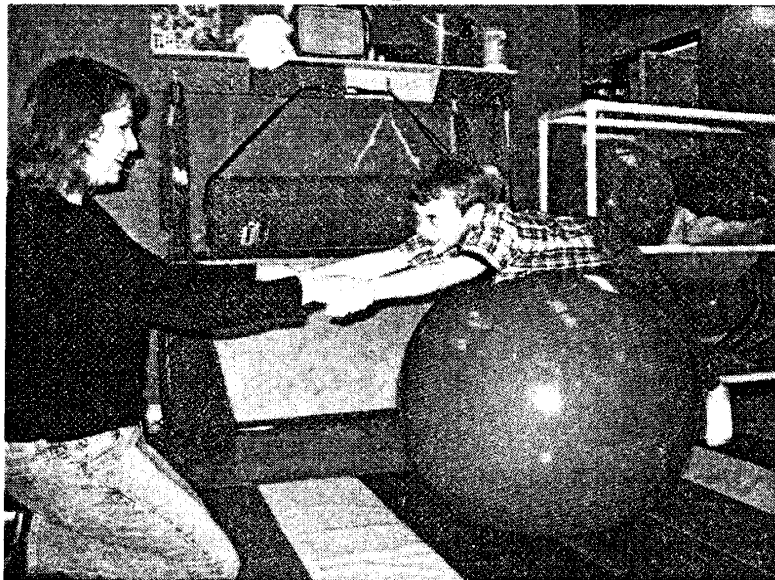


OCCUPATIONAL THERAPY ASSISTANT PROGRAM REVIEW



Spring 2007

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OCCUPATIONAL THERAPY STAFF

Full Time Faculty

Christi Vicino – Director

Part Time Faculty

Beth Atkinson – Fieldwork Coordinator

Marilyn Sidler

Greg LaDuca

Laura Nelson

Erin Schwier

Adrienne Spelyng

**OCCUPATIONAL THERAPY ASSISTANT PROGRAM
PROGRAM REVIEW**

SIGN OFF SHEET

Christi Vicino

OCCUPATIONAL THERAPY ASSISTANT-SECTION 1 - Overview

The development of the OTA Program initially began in 1989 through the hard work of Occupational Therapy leaders in the San Diego community and the Grossmont College Health Sciences faculty and administration. The program has undergone many changes and challenges since it began. The first significant loss was that of the program director and program pioneer, Carolyn Shushan. Two interim directors and three fieldwork coordinators followed. The subsequent years brought more stability in the faculty and administration of the program under the direction of Marcelle Karlin. The year 2005 brought sadness to the OTA program and community of San Diego with the passing of Marcelle Karlin. The program was held together during this time by the dedicated adjunct faculty and Lorenda Seibold-Phalan, Program Coordinator for Respiratory Therapy. Christi Vicino accepted the position of Program Coordinator for the OTA program in August 2006. Spring 2007 brought a site visit for the OTA Reaccreditation process.

The OTA program was primarily funded through ROP up until August 1999. Subsequently, new accreditation requirements from the ACOTE made it necessary to move the program out of ROP and into the college. At present, the OTA program is funded through the general college fund. The program director position changed from an 80% position to a full time position once the change occurred. This satisfied one of the new requirements set by the ACOTE. A part time fieldwork coordinator and six (6) adjunct faculty complete the department.

The prerequisites to enter the OTA program originally included two (2) semesters of Human Anatomy and Physiology, twenty (20) hours of clinical observation, and a letter of intent. These requirements have changed due to Title V regulations.

Students who wish to enter the OTA program need only complete 8 units of Anatomy and Physiology requirements with a grade of "C" or better. The first class of OTA students was accepted into the program in June 1995. A total of ten (10) classes have graduated from the OTA program. Grossmont OTA program is the only OTA program being offered in San Diego County and Imperial Counties. There is an extremely high demand for OTA graduates in San Diego and Nationwide. We anticipate increased class size.

The OTA program has differed from other schools in California in that it is an evening program. This has afforded many working students the opportunity to complete the program with less financial stress. During the early years of the program, the number of applicants to the program had always been high. There was a marked decline in the number of applicants in the past years. A concerted effort towards marketing was made in the last few years. Enrollment is slowly rising. The job outlook for OTA graduates is currently bright with the profession being listed as U.S. News & World Report top careers for 2006.

In 2003 the OTA Program applied to be a state advanced practice provider and offered Intro to Hands to the community as well as current OTA students. This course has been offered as a 299 course 3 times and the program is in the process of making it a permanent course offering. Development is underway for the subsequent courses to the advance practice certification in hand therapy.

Department/program Goals

1.2 **Appendix 1** contains the most recent Educational Master Plan for the department/program. Make comments on the following:

- Which goals have been met?
- What actions have been taken in achieving these goal and objectives?
- What obstacles have been encountered?
- How have these goals changed and why?

The Educational Master Plan included five (5) activities.

1. Update curriculum to meet the new 2008 ACOTE Standards for OTA Programs.

This goal is in progress. The curriculum has been thoroughly reviewed and modifications and additions have been made in order to comply with the new standards and accreditation site visit recommendations and citations. These changes have been submitted to instructional operations.

2. Increase staffing hours of OTA Fieldwork Coordinator position. Increase reassign time allowance for OTA Program Director.

This goal has been partially met. The OTA Program Director's special project request was approved to prepare for the OTA Fieldwork Forum. The OTA Fieldwork Coordinator position remains part time. The accreditation site visit recommended increasing the hours of the fieldwork coordinator in order to meet the program needs. A spreadsheet of tasks required to complete the job of OTA Fieldwork Coordinator has been completed and submitted for consideration to increase hours.

3. Enhance and develop high standards of the OTA faculty, with up-to-date materials, and conference meetings and educational workshops.

This activity has been met but will need to be continued. The curriculum has been infused with updated OTA course objectives; however 2008 brings a new set of ACOTE approved standards that must be implemented. . Program Director and 3 adjunct faculty attended the 2006 OT State Conference. Two adjunct faculty attended the Allen Workshop in 2006 and this information will be used to create a continuing education course open to graduates, current students and community members as well as fieldwork supervisors. Program Director attended National Conference to obtain new information on the Practice Framework during April 2007. Obstacles that have been encountered include having adequate time to complete the areas cited during OTA Accreditation Site Visit for curriculum development.

4. Increase space allocated to OTA Program for a working OT Clinic.

Development of the OTA Space in the new building has been completed. Space in our current teaching area continues to be inadequate. Approval was received from the administration to reduce the class size for room 345A and arrange seating to have better access to the equipment and supplies essential to the program. This correction was submitted to ACOTE. Meetings continue with administration to implement this correction.

5. Develop Board Prep Lecture Course for Spring Semester, a Rehab Terminology/Dx course during Fall Semester, an open Human Movement Course to general college population with prerequisites.

OTA 299 – Rehab Terminology/Dx Course has been approved for Fall 2007. Development of Board Prep-Lecture Course for Spring Semester has been developed to be submitted Fall 2007. Human Movement Course changes on hold until curriculum mapping is complete.

Implementation of Past Program Review Recommendations

1.3 Appendix 2 contains the most recent Program Review Committee recommendations for the department/program. Describe changes that have been made in the department/program in response to recommendations from the last review.

1. Renovate 345A and the lab to improve the facilities by March 2002.
2. Explore implementation of credit/no credit grading system for clinicals.
3. Support articulation efforts with appropriate university level programs.
4. Work with Biology to increase sections of anatomy and physiology to meet prerequisite needs of students for all health service courses.
5. Work with college and district to get greater marketing support.
6. Consider requirements of Communication 120 (Inter and Intrapersonal Communication) rather than a choice of Comm 122 or 120.
7. Update course outlines OTA 100, 101, 110, 120, 130, 140, 200, 220, 230, 240, 241.

The OTA program made many changes due to the recommendations made at the last review. The OTA Lab and 345A have been improved however are not adequate for class sizes over 15. The OTA Program was sited in this area during the OTA Accreditation Site Visit. OTA Clinicals are now credit/no credit. Articulation was reviewed. The new science building will improve the increase in anatomy and physiology courses. Marketing efforts have been explored. Communication 120 or 122 continue to be a choice however. All course outlines were updated. The course outlines need to be reviewed and updated again to meet the new standards set by ACOTE.

Advisory Committee Recommendation

Some disciplines such as ESL and vocational programs are required to have advisory committees. Answer this question if this is applicable to your department/program.

1.4 If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the department/program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

The OTA Program's Advisory Committee meets yearly. Their input and support to the program has been tremendous. The recommendations have included:

2001 - Increase FW coordinator time, offer certification review course on-line, improve facilities, change fieldwork to pass/fail.

2002 – Stress professionalism in program

2003 – Renovate room, new fieldwork form, update course outlines

2004 – Shadowing program for prospective students, evidence based practice, increasing fieldwork units

2005 – Update OTA brochure, increase fieldwork units

2006 - Documentation software and Exercise Pro software were suggested in order to give students access to highly used programs in the OT community.

The OTA Program Advisory Committee meets one time per year during the Fall semester unless additional business needs to be conducted. Our last meeting was August 2006 and a supplemental Accreditation Meeting was held April 2007. The following organizations are represented at the OTA Advisory Committee Meetings: Mesa College, Therapy Specialists, Sharp Hospital, Grossmont Hospital, Casa Pacifica, San Diego Rehab Institute, Sharp Homecare, Stanford Court, Excelsior Academy, Community Convalescent of La Mesa, and Generations Health Care.

Many of the recommendations have been implemented. Fieldwork has been changed to pass/fail. Professionalism has been added to all courses as well as fieldwork seminars. The classroom and lab have been updated as well as the course outlines. We have in place a shadow program. The OTA brochure content has been updated yearly. Students complete 20 weeks of Level II Fieldwork instead of 16 weeks now. Documentation software and exercise software have been ordered and received. The health professions computer lab is not able to accommodate the software programs. The Fieldwork Coordinator's hours have not been increased or integrated into the OTA budget. This area was cited for during OTA Accreditation Site Visit. As mentioned above, the lab and classroom have been improved but continue to be inadequate for current class sizes.

SECTION 2 – CURRICULUM, ACADEMIC STANDARDS, AND SUPPORT SERVICES

In Appendix 3, Catalog Descriptions, insert copies of your catalog descriptions from the most recent college catalog (see “Course of Instruction” section). If your program has an Associate Degree program, include the relevant pages from the catalog (see “Associate Degree” section).

- 2.1 Review all course outlines and comment on where your department/program is in the process of maintaining currency. Verify that the course outlines reflect the writing, reading, and problem-solving skills, quantitative reasoning, and critical thinking across the department/program’s curriculum.

All course outlines reflect writing, reading, problem solving, quantitative reasoning and critical thinking across the curriculum.

- 2.2 How does your department make decisions related to the following?
a) Identification of student learning outcomes
b) Methods to demonstrate achievement of these learning outcomes.
How do you use this information for course and program improvement?

Curriculum review is completed for accreditation purposes on a yearly basis to confirm that we are accurately incorporating the latest standards and changes in the field of OT. Meetings with faculty are held regularly to discuss course content required by ACOTE and the best way to teach and evaluate the learning of the content. Curriculum changes are required to meet the ACOTE standards and included in this process is documenting evaluation methods to ensure outcomes are being met. The OTA Department is in the process of establishing an OTA Skills Checklist.

- 2.3 Explain how the department/program maintains academic standards, integrity and consistency to assure that current curriculum adequately meets students' needs (e.g., general education, prerequisites, job-specific training, transfer). Explain how the department/program ensures that all instructors teach to the official course outline.

The OTA curriculum is reviewed yearly and meetings with faculty are held in order to discuss implementation of objectives, testing methods, projects, fieldwork experiences and rubrics to be used. Review of course testing material is completed each semester. Evaluative data is reviewed yearly.

- 2.4 Using **Appendix 5**, Grade Distribution Summary Report, comment on retention and grading variability figures. Discuss any specific courses that have unusual retention patterns or grading variances.

OTA 100 is an introduction course that is open to the entire campus. Some students enroll in this course to find out more about occupational therapy. Some students take this course while they are completing prerequisites and GE. The remainder of the students are those that are enrolled in the OTA program. When students fail a course, they need to wait another year for a new cohort to start and that alters the enrollment trends. Finally, none of the OTA core courses have been hard blocked. This has created a problem with enrollment of first year students in second year courses and failure to drop timely etc. (This problem has been corrected) Also students who are not in the OTA program often are enrolled in our courses and do not drop altering the statistics. Finally, there are always a few students that are on wait lists for other health professions programs that try our program and decide it is not for them and drop. The retention rates from 2001 to 2006 have ranged from 74%-98% averaging 91.3%.

- 2.5 Describe strategies employed to ensure consistency in grading in multiple section courses (e.g., mastery level assessment, writing rubrics, departmental determination of core areas which must be taught).

The OTA program does not have multiple sections.

- 2.6 Describe how your department/program encourages students to extend learning outside of the formal classroom.

Level I fieldwork and Level II fieldwork require the student to go outside of the classroom to obtain hands on clinical experience in a real setting with patients. We also have student assignments that require the students to reach beyond the classroom. Community service opportunities have also been established through the OTA program.

- 2.7 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review. How have current issues (environmental, societal, ethical, political, technological) been reflected in your curriculum?

The OTA program hopes to have the Intro to Hand Therapy course become a permanent course. The Program Director is working in conjunction with faculty for the summer Hand Therapy course to develop 3 more course to complete the Advanced Practice requirements in Hand Therapy and Physical Agent Modalities. A Rehab Terminology/Diseases 299 course has been approved and a Test Prep/Clinical Research 299 course is being submitted. Both of these courses are going to be submitted as permanent core OTA courses. All of the above courses reference current issues and is reflected in the curriculum. These courses were generated due to current issues in OT and in the community.

2.8 In **Appendix 4, Course Status**, list the courses in the department/program that are duplicated at Cuyamaca College and identify their alignment status. Comment on courses which have not been aligned and describe the plans for alignment.

The OTA Program does not offer core courses at Cuyamaca College.

Innovation/Special Projects/Community Involvement

2.9 Describe instructional innovations and/or special projects undertaken by the department/program or individual faculty members, including the use of technology.

The program is moving in a direction of higher technology and the new OTA Standards are requiring more instruction in physical agent modalities, communication devices and other assistive technology. The program has purchased a collection of augmentative communication devices as well as a biofeedback machine. We are also incorporating computerized documentation and home exercise program software into the curriculum.

2.10 With the interest and needs of the community in mind, describe any outreach or community activities initiated by the department/program.

The OTA Program has been involved in creating a brochure for the DMV involving driving and the senior population. The Assistive Technology Instructor has the students go out into the community and complete an ADA assignment. We are moving the direction of the program into community service and are looking forward to incorporating backpack awareness and vision screening campaigns into the curriculum. We are partnering with community organizations and OT leaders to implement an array of community service programs.

2.11 Provide specific examples of departmental or individual efforts aimed at encouraging students to become actively engaged in the learning process.

OTA 140 requires the students to each create a toy for a pediatric client. OTA 110 requires the students to create an activity to promote cultural diversity for a mental health group. Each course has specific activities that are hands on and very creative so the students are creatively engaged in the learning process. We are a very hands on profession and we are constantly simulating scenarios and going out in to the community to see real settings.

2.12 Explain the department/program's relationship to others on campus (e.g., fulfill prerequisites for other general education programs, cross-listing, interdisciplinary course offerings, learning communities.)

OTA 100 is offered to all students on campus. The other OTA core courses are only open to those enrolled in the OTA Program. The OTA core courses are not related to any other program on campus at this time. CCS 114 and Family Studies 120 have been important courses that students in the OTA program are required to take. The instructors have been excellent at helping our students meet the objectives expected for OTA's to practice effectively in the clinical world. The instructors have gone out of their way to allow the OTA students to share their experiences in the profession of OT with the other students.

Campus Resources

2.13 Indicate what the department/program has done to formalize links with the following college support services:

- Learning Assistance Centers (Biology Learning Center, English Writing and Reading Centers, Math Study Center, Tutoring Center)
- Technology Mall
- Instructional Media (upstairs in the Library Technology Resource Center)
- Others

The OTA program has attempted to find tutors in the Biology Learning Center and Tutoring Department for OTA 130 – Human Movement to no avail. We have been successful at utilizing a second year student for tutoring services. Students are referred to the English Writing and Reading Centers when inadequate writing and reading skills are observed. Students are given LRC resources during each semester and encouraged to utilize the services available including books on loan, specific web sites listed on OTA user group and periodicals for OT. The OTA students are strongly encouraged to utilize the Health Professions Computer Lab and are required to fill out add card. The students are also strongly encouraged to utilize the OTA references available in the classroom library as well as the LRC.

2.14 Evaluate and provide a summary of the current status of library resources related to the department/program. Use the subject-specialist librarian assigned to your department/program to assist in the evaluation. Consider books, periodicals and online resources.

The OTA Program has just reviewed all books available for the OTA program and 35 new titles have been ordered. There are currently 2 periodicals available and several others electronically. The Program Director has worked closely with the Pat Morrison to get the OTA resources in order.

2.15 Describe the working relationship between the department/program and the Counseling Department in terms of exchanging specific and current information about your department/program that counselors can use to help students develop education plans and make career decisions.

The OTA Program Director has attended a counseling staff meeting to update counselors on changes and trends in the OTA program. The Program Director contacts the OTA Counseling representative as needed to ensure that modifications of major are accurate. Students are strongly encouraged during each semester to meet with counseling to stay on track.

- 3.3 If state or federal licensing/registration examinations govern the program, please comment on student success.

Data gathered from 2002-2006 indicates an average passing rate of 80%. The average score was 492 with passing being 450. Low student enrollment from 2002-2006 drastically affected the statistics for the national exam. With the development of an examination prep course, higher enrollments, and changes in the delivery of the curriculum, I see this turning around.

- 3.4 Discuss strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/department/program. Include activities your faculty have implemented to provide closer connections to primary, secondary and post secondary schools. Consider campus/district resources that have been useful. Using the Student Survey, comment on how students learned of this program.

Very little has been done during the past 5 years to promote/publicize the program. A back pack awareness campaign at the local schools has been implemented. High school and elementary school vision screening program is being considered. Each semester creative flyers are being posted around campus with excellent results. I have researched bus bench advertising and internet advertising. I have found that others advertising that way have received a huge influx of inquiries.

- 3.5 Referring to **Appendix 7**, Statistical Data, Outcomes Profiles, **Appendix 8**, Efficiency Report, and **Appendix 5**, Grade Distribution Summary Report, comment on emerging trends of course completion, success, retention, and enrollments.

During the past 5 years, the OTA Program has utilized quite a few adjunct faculty in addition to the Program Director due to health issues of the past Program Director. The Program Director now teaches 60% of the courses. The OTA Program has had a high retention rate and grade distribution. The OTA 100 course, open to all students, tends to have lower grades and a higher drop rate than the other courses. Enrollment has been progressively increasing in our program.

- 3.6 Referring to **Appendix 9** if the department/program offers a major or certificate in the college catalog, comment on the trends regarding number of students who earn these degrees and/or certificates.

The OTA program is a degree granting program. Enrollment has been increasing each year thus increasing the number of degrees awarded yearly.

SECTION 4 – DEVELOPMENT OF HUMAN RESOURCES

In Appendix 10, complete Conference, Workshops, Staff Development and Sabbaticals forms.

- 4.1 Describe how participation in activities listed in **Appendix 10** have resulted in improvement in curriculum and instruction.

Faculty have attended Allen Workshops, OTAC State Conference and the AOTA National Conference. These activities have allowed the program to consider expansion of the program to include CEU's to professionals that are in the community. The attendance at conference has allowed the Program Director to ready the program for Accreditation Site Visit and prepare to infuse the curriculum with the new Practice Framework and new standards for the profession. The field of OT is changing quickly and these Professional Development opportunities allows us to stay on top of the profession and have our students be ready for the work world.

- 4.2 Forecast your staff development needs both within and outside of the institution.

The adjunct faculty in the OTA program will be attending faculty meetings that have carved out ½ hour to focus on how to identify students at risk in the OTA Program early on, how to deal with ESL students in the OTA program, what are the responsibilities of adjunct faculty and other topics. Continued attendance to the state and national conference are essential for the Program Director and Fieldwork Coordinator. There are subject specific area seminars that would be beneficial to key adjuncts.

- 4.3 Describe how the members of the department/program are helping to shape the direction of the college (e.g., writing grants, serving on college/district committees, task forces, Academic Senate representation, etc.).

The Program Director has been in attendance to all Architectural Committee Meetings. She also served on the Associate Dean of Health Professions hiring committee as well as the Lab Tech for Health Professions and Health Professions Specialists hiring committees. While preparing and undergoing the Accreditation Process, Program Director has attended all Division Meetings, 2 Chairs and Coordinators meetings, 1 Academic Senate Meeting and 1 College Board Meeting. An Adjunct Faculty served as the OTA Club Advisor.

- 4.4 Describe how the members of the department/program contribute to the community beyond the college, locally, statewide, nationally.

The OTA Program has established a partnership with CCC Kids and has reached across the United States to begin a cross cultural backpack awareness campaign that we hope reaches to south of the border. The OTA Program Student Representatives to the state OTA organization attended a regional meeting and attended the national conference as advisors for the the San Diego OTA Students. The program Director served as an advisory member for the San Diego region OT personnel at the State Conference.

- 4.5 Describe how decisions are made in your department/program.

The Program Director has been challenged with implementing changes to meet the new standards and changes to meet accreditation requirements. The adjunct faculty are all employed full time in the profession and have little time to give outside of their teaching roles. Therefore a majority of the decisions are made by the program director after asking for input from key faculty members. The decisions that have needed to be made have been administrative in nature and made by the program director under the guidance of the ACOTE (accrediting agency).

- 4.6 Describe how computer resources, such as the Internet, department and faculty web pages, and e-mail are used by faculty in the department/program.

The OTA Program relies heavily on the use of e-mail as a main source of communication between all of the faculty. E-mail has been the method to disperse time sensitive materials to Level II Fieldwork students about deadlines, job opportunities and assignments. Faculty communicate with the students in each course via the OTA user groups.

- 4.7 If your department/program has hiring equivalencies, explain the rationale and comment on alignment with Cuyamaca. Please list equivalencies in **Appendix 11**.

Not applicable.

- 4.8 List and describe the duties of classified staff, work study and student workers who are directly responsible to the department/program.

The OTA Program has a new 50% secretary who is excellent. She is digging through old records and organizing everything. She is preparing for digital archival. It is her responsibility to greet all prospective students and give appropriate paperwork for enrollment, refer questions to the Program Director, arrange orientations, track current student paperwork, track wait list and send out all correspondences. There are two lab techs that have been instrumental in ordering supplies and equipment for the program. The OTA Program utilizes Student Tutor during the Spring semester for 5 hours per week. The tutor serves the students who are having difficulty with several courses and assists with lab questions during class. This has been very successful.

- 4.9 Discuss staffing factors that influence the effectiveness of the program. Does your department/program need to decrease, maintain, or increase the number of full-time faculty? Support your response with enrollment trends, future outlook for your department/program and any information related to changes in the economy, business or human services needs. Include discussion of part-time vs. full-time ratios and dependence on overloads.

Currently the fieldwork coordinator position is understaffed to provide the required services to fulfill the level I and level II fieldwork responsibilities of the program. With the future outlook of the program, the impact of the low paid hours for this position will be felt. As class sizes get larger in the OTA Program, the fieldwork experiences that need to be provided get larger. The traditional OTA community is very small unlike nursing. The OTA Program needs to cultivate nontraditional OT sites that can utilize the services of OT and try to foster relationships. This process requires meeting those who run the various sites and seeing what relationship we can have with them. What can we offer them? By helping their organization, we open the door for level I fieldwork placements and eventually the hiring of a COTA. We have to be responsible for creating fieldwork and job opportunities within our community. Our accrediting body requires nontraditional fieldwork placements also. When we bring level II fieldwork placements in nontraditional settings where OT is currently not seen, the OTA Program must provide the OTA supervision. This will require increased hours from the program director, fieldwork coordinator and will require additional faculty for clinical supervision. I foresee the OTA program adding a certificate program in assistive technology and teaching the group home training program currently offered under ROP.

SECTION 5 – SCHEDULING EFFECTIVENESS AND ROOM UTILIZATION

Refer to Appendix 8 for efficiency. Enrollment will come from Data on Demand; Appendix 5 has the sections and class sizes. Appendix 12 shows % of max.

- 5.1 Using **Appendices 5 and 8**, comment on student success figures since the last program review. How does this compare to the campus-wide figures?

A review of the data on efficiency and success by subject indicates that students in the OTA program have a very high rate of success in completing the core curriculum.

Fall 2001 – Spring 2006 had an average of 90% passing scores in all OTA courses. The breakdown of the scoring is as follows: 37.4% A's, 33.4% B's, 8% C's, 11.2% CR, 1.1% D's, 1.4% F, .001% NC, .7% I's, 6.6% W's.

OTA 130 and 140 continue to be the most difficult classes for the students. OTA 100 continues to have the highest withdrawal rate as it is open to all students on campus to explore the option of OT as a career. OTA students continuing in the program had an average 92.5% passing scores in all OTA courses.

- 5.2 Analyze and comment on any trends in enrollment, numbers of sections offered, average class size and efficiency.

Each OTA course offers one section. From Spring 2001 to Fall 2006 enrollment has fluctuated with a drop in enrollment from 2003 to 2005 which follows the national trend for occupational therapy programs.

- 5.3 Comment on any sections that are historically under-enrolled and discuss strategies that might increase enrollment.

OTA 100 is a course open to the entire campus. Each Fall semester I call to have this course listed as an open course so it can be posted by administration with the other open courses. During prospective student orientation, I encourage students who want to explore the profession to enroll in OTA 100.

- 5.4 Comment on the adequacy of facilities (e.g., does the room size and configuration fit the teaching strategies?) and equipment for meeting instructional needs.

There is a dedicated room for the majority of OTA classes (345-A). A lab space is shared with nursing in room 355-A. Neither space is large enough for students to practice movement activities. At present, students fold all the tables and stack all the chairs in room 345-A in order to clear a space large enough for these activities to be done. Approval has been received to decrease the class size for room 345A and rearrange the learning space to meet the program needs.

- 5.5 How does room availability affect your enrollment?

The new health sciences building has two OTA lab/classroom spaces to accommodate the two classes that run simultaneously. Currently we use 345A and instructional operations has helped us obtain secondary classroom space each semester. The lab technician has taken on the role of scheduling the OTA/Nursing lab and computer lab to accommodate all the instructors.

- 5.6 Discuss alternatives your department/program have explored including off-site offerings.

The OTA Lab and equipment that are located on campus are required to meet the learning objectives of the program. Options are being explored with the development of the new Grossmont Hospital District Facility.

- 5.7.1 Comment on the results of the Student Survey, **Appendix 6**, focusing on class times and facilities.

12.1% of the students disagreed that the classrooms in the OTA program were in good repair and clean. 6.1% of the students disagreed that the classrooms were well maintained and up to date. No one disagreed that the classroom computer technology was up to date. The students indicated their preference for evening courses. Half the students indicated they were open to Saturday classes. 75% of the students indicated they would not attend Sunday classes.

SECTION 6 – FISCAL PROFILE

- 6.1 Using **Appendix 12**, Subject WSCH Analysis Report: comment on trends reflected in the column "Earned WSCH/FTE(F)" for your overall department/program, and for specific courses over a five year period.

OTA 100 shows an increase in earned WSCH/FTE as it is open to the general college population. Overall earned WSCH/FTE has increased due to increased enrollment trends.

- 6.2 Using **Appendix 14**, Fiscal Data: Outcomes Profile: analyze and comment on Earned WSCH/FTEF and Cost/FTES of the department/program.

Class enrollment gradually increasing. Fluctuation in FTEF due to additional support of adjunct required during Program Director fluctuating health status.

- 6.3 If the department/program receives any outside financial support or subsidy, list those sources and the amount. Describe how the additional resources are used and how they relate to the regular college budget.

None

SECTION 7 – SUMMARY

7.1 Summarize department/program strengths and weaknesses in terms of:

- Teaching and learning
- Student access and success
- Development of human resources
- Fiscal stability

The OTA Program has excellent faculty that consists of practicing clinicians. The faculty has worked very hard to meet the reaccreditation requirements for the OTA Program. We are proud to have received program accreditation through 2011/2012. The faculty has also been very excited to implement the curriculum changes required by the new practice standards for the profession.

The community of San Diego and the state have been very supportive of the OTA Program. We are the only program in occupational therapy in San Diego and Imperial Counties. Our program is an evening program and allows students to work while pursuing a new career. Enrollment has improved and increasing the visibility of the profession of occupational therapy is a continual process. We are also providers of state approved continuing education courses that are attended by members of the occupational therapy and physical therapy community.

The clinical sites that our students are placed in provide very strong clinic experiences. Our graduates have many job opportunities available to them. The graduates are in high demand. Students are often being recruited while still enrolled in clinicals due to the OT shortages nationwide.

Practitioners of occupational therapy are required by the State of California to maintain a high level of competency by obtaining continuing education credits. They attend educational workshops, conferences and campus professional development activities.

Although the OTA program is more costly than other programs on campus, it is a much needed vocational program for the health care industry in the region and state. It is less costly in comparison to the other health related programs. The technical equipment required by the OTA program is much less expensive compared to other health profession programs. Enrollment is gradually increasing and we are the only school in San Diego and Imperial Counties in the area of occupational therapy. There are now only two active programs for OTA education in Southern California and three in the whole state. Our neighboring state of Arizona currently does not have an OTA education program.

Keeping the above mentioned information in mind, the OTA Program is stronger than in the past and will continue to grow in order to meet the community demands for qualified OT personnel.

SECTION 8 – CONCLUSIONS AND RECOMMENDATIONS

8.1 Make a rank-ordered list of department/program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 7. Do not limit recommendations to only those dealing with resources.

1. Increase FTES to improve cost-effectiveness of the program.
2. Improve visibility of the profession of occupational therapy and the OTA Program on campus and in the community.
3. Weekly orientations for prospective students.
4. Target new student populations at specialized high schools for health professions to increase enrollment.
5. Improve transferability of courses for COTA to OTR graduate programs by working collaboratively with the transfer center.
6. Increase the hours for the Fieldwork Coordinator to enable to increase student contact hours during clinicals, meet the new profession standards and increase visibility of the program/profession.
7. Implement curriculum changes once approval is received from curriculum committee.
8. Implement skills checklist for OTA Program to confirm adherence to course outline and ensure student competencies..
9. Update department web site.
10. Expand CEU courses offered to the community, graduates and students of occupational therapy and physical therapy.
11. Add OTA Test Prep course to better prepare students for national examination and increase success of first time test takers.

APPENDIX 1

The Educational Master Plan



Appendix 1

Grossmont College Educational Master Plan 2005/2006

Division: Business and Professional Studies

Department: Occupational Therapy Assistant

Director or Chair: Marcelle Karlin

Program Description: The Occupational Therapy Assistant Program (OTA) is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association. The program prepares students for an Associate in Science Degree. Students are eligible to sit for the national certification exam (NBCOT) once all academic and clinical requirements are met. Graduates must also apply for licensure from the California Board of Occupational Therapy if they plan to practice in the state of California. There have been 8 graduating classes thus far. Students have secured positions in hospitals, schools, mental health facilities and non-traditional sites. Group work, student presentations, clinical observations, and hands-on demonstrations and practice are used in addition to traditional classroom teaching and evaluation. Supervised clinical practice fieldwork experiences are an integral part of the program. Students visit a variety of facilities in different practice areas to link what they are learning in the classroom to the clinical setting. The clinical experience provides opportunities for students to use critical thinking skills that they will need on the job. By the year 2010 the Grossmont College OTA program will continue to grow to meet the future need for Occupational Therapy Assistants in the community. According to the California Employment Development Department, the projected new job growth for the state is 47.1% through 2008. The increase in jobs comes, in part, from the growth in the aging population as well as the increase in survival rate for individuals with critical illnesses and diseases. These individuals will need rehabilitative services to improve the quality of their lives. Our students will play a major role in providing these services. The average annual salary of approximately \$40,000 will continue to increase over the next 5 years. The OTA Program is the only program offered in San Diego County. Students who wish to obtain a professional degree in Occupational Therapy will need to go outside of the county. All Occupational Therapy Programs will transition to an entry level Masters Degree in 2007. Student enrollment is a growing concern for the OTA Program. By 2010 the program should be able to accommodate 30-35 students. The new Health Professions Building will provide ample lab and lecture space for our students in the future. A continuing concern is that many students enter the program unprepared for the academic rigor, clinical demands, and professional behaviors expected.

A greater focus on professional behavior, evidence-based practice, and critical thinking skills will be emphasized in the next few years.

Activities

Activity #1:

Marketing efforts to increase the awareness of the program and the profession

Benefits:

Increase in enrollment; increase in awareness of occupational therapy as a exciting and rewarding profession

Requirements:

Curriculum Development? N

Equipment? N

Facilities? N

Marketing? Y

Staffing – Classified? N

Staffing – Faculty? N

Staff Development? N

Goals and Objectives: 2, 2.4

Activity #2:

Update curriculum to include current information relevant to Occupational Therapy Practice

Benefits:

Students will be well prepared for the national certification exam and entry-level practice

Requirements:

Curriculum Development? Y

Equipment? N

Facilities? N

Marketing? N

Staffing – Classified? N

Staffing – Faculty? N

Staff Development? N

Goals and Objectives: 1, 1.3

Activity #3:

Provide opportunities for professional development

Benefits:

Faculty will learn and apply current concepts in Occupational Therapy Theory and Practice

Requirements:

Curriculum Development? N

Equipment? N

Facilities? N

Marketing? N

Staffing – Classified? N

Staffing – Faculty? N
Staff Development? Y
Goals and Objectives: 4, 4.2

Activity #4:

Provide continuing educational opportunities for Occupational Therapy Assistant graduates, practicing therapists in the community, and clinical educators

Benefits:

Participants will gain increased knowledge in specific practice areas for state licensure requirements

Requirements:

Curriculum Development? Y

Equipment? N

Facilities? N

Marketing? N

Staffing – Classified? N

Staffing – Faculty? N

Staff Development? Y

Goals and Objectives: 6, 6.3

Activity #5:

none

Benefits:

none

Requirements:

Curriculum Development? N

Equipment? N

Facilities? N

Marketing? N

Staffing – Classified? N

Staffing – Faculty? N

Staff Development? N

Goals and Objectives: 0, 0

Additional Planning Activities

Plan an alumni event to celebrate the program's 10th year. Invite all past graduates and employers in the community. Update graduate information to determine where graduates are working, salary levels, and other pertinent information.

Accomplishments

Accomplishment #1:

There has been a slight increase in student enrollment. However, more marketing needs to be done especially in light of the impending shortage of Occupational Therapy Assistants.

Goals and Objectives: 2, 2.4

Accomplishment #2:

Updated course objectives have been implemented and students are better prepared for the certification exam. The overall pass rates on the certification exam in 2004 are slightly higher than the national average.

Goals and Objectives: 1, 1.3

Accomplishment #3:

Faculty attended the Occupational Therapy Association of California Conference in November 2004 which was held in Pasadena. Attending the conference afforded faculty the ability to network with colleagues and gain updated knowledge in specific practice areas.

Goals and Objectives: 4, 4.2

Accomplishment #4:

Every OTA course now has a course evaluation that students complete at the end of the semester. Development of a grid to plot specific competencies is still in progress.

Goals and Objectives: 1, 1.1

Accomplishment #5:

Two resources have been identified for students to develop their own e-portfolios. These on-line resources provide links to additional sites which provide examples of student portfolios.

Goals and Objectives: 1, 1.5

Accomplishment #6:

none

Goals and Objectives: 0, 0

Additional Accomplishments:

none

APPENDIX 2

Previous Program Review Summary

APPENDIX 2

2. Previous Program Review Summary

From Spring 2001 Program Review

SECTION 7 - SUMMARY

7.1 Summarize department/program strengths and weaknesses in terms of:

- academic/vocational quality
- student access and success
- development of human resources
- fiscal stability

The OTA program has an outstanding faculty and strong community support for clinical education. The high success rate on the certification exam over the past 5 years is evidence of the strong academic and clinical preparation that students receive. Students are often recruited while they are completing their clinical assignments. A more effective method of tracking graduates is needed.

Student success is of primary importance and has been a strong focus throughout the program's history. Evening classes afford students the opportunity to work and acquire the skills necessary for a new career in Occupational Therapy.

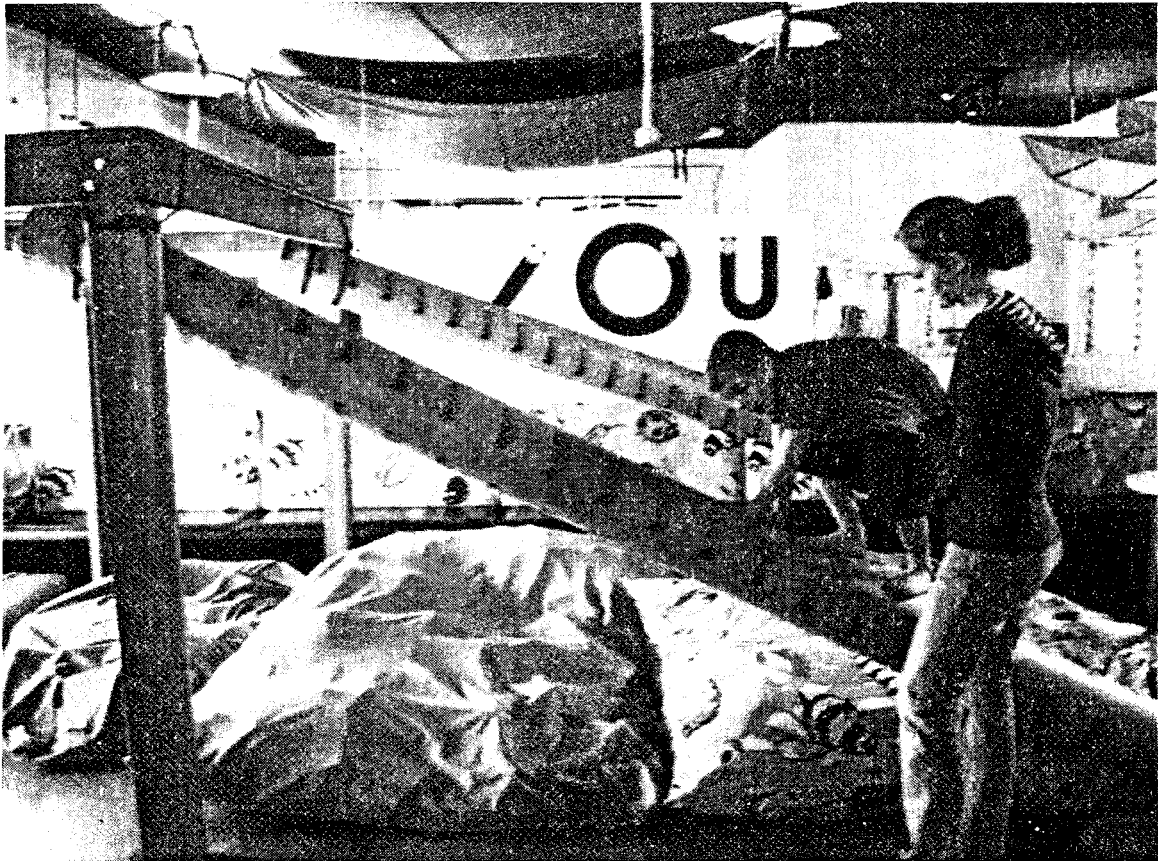
Recruitment is of great concern at the present time. There is a downward trend in enrollment nationwide. Marketing efforts are underway to increase the number of applicants to the program.

The strength of the OTA faculty is that they are practitioners as well as educators. This requires that they keep current on new information related to their area of expertise. It is often difficult for faculty to participate in campus activities since they work during the day. However, they do attend outside educational workshops and conferences on a regular basis.

Although the OTA program is more costly than other programs on campus, it is less costly in comparison to the other health related professions. A major reason for the comparatively lower cost is that high tech equipment is not essential to the program. An increase in enrollment will reduce the cost of the program.

APPENDIX 3

Catalog Descriptions



APPENDIX 3

3. *Catalog Descriptions*



**OCCUPATIONAL THERAPY ASSISTANT
240 †
Fieldwork Level II -
Rotation I**

4 units, 40 hours per week work experience plus concurrent enrollment in 3 units at Grossmont College

Prerequisite: A "C" grade or higher in Occupational Therapy Assistant 140 and 230.

This experience involves a ten week assignment for 40 hours per week of clinical experience under the direct supervision of a registered occupational therapist or a certified occupational therapist assistant. The student will assist in all phases of practice including observation, evaluation, treatment and documentation. This course must be successfully completed in order to continue on with Occupational Therapy Assistant 241, Fieldwork Level II - Rotation II course. This course is offered on a Credit/No Credit basis only. For work experience requirements, see page 26.

Transfers to CSU

**OCCUPATIONAL THERAPY ASSISTANT
241 †
Fieldwork Level II -
Rotation II**

4 units, 40 hours per week work experience plus concurrent enrollment in 3 units at Grossmont College

Prerequisite: A "CR" grade in Occupational Therapy Assistant 240.

This experience is the second ten week 40 hours per week assignment of clinical fieldwork under the direct supervision of a registered occupational therapist or a certified occupational therapist assistant. This experience will take place in a different practice setting than the first seven week rotation. The student will assist in all phases of practice including observation, evaluation, treatment and documentation. Successful completion of this course is necessary for the student to be eligible to sit for the national Certification Examination. This course is offered on a Credit/No Credit basis only. For work experience requirements, see page 26.

Transfers to CSU

**OCCUPATIONAL THERAPY ASSISTANT
299
Selected Topics in
Occupational Therapy
Assistant**

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in Occupational Therapy Assistant not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Business and Professional Studies in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

OCEANOGRAPHY (OCEA)

**OCEANOGRAPHY 112 †
Introduction to
Oceanography**

3 units, 3 hours lecture

A physical science course which examines major aspects of the marine environment. Topics include origin of the oceans, plate tectonics, sea floor features, properties of sea water, ocean climate, currents, waves, tides, coastal landforms, marine ecology, pollution and resources. The development of the field of oceanography and the present and future importance of the oceans are also discussed.

Satisfies General Education for: Grossmont College B2; CSU B1; IGETC 5A

Transfers to: CSU, UC

**OCEANOGRAPHY 113 †
Oceanography Laboratory**

1 unit, 3 hours laboratory

Corequisite: Successful completion of or concurrent enrollment in Oceanography 112 or equivalent.

Provides hands-on oceanographic experience to accompany and augment Oceanography 112. The course will include laboratory and field investigations of the marine environment, emphasizing the geological, chemical, physical, and biological aspects of the ocean. Lab activities may include, but are not limited to, obtaining samples and analyzing data, visits to oceanographic facilities (such as research institutions and aquariums), and half-day ocean research voyages.

Satisfies General Education for: Grossmont College B2; CSU B3; IGETC 5A

Transfers to: CSU, UC

**OCEANOGRAPHY 150 †
(Biology 150, Geography 150,
Geology 150)**

**Field Study of
the Natural History of
San Diego County**

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" or "CR" grade or higher in Biology 110 or 120; or Geography 120 or 121 or 140; or Geology 110 or 111; or Oceanography 112 or equivalent.

A team-taught field study of the natural history of San Diego County and environs, with special attention to the role of biologic, geographic, and geologic processes that shape its development. Emphasis on field measurement techniques and use of technology. Four weekends in spring semester only. Campouts required. Students with credit in Oceanography 150 will not be able to enroll in Biology 150, Geography 150 or Geology 150.

Transfers to: CSU, UC (credit limited: see page 32)

**OCEANOGRAPHY 199
Special Studies or Projects
in Oceanography**

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of oceanography under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of three units.

† This course meets all Title 5 standards for Associate Degree Credit.

OCCUPATIONAL THERAPY ASSISTANT

See page 12 for special admission procedures and criteria.

This career major prepares the student to work as an Occupational Therapy Assistant with people who are limited by physical injury or illness, mental health problems, developmental or learning disabilities, or the aging process. Certified occupational therapy assistants (COTAs) work under the direct supervision of a registered occupational therapist (OTR) providing all levels of patient treatment. The student learns to utilize manual and creative arts, purposeful activities, exercises, adaptive devices, daily living tasks and leisure activities to assist patients to achieve their highest level of function.

Those working in occupational therapy would be expected to assist the OTR in assessing patient needs, determining therapeutic goals, planning treatment activities, carrying out treatment procedures, communicating with patients and health care providers, documenting patient progress, and maintaining clinical environments. Assistants are employed in rehabilitation facilities, hospitals, skilled nursing facilities, schools, day treatment centers, outpatient clinics and other community agencies.

Grossmont College prepares the student for an Associate Degree in Science as an Occupational Therapy Assistant. In addition to the occupational therapy courses, the major requires selected general education courses from the biological, social and behavioral sciences. The Program is fully accredited through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20814-1220. AOTA's phone number is (301) 652-AOTA. Graduates will be able to sit for their national certification exam for Occupational Therapy Assistants, administered by the National Board for Certification of Occupational Therapy. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

As of the Fall 2006 semester, students accepted to the Occupational Therapy Assistant Program may be required to undergo a background check and/or a urine drug screening test before starting the program or being placed at a clinical site. The cost of these procedures may be \$70-\$120. The student will be responsible for paying these fees. Failure to pass either or both of these procedures may interfere with clinical placement and/or acceptance of the student into the program.

Associate Degree Major Requirements

(Major Code: 52148)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Occupational Therapy Assistant 100	Fundamentals of Occupational Therapy	2
Occupational Therapy Assistant 101	Fundamentals of Activity/Therapeutic Media	2
Occupational Therapy Assistant 110	Interpersonal Relations in Occupational Therapy	4
Occupational Therapy Assistant 120	Documentation in Occupational Therapy	2
Occupational Therapy Assistant 130	Dynamics of Human Movement	4
Occupational Therapy Assistant 140	Occupational Skills Development in Pediatric Roles	3
Occupational Therapy Assistant 200	Occupational Skills Development in Adult Roles	3
Occupational Therapy Assistant 210	Assistive Technology in Occupational Therapy	2
Occupational Therapy Assistant 220	Occupational Skills Development in Geriatric Roles	3
Occupational Therapy Assistant 230	Occupational Therapy Management	1
Occupational Therapy Assistant 240	Field Work Level II – Rotation I	4
Occupational Therapy Assistant 241	Field Work Level II – Rotation II	4
Art 126	Ceramics	3
or		
Art 129	Three-Dimensional Design	(3)
Biology 144	Human Anatomy and Physiology I	4
and		
Biology 145	Human Anatomy and Physiology II	4
or		
Biology 140	Human Anatomy	(5)
and		
Biology 141	Human Physiology	(3)
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Family Studies 120	Human Development	3
Sociology/Cross-Cultural Studies 114	Introduction to the Sociology of Minority Group Relations	3
	Total	57

Select TWO (2) of the following courses:

Subject & Number	Title	Units
Anthropology 120	Introduction to Cultural Anthropology	3
Cross-Cultural Studies 115	Cross-Cultural Awareness	3
Personal Development – Counseling 120	College and Career Success	3
Psychology 120	Introduction to Psychology	3
Psychology/Cross-Cultural Studies 125	Cross-Cultural Psychology	3
Psychology 130	Psychology of Individual Adjustment	3
Psychology 220	Psychology of Learning	3
Sociology 120	Introduction to Sociology	3
	Total	6
	Plus General Education Requirements	11
	Total Required	74

Occupational Therapy Assistant Program Recommended Course Sequence

(Including General Education Requirements)

Prerequisites: Biology 144 and 145 or
Biology 140 and 141 (or equivalent) 8 units

Summer Semester

Subject and Number	Title	Units
Occupational Therapy Assistant 100	Fundamentals of Occupational Therapy	2
Family Studies 120	Human Development	3
Exercise Science*	General Education	1
	Total	6

Fall Semester

Subject and Number	Title	Units
Occupational Therapy Assistant 100	Fundamentals of Occupational Therapy	2
Occupational Therapy Assistant 101	Fundamentals of Activity/Therapeutic Media	2
Occupational Therapy Assistant 110	Interpersonal Relations in Occupational Therapy (OTA 110 includes Field Work I)	4
Psychology 120	Introductory Psychology	3
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Exercise Science*	General Education	1
	Total	15

Spring Semester

Subject and Number	Title	Units
Occupational Therapy Assistant 120	Documentation in Occupational Therapy	2
Occupational Therapy Assistant 130	Dynamics of Human Movement	4
Occupational Therapy Assistant 140	Occupational Skills Development in Pediatric Roles (OTA 140 includes Field Work I)	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
	Total	12

Summer Semester

Subject and Number	Title	Units
Occupational Therapy Assistant 200	Occupational Skills Development in Adult Roles (OTA 200 includes Field Work I)	3
Art 126	Ceramics	3
or		
Art 129	Three-Dimensional Design	(3)
Anthropology 120	Introduction to Cultural Anthropology	3
Physical Sciences*	General Education	3
	Total	12

Fall Semester

Subject and Number	Title	Units
Occupational Therapy Assistant 210	Assistive Technology in Occupational Therapy	2
Occupational Therapy Assistant 220	Occupational Skills Development in Geriatric Roles (OTA 220 includes Field Work I)	3
Occupational Therapy Assistant 230	Occupational Therapy Management	1
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
Humanities & Philosophy*	General Education	3
or		
Language & Literature*	General Education	(3)
Quantitative Reasoning*	General Education	3
	Total	15

Spring Semester

Subject and Number	Title	Units
Occupational Therapy Assistant 240	Fieldwork Level II - Rotation I	4
Occupational Therapy Assistant 241	Fieldwork Level II - Rotation II	4
	Total	8
	Program Total	74

***All general education courses must be completed prior to going on to Field Work Level II. See general education requirements on page 28.**

APPENDIX 4

Course Status

APPENDIX 4

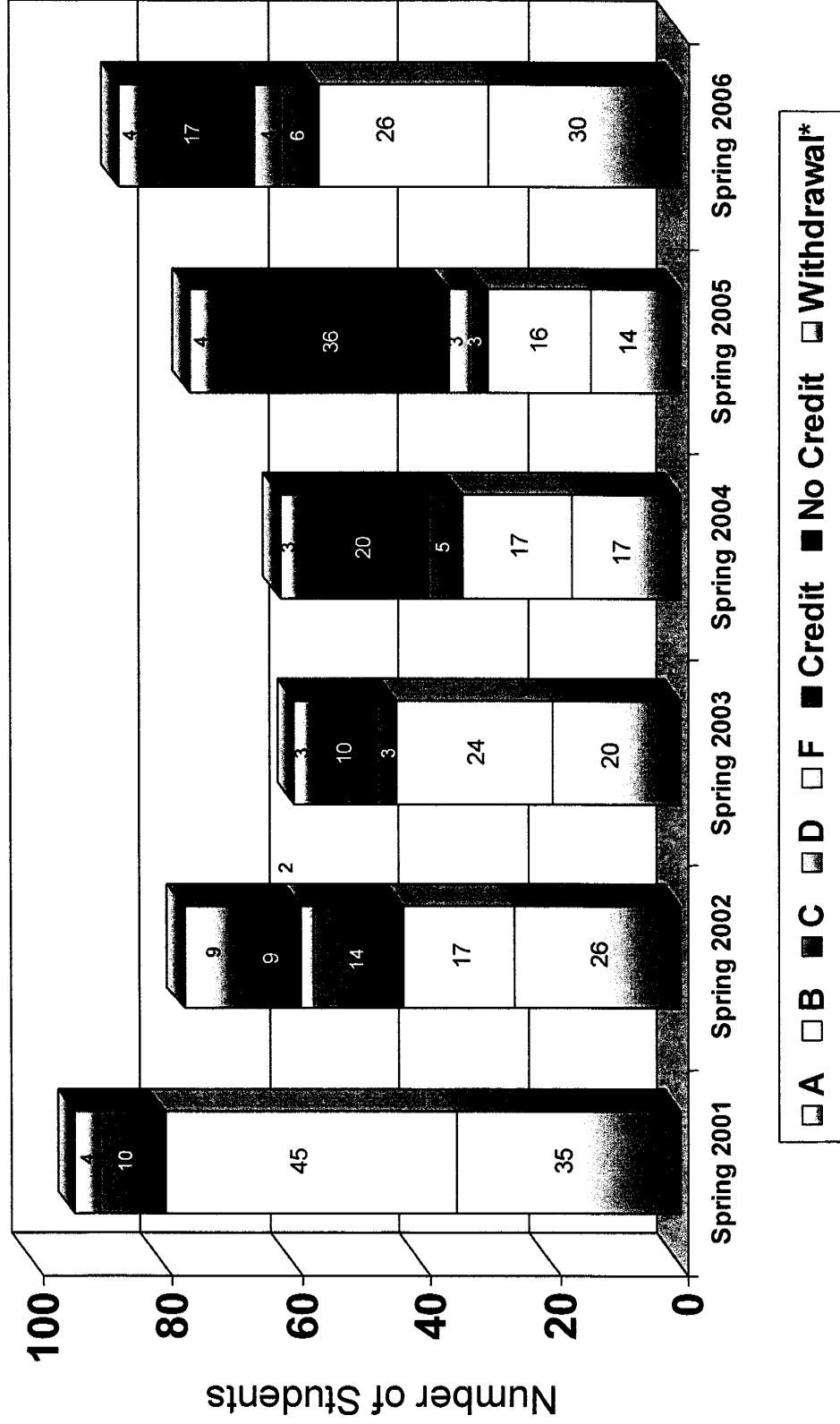
5. Course Status

COURSE AND NUMBER	When was course last updated?	Status of Alignment with Cuyamaca Completed (C) In Progress (IP) Not Applicable (N/A)	TIME OFFERED Morning (M) Afternoon (A) Evening (E) Weekend (W)	SEMESTER LAST OFFERED
Example: GEOG 130	10/14/01	C	M, A, E	Fall 2002
OTA 100	2004	N/A	E	FALL 07
OTA 101	2004	N/A	E	FALL 07
OTA 110	2004	N/A	E	FALL 07
OTA 120	2004	N/A	E	SPRING 07
OTA 130	2004	N/A	E	SPRING 07
OTA 140	2004	N/A	E	SPRING 07
OTA 200	2004	N/A	E	SUMMER 07
OTA 210	2004	N/A	E	FALL 07
OTA 220	2004	N/A	E	FALL 07
OTA 230	2004	N/A	E	FALL 07
OTA 240		N/A	E	SPRING 07
OTA 241		N/A	E	SPRING 07

Appendix 5

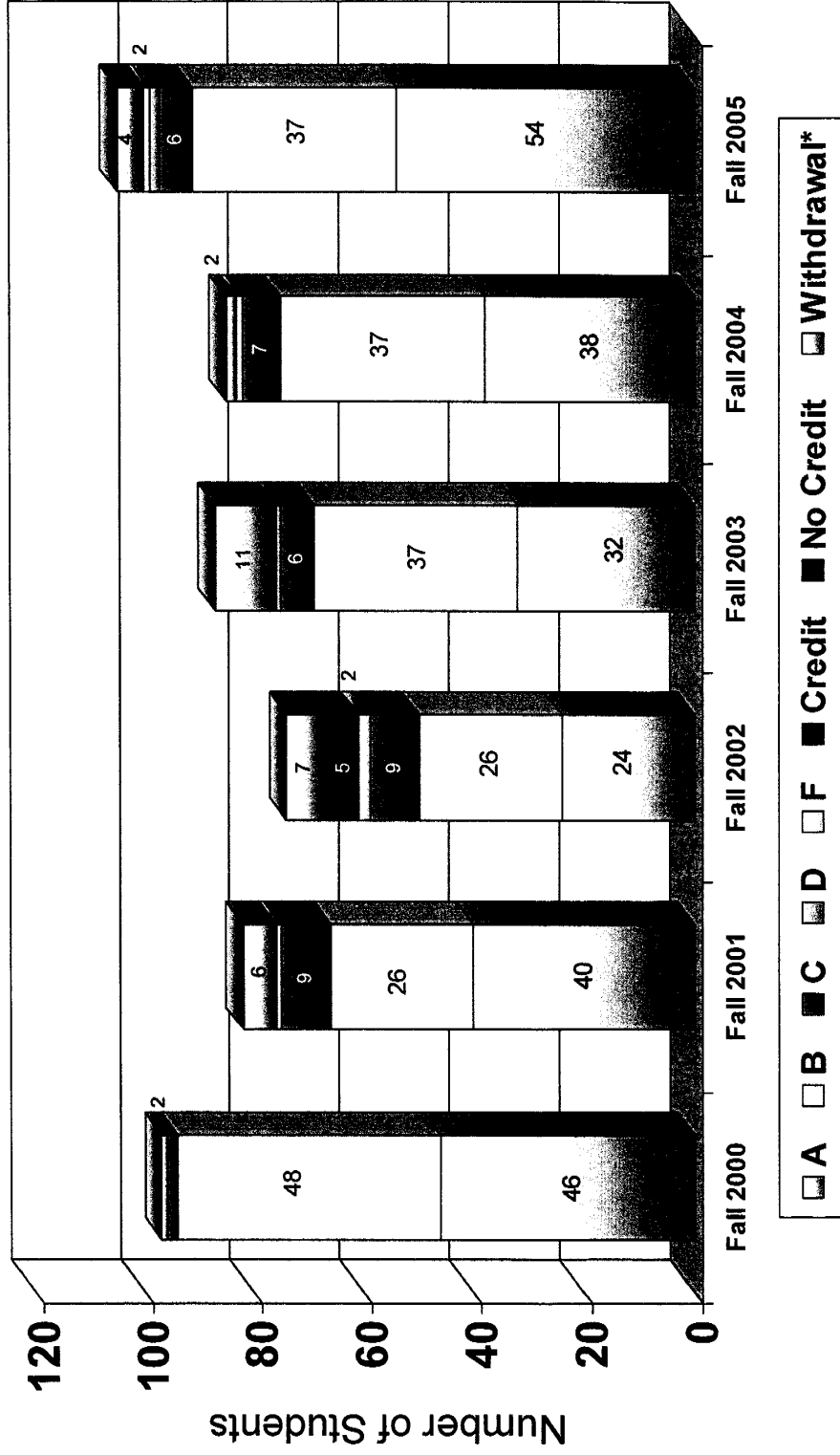
Grade Distribution Summary

Occupational Therapy Assistant Courses ~ Grade Distribution by Year: Spring Semesters



*Includes military withdrawals

Occupational Therapy Assistant Courses ~ Grade Distribution by Year: Fall Semesters



*Includes military withdrawals

GRADES - OTA Fall 2001 - Spring 2006

Course	A	B	C	D	F	I	CR	NC	W	TOTAL
S06 120		17	4	1					2	24
S06 130		8	10	2	2				1	23
S06 140		5	12	3	2				1	23
S06 240							1	8		9
S06 241								9		9
F05 100		11	10	4	2	1		1	4	33
F05 101		18	5							23
F05 110		16	6				1			23
F05 210		4	4	1						9
F05 220		2	6	1						9
F05 230		3	6							9
S05 120		8	3			1			1	13
S05 130		4	6	1		1			1	13
S05 140		2	7	2		1			1	13
S05 240								12		12
S05 241								12		12
S05 299								12	1	13
F04 100		3	10	2		1			2	18
F04 101		6	6	2						14
F04 110		9	4	1						14
F04 210		6	6	1						13
F04 220		7	6							13
F04 230		7	5	1						13
S04 120		8	4	1					1	14
S04 130		6	5	2					1	14
S04 140		3	8	2					1	14
S04 240								10		10
S04 241								10		10
F03 100		5	7	2	1				7	22
F03 101		6	8						3	17
F03 110		8	4	2					1	15
F03 210		4	7							11
F03 220		5	6							11
F03 230		4	5	2						11
S03 100		1	5	2					3	11
S03 120		7	6							13

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
OTA 100 FUNDAMENT/OCCUPATIONAL THERAPY																
6432N		2.0	3	5	2		1				4	15	30.0	PLUMMER		PT
COURSE TOTAL			3	5	2		1				4	15	30.0			
OTA 101 FUND/ACTIVITY/THERAPUTIC MEDIA																
6433N		4.0	4	3							1	8	32.0	KARLIN		
COURSE TOTAL			4	3							1	8	32.0			
OTA 110 INTRPERS RELATIONS/OCCUPA THER																
6435N		6.0	7								1	8	48.0	GLATSTEIN		PT
COURSE TOTAL			7								1	8	48.0			
OTA 210 ASSIST TECH/OCCUPATNAL THERAPY																
6437N		4.0	6	8	3							17	68.0	KARLIN		
COURSE TOTAL			6	8	3							17	68.0			
OTA 220 OCCUPA SKIL DEV/GERIATRIC ROLE																
6439N		5.0	8	8	1							17	85.0	MAURICE		PT
COURSE TOTAL			8	8	1							17	85.0			
OTA 230 OCCUPATIONAL THERAPY MANAGEMNT																
6442N		1.0	12	2	3							17	17.0	KARLIN		XP
COURSE TOTAL			12	2	3							17	17.0			
SUBJECT TOTAL			40	26	9		1				6	82	280.0			

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	XP
OTA 120 DOCUMENTATION/OCCUPATIONAL THERAPY															
5980N		2.0	12	4	1							18	36.0	KARLIN	XP
COURSE TOTAL			12	4	1						1	18	36.0		
OTA 130 DYNAMICS OF HUMAN MOVEMENT															
5982N		6.0	7	9	1							18	108.0	KARLIN	
COURSE TOTAL			7	9	1						1	18	108.0		
OTA 140 OCCUPATIONAL SKILLS DEVELOPMENT/PEDIATRIC ROLES															
5986N		5.0	5	11	1							18	90.0	KARLIN	XP
COURSE TOTAL			5	11	1						1	18	90.0		
OTA 240 FIELDWORK LEVEL II-ROTATION I															
5990 **		10.0	4	9	6							19	0.0	PLUMMER	
COURSE TOTAL			4	9	6							19	0.0		
OTA 241 FIELDWORK LEVEL II/ROTATION II															
5991 **		10.0	7	9	1			2				20	0.0	PLUMMER	
5992 **		0.0		1								1	0.0	PLUMMER	
COURSE TOTAL			7	9	1			2			1	20	0.0		
SUBJECT TOTAL			24	24	3						3	54	234.0		

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
OTA 100 FUNDAMENT/OCCUPATIONAL THERAPY			1	11	6		2		1	1	6	28	58.0	PLUMMER	PT
6440N COURSE TOTAL			1	11	6		2		1	1	6	28	58.0		
OTA 101 FUND/ACTIVITY/THERAPUTIC MEDIA			8	5								13	52.0	KARLIN	
6443N COURSE TOTAL			8	5								13	52.0		
OTA 110 INTRPERS RELATIONS/OCCUPA THER			5	8								13	78.0	HUBBARD	PT
6445N COURSE TOTAL			5	8								13	78.0		
OTA 210 ASSIST TECH/OCCUPATNAL THERAPY			2	2	1							5	20.0	SIDLIER	PT
6447N COURSE TOTAL			2	2	1							5	20.0		
OTA 220 OCCUPA SKIL DEV/GERIATRIC ROLE			4	1								5	25.0	MAURICE	PT
6449N COURSE TOTAL			4	1								5	25.0		
OTA 230 OCCUPATIONAL THERAPY MANAGEMNT			4	1								5	5.0	KARLIN	XP
6452N COURSE TOTAL			4	1								5	5.0		
OTA 299 ENHANC ASSIST TECHNOLOGY SKILL									4			4	3.7	KARLIN	
6453N COURSE TOTAL									4			4	3.7		
SUBJECT TOTAL			24	26	9		2		5	1	6	73	241.7		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
OTA 100 FUNDAMENT/OCCUPATIONAL THERAPY							2					16	32.0	PLUMMER	
5980N		2.0	6	1	1		2				6	16	32.0	PLUMMER	PT
COURSE TOTAL			6	1	1		2				6	16	32.0		
OTA 120 DOCUMENTATN/OCCUPATIONL THERAP												6	12.0	KARLIN	
5982N		2.0	3	2	2						1	6	12.0	KARLIN	
COURSE TOTAL			3	2	2						1	6	12.0		
OTA 130 DYNAMICS OF HUMAN MOVEMENT												6	36.0	KARLIN	
5984N		6.0	3	2	2						1	6	36.0	KARLIN	
COURSE TOTAL			3	2	2						1	6	36.0		
OTA 140 OCCUPA SKILLS DEV/PEDIAT ROLES												6	30.0	KARLIN	
5986N		5.0	3	1	1						1	6	30.0	KARLIN	XP
COURSE TOTAL			3	1	1						1	6	30.0		
OTA 240 FIELDWORK LEVEL II-ROTATION I												17	0.0	PLUMMER	
5990 **		0.0	4	7	6							17	0.0	PLUMMER	
COURSE TOTAL			4	7	6							17	0.0		
OTA 241 FIELDWORK LEVEL II/ROTATION II												17	0.0	PLUMMER	
5991 **		0.0	7	8	2							17	0.0	PLUMMER	
COURSE TOTAL			7	8	2							17	0.0		
SUBJECT TOTAL			15	2	6		2				9	34	110.0		

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
OTA 100 FUNDAMENT/OCCUPATIONAL THERAPY																
6440N		2.0	5	7	2	1					7	22	44.0	KARLIN		
COURSE TOTAL			5	7	2	1					7	22	44.0			
OTA 101 FUND/ACTIVITY/THERAPUTIC MEDIA																
6443N		4.0	6	8							3	17	68.0	KARLIN		
COURSE TOTAL			6	8							3	17	68.0			
OTA 110 INTRPERS RELATIONS/OCCUPA THER																
6445N		6.0	8	4	2						1	15	90.0	ATKINSON		PT
COURSE TOTAL			8	4	2						1	15	90.0			
OTA 210 ASSIST TECH/OCCUPATNAL THERAPY																
6447N		4.0	4	7								11	44.0	SIDLER		PT
COURSE TOTAL			4	7								11	44.0			
OTA 220 OCCUPA SKIL DEV/GERIATRIC ROLE																
6449N		5.0	5	6								11	55.0	MAURICE		PT
COURSE TOTAL			5	6								11	55.0			
OTA 230 OCCUPATIONAL THERAPY MANAGEMNT																
6452N		1.0	4	5	2							11	11.0	KARLIN		
COURSE TOTAL			4	5	2							11	11.0			
SUBJECT TOTAL			32	37	6	1					11	87	312.0			

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT	
OTA 100 FUNDAMENT/OCCUPATIONAL THERAPY																
6690N		2.0	1	5	2						3	11	22.0	PLUMMER		
COURSE TOTAL			1	5	2						3	11	22.0			
OTA 120 DOCUMENTATN/OCCUPATIONL THERAP																
6693N		2.0	7	6								13	26.0	KARLIN		
COURSE TOTAL			7	6								13	26.0			
OTA 130 DYNAMICS OF HUMAN MOVEMENT																
6695N		6.0	5	7	1							13	78.0	KARLIN		
COURSE TOTAL			5	7	1							13	78.0			XP
OTA 140 OCCUPA SKILLS DEV/PEDIAT ROLES																
6697N		5.0	7	6								13	65.0	KARLIN		
COURSE TOTAL			7	6								13	65.0			
OTA 240 FIELDWORK LEVEL II-ROTATION I																
6703**		0.0							5			5	0.0	PLUMMER		
COURSE TOTAL									5			5	0.0			
OTA 241 FIELDWORK LEVEL II/ROTATION II																
6705**		0.0							5			5	0.0	PLUMMER		
COURSE TOTAL									5			5	0.0			
SUBJECT TOTAL			20	24	3						3	50	191.0			

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS.	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
OTA 120	DOCUMENTATN/OCCUPATIONL THERAP												
6693N	2.0	8	4	1						1	14	28.0	KARLIN
	COURSE TOTAL	8	4	1						1	14	28.0	XP
OTA 130	DYNAMICS OF HUMAN MOVEMENT												
6695N	6.0	6	5	2						1	14	84.0	KARLIN
	COURSE TOTAL	6	5	2						1	14	84.0	
OTA 140	OCCUPA SKILLS DEV/PEDIAT ROLES												
6697N	5.0	3	8	2						1	14	70.0	KARLIN
	COURSE TOTAL	3	8	2						1	14	70.0	
OTA 240	FIELDWORK LEVEL II-ROTATION I												
6703 **	0.0							10			10	0.0	ATKINSON
	COURSE TOTAL							10			10	0.0	
OTA 241	FIELDWORK LEVEL II/ROTATION II												
6705 **	0.0										10	0.0	ATKINSON
	COURSE TOTAL										10	0.0	
	SUBJECT TOTAL	17	17	5						3	42	182.0	

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
OTA 100 FUNDAMENT/OCCUPATIONAL THERAPY							1				2	18	36.0	KARLIN	
6440N		2.0	3	10	2						2	18	36.0	KARLIN	
COURSE TOTAL			3	10	2		1				2	18	36.0		
OTA 101 FUND/ACTIVITY/THERAPUTIC MEDIA												14	56.0	KARLIN	
6443N		4.0	6	6	2						14	14	56.0	KARLIN	
COURSE TOTAL			6	6	2						14	14	56.0		
OTA 110 INTRPERS RELATIONS/OCCUPA THER												14	84.0	ATKINSON	PT
6445N		6.0	9	4	1						14	14	84.0	ATKINSON	PT
COURSE TOTAL			9	4	1						14	14	84.0		
OTA 210 ASSIST TECH/OCCUPATNAL THERAPY												13	52.0	SIDLER	PT
6447N		4.0	6	6	1						13	13	52.0	SIDLER	PT
COURSE TOTAL			6	6	1						13	13	52.0		
OTA 220 OCCUPA SKIL DEV/GERIATRIC ROLE												13	65.0	MAURICE	PT
6449N		5.0	7	6							13	13	65.0	MAURICE	PT
COURSE TOTAL			7	6							13	13	65.0		
OTA 230 OCCUPATIONAL THERAPY MANAGEMENT												13	13.0	KARLIN	
6452N		1.0	7	5	1						13	13	13.0	KARLIN	
COURSE TOTAL			7	5	1						13	13	13.0		
SUBJECT TOTAL			38	37	7		1				2	85	306.0		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
OTA 120 DOCUMENTATN/OCCUPATIONL THERAP			8	3			1				1	13	26.0	KARLIN	XP
6693N	2.0						1				1	13	26.0		
COURSE TOTAL			8	3			1				1	13	26.0		
OTA 130 DYNAMICS OF HUMAN MOVEMENT			4	6	1		1				1	13	78.0	KARLIN	
6695N	6.0				1		1				1	13	78.0		
COURSE TOTAL			4	6	1		1				1	13	78.0		
OTA 140 OCCUPA SKILLS DEV/PEDIAT ROLES			2	7	2		1				1	13	65.0	KARLIN	
6697N	5.0				2		1				1	13	65.0		
COURSE TOTAL			2	7	2		1				1	13	65.0		
OTA 240 FIELDWORK LEVEL II-ROTATION I									12			12	0.0	ATKINSON	
6703 **	0.0								12			12	0.0		
COURSE TOTAL									12			12	0.0		
OTA 241 FIELDWORK LEVEL II/ROTATION II									12			12	0.0	ATKINSON	
6705 **	0.0								12			12	0.0		
COURSE TOTAL									12			12	0.0		
OTA 299 INTRO TO HAND THERAPY									12		1	13	16.5	PECK-MURRAY	PT
6707N	8								12		1	13	16.5		
COURSE TOTAL									12		1	13	16.5		
SUBJECT TOTAL			14	16	3		3		12		4	52	185.5		

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
OTA 100 FUNDAMENT/OCCUPATIONAL THERAPY			11	10	4	2	1		1		4	33	66.0	PLUMMER	PT
6440N		2.0	11	10	4	2	1		1		4	33	66.0		
COURSE TOTAL			11	10	4	2	1		1		4	33	66.0		
OTA 101 FUND/ACTIVITY/THERAPUTIC MEDIA			18	5								23	92.0	GLATSTEIN	PT
6443N		4.0	18	5								23	92.0		
COURSE TOTAL			18	5								23	92.0		
OTA 110 INTRPERS RELATIONS/OCCUPA THER			16	7								23	138.0	ATKINSON	PT
6445N		6.0	16	7								23	138.0		
COURSE TOTAL			16	7								23	138.0		
OTA 210 ASSIST TECH/OCCUPATNAL THERAPY			4	4	1							9	36.0	SIDLER	PT
6447N		4.0	4	4	1							9	36.0		
COURSE TOTAL			4	4	1							9	36.0		
OTA 220 OCCUPA SKIL DEV/GERIATRIC ROLE			2	6	1							9	45.0	ELGAS	PT
6449N		5.0	2	6	1							9	45.0		
COURSE TOTAL			2	6	1							9	45.0		
OTA 230 OCCUPATIONAL THERAPY MANAGEMENT			3	6								9	9.0	ELGAS	PT
6452N		1.0	3	6								9	9.0		
COURSE TOTAL			3	6								9	9.0		
SUBJECT TOTAL			54	38	6	2	1		1		4	106	386.0		

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
OTA 120	DOCUMENTAIN/OCCUPATIONL THERAP													
6693N	17	4	1							2	24	46.0	ATKINSON	PT
	COURSE TOTAL	17	4	1						2	24	46.0		
OTA 130	DYNAMICS OF HUMAN MOVEMENT				2					1	23	138.0	NELSON	PT
6695N	8	10	2							1	23	138.0		
	COURSE TOTAL	8	10	2	2					1	23	138.0		
OTA 140	OCCUPA SKILLS DEV/PEDIAT ROLES									1	23	115.0	PLUMMER	PT
6697N	5	12	3							1	23	115.0		
	COURSE TOTAL	5	12	3	2					1	23	115.0		
OTA 240	FIELDWORK LEVEL II-ROTATION I						1	8			9	0.0	ATKINSON	
6703 **	0										9	0.0		
	COURSE TOTAL						1	8			9	0.0		
OTA 241	FIELDWORK LEVEL II/ROTATION II							9			9	0.0	ATKINSON	
6705 **	0										9	0.0		
	COURSE TOTAL							9			9	0.0		
	SUBJECT TOTAL	30	26	6	4					4	70	299.0		

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

APPENDIX 6

Results of Student Survey



OTA RECRUITMENT FAIR.....

Grossmont College __OTA Program__ Student Survey

Instructions: The __OTA__ Department is undergoing program review this semester. The following questions are designed to help the department evaluate the overall program and its offerings. **If this current class is the only course you have taken in the department, please respond to the questions based on this course. If you have taken more than one course, consider the questions in light of all the courses you have taken in this department.**

If you have recently completed and submitted this survey in another class within this department, please do not complete a second survey.

The information you provide will remain strictly confidential. Also, responses from students completing the survey will be combined before they are presented to faculty; your individual response will not be reported.

When answering each question, please be sure to completely fill in the bubble as shown below.

<input type="radio"/> correct	<input checked="" type="radio"/> incorrect	<input type="radio"/> incorrect	<input type="radio"/> incorrect
-------------------------------	--	---------------------------------	---------------------------------

1. How many courses have you taken in this subject area at Grossmont College? (including this current course and any repeated courses)

- One Three
 Two More than three

2. Is your major in this department?

- Yes
 No
 Undecided

3. How did you find out about this program? (mark all that apply)

- Class schedule / College catalog
 Grossmont College Counselor
 Grossmont College Instructor
 Work referral
 Grossmont College presentation or special event.
 (teacher came to class, career day, campus activity)
 Friend or family member
 Public media (radio, TV, newspaper, ad)
 Grossmont webpage (online)
 Former OTA student
 OTAC or AOTA Web Site

4. What is your reason(s) for entering the OTA Program? (mark all that apply)

- Want a career as a COTA
 On waiting list for another program
 Changed majors
 Want to step up to OTR program
 I work in health care already
 I work in school setting
 Needed an evening program
 Other: _____

5. Which of the following helped you learn the course material best? (mark all that apply)

- | | |
|------------------------------------|--|
| <input type="radio"/> Lecture | <input type="radio"/> Online discussion boards |
| <input type="radio"/> Handouts | <input type="radio"/> Computer presentations |
| <input type="radio"/> Textbook | <input type="radio"/> Instructor website |
| <input type="radio"/> Videos/DVDs | <input type="radio"/> Slides, transparencies |
| <input type="radio"/> Quizzes | <input type="radio"/> Group work in class |
| <input type="radio"/> Homework | <input type="radio"/> Meeting(s) with instructor |
| <input type="radio"/> Tutoring | <input type="radio"/> Instructor/Class notes |
| <input type="radio"/> Computer lab | <input type="radio"/> Class discussion |
| <input type="radio"/> Study groups | <input type="radio"/> Other: _____ |

6. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
a. The classrooms for this program are clean and in good repair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The classroom equipment is maintained and up-to-date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The computer technology used in the classroom is up-to-date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Textbooks for this class were available in the bookstore when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How satisfied are you with the availability of courses in this department?

- Very satisfied
 Satisfied
 Neutral
 Dissatisfied
 Very dissatisfied

8. What would be your preferred start time(s) for courses to be offered? (mark all that apply from each of the three categories below)

a. Weekdays

- Early Morning (7am-8am)
- Morning/Afternoon (9am-3pm)
- Evening: Mon.-Thurs. (4pm-9pm)
- Evening: Friday (4pm-9pm)
- No Preference

b. Saturdays

- Early Morning (7am-8am)
- Morning/Afternoon (9am-3pm)
- Evening (4pm-9pm)
- No Preference
- Would not attend on Saturdays

c. Sundays (if offered)

- Early Morning (7am-8am)
- Morning/Afternoon (9am-3pm)
- Evening (4pm-9pm)
- No Preference
- Would not attend on Sundays

9. Please indicate how often you use each of the following campus resources:

	Often: 2-4 times per wk.	Sometimes: once per wk.	Rarely: 1-2 times per sem.	Never	N/A
a. Assessment & Testing Center...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Career Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Counseling Office.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. English Writing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. English Reading Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Health Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. LRC* Computer Lab (SETL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. LRC: Instructional Media (video carrels)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. LRC: Main Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Math Study Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Student Affairs Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Tutoring Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Learning Resource Center

Student Information:

10. Gender:

- Male
- Female

11. Age:

- Under 20
- 20-24
- 25-29
- 30-49
- 50 or older

12. Ethnicity (mark one):

- Asian
- Black
- Filipino
- Hispanic
- Native American
- Pacific Islander
- Middle Eastern
- White, Non-Hispanic and not of Middle Eastern descent
- Other: _____

13. Primary Language (mark one):

- Arabic/Chaldean
- Chinese
- English
- Japanese
- Other: _____
- Korean
- Kurdish
- Russian
- Spanish

*Thank you for
your participation!*

Subject	Course Number	Section Number	Number of Surveys
OTA	120	6693	15
OTA	130	6695	15
OTA	140	6697	15
OTA	240	6703	19
OTA	241	6705	18
Total Number of Surveys			82

Sample Size Calculations	
Population Size	35
Confidence Level	95%
Margin of Error	1.5%
Sample Size Needed	35

**Grossmont College Occupational Therapy Assistant Department Student Survey
Spring 2007
N=33**

1. How many courses have you taken in this department at Grossmont College? (including this current course and any repeated courses)

	Frequency	Percent
Three	3	9.1
More than three	30	90.9
Total	33	100.0

2. Is your major in this department?

	Frequency	Percent
Yes	32	100.0
No Response	1	
Total	33	

3. How did you find out about this class? (mark all that apply)

	Frequency	Percent
Grossmont webpage (online)	12	36.4
Class schedule/ College catalog	8	24.2
Friend or family member	8	24.2
Former OTA student	4	12.1
Public media (radio, TV, Newspaper, ad)	3	9.1
Grossmont College Counselor	1	3.0
Grossmont College Instructor	1	3.0
Work referral	1	3.0

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 33).

4. What is your reason(s) for taking this class? (mark all that apply)

	Frequency	Percent
Want a career in COTA	26	78.8
Want to step up to OTR program	7	21.2
Changed majors	5	15.2
I work in health care already	3	9.1
I work in school setting	3	9.1
Needed an evening program	2	6.1
On waiting list for another program	1	3.0

Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentages are based on the total number of students responding to this item (i.e., 33).

5a. Which of the following helped you learn the course material best? (select all that apply)

	Frequency	Percent
Lecture	28	87.5
Textbook	22	68.8
Handouts	21	65.6
Instructor/Class notes	15	46.9
Quizzes	14	43.8
Video/DVDs	14	43.8
Class discussion	13	40.6
Study groups	13	40.6
Group work in class	12	37.5
Homework	12	37.5
Slides, transparencies	6	18.8
Computer presentations	4	12.5
Tutoring	4	12.5
Meeting(s) with instructor	2	6.3
Online discussion boards	2	6.3
Computer lab	1	3.1
Instructor website	1	3.1
Other	1	3.1

Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentages are based on the total number of students responding to this item (i.e., 32).

5b. Which of the following helped you learn the course material best? (other)

	Frequency
Field work	1

6a. Please indicate your level of agreement with the following statements
(The classrooms for this program are clean and in good repair):

	Frequency	Percent
Strongly Agree	4	12.1
Agree	22	66.7
Neutral	3	9.1
Disagree	4	12.1
Total	33	100.0

6b. Please indicate your level of agreement with the following
statements (The classroom equipment is maintained and up-to-date):

	Frequency	Percent
Strongly Agree	3	9.1
Agree	21	63.6
Neutral	7	21.2
Disagree	2	6.1
Total	33	100.0

**6c. Please indicate your level of agreement with the following statements
(The computer technology used in the classroom is up-to-date):**

	Frequency	Percent
Strongly Agree	7	21.2
Agree	21	63.6
Neutral	5	15.2
Total	33	100.0

**6d. Please indicate your level of agreement with the following statements
(Textbooks for this class were available in the bookstore when needed):**

	Frequency	Percent
Strongly Agree	8	25.0
Agree	13	40.6
Neutral	6	18.8
Disagree	5	15.6
Total	32	100.0
Don't know	1	
Total	33	

7. How satisfied are you with the availability of courses in this department?

	Frequency	Percent
Very satisfied	19	57.6
Satisfied	12	36.4
Neutral	2	6.1
Total	33	100.0

8a. What would be your preferred start time(s) for courses to be offered in this subject area? Weekdays

	Frequency	Percent
Evening: Mon.-Thurs. (4pm-9pm)	21	63.6
Morning/Afternoon (9am-3pm)	10	30.3
No Preference	4	12.1
Early Morning (7am-8am)	2	6.1
Evening: Friday (4pm-9pm)	2	6.1

Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentages are based on the total number of students responding to this item (i.e., 33).

8b. What would be your preferred start time(s) for courses to be offered in this subject area? Saturdays

	Frequency	Percent
Would not attend on Saturdays	18	54.5
Morning/Afternoon (9am-3pm)	6	18.2
No Preference	5	15.2
Evening (4pm-9pm)	3	9.1
Early Morning (7am-8am)	2	6.1

Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentages are based on the total number of students responding to this item (i.e., 33).

8c. What would be your preferred start time(s) for courses to be offered in this subject area? Sundays

	Frequency	Percent
Would not attend on Sundays	25	75.8
No Preference	3	9.1
Morning/Afternoon (9am-3pm)	2	6.1

Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentages are based on the total number of students responding to this item (i.e., 33).

9a. Please indicate how often you use each of the following campus resources: (Assessment & Testing Center)

	Frequency	Percent
Sometimes: once per week	2	7.4
Rarely: 1-2 times per sem.	4	14.8
Never	21	77.8
Total	27	100.0
No Response	2	
N/A	4	
Total	33	

9b. Please indicate how often you use each of the following campus resources: (Career Center)

	Frequency	Percent
Sometimes: once per week	2	6.7
Rarely: 1-2 times per sem.	9	30.0
Never	19	63.3
Total	30	100.0
No Response	2	
N/A	1	
Total	33	

9c. Please indicate how often you use each of the following campus resources: (Counseling Office)

	Frequency	Percent
Often: 2-4 times per week.	2	6.1
Sometimes: once per week	4	12.1
Rarely: 1-2 times per sem.	23	69.7
Never	4	12.1
Total	33	100.0

9d. Please indicate how often you use each of the following campus resources: (English Writing Center)

	Frequency	Percent
Sometimes: once per week	2	6.9
Rarely: 1-2 times per sem.	3	10.3
Never	24	82.8
Total	29	100.0
No Response	1	
N/A	3	
Total	33	

9e. Please indicate how often you use each of the following campus resources: (English Reading Center)

	Frequency	Percent
Sometimes: once per week	1	3.4
Rarely: 1-2 times per sem.	3	10.3
Never	25	86.2
Total	29	100.0
No Response	1	
N/A	3	
Total	33	

9f. Please indicate how often you use each of the following campus resources: (Health Services)

	Frequency	Percent
Sometimes: once per week	3	9.4
Rarely: 1-2 times per sem.	15	46.9
Never	14	43.8
Total	32	100.0
No Response	1	
Total	33	

9g. Please indicate how often you use each of the following campus resources: (LRC: Computer Lab [SETL])

	Frequency	Percent
Often: 2-4 times per week.	4	12.5
Sometimes: once per week	4	12.5
Rarely: 1-2 times per sem.	13	40.6
Never	11	34.4
Total	32	100.0
N/A	1	
Total	33	

9h. Please indicate how often you use each of the following campus resources: (LRC: Instructional Media [video carrels])

	Frequency	Percent
Sometimes: once per week	2	6.5
Rarely: 1-2 times per sem.	5	16.1
Never	24	77.4
Total	31	100.0
N/A	2	
Total	33	

9i. Please indicate how often you use each of the following campus resources: (LRC: Main Library)

	Frequency	Percent
Often: 2-4 times per week.	6	18.2
Sometimes: once per week	10	30.3
Rarely: 1-2 times per sem.	10	30.3
Never	7	21.2
Total	33	100.0

9j. Please indicate how often you use each of the following campus resources: (Math Study Center)

	Frequency	Percent
Often: 2-4 times per week.	1	3.6
Sometimes: once per week	1	3.6
Rarely: 1-2 times per sem.	2	7.1
Never	24	85.7
Total	28	100.0
No Response	1	
N/A	4	
Total	33	

9k. Please indicate how often you use each of the following campus resources: (Student Affairs Office)

	Frequency	Percent
Sometimes: once per week	2	6.7
Rarely: 1-2 times per sem.	5	16.7
Never	23	76.7
Total	30	100.0
No Response	1	
N/A	2	
Total	33	

9l. Please indicate how often you use each of the following campus resources: (Tutoring Center)

	Frequency	Percent
Sometimes: once per week	4	13.8
Rarely: 1-2 times per sem.	1	3.4
Never	24	82.8
Total	29	100.0
No Response	1	
N/A	3	
Total	33	

9m. Please indicate how often you use each of the following campus resources: (Other)

	Frequency
Financial Aid: "Often: 2-4 times per week"	1

10. Gender:

	Frequency	Percent
Male	5	15.2
Female	28	84.8
Total	33	100.0

11. Age:

	Frequency	Percent
Under 20	7	21.2
20-24	7	21.2
25-29	15	45.5
30-49	4	12.1
Total	33	100.0

12. Ethnicity (mark one):

	Frequency	Percent
White, Non-Hispanic and not of Middle Eastern decent	23	74.2
Filipino	5	16.1
Asian	1	3.2
Hispanic	1	3.2
Native American	1	3.2
Total	31	100.0
No Response	2	
Total	33	

13a. Primary language (mark one):

	Frequency	Percent
English	30	93.8
Spanish	1	3.1
Other	1	3.1
Total	32	100.0
No Response	1	
Total	33	

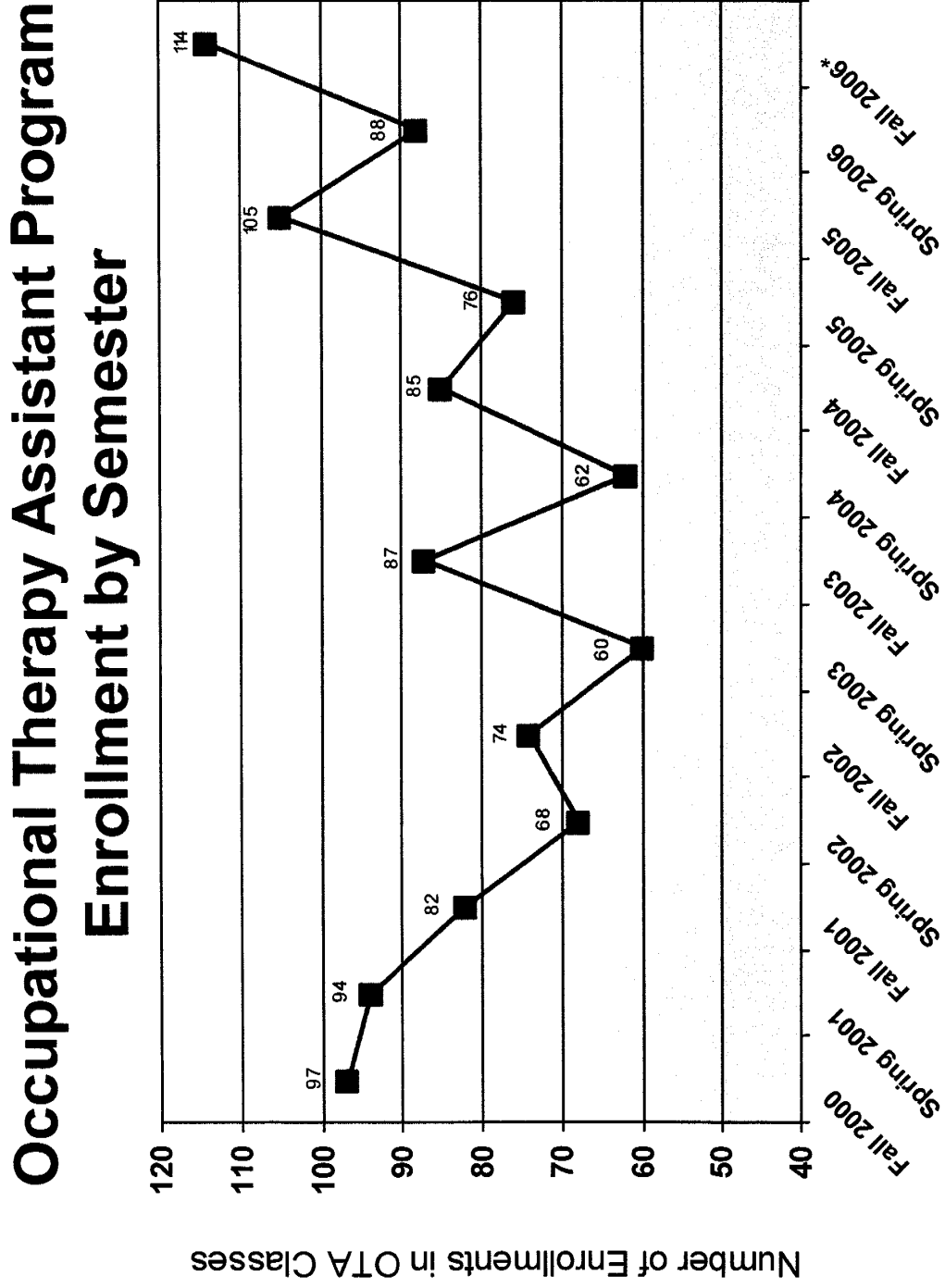
13b. Primary language (other):

	Frequency
Vietnamese	1

APPENDIX 7

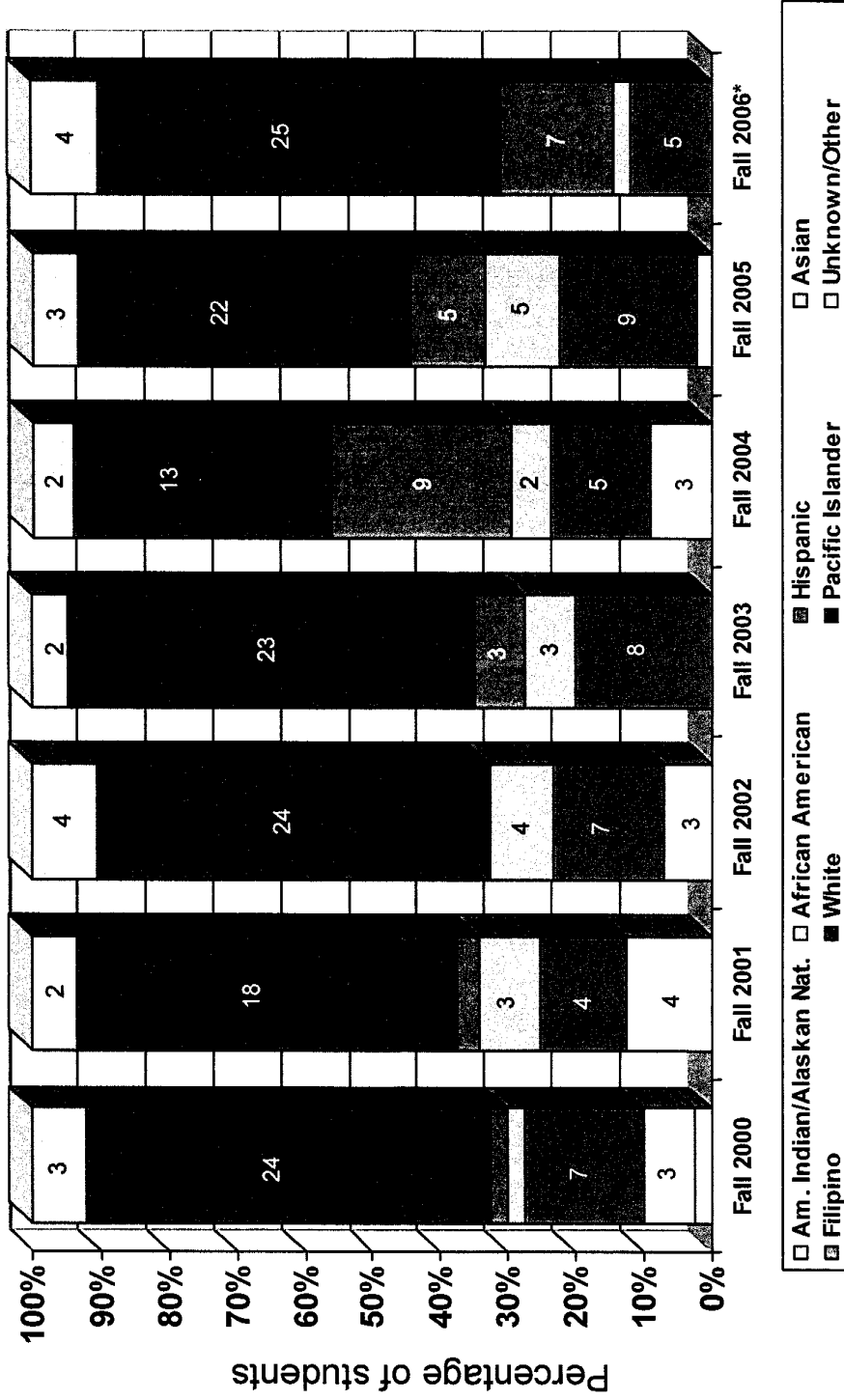
Statistical Data: Outcomes Profile

APPENDIX 7. Statistical Data: Outcomes Profile



*Census data

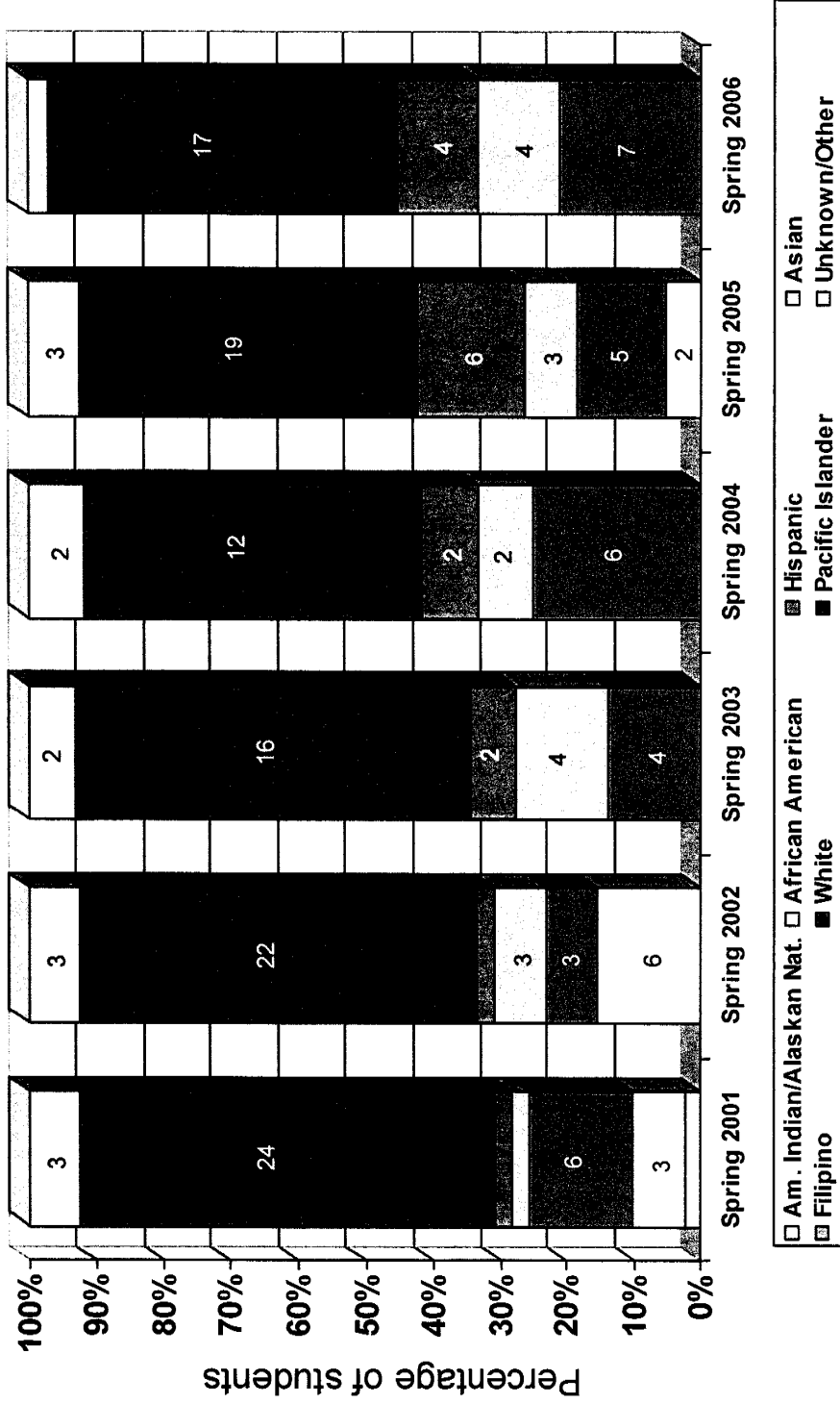
Ethnicity ~ Fall Semesters



*Census data

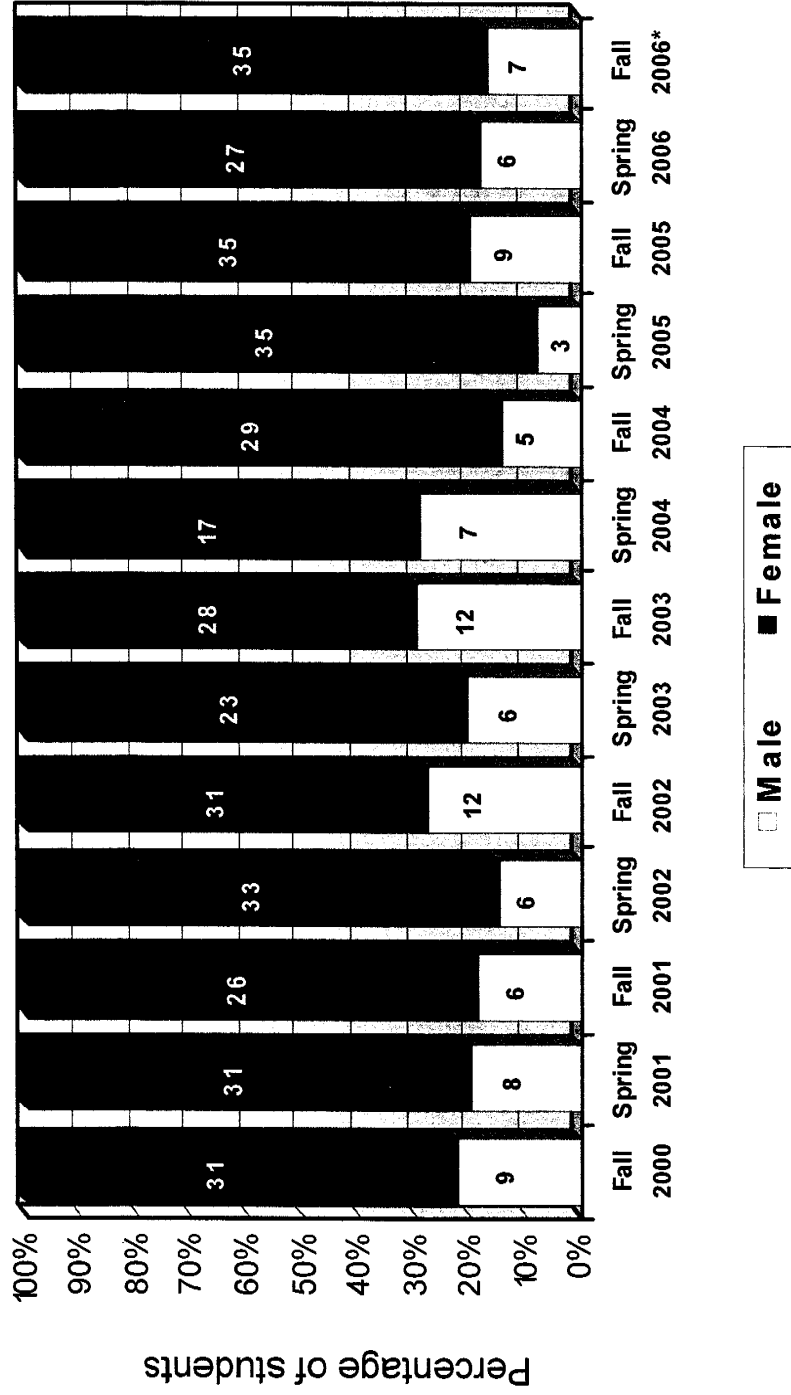
Note: Figures in bars represent number of students. Height of bars represents percentage of students.

Ethnicity ~ Spring Semesters



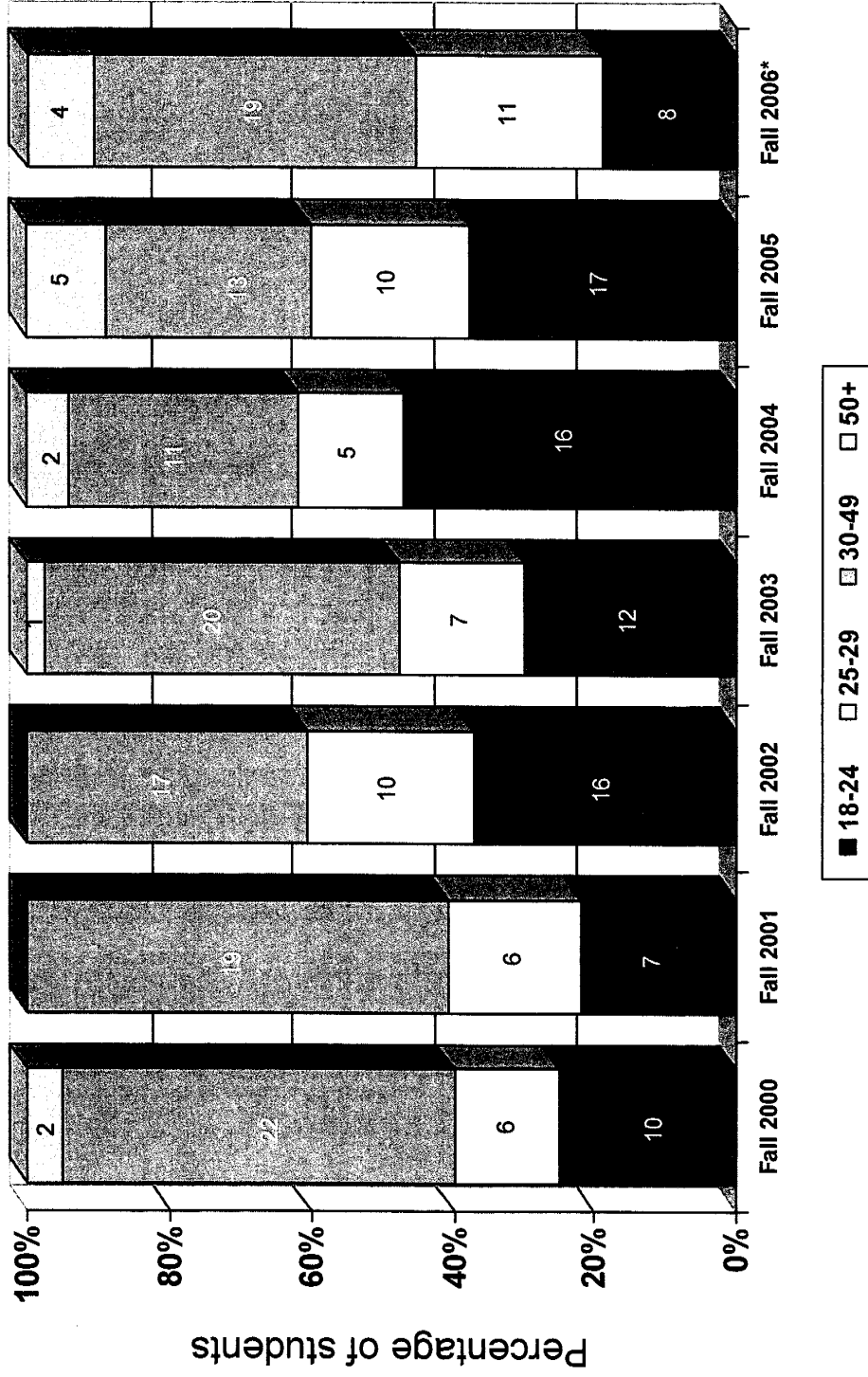
Note: Figures in bars represent number of students. Height of bars represents percentage of students.

Gender



*Census data
 Note: Figures in bars represent number of students. Height of bars represents percentage of students.

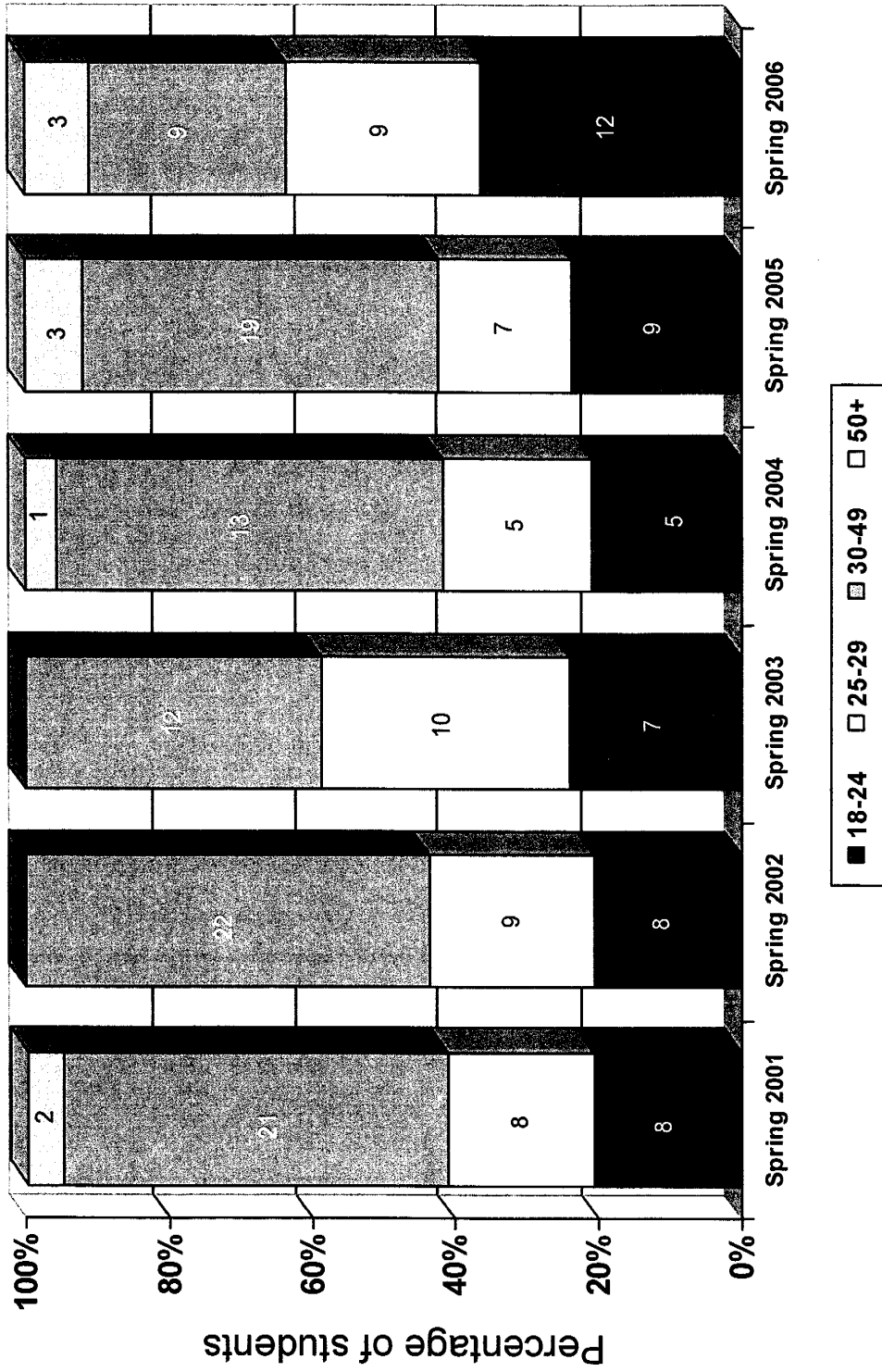
Age ~ Fall Semesters



*Census data

Note: Figures in bars represent number of students. Height of bars represents percentage of students.

Age ~ Spring Semesters



Note: Figures in bars represent number of students. Height of bars represents percentage of students.

Enrollment by Gender												
Gender	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	66	80.5%	56	75.7%	60	69.0%	74	87.1%	86	81.1%	93	81.6%
Male	16	19.5%	18	24.3%	27	31.0%	11	12.9%	19	17.9%	21	18.4%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	0	0.0%
Total	82	100.0%	74	100.0%	87	100.0%	85	100.0%	106	100.0%	114	100.0%

Enrollment by Gender (Unduplicated)

Gender	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	14	93.3%	21	63.6%	16	66.7%	16	88.9%	25	75.8%	19	82.6%
Male	1	6.7%	12	36.4%	8	33.3%	2	11.1%	7	21.2%	4	17.4%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.0%	0	0.0%
Total	15	100.0%	33	100.0%	24	100.0%	18	100.0%	33	100.0%	23	100.0%

Enrollment by Age

Age	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	4	5.4%	2	2.3%	6	7.1%	5	4.7%	0	0.0%
20 - 24	17	20.7%	21	28.4%	21	24.1%	30	35.3%	38	35.8%	22	19.3%
25 - 29	18	22.0%	19	25.7%	16	18.4%	12	14.1%	24	22.6%	31	27.2%
30 - 49	47	57.3%	30	40.5%	47	54.0%	33	38.8%	31	29.2%	51	44.7%
50+	0	0.0%	0	0.0%	1	1.1%	4	4.7%	8	7.5%	10	8.8%
Total	82	100.0%	74	100.0%	87	100.0%	85	100.0%	106	100.0%	114	100.0%

Enrollment by Age (Unduplicated)												
Age	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	4	12.1%	2	8.3%	4	22.2%	3	9.1%	0	0.0%
20 - 24	4	26.7%	10	30.3%	7	29.2%	8	44.4%	9	27.3%	3	13.0%
25 - 29	2	13.3%	6	18.2%	3	12.5%	1	5.6%	5	15.2%	6	26.1%
30 - 49	9	60.0%	13	39.4%	11	45.8%	4	22.2%	12	36.4%	13	56.5%
50+	0	0.0%	0	0.0%	1	4.2%	1	5.6%	4	12.1%	1	4.3%
Total	15	100.0%	33	100.0%	24	100.0%	18	100.0%	33	100.0%	23	100.0%

Enrollment by Ethnicity												
Ethnicity	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	7	8.5%	7	9.5%	7	8.0%	5	5.9%	13	12.3%	3	2.6%
Black non-Hispanic	10	12.2%	3	4.1%	0	0.0%	7	8.2%	1	0.9%	0	0.0%
Filipino	3	3.7%	0	0.0%	7	8.0%	21	24.7%	12	11.3%	19	16.7%
Hispanic	10	12.2%	13	17.6%	18	20.7%	15	17.6%	21	19.8%	11	9.6%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	1	1.2%	4	5.4%	5	5.7%	3	3.5%	1	0.9%	3	2.6%
Pacific Islander	0	0.0%	2	2.7%	3	3.4%	0	0.0%	0	0.0%	0	0.0%
White non-Hispanic	48	58.5%	41	55.4%	47	54.0%	33	38.8%	54	50.9%	71	62.3%
Unknown	3	3.7%	4	5.4%	0	0.0%	1	1.2%	4	3.8%	7	6.1%
Total	82	100.0%	74	100.0%	87	100.0%	85	100.0%	106	100.0%	114	100.0%

Enrollment by Ethnicity (Unduplicated)												
Ethnicity	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	2	13.3%	2	6.1%	2	8.3%	1	5.6%	3	9.1%	0	0.0%
Black non-Hispanic	2	13.3%	3	9.1%	0	0.0%	3	16.7%	1	3.0%	0	0.0%
Filipino	0	0.0%	0	0.0%	3	12.5%	6	33.3%	2	6.1%	4	17.4%
Hispanic	1	6.7%	7	21.2%	4	16.7%	2	11.1%	7	21.2%	4	17.4%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Other	1	6.7%	2	6.1%	0	0.0%	0	0.0%	0	0.0%	1	3.0%	1	3.0%	0	0.0%	0	0.0%	0	0.0%	1	4.3%	1	4.3%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White non-Hispanic	8	53.3%	18	54.5%	15	62.5%	5	27.8%	17	51.5%	12	52.2%	12	52.2%	12	52.2%	12	52.2%	12	52.2%	12	52.2%	12	52.2%	12	52.2%
Unknown	1	6.7%	1	3.0%	0	0.0%	1	5.6%	2	6.1%	2	6.1%	2	6.1%	2	6.1%	2	6.1%	2	6.1%	2	6.1%	2	6.1%	2	6.1%
Total	15	100.0%	33	100.0%	24	100.0%	18	100.0%	33	100.0%	23	100.0%	33	100.0%	23	100.0%	18	100.0%	33	100.0%	23	100.0%	33	100.0%	23	100.0%

Success and Retention by Gender Fall 2001

Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Female	59	89.4%	1	1.5%	6	9.1%	60	90.9%	66	100.0%
Male	16	100.0%	0	0.0%	0	0.0%	16	100.0%	16	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	75	91.5%	1	1.2%	6	7.3%	76	92.7%	82	100.0%

Success and Retention by Gender Fall 2002

Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Female	51	91.1%	2	3.6%	3	5.4%	53	94.6%	56	100.0%
Male	13	76.5%	1	5.9%	3	17.6%	14	82.4%	17	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	64	87.7%	3	4.1%	6	8.2%	67	91.8%	73	100.0%

Success and Retention by Gender Fall 2003

Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Female	54	90.0%	1	1.7%	5	8.3%	55	91.7%	60	100.0%
Male	21	77.8%	0	0.0%	6	22.2%	21	77.8%	27	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	75	86.2%	1	1.1%	11	12.6%	76	87.4%	87	100.0%

Success and Retention by Gender Fall 2004										
Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Female	72	97.3%	1	1.4%	1	1.4%	73	98.6%	74	100.0%
Male	10	90.9%	0	0.0%	1	9.1%	10	90.9%	11	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	82	96.5%	1	1.2%	2	2.4%	83	97.6%	85	100.0%

Success and Retention by Gender Fall 2005										
Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Female	83	96.5%	1	1.2%	2	2.3%	84	97.7%	86	100.0%
Male	15	83.3%	1	5.6%	2	11.1%	16	88.9%	18	100.0%
Not Reported	0	0.0%	1	100.0%	0	0.0%	1	100.0%	1	100.0%
Total	98	93.3%	3	2.9%	4	3.8%	101	96.2%	105	100.0%

Success and Retention by Gender Fall 2006										
Gender	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Female	86	92.5%	2	2.2%	5	5.4%	88	94.6%	93	100.0%
Male	18	85.7%	0	0.0%	3	14.3%	18	85.7%	21	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	104	91.2%	2	1.8%	8	7.0%	106	93.0%	114	100.0%

Success and Retention by Age Fall 2001										
Age	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20 - 24	16	94.1%	0	0.0%	1	5.9%	16	94.1%	17	100.0%
25 - 29	18	100.0%	0	0.0%	0	0.0%	18	100.0%	18	100.0%
30 - 49	41	87.2%	1	2.1%	5	10.6%	42	89.4%	47	100.0%
50+	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	75	91.5%	1	1.2%	6	7.3%	76	92.7%	82	100.0%

Success and Retention by Age Fall 2002										
Age	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	0	0.0%	4	100.0%	0	0.0%	4	100.0%
20 - 24	17	85.0%	2	10.0%	1	5.0%	19	95.0%	20	100.0%
25 - 29	18	94.7%	1	5.3%	0	0.0%	19	100.0%	19	100.0%
30 - 49	29	96.7%	0	0.0%	1	3.3%	29	96.7%	30	100.0%
50+	0	0.0%	0	0.0%	0	0.0%	0	0	0	0
Total	64	87.7%	3	4.1%	6	8.2%	67	91.8%	73	100.0%

Success and Retention by Age Fall 2003										
Age	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	1	50.0%	1	50.0%	0	0.0%	2	0.0%	2	0.0%
20 - 24	19	90.5%	0	0.0%	2	9.5%	19	90.5%	21	100.0%
25 - 29	15	93.8%	0	0.0%	1	6.3%	15	93.8%	16	100.0%
30 - 49	40	85.1%	0	0.0%	7	14.9%	40	85.1%	47	100.0%
50+	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Total	75	86.2%	1	1.1%	11	12.6%	76	87.4%	87	100.0%

Success and Retention by Age Fall 2004										
Age	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	4	66.7%	1	16.7%	1	16.7%	5	0.0%	6	0.0%
20 - 24	29	96.7%	0	0.0%	1	3.3%	29	96.7%	30	100.0%
25 - 29	12	100.0%	0	0.0%	0	0.0%	12	0.0%	12	0.0%
30 - 49	33	100.0%	0	0.0%	0	0.0%	33	100.0%	33	100.0%
50+	4	100.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
Total	82	96.5%	1	1.2%	2	2.4%	83	97.6%	85	100.0%

Success and Retention by Age Fall 2005											
Age	Success		No Success		Withdrawal		Retention		Total		
	N	%	N	%	N	%	N	%	N	%	
Less than 20	4	80.0%	1	20.0%	0	0.0%	5	0.0%	5	0.0%	
20 - 24	37	97.4%	0	0.0%	1	2.6%	37	97.4%	38	100.0%	
25 - 29	23	95.8%	1	4.2%	0	0.0%	24	100.0%	24	100.0%	
30 - 49	28	93.3%	1	3.3%	1	3.3%	29	96.7%	30	100.0%	
50+	6	75.0%	0	0.0%	2	25.0%	6	0.0%	8	0.0%	
Total	98	93.3%	3	2.9%	4	3.8%	101	96.2%	105	100.0%	

Success and Retention by Age Fall 2006											
Age	Success		No Success		Withdrawal		Retention		Total		
	N	%	N	%	N	%	N	%	N	%	
Less than 20	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
20 - 24	21	95.5%	1	4.5%	0	0.0%	22	100.0%	22	100.0%	
25 - 29	27	87.1%	0	0.0%	4	12.9%	27	87.1%	31	100.0%	
30 - 49	46	90.2%	1	2.0%	4	7.8%	47	92.2%	51	100.0%	
50+	10	100.0%	0	0.0%	0	0.0%	10	0.0%	10	0.0%	
Total	104	91.2%	2	1.8%	8	7.0%	106	93.0%	114	100.0%	

Success and Retention by Ethnicity Fall 2001															
Ethnicity	Success			No Success			Withdrawal			Retention			Total		
	N	%		N	%		N	%		N	%		N	%	
Asian	7	100.0%		0	0.0%		0	0.0%		7	100.0%		7	100.0%	
Black non-Hispanic	10	100.0%		0	0.0%		0	0.0%		10	100.0%		10	100.0%	
Filipino	3	100.0%		0	0.0%		0	0.0%		3	0.0%		3	0.0%	
Hispanic	9	90.0%		1	10.0%		0	0.0%		10	100.0%		10	100.0%	
American Indian/Alaskan Native	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Other	1	100.0%		0	0.0%		0	0.0%		1	100.0%		1	100.0%	
Pacific Islander	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
White non-Hispanic	42	87.5%		0	0.0%		6	12.5%		42	87.5%		48	100.0%	
Unknown	3	100.0%		0	0.0%		0	0.0%		3	0.0%		3	0.0%	
Total	75	91.5%		1	1.2%		6	7.3%		76	92.7%		82	100.0%	

Success and Retention by Ethnicity Fall 2002															
Ethnicity	Success			No Success			Withdrawal			Retention			Total		
	N	%		N	%		N	%		N	%		N	%	
Asian	6	85.7%		1	14.3%		0	0.0%		7	0.0%		7	0.0%	
Black non-Hispanic	0	0.0%		2	66.7%		1	33.3%		2	66.7%		3	100.0%	
Filipino	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Hispanic	11	84.6%		0	0.0%		2	15.4%		11	84.6%		13	100.0%	
American Indian/Alaskan Native	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Other	4	100.0%		0	0.0%		0	0.0%		4	0.0%		4	0.0%	
Pacific Islander	2	100.0%		0	0.0%		0	0.0%		2	100.0%		2	100.0%	
White non-Hispanic	37	92.5%		0	0.0%		3	7.5%		37	92.5%		40	100.0%	
Unknown	4	100.0%		0	0.0%		0	0.0%		4	0.0%		4	0.0%	
Total	64	87.7%		3	4.1%		6	8.2%		67	91.8%		73	100.0%	

Success and Retention by Ethnicity Fall 2003														
Ethnicity	Success			No Success			Withdrawal			Retention			Total	
	N	%		N	%		N	%		N	%		N	%
Asian	7	100.0%		0	0.0%		0	0.0%		7	100.0%		7	100.0%
Black non-Hispanic	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%
Filipino	6	85.7%		0	0.0%		1	14.3%		6	0.0%		7	0.0%
Hispanic	16	88.9%		0	0.0%		2	11.1%		16	88.9%		18	100.0%
American Indian/Alaskan Native	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%
Other	5	100.0%		0	0.0%		0	0.0%		5	100.0%		5	100.0%
Pacific Islander	3	100.0%		0	0.0%		0	0.0%		3	100.0%		3	100.0%
White non-Hispanic	38	80.9%		1	2.1%		8	17.0%		39	83.0%		47	100.0%
Unknown	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%
Total	75	86.2%		1	1.1%		11	12.6%		76	87.4%		87	100.0%

Success and Retention by Ethnicity Fall 2004														
Ethnicity	Success			No Success			Withdrawal			Retention			Total	
	N	%		N	%		N	%		N	%		N	%
Asian	5	100.0%		0	0.0%		0	0.0%		5	0.0%		5	0.0%
Black non-Hispanic	7	100.0%		0	0.0%		0	0.0%		7	100.0%		7	100.0%
Filipino	19	90.5%		0	0.0%		2	9.5%		19	90.5%		21	100.0%
Hispanic	15	100.0%		0	0.0%		0	0.0%		15	100.0%		15	100.0%
American Indian/Alaskan Native	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%
Other	3	100.0%		0	0.0%		0	0.0%		3	100.0%		3	100.0%
Pacific Islander	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%
White non-Hispanic	32	97.0%		1	3.0%		0	0.0%		33	100.0%		33	100.0%
Unknown	1	100.0%		0	0.0%		0	0.0%		1	100.0%		1	100.0%
Total	82	96.5%		1	1.2%		2	2.4%		83	97.6%		85	100.0%

Success and Retention by Ethnicity Fall 2005														
Ethnicity	Success			No Success			Withdrawal			Retention			Total	
	N	%		N	%		N	%		N	%		N	%
Asian	12	92.3%		1	7.7%		0	0.0%		13	100.0%		13	100.0%
Black non-Hispanic	0	0.0%		1	100.0%		0	0.0%		1	100.0%		1	100.0%
Filipino	12	100.0%		0	0.0%		0	0.0%		12	100.0%		12	100.0%
Hispanic	18	90.0%		0	0.0%		2	10.0%		18	90.0%		20	100.0%
American Indian/Alaskan Native	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%
Other	1	100.0%		0	0.0%		0	0.0%		1	100.0%		1	100.0%
Pacific Islander	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%
White non-Hispanic	52	96.3%		0	0.0%		2	3.7%		52	96.3%		54	100.0%
Unknown	3	75.0%		1	25.0%		0	0.0%		4	100.0%		4	100.0%
Total	98	93.3%		3	2.9%		4	3.8%		101	96.2%		105	100.0%

Success and Retention by Ethnicity Fall 2006														
Ethnicity	Success			No Success			Withdrawal			Retention			Total	
	N	%		N	%		N	%		N	%		N	%
Asian	3	100.0%		0	0.0%		0	0.0%		3	100.0%		3	100.0%
Black non-Hispanic	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%
Filipino	15	78.9%		1	5.3%		3	15.8%		16	84.2%		19	100.0%
Hispanic	9	81.8%		0	0.0%		2	18.2%		9	81.8%		11	100.0%
American Indian/Alaskan Native	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%
Other	0	0.0%		0	0.0%		3	100.0%		0	0.0%		3	0.0%
Pacific Islander	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%
White non-Hispanic	70	98.6%		1	1.4%		0	0.0%		71	100.0%		71	100.0%
Unknown	7	100.0%		0	0.0%		0	0.0%		7	0.0%		7	0.0%
Total	104	91.2%		2	1.8%		8	7.0%		106	93.0%		114	100.0%

Major by Semester (Fall)												
Major	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	N	%	N	%	N	%	N	%	N	%	N	%
Occupational Therapy	44	100.0%	59	100.0%	69	100.0%	62	100.0%	61	100.0%	73	100.0%
Total	44	100.0%	59	100.0%	69	100.0%	62	100.0%	61	100.0%	73	100.0%

Major by Semester (Spring)												
Major	Spring 2002		Spring 2003		Spring 2004		Spring 2005		Spring 2006		Spring 2007	
	N	%	N	%	N	%	N	%	N	%	N	%
Occupational Therapy	51	100.0%	32	100.0%	62	100.0%	61	100.0%	73	100.0%	73	100.0%
Total	51	100.0%	32	100.0%	62	100.0%	61	100.0%	73	100.0%	73	100.0%

Spring 2007 information based on Spring 2007 census data as of 2/7/2007.

APPENDIX 8

Efficiency Report



**THERAPY SPECIALISTS SCHOLARSHIP
WINNER**

APPENDIX 8

8. Efficiency Report

Grossmont College WSCH Report - Year

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
ANTH	3195	3423	3423	3342	2838	3036
AOJ	6869	7895	9237	10421	12206	11000
ARBC	530	580	594	714	992	1066
ART	15470	16824	17294	17075	16571	16350
ASL	1898	1949	2132	2191	2323	3430
ASTR	2127	2514	2544	2445	2517	2382
BIO	18105	19905	20928	21990	22088	22167
BOT	N/A	4304	5249	4534	4981	4471
BUS	17201	13612	14351	13582	11386	10887
CA	N/A	229	250	277	289	220
CCS	3228	3602	3470	3356	2688	2769
CD	6824	7708	7985	7603	7647	6683
CHEM	7500	8475	8828	9760	9278	9137
CHIN	N/A	N/A	295	230	275	285
COMM	12580	12495	12398	12764	13066	12533
CSIS	15580	15188	13646	11808	9595	8846
CVTE	4219	3221	4025	4385	4420	4374
DANC	3512	3797	4071	3773	3979	3618
ECON	6273	6564	6333	6561	5667	7578
ED	201	299	216	126	147	188
ENGL	27861	29775	31762	31953	32279	33840
ES	19017	21100	21604	20583	20785	19109
ESL	7684	8933	9305	8633	7703	7386
FACS	2265	N/A	N/A	N/A	N/A	N/A
FREN	2135	2111	2045	2187	1957	1786
FS	N/A	953	1032	1011	885	948
GEOG	4944	5106	4971	4575	4527	3564
GEOI	1421	1534	1490	1636	1474	1678
GERM	1787	1891	2030	2147	1882	1840
HED	3222	5216	5843	6003	5904	5223

HESC	711	1111	1086	566	566	871
HIST	11121	14172	15073	14832	14781	14050
HUM	3243	3543	3330	3228	2928	2420
ITAL	670	640	610	640	590	470
JAPN	1165	1338	1470	1444	1462	1646
LIR	N/A	N/A	N/A	N/A	36	55
MATH	38315	42000	43778	42825	43479	41258
MCOM	5834	5861	5988	5772	6195	5400
MM	N/A	105	102	N/A	48	N/A
MUS	9694	10247	10899	11232	11313	10385
NURS	8756	8413	8163	9132	7117	7048
OCEA	1113	1227	1236	1316	1338	1422
OTA	615	390	429	494	495	685
PDC	1672	1593	1187	1082	1170	1325
PDSS	497	459	382	368	353	357
PHIL	5976	6347	6177	5826	5448	4797
PHYC	2316	2250	2748	2508	2484	2298
POSC	3965	4638	4908	4731	4765	4006
PSC	990	1005	948	1029	1110	879
PSY	11202	11590	12379	12167	11504	10099
RELG	1065	1239	1245	1155	1209	990
RESP	1548	1476	1556	1651	2475	3020
RUSS	521	606	900	731	758	768
SCI	1512	1389	1521	1401	1158	1155
SLPA	N/A	158	296	192	387	339
SOC	6105	6632	7473	6669	6966	6519
SPAN	12863	13697	12878	12613	12045	11191
SPDV	149	161	165	147	120	116
THTR	3826	3960	3427	3521	3799	3548
Total	331089	355446	367702	362921	356443	343512

Grossmont College WSCH Report -Semesters

	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring
ANTH	1608	1587	1554	1869	1602	1821	1506	1836	1395	1443	1293	1743
AOJ	3324	3545	3884	4011	4571	4666	5108	5313	6084	6121	5273	5727
ARBC	270	260	255	325	299	295	304	410	536	456	559	507
ART	7421	8049	8408	8417	8649	8645	8550	8525	8312	8259	8448	7902
ASL	989	909	1004	945	1055	1077	1087	1104	1090	1233	1678	1752
ASTR	1158	969	1167	1347	1302	1242	1203	1242	1308	1209	1233	1149
BIO	9004	9101	9714	10191	11063	9865	11171	10819	10717	11371	11113	11054
BOT	N/A	N/A	2156	2148	2682	2567	2611	1924	2585	2396	2551	1920
BUS	9140	8061	6486	7126	7111	7240	6984	6598	5802	5584	5437	5450
CA	N/A	N/A	58	171	99	151	117	160	134	155	121	99
CCS	1437	1791	1572	2030	1661	1809	1616	1740	1359	1329	1446	1323
CD	3609	3215	3732	3976	4175	3811	3903	3700	3979	3668	3578	3104
CHEM	3585	3915	4062	4413	4513	4315	4927	4833	4463	4815	4557	4580
CHIN	N/A	N/A	N/A	N/A	150	145	85	145	155	120	135	150
COMM	6102	6478	5798	6697	6086	6312	6322	6442	6192	6873	6066	6467
CSIS	7569	8011	7536	7653	7175	6471	6545	5263	4984	4611	4354	4492
CVTE	2077	2142	1618	1603	1977	2048	2202	2183	2189	2231	2154	2220
DANC	1567	1945	1662	2136	1893	2178	1818	1956	1814	2165	1757	1861
ECON	3339	2934	3285	3279	3240	3093	3423	3138	2985	2682	3255	4323
ED	60	141	30	269	152	65	42	84	39	108	81	107
ENGL	14949	12912	15496	14279	17204	14558	16896	15057	17129	15149	18170	15670
ES	9888	9129	10743	10358	11719	9886	10685	9898	10980	9805	9980	9129
ESL	3738	3946	4386	4547	4905	4400	4545	4088	3934	3769	3676	3710
FACS	927	1338	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FREN	1062	1073	1051	1060	993	1052	1087	1100	993	964	912	874
FS	N/A	N/A	465	488	498	534	486	525	432	453	477	471
GEOG	2481	2463	2607	2499	2691	2280	2448	2127	2334	2193	1686	1878
GEO	693	728	684	850	624	866	735	901	664	810	808	870
GERM	854	933	902	989	958	1072	1155	992	929	953	860	980
HED	1596	1626	2556	2660	3050	2793	2967	3036	3114	2790	2775	2448
HESC	293	419	778	333	734	353	408	148	473	93	609	263
HIST	5319	5802	6849	7323	7405	7669	7617	7215	7263	7518	6867	7183
HUM	1659	1584	1713	1830	1728	1602	1683	1545	1584	1344	1332	1088
ITAL	350	320	290	350	300	310	335	305	310	280	280	190
JAPN	555	610	680	658	902	568	664	780	722	740	819	827
LIR	N/A	N/A	N/A	N/A	N/A	N/A	25	N/A	11	25	16	39

MATH	19992	18324	21166	20834	22712	21067	22447	20377	23207	20272	21890	19368
MCOM	3019	2815	2869	2992	2893	3095	2812	2960	2853	3342	2563	2837
MM	N/A	N/A	51	54	N/A	102	N/A	72	N/A	48	N/A	N/A
MUS	4459	5235	5035	5212	5338	5561	5389	5843	5613	5700	5282	5103
NURS	3587	5168	4032	4382	4169	3994	4542	4590	2950	4167	2915	4133
OCEA	582	531	633	594	693	543	687	629	639	699	699	723
OTA	381	234	280	110	238	191	312	182	306	189	386	299
PDC	840	832	819	775	698	490	547	535	645	526	763	562
PDSS	246	251	246	213	193	189	187	181	178	175	192	165
PHIL	3327	2649	3138	3209	3357	2820	3093	2733	2802	2646	2436	2361
PHYC	1182	1134	1134	1116	1350	1398	1242	1266	1266	1218	1128	1170
POSC	2085	1880	2382	2256	2793	2115	2691	2040	2676	2089	2211	1795
PSC	549	441	543	462	579	369	543	486	570	540	486	393
PSY	5784	5418	5747	5843	6080	6299	6146	6021	5887	5617	5319	4780
RELG	537	528	564	675	624	621	579	576	618	591	495	495
RESP	773	775	754	722	763	793	879	772	1196	1279	1519	1501
RUSS	281	240	281	325	488	412	335	396	402	356	415	353
SCI	753	759	591	798	711	810	717	684	606	552	618	537
SLPA	N/A	N/A	90	68	140	156	88	104	215	172	167	172
SOC	3219	2886	3231	3401	3864	3609	3399	3270	3444	3522	3498	3021
SPAN	6399	6464	6619	7078	6625	6254	6550	6063	6141	5904	5599	5592
SPDV	75	74	84	77	79	86	64	83	52	68	45	71
THTR	1993	1833	1867	2093	1691	1736	1744	1777	1986	1813	1901	1647

Total	166684	164405	175333	180114	189239	178463	186251	176768	181245	175198	174882	168630
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Efficiency

	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring
ANTH	670	610	555	719	668	700	685	706	698	601	647	581
AOJ	444	412	487	487	540	538	570	569	560	524	483	478
ARBC	405	390	383	325	345	295	351	410	350	298	365	331
ART	524	514	514	491	506	516	505	500	485	459	447	430
ASL	464	455	430	473	417	449	466	433	363	363	354	386
ASTR	626	440	631	612	592	565	547	565	545	504	514	451
BIO	638	634	673	696	763	720	760	758	729	765	723	692
BOT	N/A	N/A	462	446	491	500	552	386	364	341	350	257
BUS	483	459	453	512	543	555	573	530	505	468	469	472
CA	N/A	N/A	433	426	296	377	350	399	401	387	362	371
CCS	423	498	491	483	488	476	539	483	425	415	482	473
CD	501	451	500	509	547	522	511	523	530	502	525	430
CHEM	451	463	454	489	530	533	559	562	518	530	556	526
CHIN	N/A	N/A	N/A	N/A	450	435	255	435	465	360	405	450
COMM	461	437	445	446	460	431	464	437	435	425	417	386
CSIS	469	455	428	410	392	381	419	392	414	384	377	395
CVTE	386	368	285	265	360	329	366	339	385	357	357	346
DANC	404	419	423	454	411	480	395	444	443	419	429	376
ECON	795	667	747	745	736	736	778	747	649	639	614	765
ED	300	353	150	269	379	161	210	210	195	270	203	268
ENGL	375	346	361	344	381	369	366	354	354	335	345	311
ES	531	463	564	509	573	484	535	495	536	460	481	435
ESL	368	366	378	381	401	375	375	351	350	331	326	322
FACS	515	478	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FREN	371	375	367	370	347	367	380	384	347	337	318	305
FS	N/A	N/A	581	457	623	534	608	656	540	566	477	471
GEOG	558	535	567	568	585	543	583	532	530	498	482	447
GEO	533	480	456	495	480	485	490	422	376	371	411	343
GERM	337	369	315	345	379	424	456	392	367	377	315	359
HED	614	625	737	725	871	776	848	799	819	734	694	765
HESC	293	282	294	327	381	516	510	254	473	159	609	256
HIST	532	537	552	591	570	618	614	601	605	561	545	499
HUM	553	528	535	610	576	534	526	515	466	448	392	371
ITAL	526	480	435	350	300	465	503	458	465	420	420	285
JAPN	417	366	408	353	437	341	433	468	471	444	473	443
LIR	N/A	N/A	N/A	N/A	N/A	N/A	373	N/A	164	373	239	294
MATH	593	526	592	572	629	584	613	565	593	499	545	462

MCOM	416	422	386	396	402	421	391	405	395	399	363	375
MM	N/A	N/A	255	270	N/A	291	N/A	206	N/A	137	N/A	N/A
MUS	459	485	473	464	462	491	465	499	472	487	430	414
NURS	278	334	271	248	247	228	253	235	250	254	207	241
OCEA	485	443	528	424	495	453	509	547	473	518	518	536
OTA	335	305	220	122	187	212	245	238	241	218	303	390
PDC	470	398	470	470	452	386	416	391	438	342	431	331
PDSS	613	629	739	640	1739	849	842	1631	802	1577	1730	1486
PHIL	555	552	541	594	560	588	595	594	539	490	468	422
PHYC	422	405	405	378	482	444	444	402	452	387	403	371
POSC	613	575	596	627	665	622	641	638	637	602	526	508
PSC	578	464	572	486	609	492	572	648	600	568	512	414
PSY	686	624	651	673	704	709	684	638	627	622	579	545
RELG	671	660	564	675	520	621	483	576	515	591	413	413
RESP	201	159	173	158	166	150	182	144	209	184	230	188
RUSS	324	360	234	271	349	344	335	330	335	297	271	230
SCI	538	474	422	499	508	579	598	489	505	394	515	384
SLPA	N/A	N/A	225	255	262	195	220	195	268	215	208	184
SOC	644	534	673	630	716	668	680	681	662	568	603	487
SPAN	397	363	384	401	402	384	397	388	362	352	333	330
SPDV	85	96	109	100	103	112	83	108	68	88	58	92
THTR	329	319	324	338	308	312	309	303	313	295	299	287

Total	479	453	470	468	493	478	492	472	474	442	440	411
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APPENDIX 9

Degrees and Certificates Awarded

APPENDIX 9

9. Degrees and Certificates Awarded

		Degrees and Certificates Awarded by Semester																	
		Academic Year 2001-2002				Academic Year 2002-2003				Academic Year 2003-2004				Academic Year 2004-2005				Academic Year 2005-2006	
		Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006				
Type	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Degrees	1	15	1	0	5	0	0	9	0	0	0	0	13	0	0	0	0	0	
Certificates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	1	15	1	0	5	0	0	9	0	0	0	0	13	0	0	0	0	0	

APPENDIX 10

Sabbaticals, Conference, Workshop and Staff Development Activities



ANALYZING HUMAN MOVEMENT

APPENDIX 10

10. Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Christi Vicino - Director	PROGRAM DIRECTOR MEETING 4/07	Obtained current information on legislative issues affecting the profession, certification exam changes, curriculum issues, recruitment and retention, new "Practice Framework" requirements for OTA Programs and new Standards for OTA Programs.
Christi Vicino – Director	ACOTE Accreditation Workshop 4/07	Information obtained on the new Standards for OTA programs, current evaluation trends for site visit and survey information on other OTA programs.
Christi Vicino – Director	AOTA Conference 4/07	Obtained the latest information on how the Framework is being implemented into OTA Programs and clinic sites.
Christi Vicino – Director	OTAC Conference 10/06	Obtained information on Assistive Technology, Upper Extremity /Hands practice and represented the San Diego OT Community at the Advisory Committee.
Elizabeth Atkinson – Fieldwork Coordinator	OTAC Conference 10/06	Obtained current information on legislative issues, curriculum issues, and fieldwork issues.
Kathy Elgas – Adjunct Faculty	OTAC Conference 10/06	Obtained current practice information.
Kathy Elgas – Adjunct Faculty	Allen Symposium 10/06	Completed the Allen's Cognitive Level certification course.
Marilyn Sidler – Adjunct Faculty	CSUN National Conference	Increased knowledge with regards to assistive technology for computer access, AAC and low vision.
All faculty	Departmental and Advisory Meetings	Departmental meetings held each semester. Advisory meetings held each fall.

APPENDIX 11

Department Equivalencies
Not applicable

APPENDIX 11

11. Department Equivalencies

Not applicable

APPENDIX 12

Subject WSCH Analysis Report



SKDSOW-INF
 RUN ON: 1 7-2006 08:12:58
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 GROSSMONT COLLEGE
 SUBJECT WS ANALYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE210	.433	180.00	415.70	161.00	371.82	89.44
CVTE211	.350	96.00	274.28	90.00	257.14	93.75
CVTE212	.350	96.00	274.28	108.00	308.57	112.50
CVTE213	.350	120.00	342.85	66.00	188.57	55.00
CVTE215	2.250	900.00	400.00	645.00	286.66	71.66
CVTE218	.183	48.00	262.29	54.00	295.08	112.50
CVTE230	.133	100.00	751.87	34.00	255.63	34.00
CVTE299	.200	225.00	1125.00	75.00	375.00	33.33
CVTE	6.266	2861.00	456.59	2163.00	345.19	75.60
FS 110	.200	150.00	750.00	105.00	525.00	70.00
FS 115	.400	300.00	750.00	195.00	487.50	65.00
FS 120	.400	285.00	712.50	171.00	427.50	60.00
FS	1.000	735.00	735.00	471.00	471.00	64.08
NURS120	2.611	680.00	260.41	663.00	253.90	97.50
NURS155A	.225	135.00	600.00	40.50	180.00	30.00
NURS155B	.225	270.00	1200.00	76.50	340.00	28.33
NURS	3.061	1085.00	354.43	780.00	254.80	71.88
OTA 120	.133	70.00	526.31	46.00	345.86	65.71
OTA 130	.350	210.00	600.00	138.00	394.28	65.71
OTA 140	.283	175.00	618.37	115.00	406.36	65.71
OTA	.766	455.00	593.99	299.00	390.33	65.71
RESP116	.200	135.00	675.00	123.00	615.00	91.11
RESP118	.875	360.00	411.42	300.00	342.85	83.33
RESP122	3.150	405.00	128.57	360.00	114.28	88.88
RESP150	.200	135.00	675.00	123.00	615.00	91.11
RESP205	.267	140.00	524.34	136.00	509.36	97.14
RESP232	3.150	367.50	116.66	357.00	113.33	97.14
RESP268	.150	105.00	700.00	102.00	680.00	97.14
RESP	7.992	1647.50	206.14	1501.00	187.81	91.10
SLPA100	.267	140.00	524.34	60.00	224.71	42.85
SLPA110	.267	140.00	524.34	52.00	194.75	37.14
SLPA199	.267	6.00	6.00	6.00	6.00	100.00
SLPA200	.267	140.00	524.34	44.00	164.79	31.42
SLPA216	.067	10.00	149.25	5.00	74.62	50.00
SLPA218	.067	10.00	149.25	5.00	74.62	50.00
SLPA	.935	446.00	477.00	172.00	183.95	38.56
***** BUSINESS AND PROFESSIONAL STUDIES *****						
	58.465	30246.50	517.34	22418.50	383.45	74.11

PART INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 DIVISION BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE111	121300	.267	240.00	898.87	196.00	734.08	81.66
CVTE112	121300	1.033	480.00	464.66	392.00	379.47	81.66
CVTE113	121300	.517	240.00	464.21	196.00	379.11	81.66
CVTE210	121300	.433	200.00	461.89	176.00	406.46	88.00
CVTE211	121300	.350	120.00	342.85	96.00	274.28	80.00
CVTE212	121300	.350	96.00	274.28	102.00	291.42	106.25
CVTE213	121300	.350	120.00	342.85	72.00	205.71	60.00
CVTE215	121300	2.075	900.00	433.73	675.00	325.30	75.00
CVTE218	121300	.183	48.00	262.29	54.00	295.08	112.50
CVTE230	121300	1.133	100.00	751.87	38.00	285.71	38.00
*****	CVTE	5.891	2689.00	456.45	2117.00	359.36	78.72
FS 110	130100	.200	150.00	750.00	117.00	585.00	78.00
FS 115	130100	.200	150.00	750.00	162.00	810.00	108.00
FS 120	130100	.400	285.00	712.50	174.00	435.00	61.05
*****	FS	.800	585.00	731.25	453.00	566.25	77.43
NURS120	123010	2.401	1020.00	424.69	697.00	290.21	68.33
NURS155B	123010	1.153	270.00	234.15	301.50	261.46	111.66
*****	NURS	3.554	1290.00	362.88	998.50	280.88	77.40
OTA 120	121800	.133	70.00	526.31	26.00	195.48	37.14
OTA 130	121800	.350	210.00	600.00	78.00	222.85	37.14
OTA 140	121800	.283	175.00	618.37	65.00	229.68	37.14
*****	OTA	.766	455.00	593.99	169.00	220.62	37.14
RESP116	121000	.200	105.00	525.00	120.00	600.00	114.28
RESP118	121000	.875	360.00	411.42	300.00	342.85	83.33
RESP122	121000	3.150	315.00	100.00	360.00	114.28	114.28
RESP150	121000	.200	120.00	600.00	117.00	585.00	97.50
RESP199	121000	.267	4.50	4.50	4.50	4.50	100.00
RESP205	121000	.267	120.00	449.43	88.00	329.58	73.33
RESP232	121000	2.100	367.50	175.00	231.00	110.00	62.85
RESP268	121000	.150	93.00	620.00	66.00	440.00	70.96
*****	RESP	6.942	1485.00	213.91	1286.50	185.32	86.63
SLPA100	122000	.267	140.00	524.34	52.00	194.75	37.14
SLPA110	122000	.267	140.00	524.34	75.00	284.64	54.28
SLPA200	122000	.267	140.00	524.34	44.00	164.79	31.42
*****	SLPA	.801	420.00	524.34	172.00	214.73	40.95

***** BUSINESS AND PROFESSIONAL STUDIES *****
 57.387 29830.00 519.79 22936.00 399.66 76.88

APPENDIX 13

Fiscal Year FTES Analysis By Program Report

GCCCD
06/07 Grossmont College Program Review
Program Data Elements

	01/02	02/03	03/04	04/05	05/06
<u>Occupational Therapy Assistant (1218.00)</u>					
Course #					
OTA 100					
OTA 101					
OTA 110					
OTA 120					
OTA 130					
OTA 140					
OTA 200					
OTA 210					
OTA 220					
OTA 230					
OTA 299					
FTES					
Summer	85	25	60	93	50
Fall	280	238	312	306	386
Spring	110	191	182	189	299
Total WSCH	475	454	554	588	735
Total FTES	15.83	15.13	18.47	19.58	24.50
Top 121800 Occ Therapy Assist. - Unrestricted	\$103,037	\$128,258	\$146,523	\$146,116	\$105,162
Costs per FTES	\$6,508.97	\$8,477.07	\$7,933.03	\$7,462.51	\$4,292.33
121800 Occ Therapy Assist. - Restricted	\$13,599	\$17,109	\$18,441	\$11,021	\$17,644

APPENDIX 14

Fiscal Data: Outcomes Profile

14. Fiscal Data: Outcomes Profile

1. Semester/Year	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
2. Enrollment*	82	34	73	50	87	42	85	52	106	70
3. Earned WSCH/FTEF	220.13	122.35	187.10	212.45	245.28	237.59	240.56	217.67	303.45	390.33
4. Total FTES	15.83		15.13		18.47		19.58		24.50	
5. Cost/FTES	6508.97		8477.07		7933.03		7462.51		4292.33	
6. Total Cost/Fiscal Year	103,036.99		128,258.06		146,523.06		146,115.94		105,162.08	
7. Total Revenue	55,405		52,955		64,645		68,530		85,750	

*ENROLLMENT= Spring enrollment numbers obtained from Grade Distribution Summary do not include class enrollment from OTA 240 and 241 (non WSCH classes)

COST – Cost will vary from one department/program to another for many reasons, e.g., department size. Further variation can be caused by (1) the specific step and class standing of the individual faculty members in a department/program, (2) the lack of costs associated with a chair or coordinator (i.e., another department is carrying this charge), and (3) the costs charged to the department/program for fulfilling a college or district function (e.g., miscellaneous reassigned time). **TC/FISCAL YEAR = COST/FTES X TOTAL FTES**

EARNED WSCH/FTEF – These numbers are taken from the Earned WSCH/FTE column in Appendix 12, Subject WSCH Analysis Report. They reflect a department/program's revenue per faculty costs. ("Earned" WSCH is actual student enrollment as compared to "Max" WSCH which is determined purely by classroom size.)

COST/FTES – These figures were taken from Appendix 13, Fiscal Year FTES Analysis by Program/TOPS Report. They will most often inversely reflect the WSCH PER FTEF ratio (i.e., a department/program with a low COST PER FTES will have a high WSCH PER FTEF). If this is not the case, then the figures indicate that an above average percentage of the direct COST of the department/program is attributed to non-faculty costs.

TOTAL REVENUE – General fund money that the department/program earns from the state for each Full Time Equivalent Student (FTES). For example, in FY01-02, that amount was \$3,500. Other revenue is non-general fund money such as fees, grants, donations, ROP, non-resident student tuition.
TR=TFTESX3,500

Appendix 15

Department and Advisory Data

APPENDIX 15

GROSSMONT COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
ADVISORY COMMITTEE LIST
2001 – 2006

Bridgette Anderson, MS/OTR/L
Developmental Therapy Center
3731 6th Ave.
San Diego, CA 92101
(619) 295-4500 wk

Beth Atkinson, OTR/L/L
Alpine Special Treatment Center
2120 Alpine Road
Alpine, CA 91901
(619) 938-3393 hm
(619) 445-7551 wk
(619) 301-1303 cell
Email: craned@cox.net

Robbie Austen, COTA/C
Sharp Memorial Rehab
2999 Health Center Drive
San Diego, CA 92123
(858) 541-6773

Heidi Behnke, OTR/L
Sharp Home Care
2721 A Street
San Diego, CA 92101
(619) 231-0182 hm
(858) 541-4850 wk
Email: msheidi1@cox.net

Darlene Bickett, OTR/L/L
Sharp Grossmont Rehab
5555 Grossmont Center Drive
La Mesa, CA 91942
449-8891 hm
465-0711 wk
Email: Darlene.bickett@sharp.com

David Blodgett, OTR/L
10142 Cedar Springs Drive
Santee, CA 92071
(619) 562-4467 hm

Carmen Bomar, COTA
Stanford Court Conv.
8778 Cuyamaca Street
Santee, CA 92071

Barbara Brown, OTR/L
Edgemore Geriatric Hospital
9065 Edgemore Drive
Santee, CA 92071
(619)
Email:

Grady Cabling, OTR/L, CHT
Kaiser Hospital - OT Dept.
4647 Zion Avenue
San Diego, CA 92120
(619) 528-6677 wk
Email:

Debbie Cahill, OTR/L
Senior Occupational Therapist
Student Program Coordinator
Children's North County Center
4120 Waring Road
Oceanside, CA 92056
576-5821 (Tues)
758-1620 (M,W,TH)

Darlene Cook, COTA
Esselsior Academy
7202 Princess View Dr
San Diego, CA 92120
(619) 442-1431 hm
(619) 583-6762 wk
Email: darlenecookcota@yahoo.com

Laura Crandal, PT
Mesa College – PTA Program
7250 Mesa College Dr.
San Diego, CA 92111-4998
627-2839
Email: lcrandal@sdccd.edu

Connie Dominguez, COTA
Community Conv. of La Mesa
8545 Matterhorn Drive
Santee, CA 92071
(619) 449-3927 hm
(619) 465-0702 wk
Email: jcdom@sbcglobal.net

Phyllis Gahan, OTR/L
4351 Pavlov Avenue
San Diego, CA 92122-3709
(619) 275-3407 hm
(619) 274-9842 wk

Judy Glatstein, OTR/L
Neighborhood House
4425 Kansas Street #6
San Diego, CA 92116

Sue Harris, OTR/L
President Therapy Specialists
3760 Convoy Street, Ste 204
San Diego, CA 92111
(858) 514-0375 wk
Email: sharris@therapyspecialist.net

Nadine Heidemen, OTR/L
Life Generations
20371 Irvine Ave, Ste 210
Santa Height, CA 92707
(949) 378-5454 wk
Email: nadineheideman@lifegen.net

Carol Hubbard, OTR/L
Options
3435 Camino Del Rio So, Ste 107
San Diego, CA 92108
(619) 561-2838 hm
(619) 280-8585 wk
Email: chubbardot@aol.com

Lori Kauffman-Faison, M.Ed
JCC Lawrence Family Jewish CC
4126 Executive Drive
La Jolla, CA 92037
(858) 362-1123

Tess Lapid, OTR/L
Casa Pacifica
1424 30th Street Ste C
San Diego, CA 92154
(619) 424-8181 wk
Email: tesslapid@cox.net

Rose Luther, OTR/L
1133 Diamond Street
San Diego, CA 92109
(619) 273-6514 hm
(619) 221-3541 wk

Kathy Maurice, OTR/L
4817 Mt. Gaywas Drive
San Diego, CA 92117
(858) 292-0766 - hm
281-4900 - wk or 281-0885 box 392
Email: getkathy@san.rr.com

Linda Mossman, OTR/L
Sharp Grossmont Rehab
5555 Grossmont Center Drive
La Mesa, CA 91942
(619) 644-4105 wk
Email:

Laura Nelson, MS, OTR/L/L
San Diego Rehab Institute
8184 Hillandale Drive
San Diego, CA 92120
229-9901 - hm
286-7374 - wk
Email: olnelson@aol.com

Phyllis Nayak, OTR/L
OT-PT Services Wiggan Center
Wiggan B-11) (Self-employed)
12385 Portofino Drive
Del Mar, CA 92014-3511
(619) 792-0655

Patti Noerback, COTA/C
Horizon II
6134 University Ave
San Diego, CA 92115
(619) 229-0990 wk
Email: picturepatty@aol.com

Didi Olson, OTR/L
Therapy Specialists
3760 Convoy Street, Ste 204
San Diego, CA 92111
(858) 514-0383 wk
Email: dolson@therapyspecialists.net

Judy Pautler, M.E.D., PT
Dean, School of Health Sciences
Mesa College
7250 Mesa College Dr.
San Diego, CA 92111-4998
(619) 627-2839
Email: jpautler@sdccd.cc.ca.us

Debbie Petrie, OTR/L
Sharp Grossmont Rehab
5555 Grossmont Center Drive
La Mesa, CA 91942

*Cynthia Penner-Sundberg
Casa Pacifica
1424 30th Street
San Diego, CA 92154
(619) 424-8181*

*Val Plummer, OTR/L
O. T. Etc.
5343 Triana Street
San Diego, CA 92117
(858) 278-1760 - hm
(858) 278-9534 - wk
Email:*

*Siri Riiber, OTR/L
3953 La Cresta Dr.
San Diego, CA 92107-2612
(619) 523-9185 hm
(619) 260-7161 x8649 wk
Email: SRIIBER@AOL.COM*

*Lisa Rodriguez, OTR/L
965 Chestnut Court
Chula Vista, CA 91910
(619) 421-8387 hm
(619) 281-0885 ext. 340 wk*

*Melody Rudolf, COTA/C
Grossmont Hospital
P.O. Box 158
La Mesa, CA 91944
465-1700*

*Marilyn Sidler, OTR/L
5715 Baltimore Drive #17
La Mesa, CA 91942
(619) 697-8131 hm*

*Carol Strasser, OTR/L
Community Conv. of La Mesa*

*Linda Tank, OTR/L
Therapy Specialists
3760 Convoy Street, Ste 204
San Diego, CA 92111
(858) 281-4900 wk*

*Nancy Tatti, OTR/L,
Grossmont Sharp Registry
2297 Johns View Way
Spring Valley, CA 91977
(619) 406-5599 hm*

GROSSMONT COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
ADVISORY MEETING
JUNE 11, 2001
Room 345-A

Present: Marcelle Karlin, Heidi Behnke, David Blodgett, Connie Domiguez, Dr. Lois Knowlton, Kathy Maurice, Laura Nelson, Val Plummer, Melody Rudolf, students: Mere Helsel, Debbi Lubke

Marcelle Karlin, OTA program director, called the meeting to order at 6:30 p.m.
Marcelle welcomed attendees and introductions were made.

I. Program Updates

A. Program Review

- First self-study completed (done every 5 years). *See data attachments.*

B. Accreditation Visit: February 25 - 27, 2002.

- On-site visit with 2 representatives from the AOTA Accreditation Department.

C. Enrollment Issues

- Trends - Overall, enrollment is decreasing. Significant decline - Sacramento graduated 7 students last year. Biggest drop in enrollment is in the 1st semester.
- Stretching prerequisite requirements - may start the program in the fall as long as they have completed one of the prerequisites. They **must complete** by end of fall semester.
- Instead of the summer semester start for the program, we are now beginning in the fall semester. We will see how this works.

More staff time for non-teaching duties - Other staff than Marcelle (faculty growth to be in sync with master plan (do more i.e. high school visits, meetings, etc)).

Lois, Val, and Kathy felt reassuring that areas of non-compliances would be corrected by the February 2003 deadline.

OPEN DISCUSSION

Lois requested each member to make a comment or recommendation on OTA.

Phyllis: San Diego Unified School District - hiring is now leveling out (only 3 positions per year due to budget cuts).

Laura: Her facility focuses on outpatients. Majority of COTAs hired are Grossmont College graduates (since the 1st graduating class). Laura suggested that the OTA program to better prepare the graduates of the fast pace for this occupation. Best employees are from Grossmont's OTA program. Laura noted that the pediatric training is very good! Multi-tasking and to work more independently to prepare for the fast pace are her recommendations.

Beth: Employed by a mental health and adult rehabilitation facility, which is funded by the county, employed 14 COTAs in the last three years. Due to low budget there is no professional staff (OTRs) and use students for a stepping-stone, as they don't pay well. Beth suggests that an emphasis be placed on training professional behavior (attitude, complaining to co-workers, etc.).

Ches: Usually hires per diem and always need COTAs at Locomotion (a new FW facility for OTA students). Has a great experience with our students, yet recommends they need to work on documentation and time management skills.

Darlene C.: Graduate of first OTA program. Recommends students be more prepared for the workload, pace, interaction, documentation, and billing. Now that the last rotation is longer she feels it gives the students more time to build those skills to handle the position. Graduates are paid \$20.00 per hour.

Connie: FW Level I students at her facility. Suggests stressing the dress code! Be more professional. Usually do not hire new graduates, but if they do they are hired to start out on a per diem basis. Suggest interpersonal training and home evaluations.

All commented on the big improvement of grammar and documentation skills!

MEETING ADJOURNED

Val and Kathy thanked the committee for their attendance and their invaluable input to the OTA program.

- The meeting was adjourned at 8:50 pm
- The next advisor meeting - TBA

**GROSSMONT COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
ADVISORY BOARD MEETING**

August 18, 2003
6:30-8:30 PM
Room 345-A

Attendees:

Faculty and Staff - Marcelle Karlin, Beth Atkinson,
Kathy Maurice, Fred Allen, Darlene Mathews

Advisory Members - Nancy Tatti, Judy Pautler, Debbie
Petrie, Robbie Austin, Darlene Cook, Linda Mossman,
Melody Rudolph, Tess Lapid, Heidi Behnke, Rose Luther,
Didi Olson

Introductions and Welcome

- Marcelle Karlin, OTA Program Director, called the meeting to order on August 18, 2003 at 6:30 p.m.
- Marcelle welcomed attendees and introductions followed.

1. Program Updates

- *New Dean and Fieldwork Coordinator*

Marcelle informed the attendees of the retirement of Dr. Lois Knowlton. Lois Knowlton is now working at an Adult Day Care Center, owned and operated by her daughter. Fred Allen, the new dean for the Business and Professional Studies department, was introduced.

Beth Atkinson was then introduced as the new Fieldwork Coordinator as Val Plummer moved on to other adventures.

- *Accreditation*

Marcelle announced the status of the accreditation for the OTA program. The program is now off probation and is fully accredited for five (5) years. There was a plan of correction and those items were met. Many of the corrections (according to Dr. Lois Knowlton) should have been recommendations vs. areas of non-compliances.

- *Student enrollment, marketing, fees*

There will be eleven (11) students graduating 2004. So far there are 15 - 16 students to start the program this year. More are expected, but at this time it is hard to know how many as students are still completing their prerequisites.

The biggest stumbling block for new students is enrolling in the Anatomy and Physiology classes as these classes are not only impacted at this campus but all others, too. The majority of the health profession programs require the Anatomy and Physiology as prerequisites and this causes a huge problem for meeting prerequisites. The Anatomy class is not offered in the summer semester on this campus and students have to go to other campuses to enroll.

Marketing has played a big roll in recruiting students. The funds from VATEA designated for marketing has proved to be extremely beneficial. Prior strategies (mailings, radio/television, flyers/ career fairs) have not been as successful as ads that have been placed in the Reader and Job Giant. This media brings in a lot of interest in the career change market. We will continue to recruit in this manner as long as we have the funds.

Budget Cuts Increase - Unit cost has increased from \$11.00 to \$18.00 per unit and will possibly increase up to \$24.00 by next year. This is pending state legislation. Costs of books have also increased - however, with all the increases this is still a great deal for a health profession education!

- **Recognition awards - Kathy Maurice**

Congratulations to Kathy Maurice who was recognized and awarded for her role as an outstanding adjunct. Well deserved! Kathy basically carried the program while Marcelle was ill.

- **Shushan scholarship**

This scholarship was established by Steve Shushan and his family in the memory of Carolyn Shushan. Carolyn was the first director of the OTA program and passed away. Steve calls on a regular basis to update us on the scholarship fund.

There is \$250.00 awarded to two (2) upper division students and two (2) lower division students each year. The money awarded helps the students, especially during the time of their fieldwork assignments. Stephanie (Steve and Carolyn's daughter) and Steve are committed to this scholarship as long as there is an OTA program. At this time they are writing letters to solicit funds for this scholarship as they are out of money. Marcelle requested all to help with supporting this scholarship and to direct any interest to the Financial Aid department.

- **Program Review commendations/recommendations report**

Program review is usually done by every department every five (5) years. This is around the same time as the accreditation is due. The report is then presented to the Academic Senate (this year April 2003). After the committee reviews the program they are presented with commendations/recommendations.

Commendations:

100% pass rate compared to 82% national pass rate

Outstanding faculty dedicated to student success

A program Advisory Committee that supports the program through curriculum review, clinical education, and marketing

Recommendations and actions taken:

Renovate room - new counters, cabinets

Grading update - for clinicals: changed from grade to credit/no credit

a New AOTA fieldwork evaluation form - AOTA requires minimum of 70 points

Speech Communication - Speech 120 was recommended in lieu of public speaking; however, students can benefit from this class as well.

Course outlines - last updated in 1995
Presently being updated.

- **Student discipline procedures**

Fred Allen stated that discipline has become more difficult as students are more challenging and it is important for you and the student to know and understand procedures. Also, be prepared as there is always at least one (1) student who will present a problem and it is good to have guidelines so that you and the student may know what rights are available.

Kathy alleged that if there is a behavioral problem and the student can pass an academic test it makes it very difficult when the student takes an issue to an attorney.

Marcelle affirmed that their professions were on the line and that it is important to have guidelines.

- **New Facilities**

Proposition R passed - \$206 million designated to Grossmont/Cuyamaca Colleges. A new health professions building (20,000 sq. ft.) has been approved. Marcelle has requested her needs/wants for the OTA program. There will be 800 square feet designated for OTA, which will include a new apartment that will no longer be shared with the nursing program. Fred Allen stated that there is no plan for growth with this new building and that some of the old buildings will be renovated for needed expansion.

- *Library*

The new library is now opened. It is the first new building, in 40 years, for this campus. The old library will be the new high tech lab. The next construction will be a new science area and then the health professions building will be started.

2. Curriculum changes -

- Texts

Texts have been updated.

- New objectives have been included in all course outlines.

- Prerequisites were confusing, but are now clarified.

Corequisites have been clarified as well.

- Course prerequisites, objectives

Using the overhead, Marcelle read and explained the changes that were made.

- Practice Framework/New FW evaluation

Marcelle explained that the language in the new Practice Framework has now been included in the objectives.

All OTA courses were reviewed and changes were made to reflect the ACOTE Standards.

All committee members agreed that changes were necessary.

3. HIPAA - (Health Insurance Portability and Accountability Act of 1996)

All healthcare providers are required to train their entire workforce (which includes registry employees and healthcare

trainees) on its policies and procedures with respect to protect health information. Reference materials were provided to train students about the privacy and security of an individual's health information.

Beth provided this training with the students as a classroom assignment.

4. Salary Survey/Job Outlook

The advisory committee discussed possible ways to obtain information for a survey which would include salary ranges and job outlook without disclosing company or employer names. Most agreed that in general a COTA's salary is in the \$16.00 - \$25.00 range.

Fred suggested to speak with Elisabeth Hamel as she just setup a survey for the nursing program and she may have some valuable input on how to acquire this information.

Another suggestion was to go online.

Didi commented that YES there is a job growth for the COTA.

Robbie said that there are plenty jobs available but no one is applying for these full-time positions.

Nancy agreed that there are job openings.

Marcelle inquired if the job growth for COTA's had anything to do with the rumor that physical therapy assistant jobs were being eliminated?

Judy replied that that is not the case even though there has been a decrease in physical therapy assistants over the past 6 years.

5. Mentorship

Nancy - Expressed what a Great Idea!

Robbie - Need to setup boundaries with students so they don't overburden staff/mentors.

Marcelle - Requested to be emailed with ideas or recommendations

6. Fieldwork Level I

- Fieldwork Level I was discussed. There are now clear objectives for FW I. Any ideas for projects were solicited.

7. Adjourn

- The meeting was adjourned at 8:40 pm
- The next advisor meeting - TBA

Grossmont College
OTA Advisory Board Meeting
August 16, 2004
Room 345A - 6:00 pm

Attendees:

Faculty and Staff

Marcelle Karlin	Program Director
Beth Atkinson	FW Coordinator
Kathy Maurice	Instructor
Fred Allen	Dean of Business and Professional Studies
Darlene Mathews	Secretary
Eric Navarete	OTA Student
Janette Alden	OTA Student
Sheryll Santos	OTA Student
Cynthia Sundberg	Program Director - Friendly Care Adult Day Healthcare
Darlene Bickett	OTR/L - Sharp Grossmont Rehab
Linda Tank	OTR/L - Therapy Specialists
Nancy Tatti	OTR/L - Sharp Grossmont Registry
Laura Nelson	OTR/L - San Diego Rehabilitation Institute
Val Plummer	OTR/L - O.T. Etc.
Heidi Behnke	OTR/L - Sharp Homecare

Introductions and Welcome:

After dinner was served, Marcelle Karlin, OTA Program Director, called the meeting to order at 6:15 p.m. Marcelle welcomed everyone to this year's advisory meeting and an introduction by each committee member was made. The meeting proceeded with an overview of the agenda as follows:

1. College Updates

Fred Allen, Dean of Business and Professional Studies, gave an update of the new buildings for Grossmont College which resulted from state funding (approved 7 years ago) and from the passing of Proposition R (\$206 million) designated to Grossmont/Cuyamaca for renovations.

• **New Library and Tech Center**

Library:

The new library is now opened. It is the first new building

in 40 years for this campus.

LRC (Learning and Technology Resource Center):

The old library has been renovated and is now the new high tech mall. There are 496 new computers in this center.

- **New Science Building Underway**

Ground breaking began this summer for the new science building. The construction plan will then be followed by a new graphic design building; the renovation of the theatre and fine arts building; and a student center. These new buildings and renovations will be completed before the health professions building is to be started.

A new health professions building (20,000 sq. ft.) has been approved. Ground breaking for the Health Professions Building is scheduled to begin in 2007 and should be completed by 2009/2010. Fred Allen stated that there is no plan for growth with this new building and that some of the old buildings will be renovated for needed expansion.

Fred mentioned that there will be other science programs, besides the health professions programs, to share this building due to the fact that there are not enough health professions students to justify occupancy of the whole building.

- **Tuition fees increased to \$26/unit in the Fall**

Marcelle and Fred proceeded to discuss the enrollment fees.

Due to budget cuts - tuitions fees are to increase this fall semester to \$26.00 per unit.

Marcelle stated that even with this increase that this is still the "best deal in town" to be able to obtain a health profession degree compared to private institutions and universities costs.

Linda Tank inquired of the cost of the program. Marcelle replied that with state budget cuts and cost increases - the program is estimated at a cost of \$3500.00 for the two-year program. Marcelle explained how our program encourages students to apply for scholarships (the OTA Carolyn Shushan in particular) and financial aid to assist them with their financial needs. Another resource she suggested was to contact the EOPS department as they have a book fund for those that qualify.

Marcelle expressed her confusion regarding the fact that with the job outlook for OTAs being very, very, good - why there isn't more interest in the OTA profession. Job opportunities, not only in San Diego but nationwide, are received almost daily. Her concern is why the other health professions have waiting lists for their programs and the OTA program is struggling to recruit students. By

advertising in the Reader and the applicant researching the internet has been our most effective resources. Marcelle welcomed the committee to help recruit and was opened to suggestions on how they may become involved. She requested to all to please email or call her if they have any ideas.

- ✓ Darlene Bickett suggested to attend Career Days or Health Fairs held at the local high schools would be a means of educating the students for a future career in OTA.
- ✓ Cynthia suggested working with their ten, county volunteers (32 hours per month). They have a strong Welfare to Work program in the vocational rehabilitation department. Marcelle agreed to work with Cynthia on this suggestion.
- ✓ Nancy suggested passing out brochures.
- ✓ Val said she would be glad to distribute brochures, flyers, and posters.
- ✓ Linda Tank also agreed to distribute the handouts.

2. Program Updates

- **Student enrollment is up**

So far, 16 students have been accepted to begin this year's OTA program.

Marcelle stated that we will continue to market the OTA program as it has played a major roll in recruiting students. New posters, flyers, and brochures have been developed to promote exposure of the OTA program and of the role of the OTA.

Job outlooks are very, very, good. Almost daily, we receive notices of job opportunities (not just located in San Diego, but nationwide) for new graduates of the OTA program.

- **Curriculum changes approved through Curriculum Committee**

Last year curriculum changes were proposed to infuse new practice framework and language into the program. These changes were approved. There are a few more changes that need to be made; the catalogue information needs to be clarified.

- **Offering 299 courses - Hand Therapy and possibly Dysphagia to come**

During the summer a new elective (Hand Therapy) was offered

to the students as well as the community. Marcelle emphasized how hard the work was to implement this course, but was very pleased with the outcome. There were four (4) sessions at 4 hours each. This course was a great opportunity to acquire CEUs (1 unit equaled 15 contact hours). The instructors (Jill Peck-Murray and Donna Ganley) made the evaluations.

Hand Therapy will be offered again either during the Winter Intercession or the Spring Semester.

- **Established chat room for students doing fieldwork (Beth)**

A Discussion Board was set-up in conjunction with FW II rotation. The Discussion Board was confusing and difficult to use. Group Email will be used for next spring.

- **Emphasis on Professional Behavior (Beth)**

Beth stated that she is really pushing an emphasis, more so than ever, on professional behavior this year. Students not only do questionnaires on others, but also on themselves.

- **Revision of FW I (Beth)**

Beth informed the committee on the FW Level I schedule. There are now four different sites: 1) Pediatrics 2) Mental Health 3) Adult Physical Disabilities 4) Geriatrics. Beth thanked clinicians for taking our students. These sites will offer 20 hours each for the student to observe patient contact.

Kathy commented that she saw a big improvement.

- **Purchasing new texts, videos, equipment**

Monies from the College General budget, VATEA budget and the OTA budget have allowed us to do the marketing, and purchase new textbooks, equipment, videos, and supplies. Marcelle stated that the VATEA funds are very critical to our future and hopefully they will continue.

- **Linking with Grossmont ROP Health Programs - Rehab Aide**

Last month Marcelle met with the ROP director to discuss linking the six-month Rehab Aide Program with the OTA program. The director felt by doing this it might take away students from the ROP program. Marcelle felt that the ROP program was a good stepping-stone to the OTA program.

Cheryl said she started the program but left as it did not have the curriculum structure she was seeking.

Laura stated that aides were not in her system and inquired about the job market for aides.

Darlene B. and Kathy both felt that even though aides did a lot of paperwork, it was still good exposure in the rehabilitation field.

The Anatomy and Physiology classes required for the Rehab Aide are not as in depth to meet the OTA program's prerequisites. Marcelle and Fred explained how highly impacted the Anatomy and Physiology classes are at Grossmont. Marcelle stated that the problem was not so much the lecture, but the labs. The suggestion was how to use High Schools for the labs on the weekends. Fred explained that the high schools do not have the models and equipment needed and the transportation cost was not feasible. Fred went on to explain that this is not only a problem at Grossmont, but city and statewide as these are the requirements for the majority of the health professions. He also said that Cuyamaca College is opening up a new biology section; however these classes close within 10 minutes. Marcelle said that some of her students had tried to enroll at least 3 semesters before they were able to enroll in those prerequisite classes. Fred felt that by going back to the old point system that was used 15 years ago might be a solution. Fred and Marcelle expressed their frustrations and are hoping that new sections will soon be added.

3. Future Needs

- Mentoring Program - Need Community Support

Marcelle expressed her desire to initiate a mentoring program as she feels it is very significant to benefit the students. She felt there is a need to hook-up seasonal therapists with the students and implored the committee members for their help. She asked them for their ideas and will follow-up on all of their suggestions.

- Shadowing Program for prospective students

Darlene M. explained the successful job-shadowing program offered by the Respiratory Therapy department. After the applicant attends an informational orientation, the applicant has the opportunity to request a visit to UCSD Hillcrest, on Friday mornings, and job shadow with a respiratory therapist for 3 - 4 hours. By giving the applicant this opportunity to be in the health profession environment gives them the motivation to join the program. This shadowing program has really helped to improve the number of applicants over the last two years.

Marcelle informed the committee members that the OTA program has informational orientations on Wednesday evenings and

would like to offer the applicant a job-shadowing opportunity, also. She asked the members if any of their facilities would be available.

Laura wondered if HIPPA would be involved.

Cynthia replied that the patient has visitors so she did not see any problem with that as the applicant would only be observing.

Darlene B. stated that at her facility an orientation was first required and will see how to get around that.

Linda was not sure on her facility's requirements but will check it out.

Val said they may attend her site but the applicant needs to first make an appointment.

- **Community-based projects - emerging areas of practice (low vision, elder driving, etc.).**

Students doing projects in last semester. Marcelle asked for ideas from the group.

- **Research/Evidence-Based Practice**

Marcelle expressed interest in how the college student can become involved in evidence-based research. She gave an example (The Home Depot in Santa Ana made ramps for special needs persons). Marcelle asked the committee members for suggestions to access research information.

✓ Laura mentioned the cost is \$75.00 per year. Also, AOTA has a website that can be accessed for research.

- **Increasing units for fieldwork?**

Marcelle explained that the Fieldwork experience is 8 units. Students need 9 units to qualify for financial aid. There are many barriers to increase the units (as related to Title 5). Fred Allen stated that fieldwork is considered work experience. Santa Ana and Sacramento have similar programs and also fall under the Title 5.

Fred stated that the nursing students are paid for their clinical experience. They have the required 75 units verses OTA's 65 units. He also felt that clinical and work experience needs to be re-defined.

- **Marketing and recruitment**

The funds from VATEA, designated for marketing, have proved to be extremely beneficial. Prior strategies (mailings, radio/television, flyers/ career fairs) have not been as

successful as ads that have been placed in the Reader and Job Giant. This media source brings in a lot of interest in the career change market. We will continue to recruit in this manner as long as we have the funds.

Marcelle noted that the OTA brochure needs to be updated (new cover picture to express the profession/career).

Again, will welcome any idea to promote the OTA program.

4. Discussion

- Variety of topics included pay scales/salaries for the new graduate.

Darlene B. = \$18.00

Val = \$17.50

Cynthia = \$16.00 - \$18.00

Heidi stated that she does not have COTA's on staff at her facility (only PT Assistants).

5. Adjourn

Marcelle thanked the committee members for attending and the meeting was then adjourned at 8:30 pm.

The next advisor meeting - TBA (August 2005)

**Grossmont College
OTA Advisory Committee
August 17, 2005
AGENDA**

Attendees:

Faculty and Staff

Kathy Elgas (Maurice)	Interim Co-Program Director/Instructor
Lorenda Seibold-Phalan	Interim Co-Program Director/Administrative
Beth Atkinson	FW Coordinator
Val Plummer	Instructor
Fred Allen	Dean of Business and Professional Studies
Judy Glatstein	Instructor
Marilyn Sidler	Instructor
Mary Callahan	Interim Associate Dean of Health Professions
Darlene Mathews	Secretary

Bridgette Anderson	OTR/L
Connie Dominguez	COTA
Cynthia Sundberg	Administrator - Quantam ADHC
Darlene Bickett	OTR/L - Sharp Grossmont Rehab
Darlene Cook	OTR/L
Didi Olson	OTR/L
Laura Nelson	MS OTR/L - SDRI Director
Patti Webster	Children's
Robbie Austin	COTA

1. Introductions and Welcome:

After dinner was served, Lorenda and Kathy called the meeting to order at 6:20pm. Kathy welcomed everyone to this year's advisory meeting and an introduction by each committee member was made. Fred Allen introduced Mary Callahan as the Interim Associate Dean of Health Professions. The meeting proceeded with an overview of the agenda as follows:

2. College Updates:

Fred Allen, Dean of Business and Professional Studies, gave an update on the new buildings for Grossmont College, which resulted from state funding (approved 7 years ago) and from the passing of Proposition R (\$206 million) designated to Grossmont/Cuyamaca for renovations.

- **Buildings and Renovations** - to take place over the next ten years. New buildings and renovations will be completed before the health professions building is to be started.
- **New Road/Entrance** - about 3 weeks behind in schedule due to permits. Will be ready shortly after fall semester begins. New two-way entrance onto campus.
- **Science/Lab Building** - hopefully, ready by next year. The old building will be torn down and the new Health Professions Building will be built there.
- **Student Center** - to start construction by the end of 2007. Will house all of the student services.
- **Graphics/Arts/Ceramics Buildings** - construction to begin.
- **PE Building** - to be revamped.
- **OTA** - new lab and apartment to be included when Health Professions' Building is constructed.
- **Parking Garage (3-Story)** - Construction held off - designed for 20,000 students and only 17,000+ students enrolled; cost would be \$28,000,000.00 and felt it was more important, at this time, to begin construction on new buildings. The college will continue to work on the parking situation.

3. Program updates

- a. Staff changes
 - Val, Judy, Marilyn, Beth, and Kathy to teach the fall semester.
 - Kathy and Lorenda to be co-directors.
- b. Enrollment - at this time
 - 32 Students enrolled for the OTA 100 class this fall 2005 semester;
 - 24 students accepted to start the Class of 2007 - Biggest class in over 5 years, very exciting.
 - 12 students graduated - class of 2005
 - 9 students to graduate next year - class of 2006
 - Question: Prerequisites need to be met before applying to the program? Kathy answered, "No, applications are accepted on a first-come, first-serve basis". No waiting list at this time. Prerequisites must be completed in order to be accepted into the program.
- c. Fieldwork
 - Beth expressed her appreciation and thanks to the members that accepted our students to their facilities for their fieldwork/clinical experience. Without their help the students wouldn't be able to pass the program, because the clinical experience is vital to their learning. Also, expressed was the need for increased number of fieldwork sites (local), due to large class size.
 - The Fieldwork Forum, held in June 2005, was a success and will try to hold it again, next year.

- Southern California Consortium or our own - next spring? Beth asked the committee members to let her know which would be their preference.
- d. New equipment - Donated by the ASGC (\$4500.00 value). Marcelle and Diane Leong prepared the request and the estimate to purchase the following equipment:
- Digital projector and computer - Very exciting news - just received a new digital projector; which hooks-up to the computer and capable of internet access that enlarges the video or DVD movies.
 - ELMO - used to project a book's contents or an object onto the screen (when placed into position); also, can project PowerPoint presentations onto the large screen - no longer on small screen TV.
 - Bio-feedback machine - used by the students to practice muscle activity.
 - New hand therapy equipment for the course.

4. Future needs

a. New program director

Kathy thanked Lorenda Seibold-Phalan for her much appreciated help with the OTA program since the loss of Marcelle (OTA Program Director) who passed away in June 2005. Lorenda is the director for the Respiratory Therapy Program and has been working at Grossmont College for 22 years. Her campus knowledge and experience is very helpful in representing OTA.

The position, to replace Marcelle will not be posted until January, 2006. In the meantime, Lorenda, Kathy, Beth, Val, Judy, and Darlene will all continue to work together until the position is fulfilled. Kathy explained the process to fill a vacancy (priority, committee, posting position, etc). The new director is expected to begin in the fall 2006 semester.

b. Report on community based projects

AOTA is putting a lot of emphasis on developing new non-traditional workplace programs. AOTA has made it a mandatory part of the curriculum to teach the students the philosophy and how to seek and create these opportunities. Kathy explained that they would continue with the program that Marcelle initiated two years ago. Marcelle revised and improved it last year. She had a joint project for the students between the geriatric's and the management class. The students were to perform a market analysis and design something for the geriatric program. At this time the student's programs will not be implemented, but eventually, hope these types of things will evolve in the community.

The class presented three projects:

- Helping seniors to find areas to volunteer
- Having seniors cook for other seniors

- Teaching computer classes to the elderly

Kathy asked if any of the committee members had any ideas that the students could use for their projects. A few ideas were suggested:

- Cleaning, shopping, and transporting - by volunteering to help the seniors and others with needs
- Working with the DMV to help those that lost their license
- Seniors to read stories to children at the libraries
- Teach computer skills to seniors at the libraries

c. **Marketing**

Kathy and Beth performed the student orientation, last week, and asked the new students how they heard of the OTA program. As marketing is always a challenge their input was very valuable on how we may proceed to advertise. The results are as follows:

- Word of mouth
- School system (counseling, website, schedule)
- Pediatric clinics
- Mailers
- The Reader

Other means of advertising were suggested:

- Darlene Bickett - visiting High Schools
- Lorenda - member of consortium (group of high school counselors, biology teachers, and other healthcare professionals) for the east county high schools. The consortium works with the students to expose what is being offered and how they may obtain reaching their goals in the health professions.
- More interaction with the Grossmont counselors to educate them in the Occupational Therapy Program.
- Lorenda - Go into the biology classes at Grossmont and promote the OTA program, as the anatomy and physiology classes are the prerequisites that are required to being accepted into the program. Many students do not know about OTA and this is a good way to introduce the program. Also, very productive means for new applicants.
- Have the OTA club students go out into the community and spread the word.
- Go to military bases to expose this program to those who may be seeking a new career.
- Attend career/job fairs.
- Judy passed out OTA posters to various sites (resulted in one application).

5. **Questions**

- a. Kathy inquired of the committee members if they have seen any improvement in professional behavior (a concern from previous advisory

meetings)?

- Attire
 - Laura - scrubs are worn at her facility
 - Others - no improvement - OTAs seem to dress more practical/casual than personal/professional due to the duties they perform (i.e. helping patients to shower).
- b. Comments on newly hired graduates?
 - Connie - One graduate very teachable; the other was not a "fit" at this facility - needed a lot of one-on-one.
 - Didi - Commented that, "you can teach them ADL skills, but you can't teach them to put a smile on their face so they can relate to those that they need to". Hired (3) three graduates.
 - Darlene B. - impressed by the new graduates and their clinical judgement.
- c. Comments on licensing?
 - Connie recommended to a student that did not pass the exam the first time, "to just read through the materials - don't try to memorize everything", and he did fine and passed the test.
 - Kathy informed the advisory members that they could go on-line to see the licensing results, as least one week before the student is informed by letter.
 - Judy inquired what happens if they do not pass?
Beth replied that they cannot work and advises the students to take the test ASAP; don't wait as permit expires in October.
 - Kathy - part of management class to teach students (how to sign up to take the test and have all the proper paperwork).
 - Kathy reported: 96% passed first time and 99% passed second time. Harder to track now that tests are not done at same time.
 - Judy suggested that students who are not good "test takers" to do internet testing. Good websites to help those that need extra help.
 - Kathy - during the last semester of the OTA program she tries to make midterms and finals like certification exams testing. Also, shows a video and then the students practice.
- d. Comments/Suggestions regarding the students?
 - Cynthia - Three (3) students at her facility - so much energy and compassion, suggests more focus on: money management; transportation (teach students to teach patients on community transit resources).
 - Laura - expressed that she has had very good experiences with the students and graduates. She inquired if there were any available statistics on the graduates who were licensed, but did not practice the profession. Kathy to get this information.
 - Robbie - felt that the students feel that they need to know it all. She felt they needed to know and set boundaries and work on time management skills.

- Connie mentioned that 45 minutes was efficient to treat, read, and chart.

6. Adjourn

Lorenda and Kathy thanked the committee members for attending and the meeting was adjourned at 8:30 pm.

The next advisory meeting - TBA (August 2007)

**GROSSMONT COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
Advisory Board Meeting
August 15, 2006
6:00 - 9:00 p.m.
Room 345-A**

ATTENDEES:

Christi Vicino
Beth Atkinson
Kathy Elgas
Laura Nelson
Marilyn Sidler
Val Plummer

Laura Crandall
Carmen Bomar
Carol Strasser
Connie Dominguez
Darlene Bickett
Darlene Cook

Heidi Behnke
Nadine Heideman
Nancy Tatti
Patty Noerbaek
Sue Harris
Lorenda Seibold-Phalan

Introductions and Welcome:

After dinner was served, Christi Vicino, new OTA Program Director called meeting to order. Christi at this time introduced and thanked Lorenda Seibold-Phalan, from Respiratory Therapy for providing such strong support and leadership to the OTA Program in addition to her own load. The entire OTA faculty is in agreement with thanking Lorenda for helping to keep the OTA Program together.

OTA Director acknowledges Beth Atkinson..... Thank you Beth for helping to keep it all together----for going beyond the call of duty...and for being a great team player.

Next, the committee members introduced themselves.

College Updates:

New Health Science Building update was given. It is going to happen. We have new architects and meetings have begun.

Program Updates:

Staff changes were explained - Darlene Mathews retires 01/07; Linda Goodwin retires 12/06; Diane Christensen retires 04/07.

Faculty Updates - Christi is teaching 100, 101, and 110. Val and Kathy are teaching 220. Val is teaching 230. Val is heading up the OTA Club. Student enrollment is 16 for class of 2008 and 19 for class 2007.

Fieldwork Updates - Beth explained the background check and drug screen requirements of the program.

Curriculum Updates - Kathy and Val indicated there were no new changes in curriculum since last Advisory Meeting.

OTA 299 Courses - Jill Peck Murray and Donna Ganley O'Brien pulled off another successful OTA 299 Intro to Hands course. 299 courses can only be offered 3 times and then it needs to become permanent. Ideas were given by Advisory for new 299 courses: Dysphagia - maybe Susan Knier, Lisa Rodriguez or Didi Olsen, Claudia Allen Cognitive Levels - Kathy Elgas and the Network.

Accreditation Updates - Program director submitted paperwork on 07/31 for approval of director change. Spreadsheet of ACOTE standards completed by Kathy Elgas was shared with committee. Documentation, statistics and charts are being reviewed in preparation for self-study. The first section of the self-study is completed. Target date is December for completion, then proof and assembly with mailing by January 1 with a 1-month buffer. May is the site visit.

Future Needs:

Accreditation involvement - E-mails will be sent to advisory members to get availability and try to match with evaluators' schedule of events for site visit.

Recruitment - Ideas were given by Advisory for recruitment: A&P class appearances, Mary Evert as a connection to the armed services, advertising was discussed. Connie Dominguez discussed going to West hills High School to speak. Shadow program was discussed and several members wanted to be listed as being available to have a student shadow them. Laura Crandall discussed that their Counselor for Allied Health was very effective in getting increased class sizes for their program. Discussed salary averages in the marketplace: 19, 21, 30, 35...20 was average. Need for community guest speakers was brought up and several members indicated being available to speak on various topics. A request was made for sample documentation to be sent to the program for the documentation course and many members indicated they would send information.

Questions/Comments:

Sue Harris announced that they were planning on having a documentation class at Therapy Specialists and all were welcome. She would e-mail specifics. Suggestions were made to link up Loma Linda in some manner. A request was made by several members to have another Advisory Meeting prior to site visit for review of self-study.

Adjourn: Christi thanks all for attending and for the support, they provide to the program. Meeting was adjourned at 8:45 p.m.

Next advisory meeting - TBA (March 2007)

Program Review
Questions & Answers

Program Review Committee
Summary Evaluation