edu>

Mon 5/10/2021 11:33 AM

To: Amanda Clay <amanda.clay@gcccd.edu>; Joyce Fries <Joyce.Fries@gcccd.edu>; Kelly Menck <Kelly.Menck@gcccd.edu>

📎 1 attachments (149 KB)

SLO Report - Four Column-3.pdf;

Dear Program Review Committee,

From my point of view it looks like the Ortho Tech program needs to get started with doing SLO Assessment on a regular cycle.

First, the Ortho Tech program will need to identify a schedule of assessments for all courses. Though it's unclear whether assessments were done in the past, and/or possibly documented somewhere outside of TracDat, it appears that only one course has been assessed according to the TracDat system recorded data.

I recommend that the program faculty meet with me to talk about what the assessment plan will be. It will be essential for the program to review PSLOs as well, and to begin the practice of entering some data into the Nuventive Platform, beginning this fall or even summer if possible.

Thank you, and I attach the four-column report for your reference.

Felicia Kalker
SLO Coordinator

b. Instructional Operations –

Course Outlines Approved by the Governing Board as of December 2020

OT 110	May 2020
OT 111	May 2020
OT 112	May 2020
OT 210	May 2020
OT 211	May 2020
OT 212	May 2020
OT 214	May 2020
OT 215	May 2020
OT 220	May 2020

c. Articulation

Date: May 10, 2021

To: Amanda Clay, Department Faculty

From: M. Denise Aceves, Articulation Officer

Re: Orthopedic Technology • 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 Orthopedic Technology, all courses are transferable to the California State University (CSU). Any student who successfully completes these courses, can use the units as elective credit for transfer to the CSU. Due to the nature of Orthopedic Technology, there are no current course to course articulation with CSUs or UCs. Consequently, the courses in OT are satisfactorily articulated.

The CSU transferability designations are noted 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.

Curriculum Resources

- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)

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

d. Library

RE: Ortho Tech - Program Review Data



Pat Morrison

Thu 5/6/2021 4:02 PM

To: Amanda Clay

Cc: Pat Morrison; Julie Middlemas



Here it is:

Library Resources for Orthopedic Technology, 2021

Books

The library Orthopedic Technology area, call numbers RD 701-811, contains nearly 400 items; about 300 electronic books and about 100 print books. Additionally, the library owns at least 27 journals on Orthopedic Technology, mostly in electronic format.

Books are purchased using a complex allocation formula to ensure that departments get their “fair share” of this year’s 20/21 \$43,000.00 library book budget. The allocation allows for a book budget of \$24.34 in Orthopedic Technology for 2020/21. At this time, the library has spent \$81.90 for OT books.

There are also two online reference book collections that contain thousands of entries about Orthopedic Technology. These collections, or databases, are called “Gale Virtual Reference Library” and “Credo.”

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

Periodicals

Most of the Orthopedic Technology periodicals are in electronic format, within library periodical databases. This allows for keyword searching, and anytime, anywhere access. There are over 10 databases that cover Orthopedic Technology topics, leading to tens of thousands of articles.

Two of the best subject-specific databases for Orthopedic Technology are *CINAHL Complete* and *Medline*. In addition, the library also subscribes to a number of multidisciplinary databases, including *Academic Search Premier* and *Gale OneFile*, with access to many more articles in our subject area.

DVDs, Media

The library has a strong collection of databases of videos. The *Nursing Education in Video* database is particularly useful.

May 2021

Patricia Morrison
Librarian
Grossmont College Library

APPENDIX 5

Committee Recommendations/Questions

Appendix 5. Committee Recommendations/Questions

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: **Nov 16, 2021 Thank you!!**

Section/Page	Question	Response
1.1	Did you see an improvement in student success after implementing OT 112?	Since this course is currently running for the second time this semester and the first time it was offered was during the semester following the start of the COVID pandemic, we unfortunately don't have much data on the impact of student success at this time given that other factors also influenced student success in 2020 and early 2021. However, the feedback we have received thus far from students and also from the clinical sites is that this course has shown to have a great impact on student's overall preparation and confidence going into clinical rotations.
2.1	What was the purpose behind the additional courses to the curriculum, did the industry standard change? Were there additional factors such as financial aid?	Adding OT 112 to the curriculum for the first semester (Fall) was fueled mainly by feedback/suggestions from our advisory committee which included employers in the field. In addition, it did give the program the opportunity to bring the first semester to full time status.
2.1a	What number of hours/days are the clinical courses? Are they faculty lead or preceptorships?	The clinical course (clinical rotations) hours and days vary depending on the clinical site. However, for the most part the rotations are offered Monday-Friday between the hours of 0730-1630. The rotation shifts are approx. 8 hours in length. During the summer semester there are additional opportunities for clinical rotations to be offered on some weekends and evening shifts depending on need and availability of the sites. These rotations are preceptor led, the students are paired up with an ortho tech at the clinical site location. Students are required to complete a minimum of 400 hours by the end of the program.

2.1b	It's noted that OT112 and its introduction to ethics in healthcare. Are there also other examples of how equity, inclusion, and diversity is included in the other courses in the program?	As for examples for how equity, inclusion, and diversity are included in the other courses in the program these would include things such as (1) flexibility with assignments – the instructors make sure to accommodate students where it is possible and allow late assignments if needed, in addition in the lab courses students progress on to the next cast/splint after they have demonstrated proficiency in the previous cast/splint and they are allotted extra time if needed in addition to open labs to practice their skills on their own time; (2) for our clinical courses – there is some flexibility with the total hours needed, we do require 400 hours to be completed by the end of the program but we have flexibility as far as clinical shift scheduling for students and attempt to open up additional shifts (weekends, evenings) during the summer semester to accommodate students who have limited schedules due to work and personal life/child care as much as possible; in addition our clinical courses give our students the opportunity to work in the community at local hospital and clinics where they interact and treat our diverse patient population; (3) class times – our program courses are offered in the evening which is beneficial for our students who have other daytime commitments, work, childcare, etc;
2.4	Although there is not a lot of turnover for faculty, hiring new members is inevitable as folks retire or move on to different things, should a formal orientation process for new faculty be created?	It is true that we do not have much turnover for our faculty and when we have had turnover there was more so an unofficial orientation process as far as getting them up to speed. I think creating or putting a formal orientation process for new faculty in place would be something that could definitely be beneficial when needed.
3.1	Have you come up with a schedule for inputting SLO and PSLO data into Nuventive?	As far as a schedule for inputting data into Nuventive, I am in the process of working with my mentor, Liz Barrow, to create a more complete SLO/PSLO schedule for the program and my plan is to make sure to enter the information/data needed for the college accreditation visit by the end of this Fall semester.

3.2	Can you tell us a little more about the improvements to multimedia materials?	We are in the process of purchasing subscriptions for our faculty for new anatomy tools/resources that can be used the classroom. This includes access to Anatomy Image Library, Anatomy Videos/Animations, Virtual Dissection Database, Radiology Image Library, E-Skeleton access, etc. Our program has historically used solely images from the program textbooks and we felt it would be beneficial to bring in additional and fresh learning tools to incorporate into the curriculum for the students.
5.3	How does participating in “rounds” encourage students to be engaged in the learning process?	Student participation in Grand Rounds/Rounds at the clinical facilities/sites provides opportunity for education for physicians and health care providers to improve knowledge, competence and performance. It gives the opportunity for discussion and learning between colleagues and interprofessional teams in the Orthopedics department. This is an engaging opportunity for our students to hear from orthopedic surgeons, physicians, medical students, etc on specific real-life case studies/patients and apply that knowledge to bridge the classroom and hands on clinical experience together.

**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. The addition of OT112 and OT215. Offered in their first semester, OT112 is a soft skills class giving students the foundation to succeed in the program
2. Updating all course outlines in 2020
3. National Certification pass rates for students at Grossmont surpassed the national average for all test takers across the country (100% pass rate in 2019 and 2020!)
4. Active involvement in professional organizations, workshops, and conferences. Participation in career fairs and booths
5. Very active in recruitment and marketing

Committee recommends the following:

1. Work with your Dean to make the Program coordinator a permanent position
2. Review and revise SLOs for courses and create a cycle for ongoing review. Utilize outcome data to inform teaching practices
3. Enter SLO data into Nuventive per cycle schedule
4. Work with Dean on creating an online application process for students interested in Allied Health programs

College President

Program or Department Chair

Academic Program Review Chair

ORTHOPEDIC TECHNOLOGY

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2015-16	106.0	405.9	101.7	372.2
2016-17	119.0	332.7	86.7	311.4
2017-18	83.0	366.9	93.0	315.5
2018-19	70.3	405.5	72.0	324.3
2019-20	61.5	334.4	90.7	266.7