Occupational Therapy Assistant

Wisconsin Indianhead Technical College

10-514-1 Associate Degree

2019

Program Review

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name: 10-514-1 Occupational Therapy Assistant		
Program Academic or Assistant Dean	**Title and Location**	**Phone and e-mail**
Mari Jo Ulrich	Academic Dean/ Allied Health Ashland	Ext. 3167 / MariJo.Ulrich@witc.edu
Team Lead(s)	**Title and Location**	**Phone and e-mail**
Melissa Neal	Medical Assistant Instructor Rice Lake	Ext. 9482 melissa.neal@witc.edu
Janel Krolikowski	Medical Assistant Program Director	Ext. 5295 janel.krolikowski@witc.edu
Team Members	**Title and Location**	**Phone and e-mail**
Dede Maki	Counselor/Superior	Ext 6213 dede.maki@witc.edu
Sonja Von Frank	Academic Support Instructor/Superior	Ext. 6330 sonja.vonfrank@witc.edu
Steve Dus	Dean of Students/New Richmond	Ext. 4301 steven.dus@witc.edu
Pat Kinney	General Studies Mathematics/ Ashland	Ext. 3110 patrick.kinney@witc.edu
Kristy Reuille	Medical Assistant Instructor/ Superior	Ext. 6324 kristy.reuille@witc.edu
Mari Jo Ulrich	Academic Dean; Allied Health, EMS, Nursing/ Ashland	Ext. 3167 marijo.ulrich@witc.edu

**If you have more than 8 team members, right click within the member table above and choose insert row above or below.

Self-Study Areas:

Required Elements: Analysis of trends from Program Effectiveness Data Profile, Analysis of results of previous program improvement plans, Progress/results of TSA (including program & employability essentials)	1) 1st- 2nd year retention- 60% 2016-2017. Focusing on pre- medical assistant students. 2) Course success rate and trends regarding face-to-face vs online. Focusing on courses below 80% success rate.
Choose from a minimum of 2 of the following other areas to study	☑ Academic Advising ☐ Accreditation/National or State Standards, Regulations, Compliance ☐ Advisory Committees ☐ Assessment of Student Learning ☐ Budgeting Efficiencies/Costs per FTE ☐ Career Outlook/Future Occupational Trends ☐ Career Pathways ☐ Collaboration/Partnerships ☐ Curriculum Currency/modifications ☑ Delivery Methods/Distribution of Offerings/Scheduling ☐ Dual Enrollment ☐ Equipment ☐ Facilities ☐ Faculty Credentialing/Development Needs ☐ Online/Technology ☐ Recruitment ☐ Other _____

Program Information:		
Capacity (new students admitted/year):		83
Number of Faculty:	FT: 6	PT:2
Statewide Curriculum:	Yes: ☑	No: ☐

Program Accredited by:	CAAHEP
Date of Last Accreditation	2014
Date of Next Accreditation	2022
Is a visit required? If so, when is the next visit?	Yes
Program Licensed by:	N/A
Date of Last Licensing:	N/A
Date of Next Licensing:	N/A
Is a visit required? If so, when is the next visit?	N/A

Please list other program and individual association and organizational memberships:	N/A

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: Occupational Therapy Assistant
Category: Analysis of Trends from Program Data Profile
Resources Contact(s) for this Category:

Strengths	Opportunities
Retention has been a strong focus from fall to spring with Medical and Psychosocial Conditions 10-514-172 (FY 17-95.83%). Students were provided with a bridge course to improve retension.	Improvement of course completion rates- specifically OT Performance Skills 10-514-174 (FY 17 at 86.96%) and Psychosocial Practice 10-514-175 (FY 17 at 91.30%).
Fall to Spring retention FY 16-17 was 68%, increasing to 91% in FY 2017-2018.	Program data indicate high waitlist numbers compared to actual admission into the program (50%). Team members discussed that there was an increase to 12 students enrolled each year from 10, bringing the total from 30 students to 36 yearly. This number is limited due to accreditation requirements, staff to student ratio and equipment for classroom success, especially lab classroom activities. It was considered if campuses could share their unfilled enrollment numbers and because of reasons listed above (staff to student ratios, classroom equipment) it would not be appropriate to overload a single campus past 12 students.
9 out of 15 Technical Courses (OTA) core courses had 100% course completion if FY 17.	Improving interest in related areas/nontraditional to improve the percent of graduates employed in a related field (FY 14-15: 69%, 15-16: 77%, and 16-17: 81%). Improvement of nontraditional and related area employment may help combat any areas with a saturated job market or those with low availability of traditional OTA job opportunities as identified in the Emsi data. The Emsi Q1 2018 data projected jobs for 2020 in St. Croix County- 42, Douglas County-13, Barron/Polk/Ashland Counties <10.

Job placement (employed within 2 years) is overall positively trending, at 75-100% in the last 3 years including FY 15-16, 16-17, and 17-18.	The need for flexible scheduling/course offerings was discussed as a team to positively impact course completion (91%-92% from 2015-2018) as well as degree attainment (45.16% in 2017-2018). Currently, the only part time or flexible offering available is to take generals and pre-OTA program courses the year prior (year 1) to starting core OTA program courses. Then ultimately finishing the core OTA courses within 2 years. With new curriculum standards coming out for accreditation in (July 2020), there may be more opportunities to consider and evaluate the need and benefit of more flexible scheduling and course offerings.

**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.

What items in this category MUST be addressed on our improvement plan?	Improvement of course completion rates for Pyschosocial Skills and OT Performance Skills. Improvement in interest of jobs in related field/nontraditional.
What items in this category MIGHT be addressed on the improvement plan?	Offer more flexible scheduling for student success.

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

All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
☐	☐	☑	☐
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: Occupational Therapy Assistant
Category: Analysis of results of previous program improvement plans **(Previous program plans attached below in Document Management)**

Resources Contact(s) for this Category:	
Strengths	**Opportunities**
Previous program improvement plans highlighted and focused on improving student retention from first to second semester (2013 program review, goal to improve to 80%), current data supports this achievement with a growth of 91% (FY 17-18) from 68% (FY 16-17).	Program review 2013 indicated an opportunity with new ACOTE (accreditation) standards implemented July 1, 2013 with new curriculum content. In July 2020, there will again be new curriculum standards with new ACOTE standards.
Uniform rubric rating scales and uniform case study formats have been implemented into the curriculum, 2013 program review indicated uniform grading to begin Fall 2014, and it continues currently as of Spring 2019. This supports and is necessary due to team teaching model and use of ITV/lab course model in program.	Continue to focus on the best way to connect with OTA alumni.
The OTA program was identified to have a 100% pass rate (3+ years) on the NBCOT exam, with national average at 83% at the time. The 100% pass rate has continued to be true.	
From previous program review (2013), the number of program students admitted per year has increased to 36 students per year. This is an overall increase of 6 students. This may be a positive factor influencing number of program graduates in current and future years. Current data includes, a range of 14-22 student graduates between 2013-2017. 2013 program review indicates number of graduates for the last 3 years (2010-2013) to be at 13-16 students.	
Equipment and facilities opportunities from 2013 review have been met.	
Learning and innovation as well as the collaboration across the college categories presented in 2013 review indicate several strengths.	
Goals for curriculum action plan, standardized rubric, facilities and instructional area requirements, and inclusion of use of ipads into curriculum were all met.	
**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.	
What items in this category MUST be	NA at this time

addressed on our improvement plan?	
What items in this category MIGHT be addressed on the improvement plan?	NA at this time

Team Rating			
Please indicate by an (**X**) the team rating of your program on this category.			
All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
☐	☐	☑	☐
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: Occupational Therapy Assistant
Category: Progress/results of TSA (includes program outcomes and Employability Essentials)
Resources Contact(s) for this Category:

Strengths	Opportunities
Previous years have had very strong TSA data including academic years 13-14, 14-15, 16-17. In these years all TSA data was met.	Year 15-16, 1 out of 14 students did not meet TSA. Year 17-18, 1 out of 18 did not meet TSA. TSA is measured through successful completion of fieldwork in the OTA program via the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student. TSA is met when students receive a minimum score of 70 points and above, as demonstrated in performance on Level II Fieldwork and rated by clinical instructors. An opportunity identified related to this was to improve the soft skills and safety skills that students enter fieldwork with. Program review team members discussed opportunities including increasing student connection with other health programs who implement gait belts, safety aspects for interprofessional learning. Standardized patients may also help improve

	TSA attainment as students would have more opportunity to prepare for and demonstrate skills with a standardized patient as compared to role playing with peers. Competency based curriculum may also increase TSA.
Core Abilities is implemented 2x per academic year (each semester) is a way in which students are assessed for soft skills.	

What items in this category MUST be addressed on our improvement plan?	
What items in this category MIGHT be addressed on the improvement plan?	Improvement of TSA to 100% attainment.

Team Rating

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

All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
☐	☐	☑	☐

Additional Comments: (optional)
Enter text.

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: Occupational Therapy Assistant
Category: Assessment of Student Learning
Resources Contact(s) for this Category:

Strengths	Opportunities
Within the program, there currently are several areas in which students are assessed in their learning including: lab practicals (OT Performance) and exams. In addition, there are more formative style assessments	Removal of the required exam average score which is currently at 79.5% is being considered. Removal of this requirement would positively impact course completion rates, enrollment numbers, and student

implemented into curriculum such as weekly quizzes with the opportunity to take multiple attempts to improve learning retention of content.	retention. Team discussed positives and negatives associated with this topic. There currently has been no research identified that correlates exam scores to learning and competence. Exam scores are a main factor in what decreases enrollment within the program and retention of students. Program review team members from student services reported the amount of anxiety, frustration, and disappointment with striving to meet the exam score average requirement is high. Students who are having such high pressure placed upon them, do not seem to test well. There's opportunities to look into and consider alternative methods for assessment of student learning besides the required exam average. This also may be considered during the Fall of 2019, when new curriculum standards are assessed. Team members shared and discussed remediation or reflective learning components if exam scores were not reached.

**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.

What items in this category MUST be addressed on our improvement plan?	Altering of student exam average requirement, implementing a revised or alternative method to assess learning instead of exam average scores. Implement competency based assessments into several practice courses.
What items in this category MIGHT be addressed on the improvement plan?	

Team Rating

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

All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
☐	☐	☑	☐
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category
Program: Occupational Therapy Assistant
Category: Career Outlook/Future Occupational Trends
Resources Contact(s) for this Category:

Strengths	Opportunities
Currently, job placement data is strong (75% in 15-16 and 16-17, 100% in 17-18).	Emsi 2018 data indicates a projected number of jobs available in 2022. In Barron, Polk, and Ashland counties there is projected to be less than 10-relatively low compared to amount of students enrolled each year and graduates from previous years. To best help students obtain employment after graduation, non traditional or employment in a related job is necessary. Currently data indicates employment of students in a related job at 93% (2016-2017) with previous years at 83% (2015-2016) and 75% (2014-2015). To focus on increasing awareness of non traditional jobs or related jobs as an option for employment, would allow students to find employment with the skills students learn through the program.
The Emsi data indicates an overall positive trend of job growth for OTA jobs.	

**If you have more than 8 strengths and opportunities, right click within the table above and choose insert row above or below.

What items in this category MUST be addressed on our improvement plan?	Improvement of interest in nontraditional/related areas and providing increased opportunities for student assignments/competencies in emerging areas of practice.
What items in this category MIGHT be addressed on the improvement plan?	NA

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

All areas need improvement	*Some areas meet expectations, but most areas need improvement*	*All areas meet expectations —few areas need improvement*	*Exemplary—all areas exceed expectations—use as a model for other programs*
☐	☑	☐	☐
Additional Comments: (optional)			

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	**Occupational Therapy Assistant**
Defined Outcome	**Modify OTA core program schedule to improve student success.**

Metric (How will you measure whether or not the outcome has been attained successfully?) *Enter answer below*

Improve retention from second to third semester to 85%

Action Plan/Action Items & Person(s) Responsible: *Example: 1) Action Item #1 (Damian VonFrank, Ted May)*	*Timeline & Resources:* *Example: 1) Fall 2018 – Need IT time to implement*
1) Re-design Spring curriculum to 8 week courses to offer foundational material prior to practice based material. (Becky Mika, Anna Polzin, Kristin Roll)	1) Fall 2020--Need curriculum development funds
2) Schedule 8 week courses for 2nd semester, OT Theory and Practice and OT Performance Skills first 8 weeks and Geriatric Practice and Psychosocial Practice second 8 weeks. (Mari Jo Ulrich, Becky Mika)	2) Spring 2021---Need curriculum updates and schedules changed
3) Improve process for exam tutor(s) to have course access and set times/days for tutoring to provide timely and organized tutoring. (Mari Jo Ulrich, Becky Mika)	3) Spring 2020--Need to develop policy for setting up tutor and for tracking tutoring

**If you have more than 8 action items, right click within the table above and choose insert row above or below.

Divisional Dean Comments:

☑ **I approve this plan. Mari Jo Ulrich**

Vice President Comments:

☐ **I approve this plan**

Note: (A mid-year and year-end update will be required each year during implementation.)
Implementation Update (June 30, 2020):
Instructions: Enter update text in box below, check a box below, and enter metric and results

☐ **Met (include metric result)**	
☐ **Partially Met (include metric)**	
☐ **Not Met (include metric)**	

Divisional Dean Comments:

"Effective March 25, 2020, Wisconsin Governor Evers directed a safer-at-home directive due to the Covid-19 pandemic. Under this order, all WITC Spring 2020 classes were delayed, cancelled or moved to an alternative delivery method. Due to the many required hours instructors and staff spent

moving curriculum to alternate delivery modes, college leadership held requirement of the 6-month academic program review updates due June 1, 2020. Program review updates will next be required of this program in January 2021."

VP, Academic Affairs Comments:

Implementation Update (January 31, 2021):

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Divisional Dean Comments:

VP, Academic Affairs Comments:

Implementation Update (June 30, 2021):

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VP, Academic Affairs Comments:

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VP, Academic Affairs Comments:

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Divisional Dean Comments:

VP, Academic Affairs Comments:

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Divisional Dean Comments:

VP, Academic Affairs Comments:

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Occupational Therapy Assistant
Defined Outcome	Improve quality of Level II fieldwork students to continually improve relationships with community partners.

Metric (How will you measure whether or not the outcome has been attained successfully?) *Enter answer below*

Improve TSA from 90% to 100%.

Action Plan/Action Items & Person(s) Responsible: *Example: 1) Action Item #1 (Damian VonFrank, Ted May)*	**Timeline & Resources:** *Example: 1) Fall 2018 – Need IT time to implement*
1) Increase interprofessionalism opportunities for students to best prepare them for the FW environment. (Becky Mika, Kristin Roll, Anna Polzin)	1) Fall 2021--need curricular modifications
2) Add at least 3 competencies to practice based courses in semesters 2 and 3. (Becky Mika, Kristin Roll, Anna Polzin)	2) Fall 2021--need curricular modifications
3) Add Mental Health First Aid to FW I to assist students with managing potential self and patient stressors. (Becky Mika, Anna Polzin)	3) Spring 2021--need to adjust FWI coursework and schedule
4) Investigate the use of Standardized Patients to assist with student competency and preparation for real world (FW) scenarios. (Mari Jo Ulrich, Becky Mika)	4) Fall 2021--need to have continuing education and research on topic

**If you have more than 8 action items, right click within the table above and choose insert row above or below.

Divisional Dean Comments:

☑ **I approve this plan. Mari Jo Ulrich**

Vice President Comments:

☐ **I approve this plan**

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Divisional Dean Comments:

VP, Academic Affairs Comments:

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Occupational Therapy Assistant
Defined Outcome	Have well prepared graduates that utilize OT philosophy and advocate to find employment in non-traditional areas within our district to avoid over-saturation of the market.

Metric (How will you measure whether or not the outcome has been attained successfully?) *Enter answer below*

25% of WITC OTA graduates will be employed in non-traditional, but related fields at time of graduate follow up survey.

Action Plan/Action Items & Person(s) Responsible: *Example: 1) Action Item #1 (Damian VonFrank, Ted May)*	**Timeline & Resources:** *Example: 1) Fall 2018 – Need IT time to implement*
1) Redesign the OTA web page to show community focus and emerging employment opportunities to prospective students. (Becky Mika, marketing team)	1) Fall 2021---need marketing support
2) Improve publications for prospective students to focus on emerging areas of practice, including meeting with enrollment managers, admission advisors, staff. (Becky Mika)	2) Fall 2021--need marketing support
3) Increase community focus in Practice course curriculum to help students identify emerging areas of practice. (Becky Mika, Anna Polzin, Kristin Roll)	3) Fall 2021--need curriculum funds
**If you have more than 8 action items, right click within the table above and choose insert row above or below.	

Divisional Dean Comments:

☑ **I approve this plan. Mari Jo Ulrich**

Vice President Comments:

☐ **I approve this plan**

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Divisional Dean Comments:

VP, Academic Affairs Comments:

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Occupational Therapy Assistant
Defined Outcome	Improve OTA graduation rate to assist with meeting employment demands

Metric (How will you measure whether or not the outcome has been attained successfully?) *Enter answer below*

Improve OTA graduation rate to 85%.

Action Plan/Action Items & Person(s) Responsible: *Example: 1) Action Item #1 (Damian VonFrank, Ted May)*	**Timeline & Resources:** *Example: 1) Fall 2018 – Need IT time to implement*

1) Remove 79.5% cumulative exam requirement from Core OTA courses. (Mari Jo Ulrich, Becky Mika, Anna Polzin, Kristin Roll)	1) Spring 2020
2) Include Exam Wrappers to assist student learning by adding reflective practice to learning. (Mari Jo Ulrich, Becky Mika, Anna Polzin, Kristin Roll)	2) Spring 2020
3) Determine remediation plan for students that return to the program after course failure or withdrawal. (Becky Mika, Anna Polzin, Kristin Roll)	3) Fall 2021
4) Create and evaluate New Student Online Orientation to assist students to be as prepared as possible for the OTA program. (Kristin Roll)	4) Fall 2021

**If you have more than 8 action items, right click within the table above and choose insert row above or below.

Divisional Dean Comments:

☑ **I approve this plan. Mari Jo Ulrich**

Vice President Comments:

☐ **I approve this plan**

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