



OCCUPATIONAL THERAPY ASSISTANT

**Wisconsin Indianhead Technical College
10-514-1 Associate Degree**

**2013
Program Review
and
Improvement Plan**

CONTENTS

Catalog Page	1
Review Team Membership	3
Self-Study Reports	7
Perkins Data Review	25
Program Improvement Plan	31

Occupational Therapy Assistant

10-514-1 Associate Degree

Financial Aid Eligible

Program Overview

This associate degree program prepares the student to become a Certified Occupational Therapy Assistant (COTA), or for employment in related jobs. In the traditional setting, the COTA provides services under the supervision of an occupational therapist using goal-directed activities to prevent, lessen, or overcome difficulty in attaining, maintaining, or developing occupations: daily living skills, play, leisure, and/or work skills. Services are provided in various environments including hospitals, geriatric centers, schools, homes, and communities.

Campus:



WISCONSIN
INDIANHEAD
TECHNICAL
COLLEGE

Ashland*
New Richmond*
Rice Lake*

*via ITV (Interactive Television)

Admission Requirements

Students in this program must:

- Complete application form and submit with fee (fee waiver may apply if previously submitted)
- Complete Accuplacer entrance assessment to determine placement (waiver may apply with acceptable alternative test scores and/or postsecondary degree completion)
- Have earned a high school diploma or GED certificate; current high school seniors must provide documentation upon graduation
- Submit signed Caregiver Background Check Statement of Understanding
- Complete one year of high school or one term of college-level chemistry with a 2.0 or better
- Review and sign the Functional Abilities Statement of Understanding
- Complete admissions interview with a WITC counselor (above requirements should be completed prior to interview)

Program-Specific Requirements

Students in this program must:

- Have an acceptable Wisconsin Caregiver Background Check, National Criminal Background Check, Minnesota Caregiver Background Check (if applicable), and other states if applicable
- Pass a physical exam, have current immunizations, and demonstrate negative status for tuberculosis (Tb)
- Possess current certification of "CPR for Healthcare Providers" or equivalent
- Review and sign Allied Health Division Confidentiality Statement
- Review and sign Acknowledgement of Risks/Acceptance of Responsibility Agreement and Release

Student Profile

Occupational Therapy Assistant students should:

- Be flexible and empathetic
- Be able to handle emotional situations
- Be able to adjust to diverse personalities and backgrounds
- Be able to work under stress
- Be able to communicate effectively
- Have good reasoning and organizational skills

Preparation for Admission

Students should strive to reach a comfort level in the following courses or skills:

- Biology
- Anatomy
- Communications
- Psychology
- Basic computer skills

Program Outcomes

Employers will expect graduates of the program to be able to:

- Demonstrate professional behaviors, ethical standards, values, and attitudes of the occupational therapy profession
- Practice within the distinct role and responsibility of the occupational therapy assistant
- Advocate for the profession, services, and consumers
- Value lifelong learning and the need to keep current with best practice
- Apply occupational therapy principles and intervention tools to achieve expected outcomes
- Serve a diverse population in a variety of systems that are consistent with entry-level practice

Collegewide outcomes and indicators will also be addressed to develop personal awareness, career effectiveness, and professionalism. See page 5 of the college catalog for a list of collegewide outcomes and indicators.

Career Outlook

Graduates of this program will be qualified for the following positions:

- Occupational Therapist Assistant
- Certified Occupational Therapy Assistant (COTA)
- Activities Director/Coordinator
- Case Manager
- Community Support Worker
- Life Skills Trainer
- Mental Health Technician

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, Web site www.acoteonline.org, phone 301-652-2682. Graduates of the

program will be able to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Curriculum

Number	Course Title	Credits
Technical Studies Courses		
10514171	Introduction to Occupational Therapy [▲]	3
10514172	Medical and Psychosocial Conditions [▲]	3
10514173	Activity Analysis and Applications [▲]	2
10514174	OT Performance Skills [▲]	4
10514175	Psychosocial Practice [▲]	3
10514176	OT Theory and Practice [▲]	3
10514177	Assistive Technology and Adaptations [▲]	2
10514178	Geriatric Practice [▲]	3
10514179	Community Practice [▲]	2
10514182	Physical Rehabilitation Practice [▲]	3
10514183	Pediatric Practice [▲]	3
10514184	OTA Fieldwork I [▲]	2
10514185	OT Practice and Management [▲]	2
10514186	OTA Fieldwork IIA [▲]	5
10514187	OTA Fieldwork IIB [▲]	5
		45
General Studies Courses [▲]		
10801195	Written Communication [▲]	3
10801196	Oral/Interpersonal Communication	3
10806177	General Anatomy and Physiology [▲]	4
10809172	Introduction to Diversity Studies	3
10809188	Developmental Psychology	3
10809196	Introduction to Sociology	3
10809198	Introduction to Psychology	3
		22
ELECTIVES		
		3
PROGRAM REQUIREMENTS		
		70

Fieldwork: Fieldwork IIA and IIB will be completed in two different settings under the supervision of a COTA or OTR. OTA students must complete Level II Fieldwork within 18 months following completion of the academic preparation.

[▲] Requires a prerequisite and/or corequisite that must be completed with a grade point of 2.0 or better.

[•] See page 40 for General Studies course descriptions. Students must earn a grade point of 2.0 or better in all required courses.

Course Descriptions

(See page 40 for General Studies course descriptions)

10514171

Introduction to Occupational Therapy - Credits: 3
Provides an overview of history, philosophy, ethics, and scope of occupational therapy practice. Examines legal responsibilities, professional resources, and organization. Students practice basic skills related to therapeutic relationships and determine their own suitability to a career in occupational therapy. **COREQUISITES:** 10514172 Medical and Psychosocial Conditions, 10514173 Activity Analysis and Applications, and 10806177 General Anatomy and Physiology.

10514172

Medical and Psychosocial Conditions - Credits: 3
Introduces medical and psychosocial conditions as they relate to occupational therapy practice. Topics include etiology, symptomatology, treatment, and contraindications. **PREREQUISITE:** Admission to OTA program and **COREQUISITES:** 10514171 Introduction to Occupational Therapy, 10514173 Activity Analysis and Appl, and 10806177 General Anatomy and Physiology.

10514173

Activity Analysis and Applications - Credits: 2
Provides instruction in activity analysis with hands-on experience in activities across the lifespan. Students apply the teaching/learning process and adhere to safety regulations. **PREREQUISITE:** Admission to OTA program and **COREQUISITES:** 10514171 Introduction to Occupational Therapy, 10514172 Medical and Psychosocial Conditions, and 10806177 General Anatomy and Physiology.

10514174

OT Performance Skills - Credits: 4
Emphasis on the development of skills related to assessment and intervention in the areas of sensory, motor, cognition and communication. **PREREQUISITES:** 10514171 Introduction to Occupational Therapy, 10514172 Medical and Psychosocial Conditions, 10514173 Activity Analysis and Applications, 10806177 General Anatomy and Physiology and **COREQUISITES:** 10514175 Psychosocial Practice, 10514176 OT Theory and Practice, 10514177 Assistive Technology and Adaptations, and 10514178 Geriatric Practice.

10514175

Psychosocial Practice - Credits: 3
Examines the role of the OTA in the service delivery to individuals affected by mental health conditions. Provides opportunity for development of skills related to psychosocial assessment and interventions. **PREREQUISITES:** 10514171 Introduction to Occupational Therapy, 10514172 Medical and Psychosocial Conditions, 10514173 Activity Analysis and Applications, and 10806177 General Anatomy and Physiology and **COREQUISITES:** 10514174 OT Performance Skills, 10514176 OT Theory and Practice, 10514177 Assistive Technology and Adaptations, and 10514178 Geriatric Practice.

10514176

OT Theory and Practice - Credits: 3
Examines the theoretical foundations that guide OT practice. Apply group dynamics and demonstrate leadership skills. **PREREQUISITES:** 10514171 Introduction to Occupational Therapy, 10514172 Medical and Psychosocial Conditions, 10514173 Activity Analysis and Applications, and 10806177 General Anatomy and Physiology and **COREQUISITES:** 10514174 OT Performance Skills, 10514175 Psychosocial Practice, 10514177 Assistive Technology and Adaptations, and 10514178 Geriatric Practice.

10514177

Assistive Technology and Adaptations - Credits: 2
Explores technologies that support delivery of OT services. Emphasis on competency related to computer skills, ergonomics, adaptive devices, and environments. **PREREQUISITES:** 10514171 Introduction to Occupational Therapy, 10514172 Medical and Psychosocial Conditions, 10514173 Activity Analysis and Applications, and 10806177 General Anatomy and Physiology and **COREQUISITES:** 10514174 OT Performance Skills, 10514175 Psychosocial Practice, 10514176 OT Theory and Practice, and 10514178 Geriatric Practice.

10514178

Geriatric Practice - Credits: 3
Examines the role of the OT in the service delivery to elders in a variety of settings. Includes analysis of the impact of age-related changes and disease processes on the function of the elderly. **PREREQUISITES:** 10514171 Introduction to Occupational Therapy, 10514172 Medical and Psychosocial Conditions, 10514173 Activity Analysis and Applications, and 10806177 General Anatomy and Physiology and **COREQUISITES:** 10514174 OT Performance Skills, 10514175 Psychosocial Practice, 10514176 OT Theory and Practice, and 10514177 Assistive Technology and Adaptations.

10514179

Community Practice - Credits: 2
Explores practice options and interventions for occupation-based community practice. Students articulate the unique role of occupational therapy within the community. **PREREQUISITES:** 10514171 Introduction to Occupational Therapy, 10514172 Medical and Psychosocial Conditions, 10514174 OT Performance Skills, 10514175 Psychosocial Practice, 10514176 OT Theory and Practice, 10514177 Assistive Technology and Adaptations, and 105014178 Geriatric Practice and **COREQUISITES:** 10514182 Physical Rehabilitation Practice, 10514183 Pediatric Practice, and 10514184 OTA Fieldwork I.

10514182

Physical Rehabilitation Practice - Credits: 3
Explores interventions relative to major physical disability diagnoses seen in OT practice. Evaluation, treatment interventions, and documentation are emphasized relative to the biomechanical, neurodevelopmental, and rehabilitative approaches to practice. **PREREQUISITES:** 10514174 OT Performance Skills, 10514175 Psychosocial Practice, 10514176 OT Theory and Practice, 10514177 Assistive Technology and Adaptations, and 10514178 Geriatric Practice and **COREQUISITES:** 10514179 Community Practice, 10514183 Pediatric Practice, and 10514184 OTA Fieldwork I.

10514183

Pediatric Practice - Credits: 3
Explores interventions relative to major pediatric diagnoses seen in OT practice. Evaluation, treatment interventions, and documentation are emphasized within the context of the child's occupations. **PREREQUISITES:** 10514174 OT Performance Skills, 10514175 Psychosocial Practice, 10514176 OT Theory and Practice, 10514177 Assistive Technology and Adaptations, and 10514178 Geriatric Practice and **COREQUISITES:** 10514179 Community Practice, 10514182 Physical Rehabilitation Practice, 10514184 OTA Fieldwork I, and 10809188 Developmental Psychology.

10514184

OTA Fieldwork I - Credits: 2
Integrate classroom theory and practice into a Fieldwork Level I experience. Provides experiences to assist in the development of communication, professional and observational skills. **PREREQUISITES:** 10514174 OT Performance Skills, 10514175 Psychosocial Practice, 10514176 OT Theory and Practice, 10514177 Assistive Technology and Adaptations, and 10514178 Geriatric Practice and **COREQUISITES:** 10514179 Community Practice, 10514182 Physical Rehabilitation Practice, and 10514183 Pediatric Practice.

10514185

OT Practice and Management - Credits: 2
Provides opportunities to practice clinical management skills, continuous quality improvement measurement, and administrative concepts and procedures. Students create a professional development plan. **PREREQUISITES:** All required courses with a grade point of 2.0 or better and **COREQUISITES:** 10514186 OTA Fieldwork IIA or 10514187 OTA Fieldwork IIB.

10514186

OTA Fieldwork IIA - Credits: 5
Develop skills and behaviors necessary for entry-level occupational therapy assistant practice. Provides a different clinical practice setting than OTA Fieldwork IIB. **PREREQUISITES:** All required courses with a grade point of 2.0 or better and **COREQUISITES:** 10514185 OT Practice and Management and 10514187 Fieldwork IIB.

10514187

OTA Fieldwork IIB - Credits: 5
Develop skills and behaviors necessary for entry-level occupational therapy assistant practice. Provides a different clinical practice setting than OTA Fieldwork IIA. **PREREQUISITES:** All required courses with a grade point of 2.0 or better and **COREQUISITES:** 10514185 OT Practice and Management and 10514186 Fieldwork IIA.

Graduate Employment Information

(WITC Graduate Survey Responses 2010-2011; for most recent data, go to witc.edu)*

Number of graduates	13	Number employed	11	% employed in WITC district	40%
Number of responses	13	Percent employed	92%	Range of yearly salary	\$32,757-\$47,836
Number available for employment	12	Employed in related field	11	Average yearly salary	\$38,482

career vision

800.243.9482

witc.edu

2013-2014

139

TEAM MEMBERSHIP

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name	
10-514-1 Occupational Therapy Assistant	
Program Academic Dean	Title/Location
Kate Siegler	Divisional Dean, Allied Health
Team Lead(s)	Title/Location
Mari Jo Ulrich	OTA Program Director, Ashland
Team Members	Title/Location
Sharyn Boothe	OTA Instructor, Superior
Laura Schulte	OTA Instructor, Rice Lake and New Richmond
Jodie Karr	General Studies Instructor Ashland
Lynda Rassbach	General Studies Instructor Rice Lake
Jodi Saliny	Admissions Advisor New Richmond

Program Information:		
Capacity (new students admitted/year):		30
Number of Faculty:	FT: 3	PT: 0
Statewide Curriculum:	Yes? X	No?
Number of Technical Studies Courses in each of the following delivery modes: (there may be duplication for courses offered in multiple modes)		
	<i>Classroom:</i>	
	<i>Online:</i>	1
	<i>ITV/IP:</i>	11 of which 8 have an in-person lab
	<i>In Person/Web Blended:</i>	11
	<i>Off campus/Fieldwork:</i>	3

Program Accredited by:	ACOTE---Accreditation Council in Occupational Therapy Education
Date of Last Accreditation	2003
Date of Next Accreditation	Onsite visit 2013-2014
Is a visit required? If so, when is the next visit?	2013-2014
Program Licensed by:	NA
Date of Last Licensing:	
Date of Next Licensing:	
Is a visit required? If so, when is the next visit?	
Please list other program memberships:	NA

Note: The accreditation, licensing, and membership information listed above will be listed in the annual WITC Fact Book.

SELF-STUDY REPORT

SELF-STUDY SUMMARY REPORT

Program Information	
Program Name: Occupational Therapy Assistant (OTA)	Team Chair: Mari Jo Ulrich
Academic Dean:	Divisional Dean: Julie Kantarik
Process Used to Complete the Self-Study	
Meeting format (in-person, IP, conference calls etc.)	IPV.
Number of meetings	3
How was the self-study handled? (as a group, assigned to individuals to report back to group, etc.)	The self- study was worked on as a group.
Additional comments:	NA
Summary of Findings	
As you completed this self study section of the program review, what areas "stand out" in your program? Please explain.	<p>1. The OTA program has 100% pass rate (3+ years) on NBCOT exam. The national average for first time test takers is 83%.</p> <p>2. The OTA program has a strong strategic plan and program evaluation that this completed yearly per ACOTE requirements. Faculty analyze data and focus upon improvement within the program on a yearly basis.</p> <p>3. OTA faculty is committed to the program and spends time, weekly, collaborating to help meet student's needs. Curriculum is updated at the end of each semester to meet ACOTE, industry, and student needs.</p>
What has surprised you? Please explain.	The retention rate of the OTA program when considering all students (pre and program) is high compared to the data once students are admitted into the program. (from first to second semester).
List two or three of the items identified through your self-study that you will focus on to make improvements to your program.	<p>1. Increasing student retention, especially from first to second semester.</p> <p>2. Creating uniform rubric rating scales and similar case study format that supports the new curriculum design and threads of the curriculum.</p>

When/where in your program will you implement these improvements?	<p>1. Retention issues have been a focus of the program and begin at inquiry.</p> <p>2. At our January and May 2014 curriculum meetings, uniform grading will be discussed and then rubrics implemented beginning Fall 2014.</p>
What methods (direct or indirect) will you use to assess the success of this implementation?	Both.
What new outcomes or benchmarks do you hope to achieve through these recommended changes?	<p>1. Improve retention rate from first to second semester to 80%.</p> <p>2. Create 2 uniform rubric rating scales, depending upon level of student competency required, to be implemented Fall 2014.</p>
Additional comments:	

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Occupational Therapy Assistant (OTA) Category: WITC Program Statistics			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Steady growth in FTE and headcount 3 of 3 years. -Graduate employment 90% or higher 2 of 3 years.		-OTA retention rate is 80-82%. The retention rate from first to second semester (for admitted students) is lower. -Number of graduates for last 3 years ranges from 13-16 students. This could be improved as the program admits 35-40 students per year.	
Select one PLUS item and explain the root cause:	FTE and headcount are trending upward, indicating a continued interest in the OTA program.		
Select one DELTA item and explain the root cause:	The number of graduates for the last 3 years (13-16) indicates a lower than desirable retention rate.		
What items in this category MUST be addressed on our improvement plan?	Improving retention, especially first to second semester.		
What items in this category MIGHT be addressed on the improvement plan?	NA.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	The OTA program has a high job placement and the national outlook for the profession is expected to grow, especially with the aging population.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			
The only area of concern in this section is the OTA retention rate. ACOTE also monitors program retention rates.			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Occupational Therapy Assistant (OTA) Category: Curriculum	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>-Statewide curriculum updated for July 1, 2013, including linking ACOTE standards to course competencies.</p> <p>-Faculty meets three times per academic year to update/modify curriculum. Faculty also meets weekly during the semester to ensure curriculum cohesiveness. WIDS is used to develop learning plans as well as syllabi.</p> <p>-The OTA program has a uniform syllabi for all OTA (514) courses that provides consistency in program policies and expectations for students.</p>	<p>-New accreditation (ACOTE) standards must be implemented beginning July 1, 2013, per OTA accreditation. This includes new curriculum content (telehealth, interprofessional, health literacy).</p> <p>-Updated curriculum design and program philosophy along with other ACOTE program requirements need to be threaded and apparent throughout the curriculum.</p> <p>-Phase III of TSA needs to be addressed.</p> <p>-Could Introduction to Occupational Therapy (10-514-171) be offered prior to admit to the core program? This would introduce potential students to the profession and perhaps decrease attrition.</p> <p>-WITC college wide outcomes and indicators are not linked in WIDS to any OTA (514) course.</p> <p>-When created, OT Practice and Management (10-514-185), the only online course in the program, did not utilize the Online Course Development Rubric.</p>
Select one PLUS item and explain the root cause:	OTA Program uses a uniform syllabi which provides consistency in the policies. This is necessary due to the team teaching model used as part of the ITV/lab course model.
Select one DELTA item and explain the root cause:	Could Introduction to Occupational Therapy (10-514-171) be offered prior to first semester (for Pre-OTA students)? Survey results indicate that students drop the program in first semester due to lack of understanding about the field of OT.
What items in this category MUST be addressed on our improvement plan?	All except offering Introduction to Occupational Therapy.
What items in this category MIGHT be addressed on the improvement plan?	Introduction to Occupational Therapy (10-514-171) offered prior to admit to the core program. This would introduce potential students to the profession and perhaps decrease attrition.

What items in this category may be considered a BEST PRACTICE OR INNOVATION?	The program faculty is committed to updating the curriculum to represent most current practice.		
Team Rating Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
	X		
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Occupational Therapy Assistant (OTA) Category: Assessment of student learning	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>-ACOTE requires strategic planning and program evaluation on a yearly basis and analysis of this process.</p> <p>-OTA program has 100% pass rate on National Certification Exam (NBCOT).</p> <p>-Major assignments are linked to program outcomes in the rubric/directions.</p> <p>-Communication and Critical Thinking college wide outcomes evaluated in OT Practice and Management (10-514-185).</p> <p>-Faculty use a variety of assessment methods and analyze assignments/rubrics during curriculum meetings.</p>	<p>-Implement Phase III of TSA to address program outcome assessment.</p> <p>-Address uniform rubric scale for major assignments throughout OTA program.</p> <p>-Create program rubrics for case studies that use similar format to enhance student learning.</p> <p>-Address uniform format for rubrics throughout program.</p>
<p>Select one PLUS item and explain the root cause:</p>	<p>100% NBCOT pass rate is due to fieldwork sites representing a broad spectrum of treatment settings across the lifespan. Graduates go into the exam with a broad understanding of the profession. This exposure and competency from fieldwork assists with preparation for the exam.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>The OTA program would like a uniform rubric rating scale to provide consistency in expectations and grading to enhance student learning.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	<p>According to WITC, the TSA.</p>
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	<p>Rubric uniformity.</p>
<p>What items in this category may be considered a BEST PRACTICE OR INNOVATION?</p>	<p>100% NBCOT pass rate when the national average is 81%.</p>

Team Rating

Please indicate by an (**X**) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			
WITC requires the TSA to be addressed. OTA is ready for phase III.			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Occupational Therapy Assistant (OTA) Category: Advisory Committees			
PLUSES (Strengths)		DELTAS (Opportunities)	
-Advisory Committee members are engaged and active members who meet two times per year. -Membership is from all WITC geographical areas and represents multiple practice settings. Of the 10 members; 6 are COTA's, 3 are WITC OTA graduates, 3 are employers, and 1 member is from an emerging area of practice.		-There is no representation on the committee from Student Services. -The number of employers is 3 and practicing therapists is 7, the number of employers on the committee could be increased. -Stronger representation from the Rice Lake area could be beneficial to the program.	
Select one PLUS item and explain the root cause:	Advisory Committee members are engaged and active participants. They are engaged because they value WITC's OTA program, the profession, and their role as fieldwork educators for WITC students.		
Select one DELTA item and explain the root cause:	The number of employers on the Advisory Committee is less than half of the membership. This is due to multiple factors; rural practice, limited managers (responsible for multiple facilities), not all managers/directors are OT practitioners, and limited time to participate on the committee.		
What items in this category MUST be addressed on our improvement plan?	A student services representative.		
What items in this category MIGHT be addressed on the improvement plan?	Increasing number of employers and representation from the Rice Lake area.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	NA.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			
A student services representative will be included.			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Occupational Therapy Assistant (OTA) Category: Equipment and Facilities	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>-Funding has been provided for supplies and minor equipment for each lab location (NR, RL, Ash).</p>	<p>-Sharing of space can create issues with student accessibility to evaluations/practice space (Ashland for IPV, RL for Massage Therapy).</p> <p>-New Richmond lab will be moving back to the main campus. Will need to advocate for enough space, kitchen, and mock bathroom to meet curriculum needs.</p> <p>-Ashland physical lab space is tight when 7 or more students are in the space.</p> <p>-ITV esthetics for student learning (colors, comfort of chairs, plug ins) could be improved.</p>
<p>Select one PLUS item and explain the root cause:</p>	<p>College provides needed funding for supplies and minor equipment for student learning to meet accreditation requirements.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>Access to lab space for students may be impaired due to the scheduling process and past practice of using the Ashland room for ITV courses.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	<p>Student access to lab in RL.</p>
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	<p>Investigate the possibility of an improved facilities plan on the Ashland campus.</p> <p>Investigate meeting to provide input into improving ITV esthetics/ergonomics related to student feedback.</p>
<p>What items in this category may be considered a BEST PRACTICE OR INNOVATION?</p>	<p>NA.</p>

Team Rating

Please indicate by an (**X**) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Occupational Therapy Assistant (OTA) Category: Learning and Innovation			
PLUSES (Strengths)		DELTAS (Opportunities)	
-ACOTE requires an OTA program strategic plan that is linked to the WITC strategic plan and faculty professional development plans. -Faculty is involved in professional organizations including; WOTA, AOTA, WACTE, NBCOT. -College provides support for attendance at WOTA conference to help faculty maintain expertise in areas of teaching.		-Scheduled for ACOTE onsite visit May 2014. -Use of iPads throughout curriculum, to include possible use on Level II fieldwork.	
Select one PLUS item and explain the root cause:	College support for WOTA attendance to maintain currency in field, to meet ACOTE standard for expertise in area of teaching.		
Select one DELTA item and explain the root cause:	ACOTE requirement necessary to provide graduates that are able to become certified.		
What items in this category MUST be addressed on our improvement plan?	ACOTE visit.		
What items in this category MIGHT be addressed on the improvement plan?	iPad use on level II fieldwork.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Faculty involvement in professional organizations.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Occupational Therapy Assistant (OTA) Category: Collaboration Across the College			
PLUSES (Strengths)		DELTAS (Opportunities)	
<p>-Faculty meet weekly to collaborate for program improvement.</p> <p>-Faculty meet 3 times per academic year to discuss, evaluate and improve the OTA program.</p> <p>-Collaborated with Dean of Students on Ashland campus to provide employment services for graduates (December instead of traditional May).</p>		<p>-At this time, no program assignments that require collaboration with general studies instructors.</p> <p>-No current marketing strategies for OTA program, especially to recruit on the Ashland campus.</p> <p>-Need to promote program and educate student services at all locations of the demands and policies of the OTA program to improve retention.</p> <p>-Faculty and Allied Health Dean meet monthly to look at recruitment report.</p>	
Select one PLUS item and explain the root cause:	Frequency of Faculty collaboration required in team teaching model of OTA program is necessary for cohesive curriculum.		
Select one DELTA item and explain the root cause:	Work with health programs and general studies instructors to collaborate on assignments.		
What items in this category MUST be addressed on our improvement plan?	Marketing strategies.		
What items in this category MIGHT be addressed on the improvement plan?	All other items.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	NA.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
	X		
Additional Comments: (optional)			

QRP and Perkins Data Review

WTCS QRP SCORECARD ANALYSIS WORKSHEET

Program: Occupational Therapy Assistant (OTA)				
Target Analysis				
Indicator	Actual	Threshold	Target	Best Practice or Innovation – Describe and include how this has contributed to your high actual results for this indicator.
I300	92.31	71.82	100	Graduates are prepared for the workplace due to quality fieldwork locations across the district. Many of these locations hire their fieldwork student after successful completion of fieldwork. Each year a percentage of graduates are able/willing to seek employment with traveling therapy companies that offer employment throughout the country.
I600	92.31	13.13	100	Graduates are prepared for the workplace due to the high NBCOT pass rate (100%) of the WITC OTA program. This pass rate allows graduates to be employable as COTA's.
C200	79.07	61.52	96.92	One contributing factor to the high course completion rate for the OTA program is that semester core OTA (514-xxx) courses are all co-requisites of each other. Students must take all core courses and stay in all core courses each semester offered, to progress in the program.
Threshold Analysis				
Indicator	Actual	Threshold	Target	Potential Action – Describe what action(s) could possibly be taken to improve this indicator and why it might work.
F200	54.9	58.22	100	Offering Introduction to Occupational Therapy (10514171) to Pre-OTA students may increase OTA retention rate. Pre students could take the introductory course and determine if the profession is a good fit for their interests/goals. If a Pre-OTA student would determine that this profession is not a good fit, another student could begin the program. Perhaps this student would be a better fit for the profession. Since occupational therapy is not well known, this course would help potential students understand better the components of occupational therapy.

F400	55.0	36.33	76.26	A more formal OTA program orientation (boot camp) at the beginning of each semester may assist students in understanding the rigor of the program and identifying warning signs and supportive services offered by the college, i.e. tutor, ETC. If students have a clearer understanding of the rigor and of support available, they may succeed in the high demand field of occupational therapy.
------	------	-------	-------	---

2013 Improvement Plan

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Occupational Therapy Assistant (OTA)				
Defined Outcome: Adhere to WITC curriculum requirements	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Action Plan/Action Items: Report on Phase III of TSA. 90% or > success rate on TSA. WITC college wide outcomes and indicators are linked in WIDS to all OTA (514) courses OT Practice and Management (10514185) the only online course in the program, will adhere to the Online Course Development Rubric.			OTA Program Director OTA Faculty Laura Schulte, OTA Instructor	May 2014 and ongoing January 2015 January 2015	
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>May 2014: Phase II of TSA for class 21805, term 1142, 10514187 had 100% success rate. (19/19)</p> <p>January 2015: WITC college wide outcomes are now linked to WIDS for all OTA (514) courses. OTA instructor (Kloetzke) is teaching the only online course in the program, OT Practice and Management (10514185) for the first time in January 2015. She will use the online course development rubric in May 2015 to evaluate this online course and make modifications as needed.</p> <p>June 2015: Phase II of TSA for 10514187 had 100% success rate. OT Practice and Management (10514185) meets Online Course Development Rubric criteria, with the exception of one accessibility criteria (Course can be completed without mandatory on-campus class or orientation time. If on-campus activities are required, an alternative to physical attendance must be offered.). OTA students are required to attend an on campus seminar upon completion of fieldwork and as a requirement of OT Practice and Management. This in-person seminar is conducted at each location (Ash, RL, NR) via IPV. Topics covered include: guest speakers for networking and professional organizations, reference and job seeking strategies, NBCOT certification, WI licensure information, and student satisfaction surveys. Faculty support in-person requirement for this final Seminar.</p> <p>January 2016: No update as goal met.</p>					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Occupational Therapy Assistant (OTA)					
Defined Outcome: Standardize rubric grading scale for major assignments throughout OTA program	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Action Plan/Action Items:					
Review rubric grading scales for all OTA courses.			OTA Faculty	August 2014	
Review WITC and other resources for sample rubric grading scales.			OTA Faculty	October 2014	
Review student feedback from course evaluations, student forums, and satisfaction. Surveys.			OTA Program Director	October 2014	
Create common rubric grading scale for all major assignments.			OTA Faculty	May 2015	
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>May 2014: Faculty briefly reviewed grading scales for OTA course rubrics. Will meet in August to further evaluate the common rubric grading scale.</p> <p>January 2015: Feedback from course evaluations and student forums reviewed. The OTA program has a team teaching approach with a lead instructor developing/planning the course and instructors at each location (Ash, NR, RL) implementing the lab portion of the course. Lab experiences are planned by the lead instructor. Lab instructors grade lab assignments on their respective campus. Each location uses the same rubric. Faculty created a template for major assignments. This template links program outcomes, ACOTE standards, core abilities, and assignment purpose. Students have uniformity in look and intent for major assignments. Continued work is needed to create a common grading scale for program rubrics. This common grading scale will be discussed at team meetings throughout spring 2015.</p> <p>June 2015: Faculty created a common rubric grading scale for program rubrics. This 5 point scale was piloted for 2 major assignments in Spring 2015. The 5-point scale allows for more specific grading criteria which should increase consistency with grading between faculty. The common rubric grading scale (criteria) requires set points for timing of presentations and allows for yes/no (1 or 0) points for certain criteria. This diminishes overinflating grades. This common rubric grading scale for major assignments provides consistency for students and faculty regarding grading criteria.</p> <p>January 2016: Faculty used common grading rubric for Fall 2015 courses. This rubric improved consistency between faculty grading of team taught assignments. Feedback from course evaluations and student forums were reviewed. After review, faculty determined that a common rubric/criteria is needed to evaluate student work within a team project. Each faculty uses a similar rubric, however a common rubric would clarify the expectation of “good team work” for students. Faculty will create a common group membership rubric and pilot for Fall 2016.</p>					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Occupational Therapy Assistant (OTA)					
<i>Defined Outcome:</i> Need for OTA instructional areas to be accessible and improved for student learning and accreditation requirements	<i>QRP Indicator #</i>	<i>Perkins Indicator #</i>	Responsibility	Timeline	Resources
<p><i>Action Plan/Action Items:</i></p> <p>NR lab is moving from NRCC to main campus. Need to advocate for space, minor equipment (kitchen, mock bathroom) to meet curriculum needs.</p> <p>RL space is changing/decreasing. Need to advocate for space to meet curriculum needs.</p> <p>Document issues with Ashland lab space, if more than 6 students, and suggestions for improvement.</p> <p>Use IPV to connect labs (Ash, RL, NR) with lead instructor.</p> <p>Use universal schedule for OTA labs.</p> <p>Schedule open lab times on each campus (Ash, NR, RL) so students can access materials and assessments for optimal student learning.</p> <p>Document issues with ITV rooms (esthetics, comfort, color, and technology), in particular Ashland Room 209.</p>			<p>OTA faculty, Barb Kloetzke, NR</p> <p>OTA faculty, Laura Schulte, RL</p> <p>Program Director</p> <p>Program Director, Divisional Dean</p>	<p>December 2014</p> <p>May 2014, ongoing</p>	<p>Funding for space to ensure RL and NR have required space needs (kitchen, mock bathroom)</p> <p>Upgrades with paint, furniture, technology for ITV room 209 Ashland</p>
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>May 2014: NR lab is moving from NRCC to main campus for fall 2014. Barb Kloetzke, OTA Instructor in NR was involved in planning of the OTA lab space to ensure it meets student and accreditation needs. RL lab size is decreasing for fall 2014. Laura Schulte, OTA Instructor in RL was involved in the planning of the OTA lab space to ensure it meets student and accreditation needs.</p> <p>Ashland did not have more than 6 students for lab this academic year. Space was adequate.</p> <p>OTA program had a universal schedule for lecture and lab. Labs were connected via IPV so the lead instructor could facilitate and answer questions for all students at each location. The use of the universal schedule and IPV increased cohesion for students and faculty. Open lab times were scheduled on each campus. Students utilized open labs to prepare for lab practical exams and practice skills/assessments.</p> <p>Mari Jo advocated for upgrades in ITV Ashland room 209. The room is scheduled for updates next academic year.</p>					

January 2015: NR lab returned to the main campus from the NRCC. Space is adequate for students. IPV issues in this lab have been resolved with new wiring. After the RL renovation, RL campus lab space is adequate to meet needs of curriculum.

Ashland, Room 312 is too small for more than 6 students. 7 students are enrolled for Spring 2015. There is limited space to complete skills and group work. Continue to advocate regarding limited space that could affect student learning. Projector and AV needs are not located in room 312. Instructor must reserve projection, DVD, etc. for each lab with LRC staff. This is time consuming for LRC and OTA staff. AV equipment also takes up valuable space in Room 312. A space saving projection (DVD and computer/iPad) system is needed for the room.

Ashland Room 209 (ITV) will be remodeled this summer. Ergonomics must be considered for student and teacher station. Plug-ins for laptops/tablets needed in student area, along with comfortable seating, limited glare, and ergonomic placement of TV screens for optimal student learning/engagement. OTA students have 2-3 hour ITV lectures so comfort/ergonomics is important.

June 2015: Projection system for Ash Room 312 has been approved. Installation planned for Fall 2015. This will increase available space for Ashland lab. For fall 2015-Ashland, 6 students are scheduled for second semester lab and 10 students for first semester. The space is tight for skill based learning (transfers, mobility, assessment, palpation, etc.) Continue to advocate concern regarding limited space. Ashland Room 209 (ITV) update scheduled for summer 2015. Update should address issues above to create an ergonomically sound environment for students to optimize learning.

January 2016: Projection system for Ash Room 312 implemented and increased available space as no rolling cart needed for projection. Plans are for Ash Room 312 to be expanded with Medical Assistant lab room to create one larger lab space. This remodel will increase space needed for OT labs (mobility, assessment, group work). Mari Jo to continue to advocate needs as plans are finalized. Ashland Room 209 (ITV) room upgrade includes ergonomic seating and plug ins for student's electronic devices. These upgrades have improved the esthetics of the ITV experience for Ashland students. Continue to schedule open time in OTA lab rooms for students to access equipment and space to prepare for lab practical exams and skill development.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Occupational Therapy Assistant (OTA)					
Defined Outcome: <i>Use iPads throughout curriculum to prepare graduates for practice demands</i>	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Action Plan/Action Items:					
Review OTA courses to determine where iPad technology can be used.			OTA faculty	May 2014	Faculty may need additional training/funding to be proficient with use of iPad
Assign courses and tasks for iPad use, including identifying student outcomes regarding use of iPad.			OTA faculty	May 2014, and ongoing	
Gather information on the use of iPad in current OT practice.			OTA Fieldwork Coordinator	May 2014, and ongoing	
Gather information to determine student use of iPad's on Level II fieldwork.			OTA Program Director	May 2015	
Make decision about requiring students to purchase iPad for OTA program.			OTA Faculty, Divisional Dean	December 2015	

Update: (A mid-year and year-end update will be required each year during implementation.)

May 2014: OTA faculty determined where iPad technology will be used in the curriculum. Courses and tasks for iPads (apps) determined. Still need to identify specific student outcomes regarding use of iPad.

Mari Jo gathered data from fieldwork educators about use of iPad. For first rotation of FW II (20 settings) 10 facilities use iPad for documentation and/or treatment. St Lukes Rehab Unit will use video clips from iPad for staff instruction and family education. Each room will have an iPad and OT Practitioners will be required to video record transfers, splint use, home exercise program, etc.

Each OTA lab location (Ash, NR, RL) will have 5 iPads for student use fall 2014. Pediatrics, Physical Rehabilitation Practice and Community Practice will all have assignments using iPad. Spring 2014, Assistive Technology used iPads for video recording, describing apps, projection, and accessibility for persons with disabilities.

January 2015: Implemented iPad in the OTA courses listed above. Students continue to develop competency in technology related to iPad use (pictures, recording, app use, downloading) as well as using the iPad for direct client treatment. Faculty want to increase the use of the iPad in assignments and learning experiences. Requested 5 more iPads for each location to allow 1-1 student use of iPads. Faculty requested training with desire to use the iPad in more creative ways for instruction. Will not require student purchase of iPad at this time. Faculty want to integrate more iPad use in the curriculum and teaching, then re-evaluate student purchase requirement.

June 2015: Funding approved for 5 additional iPads per location. Each location will have 10 iPads for student learning. Faculty attended Apple training session spring 2015 and received additional resources/ideas for instructional use. Increased iPad use in curriculum (treatment timing app to track minutes and presentations), iMovie video editing, and use of iPad for all photos/video for well elderly groups. Faculty meet each semester to continue to increase use of iPad in OTA curriculum.

January 2016: Each campus has 10 iPads. Faculty attended training sessions to receive additional resources/ideas for instructional use. Students used iPads for well elderly groups (video and photos). Fieldwork II Supervisors will be asked about use of iPads at their locations, during midterm faculty/student/supervisor phone calls in Spring 2016.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Occupational Therapy Assistant (OTA)					
Defined Outcome: Improve marketing of OTA program, especially to network with WITC OTA graduates	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Action Plan/Action Items:					
Investigate the use of social media, email, or newsletter as a way to remain in contact with WITC OTA alumni.			Barb Kloetzke	December 2014	Expertise of marketing department for potential social media, advertising and update of web page
Identify best way to connect with OTA alumni.			Barb Kloetzke	May 2015	
Update OTA web page with new pictures and information.			OTA faculty, Marketing	May 2015	
Promote OTA program with marketing strategies to highlight off campus activities, like the 9 week Well Elderly Program.			OTA faculty, Marketing	August 2015	
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>May 2014: Barb Kloetzke is meeting this summer with Marketing Representative from NR campus to investigate social media and connection with OTA alumni.</p> <p>January 2015: Barb Kloetzke met with Marketing Representative from NR campus. Faculty created a template for a quarterly OTA program newsletter. Planning to start this newsletter in Fall 2015. The purpose of the newsletter is to stay connected with graduates, recruit fieldwork educators, recognize fieldwork educators/locations, and promote the program. Investigating ways to store data and use data.</p> <p>June 2015: OTA graduate, Pat Brilla, was on the cover of Career Impact. Barb Kloetzke working with Marketing Representative regarding the quarterly newsletter. Have received approval to update pictures on OTA web page. Barb Kloetzke will address pictures for pediatrics/geriatrics. Mari Jo Ulrich will address pictures for physical disabilities.</p> <p>January 2016: Barb Kloetzke has taken the lead on this area. Still determining best way to address needs.</p>					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Occupational Therapy Assistant (OTA)					
Defined Outcome: Improve retention rate	QRP Indicator # F260	Perkins Indicator # 3P1	Responsibility	Timeline	Resources
Action Plan/Action Items:					
Create quiz for OTA students to take after attending OTA Orientation. Quiz will address the rigor of the program and program policies.			OTA Program Director	May 2014 and ongoing	
Investigate offering Introduction to Occupational Therapy (10514171) spring semester, prior to admit to core OTA program.			OTA Program Director, Academic Dean	August 2014	Part of instructional load for one faculty
Monitor benefit of OTA program shadowing for potential or pre-OTA students. Does the shadow increase knowledge of the profession and thus retention?			OTA Faculty	May 2014 and ongoing	
Organize OTA Boot Camp for first semester OTA students that addresses rigor and success strategies including stress management, test taking, and early identification and intervention of students who are having difficulty in program.			OTA Faculty	August 2014	Student Services (counselors) for expertise in success strategies

Update: (A mid-year and year-end update will be required each year during implementation.)

May 2014: A quiz was used for OTA students attending OTA Orientation. The quiz addressed rigor of program and program policies Introduction to Occupational Therapy (10514171) will be offered to pre-OTA students in Spring 2015. This will be taken prior to other core OTA courses. OTA Program Director is compiling data from students that shadow OTA lecture/lab. Academic year 2013-14, 7 Students shadowed OTA lecture or lab. How many of these shadow students will enroll?

OTA Program Director is working with Benita Allen, Dean of Student Services in Ashland to arrange for student services staff to participate in OTA Boot Camp. Boot Camp will be 10 hours during the first week of the semester with focus on rigor and student success strategies.

January 2015: Introduction to Occupational Therapy (10514171) is offered Spring 2015 with 10 students registered. Continuing to compile data from student OTA lecture/lab shadows to see if there is connection to retention. OTA Boot Camp I was completed in Fall 2014 for first semester core OTA (514) students. 10 hours of activity/instruction (test taking, stress reduction, student perspective, Myers Briggs, learning style, text book readability, study strategies, ETC, LRC) was completed. OTA faculty and Ashland counselors participated. Student surveys indicated positive response. OTA Boot Camp II was completed January 2015. 6 hours of activity/instruction (Strengthsfinder, accreditation, NBCOT exam, curricular threads, test taking strategies) were completed.

June 2015: To improve retention, Introduction to Occupational Therapy (10514171) was offered Spring semester 2015. 10 students enrolled in course with 8 completing the course. 6 of these students are enrolled in Core OTA for Fall 2015. 4 in NR, 1 in RL and 1 in Ash. At this time, 1 previous shadow student is enrolled on the Ashland campus for Core OTA 2015. OTA Boot Camp I and II were successful (according to student survey data). Boot Camps will continue for academic year 2015-16. For fall 2015, Introduction to Occupational Therapy (10514171) has changed from 3 hour per week ITV course to 1 hour ITV and 4 hour lab. Teaching Assistants will be used on each campus for the 4 hour labs. The course will now offer more hands on, including clinical observations. ABE Instructors will provide study skills, testing strategies, and time management as part of this lab. Students will complete 2 all campus get-togethers (1 has been done in the past). For Fall 2015, Medical Conditions and Psychosocial Practice (10514172) lecture will be 1.5 hours 2 times per week, instead of 3 hours 1 time per week. All strategies are efforts to increase retention in the OTA program.

January 2016: Plan for New Student OTA Orientation in summer 2016 to change from all campus IPV 2 hour event to a campus specific 4 hour event. Faculty will be at each location and focus will be on policies, procedures, group work and encouraging excitement about the profession of occupational therapy. Orientation has been a student dis-satisfier on the graduate satisfaction survey. Faculty want to promote cohesion and excitement within each cohort at this orientation. ABE instruction of 8 hours during Intro to OT was successful according to student evaluations. 8 hours of ABE instruction will occur in Spring 2016 along with 2 more all campus get-togethers. To help with retention 2 teaching assistant tutors will be used for spring 2016. There will be continuity with instruction as these are the teaching assistants that were used for Fall 2015.