

OCCUPATIONAL THERAPY ASSISTANT PROGRAM REVIEW



Fall 2014

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**OCCUPATIONAL THERAPY ASSISTANT PROGRAM
PROGRAM REVIEW**

SIGN OFF SHEET

Christi Vicino

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SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1

PAST HISTORY:

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 followed by the loss of its second program director, Marcelle Karlin. The program was held together during this time by the dedicated adjunct faculty and Lorenda Seibold-Phalan, Program Coordinator for Respiratory Therapy.

The OTA program was primarily funded through ROP up until August 1999. New accreditation requirements from the American Council for Occupational Therapy Education (ACOTE) made it necessary to move the program out of ROP to the college, and increase the program director position from 80% to 100%.

The first class of OTA students was accepted into the program in June 1995. The prerequisites to enter the OTA program originally included two (2) semesters of Human Anatomy and Physiology, twenty (20) hours of clinical observation and interview and a letter of intent. Title V regulations does not allow for this. Nursing has been authorized at the state level to utilize alternate entrance requirements and allied health programs are hoping to be included in the future.

RECENT HISTORY:

Christi Vicino accepted the position of Program Director for the OTA program in August 2006 with accreditation self-study beginning immediately and site visit to follow in 2007.

This site visit extended accreditation through 2012. The most recent 2012 ACOTE site visit extended accreditation through the year 2022.

The newest ACOTE standards in 2013 required a full time fieldwork coordinator be in place for each OTA Program. August 2013 Joyce Fries began as the program's first full time fieldwork coordinator.

A total of seventeen (17) 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. 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 rose slowly and we have consistently had a waitlist since 2010.

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 and complete the paperwork requirements of for health professions. We are hopeful to receive permission from the State Chancellor's Office to utilize additional screening tools for all allied health professions similar to those of the nursing programs in the state.

The OTA is an evening program. This has afforded many working students the opportunity to complete the program with less financial stress. The job outlook for OTA graduates is currently bright with the profession being listed as U.S. News & World Report #21 best career and states to “Expect 42.6 employment growth and 12,900 new job openings between 2012 and 2022.”

The most exciting changes for the OTA Program have been the following:

- A wonderful new building that provides a therapy apartment, pediatric open space lab and classroom, physical disabilities open space lab and classroom, lab prep area and lab storage area.
- Access to amazing hospital rooms that we have begun using for clinical scenario simulation teaching/learning.
- A strong student interest in the profession of occupational therapy.

1.2 Program Goals

Appendix 1 contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your most successful and least successful goals and answer the following questions:

For your most successful goal:

- a) What activities did you undertake to achieve this goal?
- b) Report and explain the data you have to verify progress toward your goal.
- c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

Link with University of Saint Augustine OT Program – The OTA Program began utilizing scenario simulation based teaching/learning in 2008 when the program director pretended to be a patient for the 2008 final skills checklist prior to going out to clinicals. Scenario simulation was reworked for 2009 and a substitute adjunct and program director became patients one evening so students could practice therapeutic interventions. The year of 2010 brought even more excitement to our scenario simulations utilizing first year OTA students as patients for the second year OTA students and community practitioners as the graders. The second half of 2010/2011 University of Saint Augustine along with first year OTA students were invited to simulate patients for the Grossmont College OTA Geriatric course midterm and final. We used community based practitioners to grade the therapeutic interventions they observed with a new patient specific rubric. USA students received volunteer hours for their participation. USA and Grossmont students reported liking the interaction between OT and OTA. We continued this model for two courses during that year. ACOTE was contacted to determine if video fieldwork combined with simulation was an acceptable substitute for traditional level I fieldwork. Discussions regarding shortage of level I fieldwork sites were ongoing between the two programs and across the state. Summer 2012 – multiple level I cancellations due to norovirus led to brainstorming a solution. A fieldwork weekend was designed to build hands on experience weekend that included OT and OTA working together to complete a case from initial assessment to discharge. USA students and first year OTA students would play the patient in the hopes that it would increase their understanding as they begin to prepare to be clinicians. We also host an Ethics

Workshop in the Management Course that is collaborative between USA and Grossmont. USA students often attend our Assistive Technology Show in support of our OTA students. We are developing a cooperative fieldwork II experience where an OT and OTA student go to a nontraditional site under the supervision of our fieldwork coordinator. Dreams do become a reality! It is very exciting to have the opportunity to move the program and the college forward in the area of Resources – develop and maintain an exceptional learning environment, student success – Provide an exceptional learning environment to promote student success and economic/community – Develop innovative partnerships that meet long term community needs.

For your least successful goal:

- a) What challenges or obstacles have you encountered?
- b) Has this goal changed and why?

San Diego Trace Program – This program was an amazing clinical experience for OTA students. The OTA students would meet at designated community locations to meet TRACE students and staff from San Diego City Schools. The OTA students would partner up with the TRACE students and staff to complete community integration activities that included asking stores if they could post a flyer for an event, going to the library in a community, going to a park, shopping etc. These activities gave the OTA students opportunities to teach TRACE students behavioral norms for community interactions and integration. Although the OTA Program still has a contract with San Diego City Schools for level II fieldwork experiences, the level I TRACE experiences are on hold because the program is run by special education instructors and the San Diego City Schools contract specifically states occupational therapy must supervise and plan all fieldwork experiences. The clinical educator supervisor was not receptive to going through all the processes that were necessary to make the language change to the contract. I hope this will change through a series of meetings with the new representative who is to replace the retiree.

1.3 Implementation of Past Program Review Recommendations

Your program 6-year Unit Plan in Appendix 1 contains the most recent Academic Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review.

1. To meet new professional standards, increase hours of the Fieldwork Coordinator to at least 15 hours per week. – August 2013 the Fieldwork Coordinator position became full time.
2. Increase enrollment through greater visibility on campus and in the community including targeted high school visits. – We have a waitlist and continue to do high school and community outreach.
3. Work with the Transfer Center Coordinator to improve transferability of courses from the Certified Occupational Therapy Assistant to Occupational Therapy graduate programs. – Program Director has been in communication with the program directors at several graduate programs through the years. There is a nationwide industry issue with the movement of OT to Masters and now Doctorate in the near future and transferring of OTA level coursework. Generally introduction to OT and kinesiology courses are accepted by the OT graduate level programs. There are currently some discussions with accreditation bodies regarding levels of degrees for the profession.
4. Submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletions forms for those courses that have not been offered in the last three years. - The Program Director is a frequent visitor to Curriculum Committee keeping the OTA curriculum up to date according to the accreditation standards for OTA and to meet community OT needs.
5. Use student learning outcome data for continued course and program improvement. – The OTA Program has been on target with all SLO requirements for the college/program and utilizes the SLO information in the evaluation processes required for ACOTE accreditation and program needs.

***SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC
STANDARDS***

In **Appendix 2 - Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog (see “Courses of Instruction” section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see “Associate Degree” section. This is the yellow section). [NOTE: Do not include your actual course outlines]

2.1 Review your course outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

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 and the OTA Advisory Committee 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. Faculty members meet to discuss the impact of the new standard on their respective course and across the curriculum. Recommendations are reviewed along with Advisory Committee input, community practice trends, graduate input and fieldwork site input. The OTA Program utilizes the OTA Skills Checklist which also helps ensure that students are meeting the outcomes for successful clinicals and practice in the profession. The OTA Skills Checklist reflects industry standards and skills and is updated yearly.

In addition to Faculty Meetings, Advisory Meetings, the OTA Program Director receives information about occupational therapy training needs from Fieldwork Sites, graduates and by attending the occupational therapy national and state conferences for continuing education opportunities.

The most recent curriculum changes have included combining adult and geriatric courses into a series titled Introduction to Physical Rehab and Advanced OT Skills in Physical Dysfunction. Level I clinical practicum courses were created to delineate the actual hours and course content tied to practicums. Level II clinical practicum course unit value was adjusted to meet the practice standards.

GROSSMONT COLLEGE OTA SKILLS CHECKLIST

STUDENT NAME: _____

INSTRUCTOR NAME/INITIALS: _____

YOU WILL BE GRADED ON DEMONSTRATION OF TECHNIQUES INCLUDE CLIENT INSTRUCTION SCRIPT ORALLY AND WHEN/WHY TO USE TECHNIQUE

STUDENT GRADING KEY = 3 = Comfortable and can demonstrate independently, 2=Needs verbal support to learn skill,

1=Needs concentrated support to learn skill

INSTRUCTOR GRADING KEY: 3 = performs independently, 2 = performs with 2 cues, 1 = Requires more than 2 cues

Example Instructor sign off: 3 CV 9/1/07 ** ITEMS REQUIRE "3" OTHERS "2" BY END OF COURSE TO PASS

SKILL - OTA 220	Instructor Grade/Initials	Date Completed	Student Grade/Initials	Date Completed
PROM Techniques & considerations				
Hand/Wrist	**			
Elbow	**			
Shoulder	**			
Neck	**			
Hip				
Knee				
Ankle				
RANGE OF MOTION - Goniometry				
ROM HAND	**			
ROM WRIST	**			
ROM ELBOW	**			
ROM SHOULDER	**			
ROM NECK	**			
ROM HIP - visual check	**			
ROM KNEE - visual check	**			
ROM ANKLE - visual check	**			
MANUAL MUSCLE TESTING				
Hand/Wrist	**			
Elbow	**			
Forearm	**			
Shoulder/neck	**			
Hip				

Knee				
Ankle				
TRANSFERS - Includes pt instr.				
SIT TO STAND EOB	**			
SIT TO STAND EOB FWW	**			
SIT TO STAND WITH W/C	**			
TRANSFER BED TO W/C	**			
TRANSFER BED TO WC w/Cath	**			
TRANSFER W/C TO BED	**			
NDT TRANSFER	**			
CVA PATIENT TRANSFER	**			
TWO PERSON TRANSFER	**			
SLIDING BOARD TRANSFER	**			
W/C TO TOILET w/ and w/o FWW	**			
OXYGEN MGMT W/TRANSFER	**			
CATHETER MGMT W/TRANS	**			
POSITIONING - Includes pt instr.				
REPOSITIONING IN W/C	**			
REPOSITIONING IN BED	**			
INSTR PT TO REPOSITION SELF	**			
CVA BED POSITIONING	**			
HIP BED POSITIONING	**			
HIP PRECAUTIONS	**			
INSTR PT IN PRESSURE RELEASE	**			
INSTR PT IN INSPECTION	**			
RESTRAINTS	**			
VITAL SIGNS				
PULSE OXIMETER	**			
BLOOD PRESSURE MANUAL	**			
DIGITAL BLOOD PRESSURE	**			
PULSE MANUAL	**			
OXYGEN TANK CHANGE/NASAL C	**			
WHEELCHAIR MANAGEMENT				
W/C LEG REST ADJUSTMENT	**			
W/C CUSHIONS	**			
W/C MOBILITY	**			
W/C MOBILITY W/WALKER	**			
W/C MOBILITY W/IV POLE	**			
W/C MOBILITY W/O2 NO HOLDER	**			
W/C LAP TRAYS	**			
W/C ARM TROUGHS				

LAP Buddy				
W/C Measurements - Verbalize				
W/C Measurements - Standard - Measure				
FEEDING/EATING TECHNIQUE				
THICK IT				
TECHNIQUES FOR TREMORS				
SWALLOWING				
FEEDING				
ADAPTIVE EQUIPMENT/ASSIST DEVICES	CONT'D			
JAECO Mobile Arm Support System				
Mobile arm support with elevation				
GAIT				
WALKERS	**			
CANES	**			
CRUTCHES				
PATTERNS -Demo diff in gait patterns				
GAIT CORRECTION				
Weight bearing of LE - state levels and demo ways to teach patient observance	**			
FALL MANAGEMENT				
RECOVERY BY OTA	**			
PREVENTION	**			
FALL CONTROL TECH W/GAIT BELT	**			
INSTR TO PT-TECH FALL RECOVERY				
ONE HANDED TECHNIQUES				
SHIRT	**			
PANTS	**			
SOCKS	**			
SHOES	**			
G/H	**			
TOILET HYGIENE	**			
CLOTHES MGMT W/TOILETING	**			
PHYSICAL AGENT MODALITIES				
Hydrocollator requirements/safety	**			
Hotpack set up	**			
Hotpack safety	**			
Paraffin set up				

Paraffin safety				
Ultrasound set up				
Ultrasound safety				
Cryotherapy set up				
Cryotherapy safety				
TENS set up				
TENS safety				
Comparison of e-stims				
Iontophoresis				
ASSESSMENTS/CHECKLISTS/TESTS				
Semmes Weinstein	**			
Jamar Grip Testing	**			
Pinch meter	**			
Coordination Testing	**			
Wheelchair Assessment - for scenario patient	**			
EVALUATION SKILLS - Incorporate chart reviewed levels into preparation for treatment planning, treatment and state safety considerations and be able to state tests to determine each.				
Vision	**			
Perception	**			
Sensation/Pain	**			
Reflexes	**			
Coordination	**			
Cognition	**			
Safety Awareness	**			
Coordination	**			
Endurance	**			
Oral Motor Skills	**			
Balance	**			
Functional Wheelchair Mgmt	**			
Seating	**			
Balance	**			

MISCELLANEOUS -Incorporate appropriately into treatment,discharge planning, caregiver/patient instruct & Precautions				
DON TED HOSE	**			
THP's	**			
Work Simplification Techniques	**			
Energy Conservation Techniques	**			
Diaphragmatic Breathing	**			
Pursed Lip Breathing	**			
EXERCISES -Incorporate appropriately into treatment, home exercise program, caregiver/patient instruct & Precautions				
Theraband Exercises	**			
Weight Exercises	**			
Ball Exercises	**			
Pulley Exercises	**			
Foam Roll Exercises	**			
UE Arthritis Exercise Program	**			
Pendulum Exercise Program	**			
Carpal Tunnel Exercise Program	**			
UE WEIGHT BEARING ACTIVITIES	**			
ADA - Verbalize Source of Info	**			
SPLINTING				
Premade Splints				
Pressure Inspection of hand splint				
Modification of splint				
splint #1				
splint #2				
splint #3				

2.2 What orientation do you give to new faculty (both full and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas?

Each faculty member is oriented by the Program Director. On the first visit the new member is given a tour of the OTA area, OTA website, OTA student handbook, OTA faculty handbook and curriculum for their course.

The second visit includes a tour of the campus highlighting the departments the new faculty will interact with most and a more in depth look into their curriculum, blackboard and the college webpage with a highlight on continuing education opportunities available for blackboard.

Blackboard training is also provided by the OTA Program Director. Syllabus, grading, assignment management and classroom management training is also provided by the OTA Program director prior to the start of the semester.

The following OTA New Faculty Orientation is utilized along with the OTA Faculty Handbook. Updates are provided as needed to each faculty member. SLOs are introduced at the first faculty meeting they attend as a refresher to current faculty and an intro to new faculty.

NEW HIRE CHECKOFF SHEET

NAME:	DATE RECEIVED:
UPDATED RESUME	
UPDATED CODE OF ETHICS SHEET	
UPDATED CBOT PROOF	
Emergency CONTACT INFORMATION	
UPDATED PROOF OF AOTA	
Professional Development Plan	
NBCOT first date -	
Graduation Date -	
OTA Faculty Handbook -	

OTA FACULTY ORIENTATION CHECK OFF

AREA	FACULTY INTITALS	PD INITIALS
TOUR OF OT AREA & SUPPLIES		
TOUR OF GENERAL COLLEGE AREAS		
TOUR OF LRC/DUPLICATING		
TOUR OF ADMINISTRATION/BUSINESS OFFICE/MAIL		
OTA FACULTY HANDBOOK		
ACADEMIC CALENDAR		
COLLEGE WEBSITE/FORMS DEPOT		
OTA WEBSITE		
OTA STUDENT HANDBOOK		
COMPUTER LAB INFORMATION/PROBLEMS		
E-MAIL SYSTEM		
STUDENT E-MAIL PROTOCOL		
EMERGENCY PROCEDURES/ PUBLIC SAFETY		
FOOD AND DRINK POLICY IN CLASSROOM		
PARKING PASSES FOR GUESTS		
OTA TUTORING SERVICES		
PAYROLL		
PROFESSIONAL DEVELOPMENT WEEK EXPECTATIONS		
CENSUS DROP ROSTER/GRADE POSTING AND WEB ADVISOR		
BLACKBOARD		
COURSE BINDER/SYLLABUS – OBJ/SLOs/SCHEDULE		
CODE OF ETHICS		
RESUME		
FACULTY EMERGENCY INFORMATION SHEET		
NAME BADGE		
SCAN CARD		
KEYS		
PARKING PERMIT		
RULES FOR LOCKING UP		
INVENTORY CONTROL		
PURCHASING		

- 2.3** Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.

At the end of each semester, the faculty members meet to discuss how the course content and student learning outcomes were met as well as the status of the students with regards to the OTA Skills Checklist. The faculty members for the following semester along with the program director come up with strategies and activities that can help students with the anticipated challenges of the upcoming semester. Approach to content, style of activities, clarity of instructions, remediation activities, tutoring opportunities and college services are all discussed.

Insurance changes, health care delivery model changes, community OT trends, state and federal practice changes in addition to ACOTE standard changes all drive changes in the instruction methods, content etc. This information is conveyed via faculty meetings, telephone conferences and e-mail communication. This information is gained from Advisory Committee, community partners, fieldwork educators, periodicals, conference attendance and other continuing education opportunities.

- 2.4** Analyze the data in **Appendix 3 - Grade Distribution Summary**. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment. You have many options here. Some departments compare full-time to part-time grade distributions. Some compare grade distributions from multiple section courses. The program review research liaison, Bonnie Ripley, can help you with this matter. She will be providing you with some data as well)

Retention Patterns:

I would like to explain a few things about our program operations so you have a foundation for reviewing grade distributions:

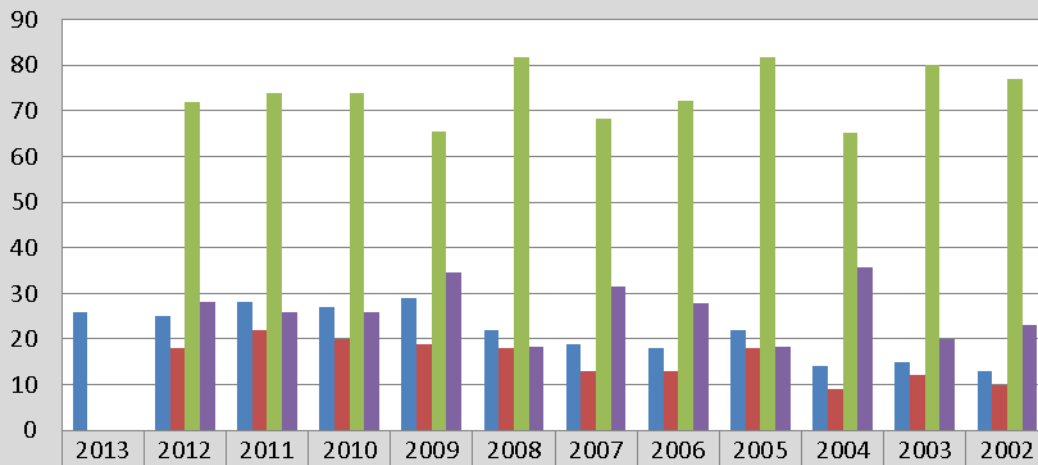
The OTA Program runs in a cohort model that accepts 26 students one time per year. Originally the program started OTA 100 in the fall semester until summer 2010. OTA 100 used to be open to all students and not just OTA students and that is no longer so. Summer 2010 the program added a new course to begin the program OTA 102. The courses OTA 100, 101, 110 occur during the same Fall semester with the same cohort – year 1 students. Fall semester OTA 210, 220, 230 occur during the same fall semester with the same cohort – year 2 students. OTA 120, 130, 140 courses are the spring semester courses with the same cohort – second semester year 1 students. OTA 240, 241 are the spring semester courses for the second year students and this is their final semester. OTA 299 became OTA 102 and OTA 299B became OTA 230 which is an elective. You will see that recently OTA 111, OTA 141 and OTA 221 are listed. They are level I clinical experiences that have been added to the curriculum due to accreditation requirements instead of having the clinical hours be a part of life span course i.e. OTA 110, OTA 140 and OTA 220.

The above information is important to know so you can track the cohorts and see that each course shows a given number of students receiving an F but it is the same student who failed to withdraw from the courses and exited the program (Fall 2008). When a student exits the program, they cannot re-enter until an entire year passes as each course is taught one time a year. Below are figures kept by the OTA Program for tracking purposes on cohorts:

START YEAR OF COHORT	START	GRADUATE	RETENTION %	ATTRITION %
2014	27			
2013	26			
2012	25	18	72	28
2011	28	22	74	26
2010	27	20	74	26
2009	29	19	65.5	34.5
2008	22	18	81.8	18.2
2007	19	13	68.4	31.6
2006	18	13	72.2	27.8
2005	22	18	81.8	18.2
2004	14	9	65.3	35.7
2003	15	12	80	20
2002	13	10	76.9	23.1

The OTA Program start numbers vary from the district numbers for a number of reasons. The OTA Program considers a student a part of the starting cohort when they have met the requirements. In a few cases a student starts the first course but does not meet a deadline, receives an extension and then is removed from the program for failing to comply. Others are in the cohort but have had a modification of major for the entry point course.

OTA PROGRAM STATISTICS

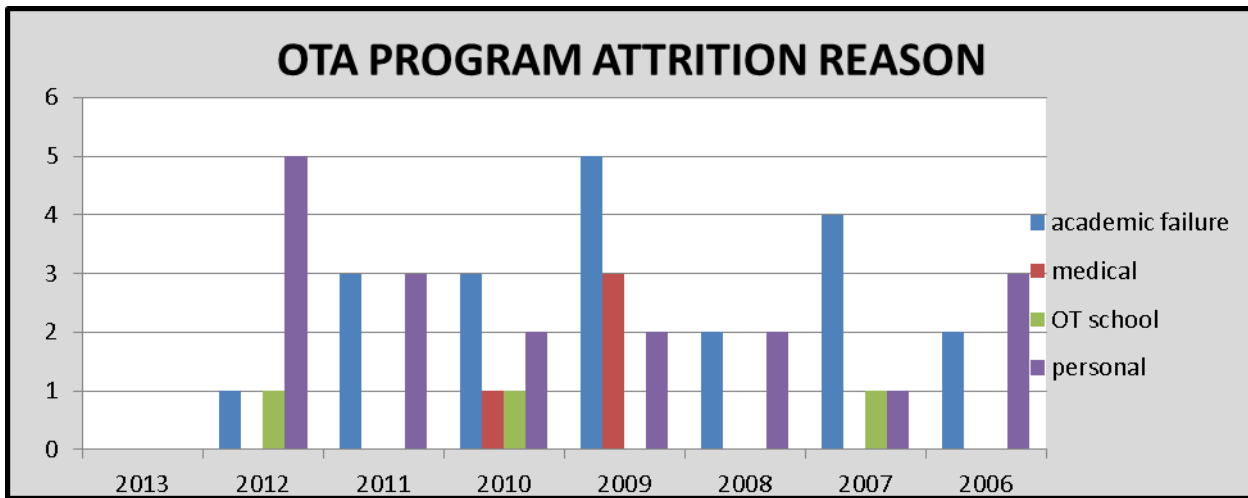


	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002
■ START	26	25	28	27	29	22	19	18	22	14	15	13
■ GRADUATE		18	22	20	19	18	13	13	18	9	12	10
■ RETENTION %		72	74	74	65.5	81.8	68.4	72.2	81.8	65.3	80	76.9
■ ATTRITION %		28	26	26	34.5	18.2	31.6	27.8	18.2	35.7	20	23.1

In addition to the above information, the OTA Program is reviewed yearly by its accrediting body (ACOTE) and must report retention and attrition rates. To improve student success and help students at risk due to the academic/clinical vigor of the program strategies have been employed resulting in very good grade distributions but not necessarily improving the retention rates.

The reason for leaving the OTA Program has varied through the years and below is a chart that quantifies that information:

START YEAR OF COHORT	academic failure	medical	OT school	personal
2014				
2013				
2012	1		1	5
2011	3			3
2010	3	1	1	2
2009	5	3		2
2008	2			2
2007	4		1	1
2006	2			3



Grading Variances: The OTA Program began utilizing a tutor to help increase student success due to the rigor of the program. The aim was to help students who were not achieving a solid B by midterm or failing prior to midterm and connect them with services on campus, consult with the OTA Program Director for strategies and utilize OTA tutoring services. The full implementation of simulated scenarios also began by 2011. In reviewing the grade history for the program, the number of C, D and F grades appear have improved beginning around 2011.

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

The OTA program does not have multiple sections. The OTA Program utilizes rubrics, OTA Skills Checklist that runs throughout the program, there is a standardized joint/muscle/movement chart used throughout the program as well as a standardized activity analysis set of definitions used throughout the program.

- 2.6** Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

The OTA Program Hand Therapy series became permanent course offerings but due to college budget issues were cut. A Rehab Terminology/Diseases and the OTA Review course started out as 299 courses. The Rehab Terminology/Diseases course has since been integrated into the curriculum. The OTA Review (test prep) course will be discontinued in 2015 due to an online product that is very reasonably priced that students have access to through the national Occupational Therapy professional organization. The adult roles and geriatrics courses have been combined into an intro to physical rehab and an advanced skills course instead of dividing out by the lifespan as adult/geriatric issues are seeing a blending through the ages. The reason for combining the two is that many of the health issues that were particular to a specific age range no longer occur just in that age range. These courses were generated or deleted due to current issues in OT and in the community.

- 2.7** How are current issues (i.e. environmental, societal, ethical, political, and technological) reflected in your curriculum? OTA Faculty participates in professional organizations at state and federal level in addition to local groups. Continuing education courses also are attended by faculty members. A combination of the above, keeps each faculty member current on all the issues facing the profession of occupational therapy and the technology being used. The OTA Program curriculum utilizes an activity analysis system throughout the program which contain environmental, social, technological aspects of occupational therapy interventions in addition to other contextual aspects of the individual and activities. The OTA Program has been extremely lucky to be able to incorporate the following technological features to the program: Pressure Scanning system – incorporated into the seating and positioning portion of the program, Wii units – incorporated into the analysis of balance portion of the program, physical agent modalities – incorporated into our advanced physical rehab course, ultralight wheelchair – incorporated into several courses for seating and mobility options, Snoozelen Calming/Stimulation – incorporated into the pediatric course and mental health course, Hydraulic Standing Frame – incorporated into the physical rehab courses, to name a few. In addition to these features throughout the program, OTA 210 – Assistive Technology exposes students to all facets of technology available to assist individuals to be as independent as possible. Political issues are covered that affect reimbursement, documentation, levels of care, productivity and other important OT issues in every course.
- 2.8** If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face to face sections. Is there anything in the data that would prompt your department to make changes? The OTA Program does not offer more than one section of a course. However the retention rate for the online courses is similar to the retention rate for face to face courses in the program.
- 2.9** If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. Not applicable.
- 2.10** Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current. The OTA Program does not have an articulation agreement for any of the OTA core courses with any other master’s degree occupational therapy programs.

California State University Dominguez Hills and San Jose State University are the only two public institutions that offer a master’s degree in occupational therapy.

University of Saint Augustine’s accepts OTA 130 – Human Movement as a prerequisite to their OT program to meet the kinesiology requirement.

According to the articulation officer, “we articulate when there is an undergraduate major at the four-year university where our courses can be “deemed similar.” With OTA, there are no undergraduate programs that we can articulate to.”

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 4 - Annual Progress Reports**, as well as SLO Assessment Analyses and Course-to-Program SLO Mapping document, answer the following questions:

3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

Each semester during the OTA Faculty Meeting, the course instructors that are up for assessment based on the program schedule are given a worksheet that includes the course SLO up for assessment and a request for data that the instructor uses to demonstrate the SLO is being met along with a deadline date for submission to the program director. Each instructor submits the worksheet information via e-mail to the program director by the deadline and the data is then compiled and assessed. The OTA Program director and instructor discuss the results of the assessment and recommendations, strengths and weaknesses are discussed. Final assessment reporting is completed by the program director with a copy being submitted to the faculty. The recommended strategies are again discussed prior to the next course.

This method is working well at this time for the OTA courses and program. It is organized and easy to manage and keep up to date. No improvement is needed.

3.2 Using your course-level **SLO Assessment Analyses (Appendix 4)** this is part of your annual reporting process your **Course-to-Program SLO Mapping Document (Appendix 4)**, discuss your students' success at meeting your Program SLOs.

The OTA Program has been on time with each assessment that is listed on the OTA 6 Year Assessment plan. OTA 140 did not meet the SLO standard set during the first assessment cycle and discussions with the instructor led to trialing multiple methods of assessment with student success being noted in subsequent assessment cycles. The OTA Program has 2 program SLOs and they are both linked to each course indicated with OTA Skills Checklist in OTA 220, final assessment being during OTA 230 and ACOTE Evaluation for clinical courses OTA 240 and OTA 241. Our students have been successful in meeting the course and program SLOs that have been assessed to date.

3.3 Based on your discussion in **Section 3.2**, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your **Course-to-Program SLO Mapping** document in **Appendix 4**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

The OTA Program curriculum model is reviewed on a yearly basis and compared with courses offered in the program as well as course level objectives and program outcomes as part of the ACOTE accreditation and evaluation process. The program level SLOs and the course level SLOs are all being met of those assessed to date. We are scheduled to meet the targeted SLOs to be assessed in the upcoming semesters.

3.4 How has the SLO process affected teaching and learning in your department?

The SLO process is similar to the more in depth curriculum mapping and evaluation process used for accreditation purposes.

The instructors have been learning a lot about the SLO process as each course has been up for assessment. Meeting the benchmark for assessment has not been a problem at all. The part that has been most helpful is when each instructor determines what information/activities would be the best indicators of attainment of SLO. It is different than selecting test questions for an examination. The SLO angle provides a unique thought process to verify that the activities in a course ensure the right learning. The gathering of the results of the activities that they predetermined would best indicate student achievement is also very helpful. The instructor and program director mull over whether the activity of choice is the most effective for students as a whole but more importantly is there an additional activity that can capture and reinforce the concepts for students at risk? That is what impacts the teaching and learning most.

SECTION 4 - STUDENT ACCESS

4.1 How does facility (including clinical practice sites) availability affect access to your program?

Semesters 1, 2 and 3 each require 20 hours of clinical per student – referred to as Clinical Practicum I, II, III or level I fieldwork. This totals approximately 78 students requiring approximately 20-22 different facilities for a total of 60 hours per student.

Semester 4 requires 40 hours per week of clinical for 10 weeks for rotation 1 and 40 hours per week of clinical for 10 weeks for rotation 2 – referred to as Clinical Practicum IV and V or level II fieldwork. This totals approximately 26 students requiring approximately 48-52 different facilities.

There is a lot of competition for occupational therapy fieldwork sites in San Diego from other states and other parts of California. Competition includes occupational therapy programs, occupational therapy assistant programs, physical therapy programs, physical therapy assistant programs and speech pathology programs.

Rehabilitation Departments often times only want one student at a time in their department and rotate disciplines. The clinical educator is a volunteer that the OTA Program trains in supervision of OTA students and supports throughout the experience.

Insurance rules and regulations change throughout the years and impact the use of students in clinicals.

Staffing and workload issues often impact the use of students in clinicals.

Changes in facility ownership often impact student programs limiting space for clinicals.

The OTA Program is required to ensure that all clinical hours are met in order for the student to move to the next level of the program. Securing clinical settings is definitely an ongoing challenge that we have successfully been meeting each semester so far.

Reaching out to community based organizations to foster mutually beneficial partnerships has really increased the contracts that have been secured by the OTA Program. This is a very time consuming process that begins with an e-mail followed by telephone calls, additional e-mails and site visits. Contract negotiations take place with culmination in a valid contract as a goal. Then strategy and site training sessions are held with student placements to follow.

The campus facilities for the OTA Program are phenomenal and we have been very lucky that the spaces we need have been available to ensure wonderful training opportunities.

4.2 Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

Our program is a cohort model that accepts 26 students per year currently during the Fall semester. We have not had availability concerns with our courses on campus. As indicated in 4.1, the OTA Program is always actively seeking new relationships with community partners to secure contracts and student placements. The use of offsite facilities for fieldtrips to hold class in locations where specialized equipment and clients exist has been utilized as well. We offer two courses online currently in addition to our face to face courses.

4.3 Based on your analysis of the Student Survey results in **Appendix 5**, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

The OTA Program launched the OTA PROGRAM EVALUATION SURVEY at the end of spring 2014 with the following results noted. The students seemed to be very satisfied with the faculty support, quality of instruction, examination process, sequence and organization of courses, clinical hours/experiences, simulations, course content, and preparation to be an entry level OTA. Comments noted that students felt needed improvements were: more practice, more interventions (one can never learn all the possible scenarios of life in two years – even with 20 years of experience one still learns something every day.) Positive comments noted: Faculty very empowering, passionate and knowledgeable. Program prepared student for entry level and lab simulations were very valuable.

Interesting information was that 13 out of 19 worked throughout the program with 10 holding a job with 13 or more hours per week.

4.4 What implications do these findings from 4.3 have for your program?

The OTA Program will always strive to provide students with cutting edge clinical experiences in the classroom to better prepare students for clinical experiences in as many hours as possible without diluting the foundational training needed to pass the NBCOT examination and be prepared for the real OT world. We are fully aware of students desiring to have the answer to every scenario and dilemma that they may face but we work very hard to model and teach critical thinking framework to help the students face these unpredictable scenarios and dilemmas. We have two physical rehab classes and one is dedicated 100% to scenario teaching/learning. We have created two, two day seminars that also are 100% scenario based. The survey results reinforce that our efforts and focus are in the right place.

4.5 Based on your analysis of questions 3 through 16 in the **Appendix 5 - Student Survey**, identify any changes or improvements you are planning to make in curriculum or instruction.

This question is not applicable. The OTA Program conducts a survey that helps the program fulfill AOTA Accreditation requirements. The program does curriculum mapping on a regular schedule and curriculum and instruction must and does reflect changing clinical and community issues. As indicated in 4.4, student input is always taken into consideration.

4.6 Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program.

As of 8/28/14, the OTA Program has a waitlist of 128 students. We historically go through 50-60 students each year to seat our cohort of 26. The program has grown steadily each year since the new program director began in 2006 to where we are today with the waitlist. No new strategies are needed at this time as the current process is effective. The shift upward in waitlist has occurred in part due to:

- Presentations in pathway high school medical anatomy courses
- Job fair attendance and career fair attendance in the community
- Student presentations in college biology courses
- Student projects in Family Studies 120
- Marketing what the profession of occupational therapy is about everywhere the program director goes
- Educating medical facilities of career pathway opportunities
- Graduates sharing their joy of occupational therapy with everyone they know
- Driving around with magnets advertising the program in the past

START YEAR OF COHORT	START
2014	26
2013	26
2012	25
2011	28
2010	27
2009	29
2008	22
2007	19
2006	18
2005	22
2004	14
2003	15
2002	13

4.7 Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

The OTA Program is a cohort program that starts out with 26 students due to teacher to student ratios that must be maintained for accreditation. We have alternates who are generally accepted due to students dropping prior to the second week of the program starting. Once the program is beyond the fourth week of the first semester, alternates can no longer be added to the program and no new students can be added making our cohort size what it is after week 4 of the very first semester. The rationale to continue to offer the courses that are below the standard college minimum enrollment is due to the commitment the college has to students who start a cohort program.

4.8 Based on an analysis and a review of your 6-year Unit Plan (**Appendix 1**), what specific strategies were utilized to address access issues of special populations such as by ethnicity, age, and gender. (Note: Asian, African-American and Hispanic are our three largest ethnic groups outside of White-Non Hispanic and should be included in this discussion. Feel free to include others as well.)

The OTA Comprehensive Unit Plan states under student access: (Perkins definition of special populations)

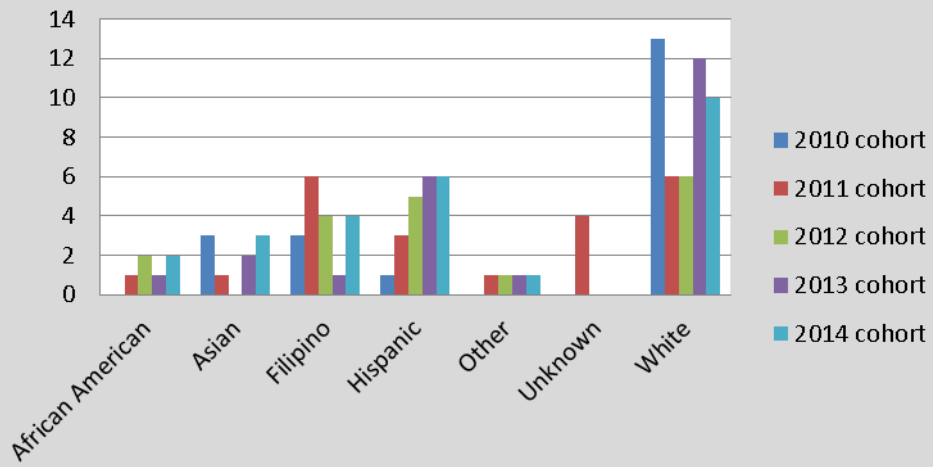
- The OTA Program admits students on a first come first serve basis based on completion of application packet which includes prerequisite coursework of anatomy and physiology. The OTA Program admits 26 students per year and many are in the category of special populations including displaced homemakers, economically disadvantaged, single parents, nontraditional by gender and limited English proficiency.
- Also listed under a Department/Unit Goal is: Link with community resources. This lists Goal 2: Access to respond to evolving community needs. By partnering with other institutions and utilizing community resources, the OTA Program can potentially reach more persons that are part of the Perkins “special populations.”

The OTA Program reaches out to special populations through job fairs, career fairs, high school course instruction, speaking to biology course students, community partner presentations, advisory committee presentations and by seeking clinical affiliations with sites that serve special populations.

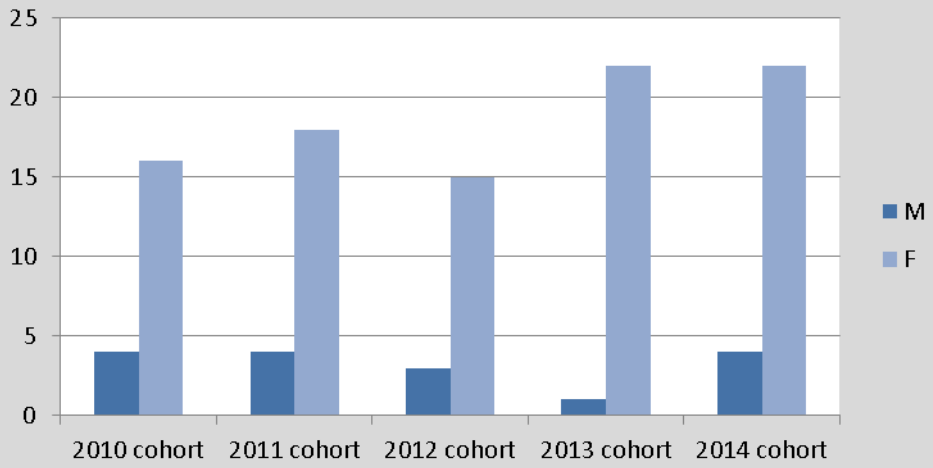
Students who have identified themselves on OTA application as white have been the highest enrolled overall in the OTA Program with the second highest being Filipino and Hispanic overall. The 2008 Environmental Scan Document indicates the Grossmont service area population by ethnicity highest to lowest order being White, Hispanic, Asian, Black and Other.

Anecdotally an increase in male interest in OTA Program Preview and prospective student inquiries seem to occur when assertive male students, graduates, instructors and tutors have been involved in the program. See chart on next page on ethnicity statistics in the OTA Program by cohort.

OTA PROGRAM ETHNICITY STATISTICS



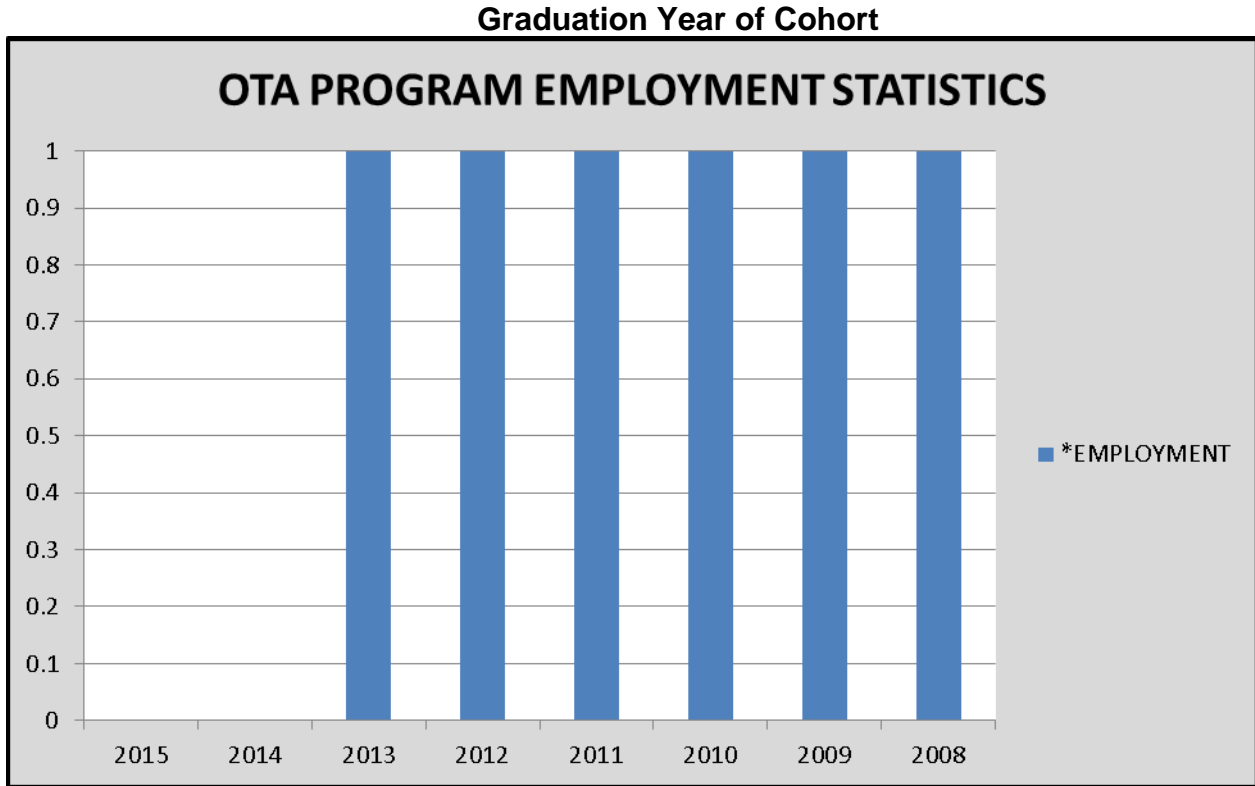
OTA PROGRAM GENDER STATISTICS



SECTION 5 – STUDENT SUCCESS

5.1 List the last three years of job placement rates and any reason the placement rates may not be meeting the programs target rate?

The Class of 2014 is in the process of sitting for their national examination and applying for state licensure.



5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

Below are just a few of the departmental/individual efforts and innovation in the OTA program:

- Incorporating simulated/scenario based teaching and learning throughout program
- Incorporation of case actors for midterm and final examination for OTA 220
- Incorporating community occupational therapy personnel specialists in a two day splinting seminar
- Creating medical records for a potential lab workbook
- Incorporation of pressure sensing mapping system to determine proper positioning and cushions into the OTA curriculum
- Addition of sensory room equipment into the OTA apartment and incorporated into the OTA curriculum
- Students create real community based program modules as part of their curriculum
- Students invent an assistive technology device with a very low budget and hold an assistive technology fair that is open to the community. There have been the most amazing invents that cost well below \$50.

- Utilization of community therapy personnel to serve on interview panels as the final examination in the OTA management course for preparation for the recruitment air and employment.
- Creation of the recruitment fair that showcases the upcoming OTA graduating class to all the companies who are recruiting occupational therapy assistants. We have had recruiters from across the United States in attendance. Students have an opportunity to practice their career search skills learned in OTA management.
- Consistently working on funding since 2006 to obtain a tilt in space wheelchair that offers many interchangeable parts to customize for varied client scenarios to incorporate into the curriculum
- Participating in interdisciplinary treatment sessions with nursing, CVTE, and RT.

5.3 Describe innovative pathways you have developed for students to pursue a career in their given field.

- Searching out nontraditional fieldwork experiences for the OTA students have increased career opportunities for the students when they graduate.
- Students simply excelling in their level II clinicals have led to career opportunities.
- Utilization of community therapy personnel to serve on interview panels as the final examination in the OTA management course for preparation for the recruitment air and employment. This has increased the exposure of our quality students to the community.
- Creation of the recruitment fair that showcases the upcoming OTA graduating class to all the companies who are recruiting occupational therapy assistants. We have had recruiters from across the United States in attendance. Students have an opportunity to practice their career search skills learned in OTA management. The corporations have been impressed with our students that they seek Grossmont OTA graduates for their open positions.
- The increased community exposure through the assistive technology show has impressed many key community therapy personnel resulting in OTA positions for our graduates.

5.4 Based on an analysis of “Reports” data (This is found on the intranet under “Reports”), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

I would again like to remind you of the information explained in section 2.4 and add that the OTA Program can only allow entrance of students into the program based on a first come first serve basis to those who have completed the application process that is outlined in detail on the OTA webpage. No alternate means of entrance requirements is allowed at this time. Allied Health programs do not fall under the state provision that allows the Nursing Program to

use alternate means of entrance requirements.

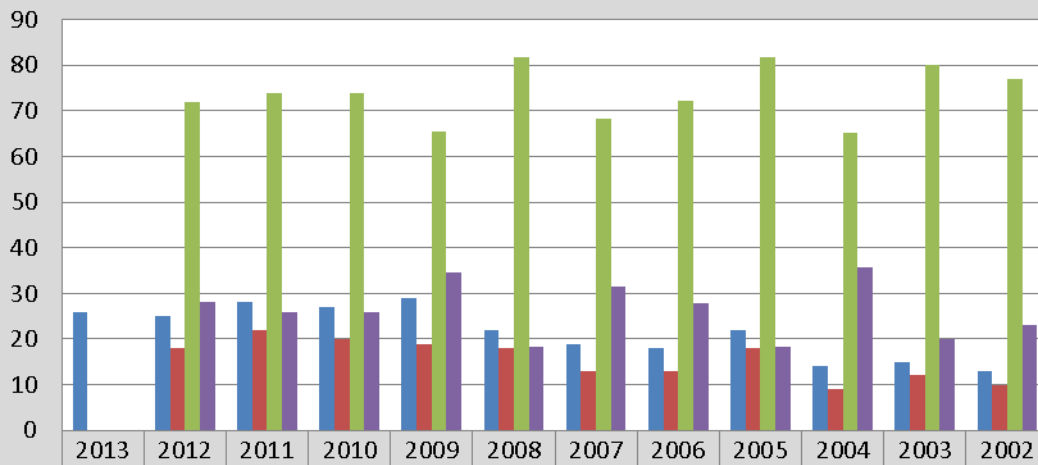
The % of success for each ethnicity in the OTA Program is higher than the success rate by ethnicity of the college listed in the Full KPI Report dated 3/3/12. For example Asian is listed as 73.8 to 74.9 % in the KPI Report and the OTA Program is 75 to 100%, Hispanic is listed at 59.9 to 64.3% in the KPI Report and the OTA Program is 85.7 to 100%, and African American is 47.8 to 55.1% in the KPI Report and the OTA Program is 66.7 to 100% with one semester being 66.7 and the rest being 100%.

Below are figures kept by the OTA Program for tracking purposes on cohorts:

START YEAR OF COHORT	START	GRADUATE	RETENTION %	ATTRITION %
2014	27			
2013	26			
2012	25	18	72	28
2011	28	22	74	26
2010	27	20	74	26
2009	29	19	65.5	34.5
2008	22	18	81.8	18.2
2007	19	13	68.4	31.6
2006	18	13	72.2	27.8
2005	22	18	81.8	18.2
2004	14	9	65.3	35.7
2003	15	12	80	20
2002	13	10	76.9	23.1

The OTA Program start numbers vary from the district numbers for a number of reasons. The OTA Program considers a student a part of the starting cohort when they have met the requirements. In a few cases a student starts the first course but does not meet a deadline, receives an extension and then is removed from the program for failing to comply. Others are in the cohort but have had a modification of major for the entry point course.

OTA PROGRAM STATISTICS



	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002
■ START	26	25	28	27	29	22	19	18	22	14	15	13
■ GRADUATE		18	22	20	19	18	13	13	18	9	12	10
■ RETENTION %		72	74	74	65.5	81.8	68.4	72.2	81.8	65.3	80	76.9
■ ATTRITION %		28	26	26	34.5	18.2	31.6	27.8	18.2	35.7	20	23.1

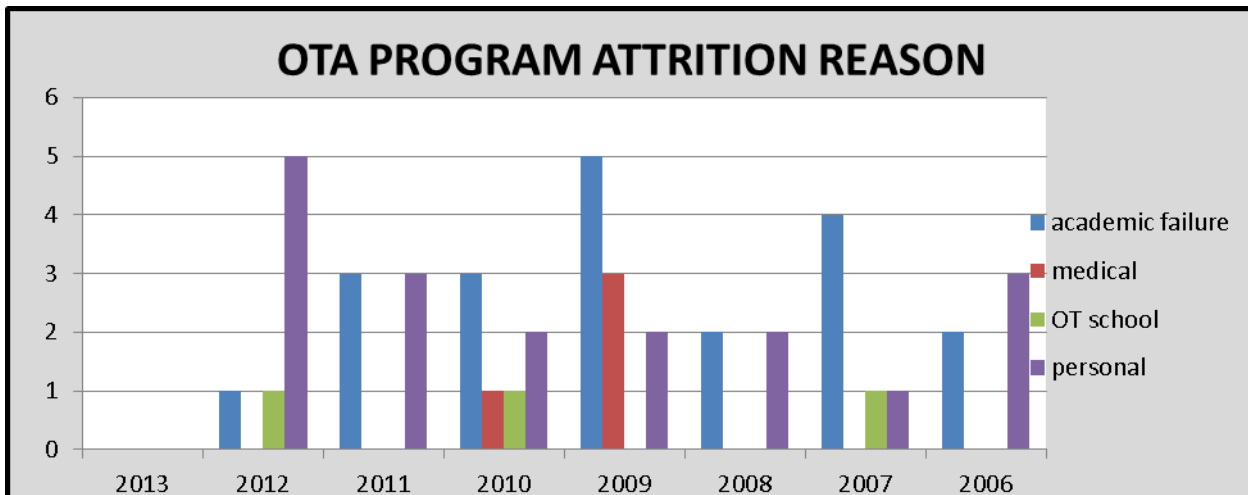
In addition to the above information, the OTA Program is reviewed yearly by its accrediting body (ACOTE) and must report retention and attrition rates. To improve student success and help students at risk due to the academic/clinical rigor of the program strategies have been employed resulting in very good grade distributions but not necessarily improving the retention rates.

Strategies trialed to enlighten students to the rigor of the program include hosting informational program preview sessions, holding a full day orientation for students that have been accepted into the new cohort, holding one on one sessions with each student accepted in the program for an activity completion worksheet that results in the hours available compared to the hours required for success in the program and giving very clear expectations at the beginning of the first course in the program on night number one.

Strategies trialed to increase student success include providing smaller teacher to student ratios for lab activities, in class tutoring support, outside of class tutoring support, program director counseling sessions, program director additional practice sessions, referral to campus support services and referral to community services.

The reason for leaving the OTA Program has varied through the years and below is a chart that quantifies that information:

START YEAR OF COHORT	academic failure	medical	OT school	personal
2014				
2013				
2012	1		1	5
2011	3			3
2010	3	1	1	2
2009	5	3		2
2008	2			2
2007	4		1	1
2006	2			3



5.5 Please list the last three years of pass rates on the national licensure examination/ and/or certification examination.

OTA GRADUATING CLASS OF 2014 RESULTS ARE NOT IN AS CLASS IS STILL IN PROCESS OF TESTING.

Year	Number of OTA Program Graduates	Number of 1st Time Test Takers	Number of 1st Time Test Takers Who Passed the Exam	Percentage of 1st Time Test Takers Who Passed the Exam
2011	19	20	18	90%
2012	20	19	16	84%
2013	22	21	20	95%
3 Year Total	61	60	54	90%

5.6 Referring to **Appendix 8- Degrees and Certificates** if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

OTA Program Degrees

2007	18
2008	13
2009	13
2010	18
2011	19
2012	20
2013	22
2014	18

The OTA Program has had a consistent graduation/degree rate each spring semester with a slight increase being maintained from 2010 forward.

5.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.

- Teaching in pathway high school anatomy course for medical professionals
- Career fairs – OTA representative attends career fairs at high schools and colleges.
- Annual Assistive Technology Show – community schools are invited.
- Partnering with University of Saint Augustine on several ventures:
 - Fieldwork Weekend – OT students and OTA students work collaboratively on a case study exploring the background information together and establishing the roles each are to hold as practitioners at different levels in the clinical world. The two work for a weekend together from evaluation to treatment to family training to discharge preparation with a simulated patient experience.
 - AOTA presentation – OT and OTA students presented together at the AOTA National Conference in San Diego on the topic of alternative fieldwork experiences that were piloted at Grossmont College OTA Program.
 - Ethics Workshop – Grossmont College hosted an Ethics Workshop and invited OT students to participate in ethical round tables and scenarios that are common to occupational therapy.
 - Simulated testing – OT students served as patients for the OTA students to complete midterm and final testing scenarios.
 - Dual fieldwork experiences – OT and OTA teams going to level II fieldwork experiences together in hopes of establishing team partnership relationships that will span into practice.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

- 6.1** Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services,).

The OTA Program utilizes the campus computer labs for all testing and for classroom/lab activities. Faculty refers students to the Writing Center for writing assignments. The DSPS Testing Center is utilized by the program as a resource for accommodation issues and essential function requirements for the OTA Program. Student Health Services is utilized by the program to keep current on changes by the CDC for clinical requirements. We also utilize the services of facilities for set up of the Assistive Technology Show and Recruitment Fair.

- 6.2** Analyze the results of the **Student Survey - Appendix 5** and describe student utilization and satisfaction with campus resources **as it relates to your program** (i.e. availability, usage etc.). The OTA Program utilizes a survey that gleans data that is necessary for program accreditation reporting and those results are analyzed. Results of that survey were analyzed in section 4.3. Anecdotally, students have found the resources on campus tremendously helpful in the following areas evidenced by positive comments to the instructors: English Writing Lab, cafeteria, DSPS, Health Professions Computer Lab, Health Professions Practice Lab Room and Student Health Services.

- 6.3** Describe some of the activities for which your department has used the Institutional Research Office or other data sources. The OTA Program has in the past utilized the Institutional Research Office for customized statistics to analyze for annual accreditation reporting and self-study submissions. The OTA Program now gathers and tracks most of the data within the department and utilizes the "Reports" availability on the intranet.

- 6.4** Working with your library liaison evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

Medical referenced holdings R1-RZ 99999 is 238 items in the Reference section. There are also 38 electronic medical reference books. For STACKS medical books (those that can be checked out) the total is 4108 titles, while the electronic medical books are 1,343.

There are 68 book titles with the subject of Occupational Therapy, and many more in the areas of allied health, nursing, recreational therapy, medicine and mental health.

Currently the library houses the American Journal of Occupational Therapy (AJOT) from 1990-to current in the periodicals section. Thirteen other occupational therapy journals that offer their full-text within our databases, including: Australian Occupational Therapy Journal, New Zealand Journal of Occupational Therapy, Occupational Therapy International, and Scandinavian Journal of Occupational Therapy.

4 medical databases

The current status of library resources is adequate as the OTA Program also houses an internal collection of resources for OTA students.

- 6.5** How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

The OTA Program utilizes the campus computer labs for all testing and for classroom/lab activities. Students are referred to the Writing Center for writing assignments for students with writing challenges. The DSPS Testing Center is utilized by the OTA Program as a resource and OTA students utilize the services when they require increased test time and distraction free testing environments. The online library search engines are utilized for various research assignments throughout the program. Student Health Services is utilized greatly by the OTA students to meet the medical requirements of the program on an annual basis.

- 6.6** Describe how the department uses available technology to enhance teaching and learning and to communicate with students?

The OTA Program is mostly paperless and utilizes Blackboard throughout the program for handouts, syllabi, grades and class schedules. In addition, testing is generally conducted via Blackboard to simulate the national test that OTA students must take after graduation. The internet is utilized in addition to e-mail throughout the program. A video collection of therapy treatment sessions is subscribed to by the program for use in the classroom for observation exercises.

Students create YouTube videos for the physical rehab course.

The OTA Program has been extremely lucky to be able to incorporate the following technological features to the program: Pressure Scanning system, WII units, physical agent modalities, ultralight wheelchair, Snoozelen Calming/Stimulation, Hydraulic Standing Frame to name a few. In addition to these features throughout the program, OTA 210 – Assistive Technology exposes students to all facets of technology available to assist individuals to be as independent as possible. Our newest piece of technology to be approved for purchase is a high tech wheelchair package offering various means of propulsion and positioning to be integrated into simulated scenarios and into OTA 210 for build ups.

- 6.7** Identify and explain additional technological resources that could further enhance student learning. The technological resources change and evolve regularly. Through instructors, conferences, periodicals, catalogs, clinical sites, community partners and advisory committee the OTA Program keeps current on what options are available. The evaluation and planning process sets goals that we strive to meet and analysis of new technology that will help the program and students meet the goals set occurs. A decision on how to integrate new technology into the program then occurs and selection/purchasing occurs. At this point, the OTA Program is working on justifying brand, model and parts to the purchasing department to obtain the high tech wheelchair we just received funding for. Our future needs include

specialized hospital bed and mattress system, documentation software, and a full weight jointed mannequin for transfer simulations.

- 6.8** Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?) The OTA Program facilities meet the OTA Program needs. We have two lab/classrooms, one therapy apartment, a lab prep room, storage room in addition to space in the lab tech storage area for supplies. We utilize the respiratory and nursing labs for our scenarios and practice labs. The setup of each of these areas is magnificent to meet the teaching strategies for the program.

SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

7.1 How does your program interact with the community (locally, statewide and/or nationally)? Describe activities. The OTA Program interacts with the community locally in the following ways: OTA Advisory Committee, establishing a relationship with clinical sites for student rotations, partnering with local sites and programs for simulated scenarios/workshops, combined Ethics Workshop with USA, collaborative fieldwork with USA, and outreach with high schools and community organizations. The OTA Program interacts with the community on a statewide and national basis in the following ways: Participating in the Fieldwork Council of California for meetings and hosting community workshops, participating in state and national conference presentations and activities that reach out into the community. Prior sections have also highlighted many activities that the OTA Program is involved with that involve the community. We also host an Assistive Technology Show and Recruitment Fair that the community is invited to participate in.

Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 7**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

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

OTA Advisory Meetings are held one time per year with a second Perkins Community Representative Meeting held in the Spring.

- Increase level I fieldwork experience course hours – fieldwork I experiences have been added to the curriculum as three separate courses with increased hours from 20 to 48 total.
- Uniforms – 2008 OTA Program implemented uniform requirements.
- Activities to increase professional behavior – 2009 implemented professional behavior evaluation/guide.
- Increase work ethics content – Added professional behavior self/peer-evaluation.
- Increase PDU's for fieldwork supervision – State licensing issue – Put forth request to state board motion to increase PDUs for fieldwork supervision 2014

Grossmont College Occupational Therapy Assistant Program
Advisory Meeting Minutes

Thursday, March 20, 2014 - 3:00 p.m. - 5:00 p.m. Room 34-251

PRESENT: Christi Vicino, Joyce Fries, Debbie Yaddow, Alma Avila, Connie Dominguez, Terri Roberts, Melissa Clowers, Lindsey Mattix, Ciara McNulty

1. Light refreshments served and call to order - 3:00 p.m.

1.1. Participants introduced self

2. College updates

Local proposition in East County has provided support for the college.

District Budget - The OTA budget is strong, new fieldwork coordinator paid out of general budget. - sensory room equipment, new standing frame hydraulic, new wheelchairs, collaboration with library for sensory space....

3. ACOTE Policy updates - New standards in place July 2013, discussion regarding AOTA taskforce gathering information on bachelor, associate or both for OTA level of education - will present findings at April 2014 AOTA meeting.

4. Program updates

Faculty - Joyce Fries is our new full time fieldwork coordinator

Curriculum Changes - No summer classes, fieldwork I courses created at 48 hours combination of 20 hours clinicals, 2 day seminar and online component. Blended adult and geriatric curriculum into introduction to physical rehab and advanced skills.

New Cohort Seating - we will begin seating the new cohort in February. 26 spaces with 3 alternates.
19 graduating

23 moving to second year so far

Discussed waitlist, proprietary schools looking to open a school in area and considerations for adding another track to our program if there was a community need to support a proprietary school why not have Grossmont meet this need.... Daytime - finding instructors is an issue. Weekend and online-quality of lab portion being face to face only is not looked at as a good model, must have lecture face to face too for critical classes. Another evening program?

5. Open Topics/comments

Some members indicated still have many jobs in profession. Others indicated that their place of business has no openings but increased workload. Others indicated that census was low right now in their facility. Obamacare impacting health insurance for OT Personnel according to one advisory member - higher deductibles. Increased productivity requirements at 95% in a SNF and another member indicated over 100% in a private practice. Discussion regarding ethical and legality of this. Question regarding school based caseloads being too high as well.

6. Adjourn - 4:45 p.m.

Grossmont College Occupational Therapy Assistant Program
Advisory Meeting Minutes

Wednesday, March 20, 2013 – 6:00 p.m. – 8:00 p.m. Room 34-251

Present: Christi Vicino, Beth Atkinson, Linwood McDaniel – Intergro/El Dorado, Michelle Grimes-Redwood Terrace, Alyssa Fernandez – Sharp Grossmont, Darlene Bickett – Sharp Grossmont, Patty La Bouff – San Diego Unified School District, Andrew Gilbert – San Diego Unified School District, Connie Dominguez – Plum Healthcare/Villa Las Palmas, Carrie Jacobs – OT Outdoors, Alma Avila – Naval Hospital, Joyce Fries – Scripps Mercy, Darlene Cook – Pediatric Family Health Centers

7. Dinner served and call to order – 6:10 p.m.

8. Introductions of OTA Program and Advisory members

9. College updates

District Budget update – OTA 235 cut, added back, new sections being added for summer

Local Proposition update – Proposition passed in East County

10. Program updates

Joyce Fries – new instructor for OTA 220 – Advanced skills for physical dysfunction

New fulltime position to open soon – Academic Fieldwork Coordinator Position to was scheduled for board approval 3/19/13. Hiring committee is in place. Waiting for job posting. ACOTE Required qualifications: OT/OTA with BA degree or higher.

Curriculum Changes – 3/19/13 presented to curriculum committee – no summers, fall start, 3 level 1 practicums for a total of 40 hours combined is a seminar and assignments. 2 level II practicums that are now 6 units and no longer cooperative work experience. Combined geriatric and adult courses into a 2 hour lecture physical rehab course and a 6 hour lab/lecture advanced physical dysfunction course.

Need input from all of you on how the 3 level I fieldwork experiences should look –

20 hours at site, 16 hours campus scenario and 4 hour seminar

30 hours at site, 8 hours campus scenario and 2 hour seminar

MH: ot setting, community setting, scenario and seminar – need scenario hosts

Peds: day care, ot setting, scenario and seminar – need scenario hosts

Acute/geri: ot setting, scenario and seminar – need scenario hosts

Accreditation updated results – submitted corrections and was granted through 2021/2022 originally 2018/2019.

New Cohort Seated – 26 students

New requirements for application: immunizations required at time of application beginning 11/1/13.

Jobs – OTA webpage for job announcements

11. Open Topics/comments from Committee:

FW I ideas - school based may be better in morning. Asked what was best, one block of days, one day a week. 1 student 8 h/day x 4 wks = 32 hours with same therapist. 2 hrs 1 day/wk for 16 weeks.

Importance of OT education with classroom teachers in school based settings. Discussion regarding the need for function vs. academics. Meaningful occupation aspects of school based therapy are important. Participate in education versus fixing the clinical issue and give information to teacher to share for all students and not just one student.

It was stated that it is very important for clinicians to be able to articulate the rationale to justify what you are doing and why it is important. Important for other professionals and client/family to understand goals.

Frustration across all settings regarding reimbursement/documentation/function based OT. . i.e.: Pressure to be an academic clinician instead of functional, Sharp Grossmont G codes in hospital setting, billing of HMO's and Medical, Caps, Medicare A to HMOs and other Medicare changes.

Note writing exercise from committee member: Write note as if the next person needs to do the same identical treatment tomorrow at the same level.

Positives: Sharp Grossmont Rehab involved in Front Line Leaders training and evidence based research.

use your standardized assessments in therapy to justify continued need for services.

Villa Las Palmas has allowed Fieldwork Supervisor orientation time for HIPAA and Adult Abuse Training for FW students to comply with site requirements and it is working well.

Possible guest speaker from Naval Hospital regarding physical agent modalities.

Possible SDUSD orientation to FW I to be held on campus.

Possible SDUSD FW I experience for OTA students to participate in Action Based Learning Training.

Next Meeting: March 2014

12. Adjourn 8:30 p.m.

Grossmont College Occupational Therapy Assistant Program
Advisory Meeting Minutes

Thursday, January 19, 2012 - 6:00 p.m. - 8:00 p.m. Room 251

Present: Christi Vicino, Beth Atkinson, Nicolaas vander Heever, Connie Dominguez, Rachel Sup, Bobbi Hanna, Darlene Cook, Katie Rolando, Audrey Baynes, Darlene Bickett

1. Dinner served and meeting was called to order at 6:00 p.m.
2. Introductions of OTA Program and Advisory members made.
3. Program updates:
 - .Curriculum - reviewed
 - .Accreditation- site visit February 2012 - questions asked regarding how participants can prepare for site visit. Schedule reviewed.

February 13-15, 2012

- a. 2/13/12 - monday - 8:30 - 12:00 p.m. - faculty
 - b. FWE & employers 2/13/12 - monday 4:45 - 5:45
 - c. Graduates - 3:45 - 4:45
4. Open Topics/comments - Questions were asked about how to prepare for site visit. Nicolaas will e-mail Christi a sheet he used to help prepare for the site visit.
 5. The next advisor meeting - TBA - August 2012
 6. Adjourned - 8:15 p.m.

Grossmont College Occupational Therapy Assistant Program Advisory Meeting Minutes
January 20, 2011 - 6:00 p.m. - 8:00 p.m. Room 251

Light dinner served and meeting was called to order at 6:00 p.m. and introductions of OTA Program and Advisory members made.

Present: Christi Vicino, Holly Reed, Soledad Mason, Patty Noerbaek, Connie Domínguez, Nadine Heideman, Darlene Bickett, Didi Olson, Mark Wilson, Nicolaas van den Heever

1. College Updates

New building has been completed and we are continuing to plan for new building at Grossmont Hospital - have not met in quite a while.

Budget cuts continue - impact unknown at this point

2. Program updates

Soledad Mason - Clerical Support along with Tracy Browns

Erin Murray is an adjunct now and completed her doctorate. - teaching OTA Review, Human Movement and Acute.

Darlene Cook completed her masters- Assistive Technology

Holly Reed - Fieldwork Coordinator - Rehab Terminology and Geriatrics course

Erin Schwier - Pediatrics and Management - Fulltime professor at St. Augustine's

Jennie Gilchrist - Documentation and speaking at Burn Conference about her research

Von - Graduate and tutor

.Enrollment - Class of 2010 graduated - 19 students

Class of 2011 - 19 students, Class of 2012 - 25 students, Class of 2013 - seating class February and orientation April 2011, waitlist - we currently have a waitlist

.Fieldwork - Holly Reed - Discussed Medicare facility training program she has implemented.

.Textbooks - Took out Pedretti and added Trombly, curriculum - Scenario lab courses

.Accreditation- Self study due November 2011, site visit February 2012

.new supplies for program include: Moon swing, Chart cart with charts and dividers, switch making supplies and tools, youth walker, youth wheelchair, tub transfer bench, platform walker, hemi walker, additional feeding kits, TED hose, Standing frame.

3. Open Topics/comments

Medicare and fieldwork students - discussion occurred regarding impact of Medicare changes on taking fieldwork students, point of service and Medicare

Discussion occurred regarding students asking appropriate questions and increasing confidence to work with peers and other disciplines.

Discussion occurred regarding adding reflection from previous semester courses and how will you use it in practice in the future as a standard practice at University St. Augustine's.

4. Adjourn

The next advisor meeting - TBA - August 2011

SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT

- 8.1** Highlight how your program’s participation in professional development activities including sabbaticals (listed in **Appendix 8**) has resulted in improvement in curriculum, instruction, and currency in the field.

Appendix 8 lists most recent professional activities that some of the OTA faculty have participated along with the impact it had/has on the OTA Program curriculum, instruction and currency.

Participation in the AOTA and OTAC conferences as well as the fieldwork council and program director sessions allows the faculty to hear the latest and greatest in equipment, technology, political issues, new evidence for treatment techniques, insurance issues impacting practice and accreditation issues and implement change in the curriculum/program/teaching methods to provide the best means to support students in reaching the outcomes for the program and provide the OT community with well-prepared graduates.

- 8.2** Describe any innovative professional development activities your program has created. Within the profession of occupational therapy, the program director presented on the topic of scenario based simulated teaching/learning in partnership with a MOT program and the fieldwork coordinator presented a panel discussion with students on the fieldwork portion of OT/OTA education.

Within the college, the OTA Department presented a workshop for the Child Development Department on “brushing” and training regarding the use of weighted devices for calming, Wii Therapy, seating and positioning workshop was held in the financial aid department and a mini consult/workshop regarding seating options and floor mat options for various individuals in the LRC.

- 8.3** Describe how your faculty shapes the direction of the college and/or the discipline (e.g. writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc).

The OTA Program participates actively on several committees at the district and college. Christi Vicino has done the following:

- Various hiring committees from 2006 to 2013
- Presentations within the college on OT – 2006 to current
- Academic Senate – 2006- current
- Chairs and Coordinators – 2006 - current
- Enrollment Strategies Committee - 2009
- AFT Transition Team/Executive Council - 2009
- Developed Grossmont College’s Leadership Internship – 2008-2009
- Completed Leadership Internship – 2009
- Reassign Time Review Committee – 2009 to current

Program Review Committee – 2013 to current
Quality Matters Pilot – 2013 to current
OTA Tenure Review Committee – 2013 to current
Conference Presentation – AOTA – 2013

Joyce Fries has done the following:

Interdisciplinary Committee – 2014 to current

Participation in the above activities has contributed to shaping the direction of the college and the OTA Program through the sharing of information, points of view and insight on various topics and bringing sharing information when allowed with faculty on campus.

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

From the data provided (include the data source), please fill in the table below:

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
# of FT faculty	1	1	1	1	1	1	2
# of PT faculty	3	3	3	3	3	3	2
Total Full Time FTEF	0.9	0.7	0.749	0.749	0.749	0.749	1.2
Total Reassigned Time	.535	.535	.535	.535	.535	.535	.535
Total Part Time FTEF	0.572	0.772	0.766	0.766	0.766	0.766	0.416
Total FTEF	1.472	1.472	1.515	1.515	1.515	1.515	1.616
FT% of Total FTEF	61.14%	47.55%	49.44%	49.44%	49.44%	49.44%	74.26%
Total Earned WSCH	409	474	548	572	589	613	602

9.1 Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

A new full time faculty member, fieldwork coordinator, was added to the OTA Program Fall 2013 to meet new ACOTE accreditation requirements.

Around Fall 2008 to Fall 2010 curriculum changes submitted and approved for unit value for a few Fall courses which changed the student hours served by instructor and teaching load.

Adjunct numbers historically have been higher during the Spring semester as program director taught a higher load during the Fall semester.

There are no longer summer courses in the OTA Program and the courses that were offered in summer have been added to the fall and spring load.

9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

The OTA Program offers coursework in specialized areas of occupational therapy such as pediatrics, kinesiology, mental health to name a few and an instructor with qualifications that allow the course to be taught at the required level is needed. The OTA Program is well staffed and have very qualified adjunct faculty. We have two full time faculty and a total of 6 part time faculty with 4 teaching in the fall semester now and 4 teaching in the spring semester. Availability has not been an issue to date. We keep a host of guest speakers and community participants in place that are interested in teaching in the program in the future.

- 9.3** List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

The OTA Program Health Specialist is staffed at 50% and shared the other 50% with the CVTE Program. The OTA Program Health Specialist Policy and Procedure Handbook table of contents is on the next page listing the responsibilities to the OTA Program. We are adequately staffed and meet the ACOTE accreditation requirements that are currently in place. This position is currently funded through the Auxiliary. The Staffing Committee did approve the division to move forward with the hiring process which has not begun.

The OTA Program also has two lab technician shared with all Allied Health and Nursing programs who assists with setting up labs, purchasing and maintenance/storage of supplies and equipment for the OTA Program. They are both incredible with problem solving issues that faculty and our program have. They have staggered shifts so our evening instructors have coverage by the lab technicians as well. There are no funding issues that I am aware of.

OTA HEALTH SPECIALIST POLICY AND
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9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

The OTA Program Director is responsible for meeting the ACOTE accreditation requirements for the program. This process includes utilizing the skills and knowledge of the division dean, fieldwork coordinator, faculty, classified staff, OTA Advisory Committee, community partners and other OT/OTA institutions and organizations. After meeting with all of the appropriate participants to discuss a topic, the OTA Program Director gathers and analyzes all of the information to make an informed decision.

Due to the cohort nature of the program and the style of simulated scenario teaching/testing utilized in addition to the skills checklist at the program level, we are required to work very closely together to provide the best education possible to meet the OT community leaders expectations.

The OTA Program Director holds faculty meetings each semester to disseminate information and to receive feedback from the faculty. The health specialist and lab technicians are included in the faculty meetings based on their availability to attend. Communication via e-mail and face to face occur weekly at a minimum between faculty, fieldwork coordinator, program director, health specialist and lab technicians.

Topics that require decision making by the entire program participants include curriculum content changes, teaching/testing methods/techniques, equipment purchases, supply purchases, maintenance issues of equipment/supplies, community outreach, community participation in program to name a few.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 9 – Grossmont WSCH Analysis** (provided by the research liaison) for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 12 – Fiscal Data: Outcomes Profile** (provided by the research liaison) also has enrollment information.

10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

START YEAR OF COHORT	START	GRADUATE	RETENTION %	ATTRITION %
2014	27			
2013	26			
2012	25	18	72	28
2011	28	22	74	26
2010	27	20	74	26
2009	29	19	65.5	34.5
2008	22	18	81.8	18.2
2007	19	13	68.4	31.6
2006	18	13	72.2	27.8
2005	22	18	81.8	18.2
2004	14	9	65.3	35.7
2003	15	12	80	20
2002	13	10	76.9	23.1

The class size since 2002 has steadily increased to capacity which is 26 students per cohort which has been explained in previous sections due mainly to marketing of profession, program, community outreach and job availability.

We do not offer multiple sections of OTA courses and are utilizing responsible class sizes to meet community job needs.

The efficiency of the program has been steadily increasing as discussed in 10.2.

10.2 Analyze the Earned WSCH/FTEF data in **Appendix 9- Grossmont WSCH Analysis**. Explain trends for your overall program and for specific courses over a five-year period.

Earned WSCH has shown an increase from Fall 2007 to Fall 2012 from 409 to 613 and a slight increase in FTEF from 1.5 to 1.52. Earned WSCH/FTEF went from 277.9 to 404.54. Our % max has increased from 62.92 to 100%. We are demonstrating improved efficiency, increased fill and cannot control the impact of a drop on the rest of the program due to cohort model. In other words, when a student drops during the first semester, we are unable to fill that slot for the remaining two years.

The summer and spring statistics are extremely skewed due to a difference in calculation of WSCH when OTA 240 and 241 were cooperative work experience versus when they became non cooperative work experience resolving the issue. These courses required 400 hours each of clinical experience at 4 units for 10 weeks each and with cooperative work experience the

calculation used 400 hours per student. OTA 240 and 241 were offered on occasion during the summer if a student needed to repeat the course for a variety of reasons. The courses are specifically Spring courses and no longer offered any other time. The clinicals are now 400 hours at 6 units not cooperative work experience.

10.3 Using **Appendix 11-** Program Data Elements and **Appendix 12 - Fiscal Data:** Outcomes Profile, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.

The OTA Program Cost/FTES has fluctuated from a low of \$1,087.61 to a high of \$2,553.03. The difference of \$1465.42. There are some weird numbers that are unexplained in the district figures. There is a problem with the calculations that were obtained for work experience courses. They do not reflect reality. The Cost/FTES shown in Appendices 11 and 12 are therefore inaccurate. Bonnie has been tremendously helpful in trying to come up with a “fix” for the data. An updated version of the Program Review Data is located below. The new table is an “estimate” but is the best attempt possible thanks to Bonnie. The cost per FTES is a little high but is more in alignment with what our division and has gone down since the high in 08/09. The OTA Program is the lowest of all the Allied Health and Nursing Programs.

				07/08	08/09	09/10	10/11	11/12	12/13	13/14
WSCH/FTES										
	Summer-WSCH			48.00	199.50	146.00	115.00	132.00	125.00	115.00
	Fall-WSCH			300.00	474.00	548.00	572.00	589.00	613.00	602.00
	Spring-WSCH			393.00	773.00	1,124.00	1,164.00	1,122.00	1,204.00	1,155.00
	Total WSCH			741.00	1,446.50	1,818.00	1,851.00	2,038.00	1,942.00	1,872.00
	Total FTES			24.70	48.22	60.60	61.70	67.93	64.73	62.40
Unrestricted General Fund Cost				26,864.00	151,718.00	167,281.00	167,400.00	173,427.00	184,129.00	
	Costs per FTES			1,087.61	3,146.37	2,760.41	2,713.13	2,553.03	2,844.57	
Restricted General Fund Cost				0.00	35,921.00	38,309.00	36,028.00	46,142.00	42,146.00	
	(Grants, Categorical funds)									
			Assuming SP 14 correct							
			subtract from SP WSCH		222.3	307.8	324.9	458	458	
			(OTA 240 & 241)		297.7	412.2	435.1	458	458	
			scaled based on % Max							

10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

The OTA Program has a Perkins budget and a general budget and no other outside financial support.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and weaknesses in terms of:

- teaching and learning
- student access and success
- implementing and executing the department's vision and mission statement
- fiscal stability

STRENGTHS:

The OTA Program:

- faculty work together in a systematic and collaborative manner to foster student success in meeting the objectives and skills required of the profession to be qualified entry level OTAs.
- faculty hold clinical positions in the community and are extremely current and well versed in the practice area of occupational therapy.
- has the strong support of the dean that allows for the maintaining and purchasing of supplies and equipment that make the OTA Program able to offer scenario based simulation course content.
- has successfully placed each OTA student in 860 hours of clinical rotations since its inception including some wonderful nontraditional placements.
- has had 100% job placement rate since 2006.
- received accreditation through 2022.

WEAKNESSES:

The OTA Program:

- is dependent on volunteer community occupational therapy personnel to provide mentoring for clinical rotations.
- is at risk for competition for clinical rotations from schools across the United States for clinical rotations in the lovely San Diego area.

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

There are no anticipated changes in full time faculty. Adjunct faculty assignments change as needed. The sections offered will remain the same. Accreditation changes may affect the OTA Program during the next program review cycle but is unknown at this point.

11.3 Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may

include recommendations that do not require additional fiscal resources.

1. Develop a detailed fieldwork educator training manual with webpages available to site educators. 4.1
2. Develop a complete case scenario lab manual to include simulated mannequin, worksheets, rubrics, computerized documentation and written test questions. 4.3
3. Purchase computerized documentation program that is common to rehab settings but available in an education version. 4.3
4. Continue to develop sites for clinical placements including shared nontraditional locations. 4.1
5. Continue to actively involve all faculty to be involved in the SLO process and improve student success rates. 3.4
6. Continue to provide tutoring services for students who are at risk due to the academic and clinical rigor of the OTA Program. 4.3

**APPENDIX 1 – Annual Program Review Updates
6 Year Unit Plan
Comprehensive Unit Plan
Annual SLO Update**

ORIGINAL 6-YEAR UNIT PLAN

Six-Year Department/Unit Plan
Department/Unit Name OTA__ Month/Year 10/2009_

BACKGROUND

A. Please provide a list of your most recent program review recommendations.

- Increase hours for the Fieldwork Coordinator to 15 hours per week to increase student contact hours at clinical site visits and meet professional standards.
- Increase FTES through greater visibility on campus and in the community including targeted high school visits
- Work with transfer center on improving transferability of courses from Certified Occupational Therapy Assistants to Occupational Therapy graduate programs.

B. If applicable, please provide a list of any advisory committee recommendations.

- . Students with poor professional behavior skills should not be making it to clinicals.
- . Critical thinking skills/clinical judgment skills need to improve

C. If applicable, please provide a list of any certification/accreditation recommendations.

- Classroom and laboratory space needs to be consistent with the program educational objectives, teaching methods, and safety/health standards of the institution, and allows for efficient operation of the program.

PLAN SECTIONS

D. Community Outreach/Response

1. What is/are your six-year goal(s) in this area?

1. Establish a link between University of St. Augustine's OT students and Grossmont OTA students to collaborate on course projects and shared clinical projects via virtual classroom and clinical face to face workshop.
2. Implement a program with San Diego Trace Program and Grossmont College OTA students for a nontraditional level II fieldwork that will begin with level I, volunteer program and then level II.

Briefly explain:

a. why each 6-year plan goal was chosen (include any supporting data)

1. It is essential for the OTA Program to set the tone for the OT/OTA partnership by beginning in the classroom and fieldwork setting. We are going to be the leaders of collaboration and this will result in graduates from both programs knowing how to work with each other in the community. We are giving USA (our OT partners) the ability to meet their standards by having interactions with OTAs and simultaneously our students and the community of OT is benefitting by getting better prepared students.
2. The San Diego Trace Program services high school students who are

transitioning into the community. They need OT and we can provide the services through our level I fieldwork to some extent but having students volunteer will lead to a nontraditional level II fieldwork. This opportunity will open up a large number of placements for fieldwork and jobs for our OTA students. It is a win win proposition.

b. how each 6-year plan goal above supports the college strategic planning priority goals

Goal 9: Enhance workforce preparedness.

Goal 10 & Goal 3: Develop Innovative Partnerships that Meet Long Term Community

Needs

Both of these supports Goal 3 by providing exceptional learning environments to promote student success.

Goal 4: #2 can aid in supporting Promoting Student Success for Historically Underserved populations because getting involved in the Trace Program (an underserved population) will include training in services available through community colleges.

Goal 11: Promote Employee Success

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

Phone contact, meet with faculty, write proposal, set a meeting/meet, finalize proposal, meet with faculty, write curriculum/assignments for the experience, meet with students, set up placements, review/modify as needed, create and send out survey to those involved, analyze and evaluate.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

A successful partnership that began and continues to be in place would mark accomplishment.

Survey results and assignments.

E. Student Success and Support

1. What is/are your six-year goal(s) in this area?

Provide a tutor for each semester of the program.

Provide an education with a strong clinical simulation component

Partnership with St. Augustine's to promote the OTA/OT relationship with respect to evaluation and treatment during clinical simulations.

Briefly explain:

a. why each 6-year plan goal was chosen (include any supporting data)

The students require extra guidance and help with the more complex topics in OT and additional practice of skills as well as topic focused study groups.

Strong clinical simulation is essential for the student to apply the theory and skills learned in textbooks to the multifaceted client treatment that includes all the cognitive and psychosocial components and multiple diagnoses.

b. how each 6-year plan goal above supports the college strategic planning priority goals

Goal 9: Enhance workforce preparedness.

Goal 10: Develop Innovative Partnerships that Meet Long Term Community needs and are supported by Goal 3 by providing exceptional learning environments to promote student success.

Goal 3: Provide an Exceptional Learning Environment to Promote Student Success

Goal 4: #2 can aid in supporting Promoting Student Success for Historically Underserved populations. Student Access

Goal 11: Promote Employee Success

2. **What strategies/activities would you undertake to accomplish each 6-year plan goal? Phone contact, meet with faculty, write proposal, set a meeting/meet, finalize proposal, meet with faculty, write curriculum/assignments for the experience, meet with students, set up virtual experiences and live experiences, review/modify as needed, create and send out survey to those involved, analyze and evaluate.**
3. **How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)? A successful partnership that began and continues to be in place would mark accomplishment.**

Survey results and assignments.

F. Department/Unit Resources and Development

1. **What is/are your six-year goal(s) in this area?**

Curriculum development for OT practice areas that require additional emphasis.

Briefly explain:

- a. **why each 6-year plan goal was chosen (include any supporting data)**

The practice of OT is always moving and changing with the health care demands of the community, state and nation. There are areas of practice that graduates are expected to be entry level in that need additional emphasis.

- b. **how each 6-year plan goal above supports the college strategic planning priority goals**

Goal 9: Enhance workforce preparedness.

Goal 10 & Goal 3: Develop Innovative Partnerships that Meet Long Term Community

Needs

Both of these supports Goal 3 by providing exceptional learning environments to promote student success.

Goal 4: #2 can aid in supporting Promoting Student Success for Historically Underserved populations.

Goal 11: Promote Employee Success

2. **What strategies/activities would you undertake to accomplish each 6-year plan goal? Phone contact, meet with faculty, write proposal, set a meeting/meet, finalize proposal, meet with faculty, write curriculum/assignments for the experience, meet with students, set up virtual experiences and live experiences, review/modify as needed, create and send out survey**

to those involved, analyze and evaluate.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

A successful partnership that began and continues to be in place would mark accomplishment.

Survey results and assignments.

G. Faculty/Staff Professional Development

1. What is/are your six-year goal(s) in this area?

Increase hours for the Fieldwork Coordinator to 15 hours per week to increase student contact hours at clinical site visits and meet professional standards.

Provide a tutor for each semester of the program.

Briefly explain:

a. why each 6-year plan goal was chosen (include any supporting data)

Competition for fieldwork placements have increased in the San Diego area with a new OT school and out of state schools looking for San Diego placements. The rigors of the OTA curriculum prove challenging to students and a tutor is required to increase student success and outcomes to provide the employers with a well prepared OTA graduate.

b. how each 6-year plan goal above supports the college strategic planning priority goals

Goal 9: Enhance workforce preparedness.

Goal 10 & Goal 3: Develop Innovative Partnerships that Meet Long Term Community Needs

Both of these supports Goal 3 by providing exceptional learning environments to promote student success.

Goal 4: #2 can aide in supporting Promoting Student Success for Historically Underserved populations.

Goal 11: Promote Employee Success

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

Phone contact, meet with potential tutors, meet with faculty, meet with students, review/modify as needed, create and send out survey to those involved, analyze and evaluate.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

Survey results and assignments.

H. Curriculum Development

1. What is/are your six-year goal(s) in this area?

Curriculum development for OT practice areas that require additional emphasis.

Briefly explain:

a. why each 6-year plan goal was chosen (include any supporting data)
The practice of OT is always moving and changing with the health care demands of the

community, state and nation. There are areas of practice that graduates are expected to be entry level in that need additional emphasis.

b. how each 6-year plan goal above supports the college strategic planning priority goals

Goal 9: Enhance workforce preparedness.

Goal 10 & Goal 3: Develop Innovative Partnerships that Meet Long Term Community needs

Both of these supports Goal 3 by providing exceptional learning environments to promote student success.

Goal 4: #2 can aid in supporting Promoting Student Success for Historically Underserved populations.

Goal 11: Promote Employee Success

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

Phone contact, meet with faculty, write proposal, set a meeting/meet, finalize proposal, meet with faculty, write curriculum/assignments for the experience, meet with students, set up virtual experiences and live experiences, review/modify as needed, create and send out survey to those involved, analyze and evaluate.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

A successful partnership that began and continues to be in place would mark accomplishment.

Survey results and assignments.

I. Staffing Needs

1. Please explain your projected needs for staffing (include data to support your needs)?

Increase hours for the Fieldwork Coordinator to 15 hours per week to increase student contact hours at clinical site visits and meet professional standards.

Provide a tutor for each semester of the program.

Competition for fieldwork placements have increased in the San Diego area with a new OT school and out of state schools looking for San Diego placements.

The rigors of the OTA curriculum prove challenging to students and a tutor is required to increase student success and outcomes to provide the employers with a well prepared OTA graduate.

Comprehensive Unit Report

Grossmont College

Planning (AHN) - Occupational Therapy Asst.

Planning (AHN) - Occupational Therapy Asst.

- 1a. (AA/L Sec2) - **Curr Dev & Acad Stds - New:** Curriculum has been developed and current curriculum modified to meet the new ACOTE standards that became effective July 2013. In addition, partnerships with University of Saint Augustine have further been developing to enhance nontraditional fieldwork placements and fieldwork preparation.
- 1b. (AA/L Sec2) - **Curr Dev & Acad Stds - Oth Prog:** According to students attempting to get on the OTA waitlist, availability of adequate sections of the prerequisite anatomy and physiology coursework and at other institutions is limited.
- 2. (AA Sec3) - **Outcome Assessment - Prog Improve:** Utilizing the SLO assessment process for the past few years has created a formalized climate within the program where instructors continue to analyze student outcomes and related classroom activities/testing. The instructor implemented additional activities without any recommendations to improve student outcomes in the subsequent years with positive results. Example: OTA 130 assessment during Spring 2012 to Spring 2013.
- 3. (AA/L Sec4) - **Student Access:** The OTA Program admits students on a first come first serve basis based on completion of application packet which includes prerequisite coursework of anatomy and physiology. The OTA Program admits 26 students per year and many are in the category of special populations including displaced homemakers, economically disadvantaged, single parents, nontraditional by gender and limited English Proficiency.
- 4. (AA/L Sec5) - **Student Success:** The OTA Program has secured increased tutoring hours to increase student success for those challenged by the rigors of the program. Curriculum content has also been modified to introduce difficult concepts and skills earlier in the program and/or provide increased repetition throughout the program. We have many students who are in the special population category that need additional assistance to be successful in meeting the outcomes of the curriculum.
- 5a. (AA/L Sec6) **Stud Supp & Resources - Technology:** Changes in the rehab industry have created the need to incorporate documentation software and computerized medical records into the curriculum.
- 5b. (AA/L Sec6) **Stud Supp & Resources - Facilities:** The access to nursing and respiratory labs has enhanced the simulation portion of our program.
- 5c. (AA/L Sec6) **Stud Supp & Resources - Collabor:** Collaborating with the other health profession programs for space/equipment utilization has been extremely beneficial to achieve student learning outcomes.
- 6. (AA/L Sec7) - **Community Outreach/Response:** The OTA Program continually reaches out to the community for our Advisory Committee, facilities in order to provide fieldwork experiences for students and with other colleges for the fieldwork council. In addition, the program director interacts yearly with the national occupational therapy organization program directors.
- 7a. (AA/L Sec8) - **Fae/Staff Prof Dev - Currency:** The program director attended and presented at the national conference held in San Diego and attended the program director workshop. The information received on the new accreditation standards and profession was immediately used for updating course outlines, syllabi, curriculum and program policies/information.
- 7b. (AA/L Sec8) - **Fae/Staff Prof Dev - College:** The OTA Program faculty have participated in professional development workshops on blackboard to integrate into the program. In addition the OTA Program Director is on the QM Team, Reassign Time Committee, Program Review Committee and CTE Representative at the state level for CFT.
- 8. (AA/L Sec9) **Staffing Trends:** The OTA Program added a second full time faculty to the team in order to meet the new accreditation standards that took effect July 2013. No future changes anticipated.
- 9. **Job Placement Rates:** 100% of the graduates seeking OTA positions through class of 2012 have successfully been employed. The class of 2013 is in the process of studying for national examination, completing national examination and applying for state license. To date 50% have passed exam, received license and are employed.

Department/Unit Goal: Fieldwork Coordinator Development

New full time Fieldwork Coordinator position to incorporate fieldwork forum, fieldwork educator training manual, nontraditional supervision model and increase community sites to meet professional standards.

Goal Origin: Department Recommendation/Goal
Goal Status: Active

Activities			
Activity Description and Rationale	Measurable Outcome(s) (req.)*	Implementation Plan (req.)*	Active
Research additional OTA clinical placements, unveil a model of shared OT/OTA placement, make site visits and negotiate a program to take students and set contract in order to compensate for the sites that have been lost due to the Medicare laws, new schools in area and out of state student placements. Strategic Planning Goal Best Addressed (req.)*: Goal 07: RESOURCES - Develop and maintain an exceptional learning environment	Successful placement of entire cohort of students in three level one fieldwork experiences and two varied level two experiences will be the measurable outcome.	Providing students clinical placements in the area of practice tied to the course content is mandated by accreditation as well as supports SLO and student success. Providing support to our community partners and potential worksites is extremely important during the clinical phase of our program. Increasing student success will increase the graduate numbers which impacts job placement in the region	Yes

Activities			
Activity Description and Rationale	Measurable Outcome(s) (req.)*	Implementation Plan (req.)*	Active
Develop fieldwork educator training manual and webpages in conjunction with fieldwork forum to provide staff development to fieldwork site educators required by accreditation. Strategic Planning Goal Best Addressed (req.)*: Goal 03**: SUCCESS - Provide an Exceptional Learning Environment to Promote Student Success	Successful student placements will be one measurable outcome in conjunction with positive student fieldwork site evaluations.	where there is currently a shortage of OT personnel. Qualified clinical educators need to be provided in adequate numbers to accommodate student learning at clinical sites while supporting student/workforce partner success to meet accreditation requirements.	Yes

Planning Results			
Result	Follow up Action	Follow-Up	Results From
Goal 03**: SUCCESS - Provide an Exceptional Learning Environment to Promote Student Success - 08/27/2014 - The OTA Facility Handbook has been updated however a training manual and fieldwork forum have not been pursued at this point. Progress: Ongoing			2014-2015
Goal 07: RESOURCES - Develop and maintain an exceptional learning environment - 08/27/2014 - Center for the blind, Challenge Center, Teri Inc, ARC of San Diego, Poway ADHC, Horizons ADHC have all been contacted to expand OTA student placements with success for securing placements in 3 out of the 6 locations. Progress: Ongoing			2014-2015

Department/Unit Goal: Tutoring

Provide a tutor for each semester of the program.

Goal Origin: Department Recommendation/Goal

Goal Status: Active

Activities			
Activity Description and Rationale	Measurable Outcome(s) (req.)*	Implementation Plan (req.)*	Active
Increase OTA tutoring to increase student success and support students at risk due to rigors of the OTA Program. Strategic Planning Goal Best Addressed (req.)*: Goal 07: RESOURCES - Develop and maintain an exceptional learning environment	Documented utilization of tutoring services and positive feedback from students will be the measurable outcome.	Increasing student success in fieldwork and employment is the goal of the program and utilizing a tutor for more focused study groups, lab experiences and simulations will provide this.	Yes

Planning Results			
Result	Follow up Action	Follow-Up	Results From
Goal 07: RESOURCES - Develop and maintain an exceptional learning environment - 08/27/2014 - NANCE FORM APPROVED FOR FALL 2014 Progress: Ongoing			2014-2015

Department/Unit Goal: Curriculum Development

Curriculum development for OT practice areas that require additional emphasis.

Goal Origin: Department Recommendation/Goal
Goal Status: Active

Activities			
Activity Description and Rationale	Measurable Outcome(s) (req.)*	Implementation Plan (req.)*	Active
Create, maintain and update case scenario lab manual for OTA program across the curriculum to include introduction to simulation mannequins and computerized documentation cases. Strategic Planning Goal Best Addressed (req.)*: Goal 03**: SUCCESS - Provide an Exceptional Learning Environment to Promote Student Success	Skills checklist, scenario grading rubric and written examination.	Providing a lab manual of up to date clinic scenarios will better prepare students for the fieldwork component of the program. Providing better prepared students out in the community as fieldwork students will increase the chances of a facility to be willing to take students at a time when it is getting much more competitive. The scenarios will reflect the current case trends in the community.	Yes
Increase use of technology within the curriculum of the OTA Program utilizing interactive therapy media that is utilized in companies for patient documentation. Strategic Planning Goal Best Addressed (req.)*: Goal 03**: SUCCESS - Provide an Exceptional Learning Environment to Promote Student Success	Skills checklist, documentation rubric and written examination.	The rehab community is required to complete computerized documentation in all facilities via portable documentation systems and/or documentation stations.	Yes

Planning Results			
Result	Follow up Action	Follow-Up	Results From
Goal 03**: SUCCESS - Provide an Exceptional Learning Environment to Promote Student Success - 08/27/2014 - 1 computerized documentation program been researched Progress: Ongoing			2014-2015
Goal 03**: SUCCESS - Provide an Exceptional Learning Environment to Promote Student Success - 08/27/2014 - Additional case scenarios have been added for individual courses. Video scenarios library has been subscribed to. A lab manual has not been initiated. Computerized documentation cases have not been incorporated. Simulation mannequins have not been incorporated. Progress: Ongoing			2014-2015

Department/Unit Goal: Clinical Simulation

Provide an education with a strong clinical simulation component.

Goal Origin: Department Recommendation/Goal
Goal Status: Active

Activities			
Activity Description and Rationale	Measurable Outcome(s) (req.)*	Implementation Plan (req.)*	Active
Maintain clinical simulation across curriculum and develop for OTA 111, 141 and 121. Strategic Planning Goal Best Addressed (req.)*: Goal 03**: SUCCESS - Provide an Exceptional Learning Environment to Promote Student Success	Student evaluation, skills checklist, simulation rubric and written examination.	Provide simulated case scenarios prior to fieldwork II in order to better prepare students for their clinical experiences and to increase successful experiences in clinicals.	Yes

Activities			
Activity Description and Rationale	Measurable Outcome(s) (req.)*	Implementation Plan (req.)*	Active
Obtain 2 high tech wheelchairs with multiple attachments for use throughout curriculum. Strategic Planning Goal Best Addressed (req.):* Goal 03***: SUCCESS - Provide an Exceptional Learning Environment to Promote Student Success	Skills checklist and written examination.	Adding this hands on dimension to the curriculum will allow students to reach success with the stated SLO's by providing hand son lab experiences and increase workforce preparedness.	Yes

Planning Results			
Result	Follow up Action	Follow-Up	Results From
No Planning Results reported.			

Department/Unit Goal: Link with University of St. Augustine

Maintain a link between University of St. Augustine's OT students and Grossmont OTA students to collaborate on course projects and shared clinical projects via virtual classroom and clinical face to face workshop.

Goal Origin: Department Recommendation/Goal

Start Date: 01/27/2014

Completion Date: 05/09/2014

Goal Status: Completed

Activities			
Activity Description and Rationale	Measurable Outcome(s) (req.)*	Implementation Plan (req.)*	Active
Continue interactive fieldwork weekend for Fall 2013 and Spring 2014 with USA. Strategic Planning Goal Best Addressed (req.):* Goal 10: ECONOMIC/COMMUNITY - Develop Innovative Partnerships That Meet Long-term Community Needs	Student evaluation survey.	The collaborative relationship between Grossmont College OTA Program and USA OT program is critical to successful creative placements in the community and sharing of sites in the region in addition to meeting accreditation requirements.	Yes

Planning Results			
Result	Follow up Action	Follow-Up	Results From
Goal 10: ECONOMIC/COMMUNITY - Develop Innovative Partnerships That Meet Long-term Community Needs - 08/27/2014 - The OTA Program held interactive level I simulated fieldwork weekends during Fall 2013 and Spring 2014 with USA with excellent feedback from students at both schools. Progress: Completed			2013-2014

Department/Unit Goal: San Diego Trace Program

Implement a program with San Diego Trace Program and Grossmont College OTA students for a nontraditional level II fieldwork that will begin with level I, volunteer program and then level II.

Goal Origin: Department Recommendation/Goal

Goal Status: Inactive

Planning Results			
Result	Follow up Action	Follow-Up	Results From
No Planning Results reported.			

Department/Unit Goal: San Diego Unified School District

Negotiate a contract with San Diego Unified Schools Special Ed Dept to bring back and redesign TRACE fieldwork I experience with special education instructors.

Goal Origin: Department Recommendation/Goal

Start Date: 08/26/2014

Goal Status: Active

Activities			
Activity Description and Rationale	Measurable Outcome(s) (req.)*	Implementation Plan (req.)*	Active
Establish a contract that includes special education for OTA students to observe and participate in fieldwork I experiences for OTA 111 and OTA 141. Strategic Planning Goal Best Addressed (req.):* Goal 03** : SUCCESS - Provide an Exceptional Learning Environment to Promote Student Success	Establishment of a contract that includes special education classroom observations and experiences with 2-4 placements per year.	Contact Special Education Department Contact Supervisor of OT Department Determine new OT Supervisor after current retirement Seek new language in the current contract and/or negotiate special education contract Design special education fieldwork I experiences Send trial group of students to fieldwork I experience	Yes

Planning Results			
Result	Follow up Action	Follow-Up	Results From
No Planning Results reported.			

Department/Unit Goal: Link with community resources

Maintain a relationship with USA OT program.
Trial fieldwork supervision experiences in partnership with USA.

Goal Origin: Department Recommendation/Goal

Goal Status: Active

Activities			
Activity Description and Rationale	Measurable Outcome(s) (req.)*	Implementation Plan (req.)*	Active
Partner with OT level students in a community setting that would benefit from the OT/OTA partnership. Strategic Planning Goal Best Addressed (req.):* Goal 02** : ACCESS - Respond to evolving community needs	Secure at least 4 shared OT/OTA partnership placements at Center for the Blind.	Propose model to Center for the Blind and USA Meet with USA to determine 4 participants Host a training meeting of all participants Place students with supervision under Grossmont FW Coordinator	Yes

Planning Results			
Result	Follow up Action	Follow-Up	Results From
No Planning Results reported.			

SECTION 1 - ANNUAL SLO UPDATE

Please fill out the form below on ALL Course-level SLOs you've assessed over the last 2 semesters. Please add additional sections if needed.

Course # and SLO wording (ex. Hist 108(SLO 1) – Students will be able to ...)	check instrument used	Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	check action planned	Course SLO Action Plan (please indicate how you will use these course assessment results and analysis for <u>course improvement</u>)	Semester when Next Assessment of this SLO will take place (ex. Fall 2012) (see 6-year SLO plan)	check action planned	Program Action Plan (please indicate how you will use your Course-level SLO data in making <u>Program-level</u> decisions/changes)
OTA 130 – Spring 2012 Understand principles of movement and kinesiology concepts with 75% success.	x	Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)	Discussion of level of emphasis during actual class time revealed that MMT is a hands on activity and is tested as such to prepare for clinical work but when it is tested in written format it is extremely difficult for students to translate what they know physically to pen and paper thinking which is required for the national examination. It was clear to the instructor after midterm assessment analysis that an increased emphasis needed to be placed on the specific SLO in another angle so students grasp concepts in the pen and paper format. Once this was revisited with additional angles for instruction the SLO success rate increased.		Conduct further assessment related to the issue and outcome			Plan purchase of new equipment or supplies needed for modified student activities, such as: _____
		Assignments based on rubrics (essays/reports, projects, performance analysis)		x	Conduct according to the schedule with no changes made to the assessment or SLO	Spring 2015		Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
		Assignments based on checklists			Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____			Revise the curriculum, course sequence or prerequisites

		Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.		Develop new methods of evaluating student work, such as: _____		x	No program action will be taken
		Student Self-Assessments (reflective journals, surveys)		Engage in professional development about best practices for this type of class/activity			Other (please describe):
		Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)		Revise the course syllabus or outline (i.e. change in course topics)			
		Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)		Revise the SLO			
		Student Satisfaction Survey		Other (please describe):			
		Other (please describe):					
Course # and SLO wording	check instrument used	Assessment Assignments and/or Instruments: Which were used to assess the SLO?	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)	check action planned	Course SLO Action Plan (for <u>course</u> improvement)	Semester for next SLO assessment (ex. Fall 2012)	check action planned Program Action Plan (please indicate how you will use your Course-level SLO data in making <u>Program-level</u> decisions/changes)

<p>OTA 100 – Fall 2011</p> <p>Articulate and discuss the history, philosophy, theories, models of practice and frames of reference of occupational therapy with 75% success.</p>	x	Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)	<p>Student exceeded the assessment outcome and student feedback was very positive regarding this assignment. The student work was evidence that the students clearly understood the philosophy and principles of occupational therapy and were able to relay this information in a usable fashion through written language.</p>		Conduct further assessment related to the issue and outcome		Plan purchase of new equipment or supplies needed for modified student activities, such as: _____
	x	Assignments based on rubrics (essays/reports, projects, performance analysis)		x	Conduct according to the schedule with no changes made to the assessment or SLO	Fall 2014	Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
		Assignments based on checklists			Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____		Revise the curriculum, course sequence or prerequisites
		Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.			Develop new methods of evaluating student work, such as: _____	x	No program action will be taken
		Student Self-Assessments (reflective journals, surveys)			Engage in professional development about best practices for this type of class/activity		Other (please describe):
		Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)			Revise the course syllabus or outline (i.e. change in course topics)		

		Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)			Revise the SLO			
		Student Satisfaction Survey			Other (please describe):			
		Other (please describe):						
Course # and SLO wording	check instrument used	Assessment Assignments and/or Instruments: Which were used to assess the SLO?	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes?)	check action planned	Course SLO Action Plan (for <u>course</u> improvement)	Semester for next SLO assessment (ex. Fall 2012)	check action planned	Program Action Plan (please indicate how you will use your Course-level SLO data in making <u>Program-level</u> decisions/changes)
		Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)			Conduct further assessment related to the issue and outcome			Plan purchase of new equipment or supplies needed for modified student activities, such as: _____
		Assignments based on rubrics (essays/reports, projects, performance analysis)			Conduct according to the schedule with no changes made to the assessment or SLO			Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
		Assignments based on checklists			Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____			Revise the curriculum, course sequence or prerequisites

	Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.		Develop new methods of evaluating student work, such as: _____		No program action will be taken
	Student Self-Assessments (reflective journals, surveys)		Engage in professional development about best practices for this type of class/activity		Other (please describe):
	Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)		Revise the course syllabus or outline (i.e. change in course topics)		
	Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)		Revise the SLO		
	Student Satisfaction Survey		Other (please describe):		
	Other (please describe):				

APPENDIX 2
Catalog Descriptions

OCCUPATIONAL THERAPY

ASSISTANT

See page 11 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. Occupational therapy assistants (OTAs) work under the direct supervision of an occupational therapist (OT) 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 OT 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, Suite 200, Bethesda, MD, 20814-3449. AOTA's phone number is (301) 652-6611 x2914. 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.

Any prior convictions of a misdemeanor or felony may influence eligibility for state registration and eligibility to sit for National Boards as an Occupational Therapy Assistant. Applicants with prior convictions are urged to call Occupational Therapy Board of California at 1-916-263-2294 and NBCOT at 1-301-990-7979.

Students accepted to the Occupational Therapy Assistant Program are required to undergo a background check and/or urine drug screening test before starting the program or being placed at a clinical site. The cost of these procedures may be \$65 - \$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.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Achieve entry level competence and understand the

importance of lifelong learning to maintain competence.
2. Promote and support the profession of occupational therapy, emerging practice areas and community service.

General Education Requirements For Occupational Therapy Assistant

All Allied Health and Nursing students adhere to the graduation requirements outlined in the college catalog for the academic year in which they enter the program.

Competency Requirement

1. Competency in reading, writing, expression shown by achieving a "C" grade or higher or "Pass" in courses listed under Area A, Section 1 – Written Communication.
2. Competency in Mathematics shown by either
 - a. Earning a grade of "C" or better, or "Pass," in Math 103 or a higher numbered mathematics course or
 - b. Assessing into Math 120 or higher through the mathematics placement process. (students meeting competency through assessment must still take an Area A3 course.)

Courses in bold print are required in the Occupational Therapy Assistant major. All coursework must be completed with a "C" grade or higher, a competent program skills checklist, and "meets standard" on final professional behavior evaluation prior to enrollment in OTA 240 and OTA 241.

Area A - Language and Rationality

Three courses (a minimum of nine units) are required in written communication, oral communication, and analytical thinking. At least ONE course must be taken from EACH of the following three sections:

1. Written Communication

Must be completed with a "C" grade or higher to satisfy the competency requirement.

English 120, 124

2. Oral Communication

Communication 120, 122

3. Analytical Thinking

Competency in Mathematics shown by either

a. Earning a grade of "C" or better, or

"Pass," in Math 103

or a higher numbered mathematics course

or

b. Assessing into Math 120 or higher

through the

mathematics placement process. (Students
meeting

competency through assessment must still

take an Area

A3 course.)

Anthropology 215

Biology 215

Economics 215

Geography 104

Mathematics 103, 110, 120, 125, 126, 150,

160, 170, 175,

176, 178, 180, 245, 280, 281, 284, 285

Philosophy 125, 130

Psychology 215

Sociology 215

Area B - Natural Sciences

Two natural science courses (a minimum of seven units)

are required. One course must contain a laboratory.

Courses with an asterisk are laboratory only. Courses

not containing a laboratory component are underlined.

Anthropology 130, 131*

Astronomy 110, 112*, 120

Biology 140 and 141 or 144 and 145, 152,

105, 110, 112,

114, 118, 120, 142*, 180, 230, 240

Chemistry 102, 110, 113, 115, 116, 120,

141, 142, 231,

232

Geography 120, 121*, 140

Geology 104, 110, 111*, 121, 210, 220, 230

Oceanography 112, 113*

Physical Science 100, 110, 111*

Physics 110, 130, 131, 140, 240, 241

Science 110

Area C - Humanities

One humanities course (a minimum of three units) is

required.

American Sign Language 120, 121, 140, 220,

221, 250

Arabic 120, 121, 122, 123, 148, 220, 221,

250, 251

Art 100, 120, 124, 126, 129, 140, 141, 142,

143, 145, 146,

147, 171, 189

Chinese 120, 121, 220, 221, 250, 251

Communication 135, 137, 144, 145

Cross-Cultural Studies 122, 123, 126, 134,

144, 147, 149,

152, 236, 237, 238

Dance 110

English 112, 118, 122, 126, 134-135-136-

137, 201, 203,

215, 217, 218, 219, 221, 222, 231, 232, 234,

235, 236,

237, 238, 241, 242, 275, 276, 277

French 120, 121, 152, 220, 221, 250, 251

German 120, 121, 220, 221, 250, 251

History 100, 101, 103, 105, 106, 113, 126,

135, 136, 137,

148, 156, 157

Humanities 110, 120, 125, 130, 135, 160,

170

Italian 120, 121, 220, 221, 250, 251

Japanese 120, 121, 149, 220, 221, 250, 251

Media Communications 111, 189

Music 110, 111, 115, 116, 117, 189

Philosophy 110, 111, 112, 114, 116, 118,

140, 141, 145,

150, 155

Photography 150, 154

Religious Studies 120, 130, 140, 150

Russian 120, 121, 220, 221, 250, 251

Spanish 120, 121, 122, 123, 141, 145, 220,

221, 250, 251

Theatre Arts 101, 110, 130, 143, 144, 189

Area D - Social Sciences

One social science course (a minimum of three units) is

required.

Administration of Justice 110

Anthropology 120, 140

Child Development 115, 125, 131, 134, 145,

153

Communication 124, 128

Cross-Cultural Studies 114, 115, 118, 119,

124, 125, 128,

130, 131, 132, 133, 135, 145, 153, 154, 155,

180, 181

Economics 110, 120, 121

Family Studies 115, 120

Geography 106, 130, 170

Health Education 120, 155, 158, 201

Health Science 110

History 108, 109, 114, 115, 118, 119, 122,

123, 124, 127,

130, 131, 154, 155, 180, 181

Media Communications 110

Political Science 120, 121, 124, 130, 140,

150, 160

Psychology 120, 125, 130, 132, 134, 138,

170

Sociology 114 or 120, 125, 130, 138, 140

Area E – Fitness/Wellness

Two courses involving physical exercise and/or dance are

required. They can only be chosen from the exercise

science and/or dance courses listed below:

Dance 068, 071A, 071B, 072A, 072B,

074A, 074B, 078 A,

078B, 080A, 080B, 080C, 080D, 081A,

081B, 081C,

081D, 082A, 082B, 084A, 084B, 084C,

084D, 088A,

088B, 088C, 088D, 094A, 094B, 094C,

094D, 099A,

099B, 099C, 116

Exercise Science 001, 002, 003, 004A,

004B, 004C, 005A,

005B, 005C, 006A, 006B, 006C, 007A,

007B, 007C,

009A, 009B, 009C, 017A, 017B, 017C,

021A, 021B,

021C, 023A, 023B, 023C, 024A, 024B,

024C, 027,

028A, 028B, 028C, 029, 030, 035, 037A,

037B, 037C,

039, 040A, 040B, 040C, 041, 043A, 043B,

043C, 044A,

044B, 044C, 060A, 060B, 060C, 076A,

076B, 076C,

125A, 125B, 125C, 130A, 130B, 130C,

155A, 155B,

155C, 170A, 170B, 170C, 171A, 171B,

171C, 172A,

172B, 172C, 175A, 175B, 175C, 180, 185A,

185B, 185C

Associate Degree Major

Requirements

Note: All courses in the major must be completed with a

letter grade of "C" or higher.

Subject & Number Title Units

Biology 140 Human Anatomy 5

and

Biology 141 Human Physiology 3

or

Biology 144 Human Anatomy &

Physiology I (4)

and

Biology 145 Human Anatomy &

Physiology II (4)

Family Studies 120 Human Development 3

Occupational Therapy Fundamentals of

Occupational

Assistant 100 Therapy 2

Occupational Therapy Fundamentals of

Activity/

Assistant 101 Therapeutic Media 2

Occupational Therapy Rehabilitation

Terminology,

Assistant 102 Diseases and Diagnoses 2

Occupational Therapy Occupational Skills–

Assistant 110 Psychosocial 4

Occupational Therapy

Assistant 111 Clinical Practicum I 1
Occupational Therapy Documentation in
Assistant 120 Occupational Therapy 3
Occupational Therapy Dynamics of Human
Assistant 130 Movement 4
Occupational Therapy Occupational Skills
Assistant 140 Development in
Pediatric Roles 2
Occupational Therapy
Assistant 141 Clinical Practicum II 1
Occupational Therapy Introduction to
Assistant 200 Occupational Therapy Skills
Physical Rehabilitation 3
Occupational Therapy Assistive Technology
in
Assistant 210 Occupational Therapy 3
Occupational Therapy Advanced
Occupational
Assistant 220 Therapy Skills for
Physical Dysfunction 3
Occupational Therapy
Assistant 221 Clinical Practicum III 1
Occupational Therapy Occupational Therapy
Assistant 230 Management 2
Occupational Therapy
Assistant 240 Clinical Practicum IV 6
Occupational Therapy
Assistant 241 Clinical Practicum V 6
Total 56
Plus General Education
Requirements 14

Total Required 70

OCCUPATIONAL THERAPY ASSISTANT (OTA)

OCCUPATIONAL THERAPY ASSISTANT 100 †

Fundamentals of Occupational Therapy

2 units, 2 hours lecture

Prerequisite: A "C" grade or higher in OTA 102.

Corequisite: OTA 101

The philosophical base, definition and history of occupational therapy is examined. Through an historical approach, frames of reference and models of practice within the profession are reviewed. Occupation as a health determinant is emphasized. The meaning of professionalism is examined. A broad range of practice areas is investigated. Various systems and service models are described. Ethics of the profession and standards of practice are examined and applied to practice situations. Legislation and legal issues affecting the profession are reviewed.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT 101 †

Fundamentals of

Activity/Therapeutic Media

2 units, 1 hour lecture, 3 hours laboratory

Corequisite: OTA 100 and 110.

Through experiential learning, students will explore and develop skills in performing processes required in minor crafts, gross motor activities, games and simple work tasks. The focus of OT in daily life activities is reviewed. Emphasis is on activity analysis and adaptation from the perspective of work and play/leisure tasks throughout the life span, and addresses physical, psychosocial and cognitive needs. Safety in the use of therapeutic activities is emphasized. Students will learn to teach techniques in applying therapeutic media to a group.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT 102 †

Rehabilitation Terminology, Diseases and Diagnoses

2 units, 2 hours lecture

Prerequisite: Admission to Occupational Therapy Assistant Program. A "C" grade or

higher in Biology 140 and 141 or Biology 144 and 145 or equivalent.

A comprehensive course that is designed to offer students proficiency in the use of terminology utilized in a variety of rehabilitation settings. Basic medical terminology will be incorporated including prefixes, roots and suffixes. This course will include an in-depth study of common diseases and diagnoses found in rehabilitation. Occupational therapy databases, sites and resources will be explored via the internet.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT 110 †

Occupational Skills- Psychosocial

4 units, 4 hours lecture

Corequisite: OTA 100 and 101 and 111

Interpersonal communication is explored and practiced on many different levels including: didactic communication, group process, teamwork, supervision and collaboration. Occupational Therapy models of practice in psychiatry and psychiatric conditions and treatment approaches are examined. Techniques for intervention are observed and practiced such as: interviewing, clinical observation, documentation, and communication. Group tasks, roles, stages and processes are examined.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT 111 †

Clinical Practicum I

1 unit, 3 hours laboratory

Corequisite: OTA 110

Clinical Practicum I is designed to acquaint the student with the day to day activities in the clinical setting when caring for individuals with psychosocial issues that interfere with occupations and roles. This experience enables students to apply academic knowledge to practice and develop an understanding of the needs of clients, setting and staff.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT 120 †

Documentation in Occupational Therapy

3 units, 3 hours lecture

Prerequisite: A "C" grade or higher in OTA 100 and 101 and 110.

Corequisite: OTA 130 and 140.

Record keeping for accountability and reimbursement is examined. Emphasis is placed on learning the structure and function of daily note writing. Patient/client evaluation techniques including data gathering, reassessment, treatment recommendations, and treatment termination are presented. Students learn to write behavioral objectives and assist the OT with goal writing. Techniques of quality assurance are introduced. Insurance systems and various methods for documentation are explored. The ethics of documentation are examined. Medical terminology is emphasized. Students will practice documentation for different practice settings (e.g. psychiatry, physical dysfunction).

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT 130 †

Dynamics of Human Movement

4 units, 3 hours lecture, 3 hours laboratory

Prerequisite: A "C" grade or higher in OTA 100 and 101 and 110.

Corequisite: OTA 120 and 140.

The structure and organization of the human body are examined and analyzed in relation to functional movements required for work, play and self-care activities. Occupational therapy theory for treating the physically disabled is reviewed with special attention to neurological and musculoskeletal systems. Physical conditions typically seen by the occupational therapist are defined and examined. Functional manual muscle testing, goniometry, and sensory perception testing are learned and practiced. Principles of kinesiology are presented in relation to functional mobility, body mechanics, energy conservation and joint protection.

Transfers to CSU

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

OCCUPATIONAL THERAPY ASSISTANT 140 †

Occupational Skills

Development in Pediatric Roles

2 units, 1 hour lecture, 3 hours laboratory

Prerequisite: A "C" grade or higher in OTA 100 and 101 and 110.

Corequisite: OTA 120 and 130 and 141.

Current knowledge related to the causes, course and prognosis of problems that occur from birth through

adolescence will be examined. The principles and theories underlying learning and the developmental process will be reviewed. The OTA's use of play in the development of self-discovery, decision-making, work role skills will be discussed. The role of the OTA in prevention and rehabilitation programs within different types of service facilities will be explored. The role of families, care givers, teachers and significant others in the treatment process will be discussed. Assessment, program planning and treatment will be defined and performance skills necessary for successful occupational behaviors will be presented.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT

141 †

Clinical Practicum II

1 unit, 3 hours laboratory

Corequisite: OTA 140

A laboratory experience that includes observing and identifying normal and abnormal developmental behaviors in the pediatric population. This course builds on previous introduction practicum experience and is designed to reinforce and augment understanding of principles and techniques for observing, assessing, planning and implementing occupational therapy treatment sessions with pediatric clients.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT

199

Special Studies or Projects in Occupational Therapy Assistant

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of occupational therapy assistant 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.

OCCUPATIONAL THERAPY ASSISTANT

200 †

Introduction to Occupational Therapy Skills in Physical Rehabilitation

3 units, 3 hours lecture

Prerequisite: A "C" grade or higher in OTA 101

The normal occupational performance in development of adult and geriatric roles is explored. The physical, socioeconomic, environmental factors, lifestyle choices, and physical factors

that influence adult and geriatric occupational performance in their roles. Exploration of the recovery process, from acute care to rehabilitation for physical and psychosocial conditions, is reviewed. The role of the occupational therapy assistant in prevention and rehabilitation programs is defined. Involvement in assessment, intervention, and therapeutic activities that facilitate age appropriate occupational behaviors is practices. The discharge process and collaboration with other professionals and community agencies is included as part of the treatment continuum.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT

210 †

Assistive Technology in Occupational Therapy

3 units, 2 hours lecture, 3 hours laboratory

Prerequisite: A "C" grade or higher in OTA 200.

Corequisite: OTA 220 and 230.

The knowledge and application of assistive devices are fundamental in the practice of occupational therapy across diagnostic categories and age groups. This course presents an introduction to a broad range of equipment from "low technology" to complex "hightechnology" devices involving microelectronics. Topics include: adapted equipment for activities of daily living, home modifications, personal mobility and adapted driving, computer accessibility, communication aides. The environments in which assistive technologies are used will be explored including home, school, work, play and recreation.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT

220 †

Advanced Occupational Therapy Skills for Physical Dysfunction

3 units, 1 hour lecture, 6 hours laboratory

Prerequisite: A "C" grade or higher in OTA 200.

Corequisite: OTA 210 and 221 and 230.

This course focuses on treatment techniques and adaptations to assist individuals with physical dysfunction in various setting and the role of the occupational therapy assistant. The course builds on the theory, foundation and skills learned in OTA 200 with laboratory activities that allow students to apply screening, assessment, analysis, intervention, implementation,

documentation, discharge planning and outcome activities.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT

221 †

Clinical Practicum III

1 unit, 3 hours laboratory

Corequisite: OTA 220

A laboratory course providing a continuation of clinical practicum with a focus on treatment planning, safety precautions, contraindications and documentation in OTA Program affiliated adult and geriatric rehabilitation settings.

Transfers to CSU

OCCUPATIONAL THERAPY ASSISTANT

230 †

Occupational Therapy Management

2 units, 2 hour lecture

Prerequisite: A "C" grade or higher in OTA 200.

Corequisite: OTA 210 and 220.

Occupational Therapy Management explores the operations of an occupational therapy department. This course presents an introduction to basic management issues including: clerical, organizational, fiscal and supervisory components. Topics relate to traditional and nontraditional settings where occupational therapy assistants may be employed. Legal and ethical issues are explored. Quality assurance, research and continuing education to support continued professional growth are emphasized. Techniques for developing a resume, participating in an interview and requirements to practice are discussed and practiced. Practice opportunities in community-based programs will be explored.

Transfers to CSU

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

OCCUPATIONAL THERAPY ASSISTANT

235 †

OTA Review

3 units, 3 hours lecture

This course is designed for occupational therapy assistants and/or recent graduates of occupational therapy assistant programs who intend to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination. This course will include a review of kinesiology concepts and measurements, theories and frames of reference, the practice

framework, code of ethics issues, clinical case studies and treatment interventions, modalities, splinting, management issues and practice areas.
Transfers to CSU

**OCCUPATIONAL THERAPY ASSISTANT
240 †**

Clinical Practicum IV

6 units, 18 hours laboratory

Prerequisite: A "C" grade or higher in OTA 140 and 230.

Corequisite: OTA 235

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 therapy 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 241, Clinical Practicum V course. This course is offered on a Pass/No Pass basis only. For work experience requirements, see page 34.
Transfers to CSU

**OCCUPATIONAL THERAPY ASSISTANT
241 †**

Clinical Practicum V

6 units, 18 hours laboratory

Prerequisite: A "C" grade or higher in OTA 230.

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 ten 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 Pass/No Pass basis only. For work experience requirements, see page 34.
Transfers to CSU

**OCCUPATIONAL THERAPY ASSISTANT
250 †**

Introduction to Hand Therapy

2 units, 2 hours lecture

This course is an introduction to the diagnoses that lead to a client needing hand therapy intervention. Included are symptoms, preventative techniques and treatments that are seen with a variety of repetitive hand injuries. The detailed anatomy of the hand and upper extremity will be examined. Requirements to receive advanced practice certification in hand therapy in the State of California will be discussed. This course is offered on a Pass/No Pass basis only.
Transfers to CSU

**OCCUPATIONAL THERAPY ASSISTANT
298 ††**

**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 Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Pass/No Pass only.

Non-associate degree applicable

**OCCUPATIONAL THERAPY ASSISTANT
299A †**

**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 Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Associate degree applicable

**OCCUPATIONAL THERAPY ASSISTANT
299B †**

**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 Career

and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Baccalaureate level – CSU transfer

APPENDIX 3

Grade Distribution Summary Report

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

		S.T.										TOTAL		TOTAL		
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
OTA 100	FUNDAMENT/OCCUPATIONAL THERAPY															
6442N		2.0		12	9	4						3	28	56.0	VICINO	
	COURSE TOTAL			12	9	4						3	28	56.0		
OTA 101	FUND/ACTIVITY/THERAPUTIC MEDIA															
6443N		4.0		10	7							1	18	72.0	VICINO	
	COURSE TOTAL			10	7							1	18	72.0		
OTA 110	INTRPERS RELATIONS/OCCUPA THER															
6445N		6.0		2	11	1	3					1	18	108.0	VICINO	
	COURSE TOTAL			2	11	1	3					1	18	108.0		
OTA 210	ASSIST TECH/OCCUPATNAL THERAPY															
6447N		4.0		8	6								14	56.0	SIDLER	PT
	COURSE TOTAL			8	6								14	56.0		
OTA 220	OCCUPA SKIL DEV/GERIATRIC ROLE															
6449N		5.0		11	3								14	70.0	LADUCA	PT
	COURSE TOTAL			11	3								14	70.0		
OTA 230	OCCUPATIONAL THERAPY MANAGEMNT															
6452N		1.0		9	4	1							14	14.0	SCHWIER	PT
	COURSE TOTAL			9	4	1							14	14.0		
OTA 299	REHAB TERMINOL/DISEASE/DIAGNOS															
6455N		3.0								10		1	11	33.0	VICINO	
	COURSE TOTAL									10		1	11	33.0		
	SUBJECT TOTAL			52	40	6	3			10		6	117	409.0		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

		S.T.									TOTAL	TOTAL				
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
OTA	120	DOCUMENTATN/OCCUPATIONL THERAP														
	6693N	2.0		7	3	2		1					13	26.0	NOERBAEK	PT
		COURSE TOTAL		7	3	2		1					13	26.0		
OTA	130	DYNAMICS OF HUMAN MOVEMENT														
	6695N	6.0		10	3								13	78.0	SPELYNG	PT
		COURSE TOTAL		10	3								13	78.0		
OTA	140	OCCUPA SKILLS DEV/PEDIAT ROLES														
	6697N	5.0		2	10		1						13	65.0	SCHWIER	PT
		COURSE TOTAL		2	10		1						13	65.0		
OTA	240	FIELDWORK LEVEL II-ROTATION I														
	6703 **	0.0								13			13	0.0	ATKINSON	
		COURSE TOTAL											13	0.0		
OTA	241	FIELDWORK LEVEL II/ROTATION II														
	6705 **	0.0								10	2	1	13	0.0	ATKINSON	
		COURSE TOTAL											13	0.0		
OTA	299	OTA REVIEW														
	6707N	3.0								13		1	14	42.0	VICINO	XP
		COURSE TOTAL								13		1	14	42.0		
		SUBJECT TOTAL		19	16	2	1	1		13		1	53	211.0		

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

Grade Distribution by Division

School: Grossmont College -- Term: 2008FA -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-100 Fundament/Occupational Therapy																		
3754N		2.0	25	0	17	0	0	4	0	0	0	0	4	0	0	0	2	Vicino, Christine
OTA-101 Fund/Activity/Theraputic Media																		
3755N		2.0	23	0	9	0	0	12	0	0	0	0	2	0	0	0	0	Vicino, Christine
OTA-110 Intrpers Relations/Occupa Ther																		
3757N		4.0	23	0	4	0	0	17	0	0	0	0	2	0	0	0	0	Vicino, Christine
OTA-210 Assist Tech/Occupatnal Therapy																		
3758N		2.0	13	0	12	0	0	1	0	0	0	0	0	0	0	0	0	Cook, Darlene PT
OTA-220 Occupa Skil Dev/Geriatric Role																		
3759N		3.0	13	0	10	0	0	3	0	0	0	0	0	0	0	0	0	Spelyng, Adrienne PT
OTA-230 Occupational Therapy Managemnt																		
3760N		1.0	13	0	9	0	0	4	0	0	0	0	0	0	0	0	0	Schwie, Erin PT
OTA-299 Rehab Terminol/Disease/Diagnos																		
3761N		3.0	20	0	0	0	0	0	0	0	0	0	0	18	2	0	0	Spelyng, Adrienne PT
Subject Total			130	0	61	0	0	41	0	0	0	0	8	18	2	0	2	

Grade Distribution by Division

School: Grossmont College -- Term: 2009SP -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-120 Documentatn/Occupationl Therap																		
8262N		2.0	20	0	12	0	0	8	0	0	0	0	0	0	0	0	0	Vicino, Christine
OTA-130 Dynamics of Human Movement																		
8263N		4.0	20	0	14	0	0	5	0	0	1	0	0	0	0	0	0	Spelyng, Adrienne PT
OTA-140 Occupa Skills Dev/Pediat Roles																		
8264N		3.0	20	0	13	0	0	7	0	0	0	0	0	0	0	0	0	Schwie, Erin PT
OTA-240 Fieldwork Level Ii-Rotation I																		
8265		4.0	13	0	0	0	0	0	0	0	0	0	0	13	0	0	0	Cook, Darlene PT
OTA-241 Fieldwork Level Ii/Rotation II																		
8266		4.0	12	0	0	0	0	0	0	0	0	0	0	12	0	0	0	Cook, Darlene PT
OTA-299B OTA Review																		
9172N		3.0	11	0	0	0	0	11	0	0	0	0	0	0	0	0	0	Vicino, Christine
Subject Total			96	0	39	0	0	31	0	0	1	0	0	25	0	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2009FA -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-100 Fundament/Occupational Therapy																		
3754N		2.0	22	0	19	0	0	2	0	0	0	0	1	0	0	0	1	Vicino, Christine
OTA-101 Fund/Activity/Theraputic Media																		
3755N		3.0	23	0	18	0	0	4	0	0	0	0	1	0	0	0	2	Vicino, Christine
OTA-110 Intrpers Relations/Occupa Ther																		
3757N		5.0	25	0	13	0	0	11	0	0	0	0	1	0	0	0	2	Vicino, Christine
OTA-210 Assist Tech/Occupatnal Therapy																		
3758N		3.0	19	0	16	0	0	3	0	0	0	0	0	0	0	0	0	Cook, Darlene PT
OTA-220 Occupa Skil Dev/Geriatric Role																		
3759N		4.0	19	0	17	0	0	2	0	0	0	0	0	0	0	0	0	Spelyng, Adrienne PT
OTA-230 Occupational Therapy Managemnt																		
3760N		2.0	19	0	13	0	0	6	0	0	0	0	0	0	0	0	0	Schwier, Erin PT
Subject Total			127	0	96	0	0	28	0	0	0	0	3	0	0	0	5	

Grade Distribution by Division

School: Grossmont College -- Term: 2010SP -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-120 Documentatn/Occupationl Therap																		
8262N		3.0	25	0	19	0	0	3	0	0	1	0	2	0	0	0	0	Gilchrist, Jennie PT
OTA-130 Dynamics of Human Movement																		
8263N		4.0	25	0	9	0	0	11	0	0	2	1	2	0	0	0	0	Spelyng, Adrienne PT
OTA-140 Occupa Skills Dev/Pediat Roles																		
8264N		3.0	25	0	9	0	0	11	0	0	1	2	2	0	0	0	0	Schwier, Erin PT
OTA-235 OTA Review																		
9751N		3.0	18	0	6	8	3	1	0	0	0	0	0	0	0	0	0	Murray, Erin PT
OTA-240 Fieldwork Level II-Rotation I																		
8265		4.0	18	0	0	0	0	0	0	0	0	0	0	18	0	0	0	Reed, Helen PT
OTA-241 Fieldwork Lev II/Rotation II																		
8266		4.0	18	0	0	0	0	0	0	0	0	0	0	18	0	0	0	Reed, Helen PT
Subject Total			129	0	43	8	3	26	0	0	4	3	6	36	0	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2010FA -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-100 Fundament/Occupational Therapy																		
3754N		2.0	24	0	9	0	0	13	0	0	2	0	0	0	0	0	2	Vicino, Christine
OTA-101 Fund/Activity/Theraputic Media																		
3755N		3.0	24	0	20	0	0	4	0	0	0	0	0	0	0	0	2	Vicino, Christine
OTA-110 Intrpers Relations/Occupa Ther																		
3757N		5.0	24	0	19	0	0	5	0	0	0	0	0	0	0	0	2	Vicino, Christine
OTA-210 Assist Tech/Occupatnal Therapy																		
3758N		3.0	20	0	19	0	0	1	0	0	0	0	0	0	0	0	0	Cook, Darlene PT
OTA-220 Occupa Skil Dev/Geriatric Role																		
3759N		4.0	20	0	13	0	0	6	0	0	0	1	0	0	0	0	0	Reed, Helen PT
OTA-230 Occupational Therapy Managemnt																		
3760N		2.0	20	0	19	0	0	1	0	0	0	0	0	0	0	0	0	Schwie, Erin PT
Subject Total			132	0	99	0	0	30	0	0	2	1	0	0	0	0	6	

Grade Distribution by Division

School: Grossmont College -- Term: 2011SP -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-120 Documentatn/Occupationl Therap																		
8262N		3.0	23	0	14	0	0	8	0	0	0	0	1	0	0	0	1	Gilchrist, Jennie PT
OTA-130 Dynamics of Human Movement																		
8263N		4.0	23	0	7	0	0	11	0	0	5	0	0	0	0	0	2	Murray, Erin PT
OTA-140 Occupa Skills Dev/Pediat Roles																		
8264N		3.0	24	0	3	0	0	14	0	0	4	2	1	0	0	0	1	Schwie, Erin PT
OTA-235 OTA Review																		
9751N		3.0	19	0	11	0	0	8	0	0	0	0	0	0	0	0	0	Murray, Erin PT
OTA-240 Fieldwork Level II-Rotation I																		
8265		4.0	19	0	0	0	0	0	0	0	0	0	0	19	0	0	0	Reed, Helen PT
OTA-241 Fieldwork Lev II/Rotation II																		
8266		4.0	19	0	0	0	0	0	0	0	0	0	0	19	0	0	0	Reed, Helen PT
Subject Total			127	0	35	0	0	41	0	0	9	2	2	38	0	0	4	

Grade Distribution by Division

School: Grossmont College -- Term: 2011FA -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-100 Fundament/Occupational Therapy																		
3754		2.0	28	0	23	0	0	5	0	0	0	0	0	0	0	0	0	Vicino, Christine
OTA-101 Fund/Activity/Therapeutic Media																		
3755N		3.0	28	0	18	0	0	10	0	0	0	0	0	0	0	0	0	Vicino, Christine
OTA-110 Intrpers Relations/Occupa Ther																		
3757N		5.0	28	0	20	0	0	8	0	0	0	0	0	0	0	0	0	Vicino, Christine
OTA-210 Assist Tech/Occupatnal Therapy																		
3758N		3.0	19	0	16	0	0	3	0	0	0	0	0	0	0	0	0	Cook, Darlene PT
OTA-220 Occupa Skil Dev/Geriatric Role																		
3759N		4.0	20	0	18	0	0	2	0	0	0	0	0	0	0	0	0	Reed, Helen PT
OTA-230 Occupational Therapy Managemnt																		
3760N		2.0	19	0	17	0	0	0	0	2	0	0	0	0	0	0	0	Schwieb, Erin PT
Subject Total			142	0	112	0	0	28	0	2	0	0	0	0	0	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2012SP -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-120 Documentatn/Occupationl Therap																		
8262N		3.0	27	0	20	0	0	5	0	0	2	0	0	0	0	0	0	Gilchrist, Jennie PT
OTA-130 Dynamics of Human Movement																		
8263N		4.0	27	0	13	0	0	13	0	0	1	0	0	0	0	0	0	Kozlik, Katherine PT
OTA-140 Occupa Skills Dev/Pediat Roles																		
8264N		3.0	27	0	7	0	0	14	0	0	4	2	0	0	0	0	0	Schwieb, Erin PT
OTA-235 OTA Review																		
9751N		3.0	20	0	4	0	0	12	0	0	4	0	0	0	0	0	0	Wilson, Mark PT
OTA-240 Fieldwork Level II-Rotation I																		
8265		4.0	20	0	0	0	0	0	0	0	0	0	0	20	0	0	0	Atkinson, Elizabeth PT
OTA-241 Fieldwork Lev II/Rotation II																		
8266		4.0	20	0	0	0	0	0	0	0	0	0	0	20	0	0	0	Atkinson, Elizabeth PT
Subject Total			141	0	44	0	0	44	0	0	11	2	0	40	0	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2012FA -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-100 Fundament/Occupational Therapy																		
3754		2.0	24	0	21	0	0	2	0	0	0	0	1	0	0	0	0	Vicino, Christine
OTA-101 Fund/Activity/Theraputic Media																		
3755N		3.0	24	0	18	0	0	5	0	0	0	0	1	0	0	0	0	Vicino, Christine
OTA-110 Intrpers Relations/Occupa Ther																		
3757N		5.0	24	0	15	0	0	8	0	0	0	0	1	0	0	0	0	Vicino, Christine
OTA-210 Assist Tech/Occupatnal Therapy																		
3758N		3.0	25	0	23	0	0	2	0	0	0	0	0	0	0	0	0	Cook, Darlene
OTA-220 Occupa Skil Dev/Geriatric Role																		
3759N		4.0	25	0	9	0	5	6	0	0	2	3	0	0	0	0	0	Delli Fraine, Jennie
OTA-230 Occupational Therapy Managemnt																		
3760N		2.0	25	0	17	0	6	2	0	0	0	0	0	0	0	0	0	Schwier, Erin
Subject Total			147	0	103	0	11	25	0	0	2	3	3	0	0	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2013SP -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-120 Documentatn/Occupationl Therap																		
8262N		3.0	21	0	15	0	0	6	0	0	0	0	0	0	0	0	0	Gilchrist, Jennie
OTA-130 Dynamics of Human Movement																		
8263N		4.0	21	0	14	0	0	7	0	0	0	0	0	0	0	0	0	Kozlik, Katherine
OTA-140 Occupa Skills Dev/Pediat Roles																		
8264N		3.0	21	0	11	0	2	8	0	0	0	0	0	0	0	0	0	Schwier, Erin
OTA-235 OTA Review																		
1228N		3.0	22	0	21	0	0	1	0	0	0	0	0	0	0	0	0	Cook, Darlene
OTA-240 Fieldwork Level II-Rotation I																		
8265		4.0	22	0	0	0	0	0	0	0	0	0	0	22	0	0	0	Atkinson, Elizabeth
OTA-241 Fieldwork Lev II/Rotation II																		
8266		4.0	22	0	0	0	0	0	0	0	0	0	0	22	0	0	0	Atkinson, Elizabeth
Subject Total			129	0	61	0	2	22	0	0	0	0	0	44	0	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2013FA -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-100 Fundament/Occupational Therapy																		
3754		2.0	23	0	15	0	0	8	0	0	0	0	0	0	0	0	0	Vicino, Christine
OTA-101 Fund/Activity/Theraputic Media																		
3755N		3.0	23	0	19	0	0	4	0	0	0	0	0	0	0	0	0	Vicino, Christine
OTA-110 Occupation Skills-Psychosocial																		
3757N		4.0	23	0	19	0	0	4	0	0	0	0	0	0	0	0	0	Vicino, Christine
OTA-111 Clinical Practicum I																		
1985		1.0	23	0	23	0	0	0	0	0	0	0	0	0	0	0	0	Fries, Joyce
OTA-210 Assist Tech/Occupatnal Therapy																		
3758N		3.0	20	0	20	0	0	0	0	0	0	0	0	0	0	0	0	Cook, Darlene PT
OTA-220 Adv Therapy Skil Physic Dysfun																		
3759N		3.0	20	0	13	0	0	6	0	0	1	0	0	0	0	0	0	Fries, Joyce
OTA-230 Occupational Therapy Managemnt																		
3760N		2.0	20	0	20	0	0	0	0	0	0	0	0	0	0	0	0	Emory, Suzanna PT
Subject Total			152	0	129	0	0	22	0	0	1	0	0	0	0	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2014SP -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
OTA-120 Documentatn/Occupationl Therap																		
8262N		3.0	23	0	21	0	0	2	0	0	0	0	0	0	0	0	0	Gilchrist, Jennie PT
OTA-130 Dynamics of Human Movement																		
8263N		4.0	23	0	14	0	0	9	0	0	0	0	0	0	0	0	0	Kozlik, Katherine PT
OTA-140 Occupa Skills Dev/Pediat Roles																		
8264N		2.0	23	0	18	0	1	4	0	0	0	0	0	0	0	0	0	Schwier, Erin PT
OTA-141 Clinical Practicum II																		
3750		1.0	23	0	23	0	0	0	0	0	0	0	0	0	0	0	0	Vicino, Christine
OTA-200 Occupat Skills Physcial Rehab																		
3749N		2.0	23	0	14	0	0	9	0	0	0	0	0	0	0	0	0	Delli Fraine, Jennie PT
OTA-235 OTA Review																		
1228N		3.0	19	0	18	0	0	0	0	0	0	0	1	0	0	0	0	Cook, Darlene PT
OTA-240 Clinical Practicum IV																		
8265		6.0	19	0	0	0	0	0	0	0	0	0	0	19	0	0	0	Fries, Joyce
OTA-241 Fieldwork Lev II/Rotation II																		
8266		6.0	19	0	0	0	0	0	0	0	0	0	0	18	1	0	0	Fries, Joyce
Subject Total			172	0	108	0	1	24	0	0	0	0	1	37	1	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2008SU -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
OTA-200 Occupat Skills Dev/Adult Roles																			
0719N	8	3.0	12	0	4	0	0	8	0	0	0	0	0	0	0	0	0	Schwie, Erin	PT
OTA-240 Fieldwork Level II-Rotation I																			
0720	10	4.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Atkinson, Elizabeth	PT
OTA-241 Fieldwork Level II/Rotation II																			
0721	10	4.0	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	Atkinson, Elizabeth	PT
OTA-299 Introduction to Hand Therapy																			
0722N	8	1.5	12	0	0	0	0	0	0	0	0	0	0	12	0	0	2	Spelyng, Adrienne	PT
Subject Total			27	0	4	0	0	8	0	0	0	0	0	15	0	0	2		

Grade Distribution by Division

School: Grossmont College -- Term: 2009SU -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
OTA-200 Occupat Skills Dev/Adult Roles																			
0719N	8	3.0	20	0	3	0	0	15	0	0	1	1	0	0	0	0	1	Schwie, Erin	PT
OTA-241 Fieldwork Lev II/Rotation II																			
0721	10	4.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	Cook, Darlene	PT
OTA-299B Introduction to Hand Therapy																			
9286N	8	1.5	13	0	0	0	0	0	0	0	0	0	0	13	0	0	0	Spelyng, Adrienne	PT
9345N	8	2.0	31	0	0	0	0	0	0	0	0	0	0	28	3	0	0	Spelyng, Adrienne	PT
Subject Total			65	0	3	0	0	15	0	0	1	1	0	42	3	0	1		

Grade Distribution by Division

School: Grossmont College -- Term: 2010SU -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
OTA-102 Rehab Term, Disease & Diagnos																			
2005N	8	2.0	26	0	10	0	0	14	0	0	0	1	1	0	0	0	3	Reed, Helen	PT
OTA-200 Occupat Skills Dev/Adult Roles																			
0719N	8	4.0	21	0	7	0	0	13	0	0	0	0	1	0	0	0	0	Schwie, Erin	PT
Subject Total			47	0	17	0	0	27	0	0	0	1	2	0	0	0	3		

Grade Distribution by Division

School: Grossmont College -- Term: 2011SU -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
OTA-102 Rehab Term, Disease & Diagnos																			
2005N	8	2.0	32	0	12	0	0	15	0	0	5	0	0	0	0	0	4	Reed, Helen	PT
OTA-200 Occupat Skills Dev/Adult Roles																			
0719N	8	4.0	22	0	17	0	0	3	0	0	1	1	0	0	0	0	6	Murray, Erin	PT
Subject Total			54	0	29	0	0	18	0	0	6	1	0	0	0	0	10		

Grade Distribution by Division

School: Grossmont College -- Term: 2012SU -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
OTA-102 Rehab Term, Disease & Diagnos																			
2005N	8	2.0	24	0	12	0	0	12	0	0	0	0	0	0	0	0	0	Kozlik, Katherine	PT
OTA-200 Occupat Skills Dev/Adult Roles																			
0719N	8	4.0	25	0	3	0	0	18	0	0	4	0	0	0	0	0	2	Rosso, Heather	PT
Subject Total			49	0	15	0	0	30	0	0	4	0	0	0	0	0	2		

Grade Distribution by Division

School: Grossmont College -- Term: 2013SU -- Division: G08 -- Subject: OTA -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
OTA-102 Rehab Term, Disease & Diagnos																			
2005N	8	2.0	26	0	12	0	0	12	0	0	1	1	0	0	0	0	0	Kozlik, Katherine	PT
OTA-200 Occupat Skills Dev/Adult Roles																			
0719N	8	4.0	21	0	19	0	0	2	0	0	0	0	0	0	0	0	0	Fries, Joyce	PT
Subject Total			47	0	31	0	0	14	0	0	1	1	0	0	0	0	0		

APPENDIX 4
Summary of Assessment Analysis Report
Course To Program SLO Mapping Document
Six Year SLO Assessment Plan

SUMMARY OF ASSESSMENT ANALYSIS REPORTS

SEMESTER CONDUCTED	COURSE	OUTCOME	NEXT ASSESSMENT
FALL 2014	OTA 111		
FALL 2014	OTA 110		
FALL 2014	OTA 102		
FALL 2014	OTA 100		
SPRING 2014	OTA 120	MET	SPRING 2020
FALL 2013	OTA 230	MET	FALL 2019
FALL 2013	OTA 101	MET	FALL 2016
FALL 2013	OTA 220	MET	FALL 2016
SPRING 2013	OTA 140	MET	SPRING 2016
SPRING 2013	OTA 235	MET	SPRING 2016
SPRING 2013	OTA 240	MET	SPRING 2017
SPRING 2013	OTA 241	MET	SPRING 2017
FALL 2012	OTA 210	MET	FALL 2017
SPRING 2012	OTA 130	MET	SPRING 2015
SPRING 2011	OTA 120	MET	SPRING 2014
FALL 2011	OTA 100	MET	FALL 2014
FALL 2010	OTA 101	MET	FALL 2014
SPRING 2010	OTA 140	MET	SPRING 2013
SPRING 2009	OTA 140	NOT MET	SPRING 2010

Course Name/Course ID	Total SLOs	Total Assessment Methods	SLOs Without Assessment Methods	Last Assessment Result/Analysis	Last Action	Last Follow-Up
Fundamentals of Occupational Therapy/OTA 100	<u>1</u>	1	0	9/10/2013		
Fundamentals of Activity/Therapeutic Media/OTA 101	<u>1</u>	1	0	1/28/14		
Rehabilitation Terminology, Diseases and Diagnoses/OTA 102	<u>1</u>	1	0	Was summers -Fall 2014		
Occupational Skills - Psychosocial/OTA 110	<u>1</u>	1	0	Fall 2014		
Clinical Practicum I/OTA 111	<u>1</u>	0	1	New course Fall 2014		
Documentation in Occupational Therapy/OTA 120	<u>1</u>	1	0	8/26/2014		
Dynamics of Human Movement/OTA 130	<u>1</u>	1	0	8/14/2012		
Occupational Skills Development in Pediatric Roles/OTA 140	<u>1</u>	1	0	7/1/2013		
Clinical Practicum II/OTA 141	<u>1</u>	0	1	New course - Spring 2015		
Special Studies or Projects in Occupational Therapy Assistant/OTA 199	<u>1</u>	0	1			
Introduction to Occupational Therapy Skills in Physical Rehabilitation/OTA 200	<u>1</u>	1	0	Was summers - Spring 2015		
Assistive Technology in Occupational Therapy/OTA 210	<u>1</u>	1	0	1/23/13		
Advanced Occupational Therapy Skills for Physical Dysfunction/OTA 220	<u>1</u>	1	0	1/27/2014		
Clinical Practicum III/OTA 221	<u>1</u>	0	1	New course - Fall 2014		
Occupational Therapy Management/OTA 230	<u>1</u>	1	0	2/20/2014		
OTA Review/OTA 235	<u>1</u>	1	0	7/1/2013		
Clinical Practicum IV/OTA 240	<u>1</u>	1	0	5/16/13		

Clinical Practicum V/OTA 241	<u>1</u>	1	0	5/16/13	
Introduction to Hand Therapy/OTA 250	<u>1</u>	0	1	Not offered currently	
Select Topics in Occupational Therapy Assistant/OTA 298	<u>1</u>	0	1		
Select Topics in Occupational Therapy Assistant/OTA 299 AB	<u>2</u>	0	2		

COURSE #	SLO		Achieve entry level competence and understand the importance of lifelong learning to maintain competence. (MAPPING: PC; SI; IT; ML)	Promote and support the profession of occupational therapy, emerging practice areas and community service. (MAPPING: EC; IT; PC; CC)
OTA 100	1	Articulate and discuss the history, philosophy, theories, models of practice and frames of reference of occupational therapy and be able to discuss (ACOTE Standard B.2.1, 3.1, 3.2, 3,3)	x	
OTA 101	1	Describe and apply the process of activity analysis relative to performance areas, performance components, performance contexts, activity demands and client factors. (ACOTE Standard B.2.2, 2.7)	x	
OTA 102	1	Be able to utilize common rehabilitation terms, symbols and abbreviations in written and oral communications.	x	

OTA 110	1	Demonstrate the ability to use safety precautions when assessing and treating individuals and/or groups in a psychosocial setting.	x	
OTA 120	1	Interact through written, oral and nonverbal communication with client/family/significant others, colleagues, other health providers and the public.	x	
OTA 130	1	Understand principles of movement and kinesiology concepts.	x	
OTA 140	1	Develop intervention plans for various pediatric diagnoses seen in occupational therapy.	x	x
OTA 200	1	Develop intervention plans for various adult diagnoses seen in occupational therapy.	x	x
OTA 210	1	State the role of assistive technology in recreation and pediatrics.	x	
OTA 220	1	Develop intervention plans for various geriatric diagnoses seen in occupational therapy.	x	x

OTA 230	1	Understand the role and responsibility of the OTA in participating in the supervisory process, including providing supervision to students and other personnel.	x	x
OTA 235	1	Solve various occupational therapy intervention dilemmas.	x	
OTA 240	1	Develop and present case study in both oral and written format	x	
OTA 241	1	Develop and present case study in both oral and written format	x	
OTA 250	1	Solve various occupational therapy intervention dilemmas in hand therapy.	x	

OTA SIX YEAR SLO ASSESSMENT PLAN

COURSE #	SLO	Sp 2009	Fall 2009	Sp 2010	Fall 2010	Sp 2011	Fall 2011	Sp 2012	Fall 2012	Sp 2013	Fall 2013	Sp 2014	Fall 2014	Sp 2015	2016
OTA 100	1						xx						plan		
OTA 101	1				XX						xx				fall 2016
OTA 102	1	WAS SUMMER COURSE											plan		
OTA 110	1												plan		
OTA 111	1												plan		
OTA 120	1					XX						xx			Spring 2020
OTA 130	1							xx						plan	
OTA 140	1	xx		xx						xx					spring 2016
OTA 200	1	WAS SUMMER ONLY												plan	
OTA 210	1								xx						fall 2017
OTA 220	1										xx				fall 2016
OTA 230	1										xx				fall 2019
OTA 235	1									xx					spring 2016
OTA 240	1										xx				spring 2017
OTA 241	1													plan	

APPENDIX 5
Results of Student Survey

7. The sequencing of courses and course organization?

very satisfied satisfied neutral dissatisfied very dissatisfied

5 12 1 1

8. The clinical hours and clinical experiences?

very satisfied satisfied neutral dissatisfied very dissatisfied

7 7 4 1

9. The human patient simulation experiences preparing you to provide better patient care?

very satisfied satisfied neutral dissatisfied very dissatisfied

7 8 4

10. The content of the courses?

very satisfied satisfied neutral dissatisfied very dissatisfied

8 10 1

11. The skills you have learned?

very satisfied satisfied neutral dissatisfied very dissatisfied

8 10 1

12. The way your clinical experiences provided sufficient opportunities to fulfill clinical objectives?

very satisfied satisfied neutral dissatisfied very dissatisfied
9 9 1

13. Your level of preparation to assume an entry level OTA position?

very satisfied satisfied neutral dissatisfied very dissatisfied
8 9 2

Comments:

MORE PRACTICE, MORE CREATIVE INTERVENTIONS WITH SPECIFIC MATERIALS INSTEAD OF GENERAL, PRECAUTIONS, MEDICAL COMPLICATIONS AND IMPLICATIONS ON THERAPY

FACULTY VERY EMPOWERING AND SUPPORTIVE OF LEARNING EXPERIENCES.

THEIR PASSION AND KNOWLEDGE OF OT WAS IMPECCABLE.

VERY PREPARED FOR FIELDWORK AND ENTRY LEVEL POSITION

PROGRAM HAS PREPARED ME WELL TO BE READY FOR ENTRY LEVEL.

ASSIGNMENTS DID NOT ALWAYS SUPPORT LEARNING OBJECTIVES AND OVERLAP BETWEEN COURSES COULD BE MORE STREAMLINED.
AMOUNT OF CLASSROOM HOURS WER ENOT ALWAYS PRODUCTIVE OTHERWISE PREPARED FOR OT FIELDWORK.

14. The experience gained in simulation labs helped you become a better OTA?

strongly agree agree neutral disagree strongly disagree
11 8

Comments:

DID HELP FOR SURE

THE LAB EXPERIENCES WERE EXTREMELY VALUABLE

MORE HANDS ON DEFINITELY NEEDED

MORE HANDS ON EXPERIENCE AND PRACTICE WOULD BE BENEFICIAL TO MY LEARNING OF SKILLS AND CONFIDENCE

WEEKEND SIMULATIONS WERE GREAT

MORE PRACTICE = MORE PREPARED

FW WEEKEND AND LABS VERY BENEFICIAL AND PREPARED ME FOR FW II

15. Did you work in paid employment throughout the program?

yes no

13 6

16. On average how many hours/week did you work?

less than 8 hours 8-12 hours 13-20 hours 21-40 hours

1

2

3

7

Appendix 6
HEADCOUNTS FOR DEGREES AND CERTIFICATES

OTA DEGREES –Spring Graduations

2007	18
2008	13
2009	13
2010	18
2011	19
2012	20
2013	22
2014	18

APPENDIX 7
Organizations Represented on Advisory Committees

2013 OTA ADVISORY COMMITTEE LIST

Alvarado Hospital
Braille Institute
Brighton Spring Valley
Casa Pacifica
Community Conv. Of La Mesa
Excelsior Academy
Hallmark Rehab
Intergro Rehab
kids therapy associates
Life Generations
Naval Hospital System - San Diego
neighborhood house
Options
OT Outdoors
Palomar Pomerado
Paradise Valley Hospital
Plum
Pomerado Hospital
San Diego Center for Children
San Diego Unified Schools
Scripps Encinitas Hospital
Scripps Green Hospital
Scripps Mercy
Sharp Grossmont Rehab
Sharp Memorial Hospital
Sierra Academy
Therapy Specialists
Tri-City Hospital
UCSD Medical Center
University of Saint Augustine
Windsor Gardens Golden Hill

APPENDIX 8
Sabbaticals, Conferences, Workshops and Staff Development Activities

FACULTY	ACTIVITY	RELEVANCE
Joyce Fries – FT	2014 OTAC Spring Symposium – Certificate of Appreciation	Participated in a panel discussion on students in fieldwork and brought back that information to improve OTA 240 and 241.
Joyce Fries – FT	Annual Fieldwork Council Conference – Models of Supervision, Facilitating Fieldwork Success for Students with Disabilities, Culture and Fieldwork, Government Affairs Update – September 27, 2013	Incorporated new supervision model into OTA 240 & 241. Educated clinical sites on the topics of students with disabilities and cultural issues as well as training on how to have a student with Medicare changes being met for OTA 240 & 241.
Joyce Fries – FT	Quality Matters – Designing Your Online Course – June 6, 2013	Incorporated online course design information into Blackboard containers for OTA 200, OTA 220, OTA 221, OTA 240 and OTA 241.
Joyce Fries – FT	OTAC Region 1 Educational Symposium – Mastering the Challenge of Dementia, OT Generalist in Screening for Driving Readiness, Basic Wound Care Principles, Occupation Based Cognitive Assessment in Acute Care Settings - May 11, 2013	Incorporated dementia information into 2 day dementia seminar for OTA 111 and into course scenarios for OTA 220. Incorporated knowledge on driving, wound care and cognitive assessment into OTA 220.
Joyce Fries – FT	AOTA Conference – April 2013	Incorporated vision rehab for

		brain injury information, cognitive impairment evidence for older adults, and technology information into OTA 220 and OTA 221.
Katie Kozlik - Adjunct	Online course seminar - August 2013	Incorporated online course development information into the new OTA 102 online course and into OTA 130 blackboard portion of the course.
Katie Kozlik - Adjunct	University St. Augustine external advisory board – 2014 and 2013	Serving on the USA external advisory board has allowed for increased opportunities for partnering in curriculum and in uniting to handle issues that are in the Southern California region particular to occupational therapy.
Katie Kozlik – Adjunct	Orthotic Clinic – San Diego VA	Orthotics knowledge was brought back to the OTA 200 and 220
Darlene Cook – Adjunct	Use of Technology in the Classroom – 10/17/14	Incorporated information learned into OTA 210
Darlene Cook – Adjunct	AOTA Conference – 4/13	Incorporated information from technology sessions and labs into OTA 210.
Darlene Cook – Adjunct	Electronic Health Records – 2/13	Shared information on electronic health records with OTA Program.
Darlene Cook – Adjunct	Cultural Awareness Training – 12/11	Shared information with OTA Program.

Elisabeth Refn – Adjunct	Dementia Rehabilitation Through Strength – 2014	Incorporated information into OTA 110 course.
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Christi Vicino – FT	Intro to Evidence Based Practice for Clinicians – 2/13	Incorporated and emphasized EBP in the curriculum.
Christi Vicino – FT	Dementia: Dealing with Challenging Behaviors – 2/13	Developed 2 day seminar on dementia
Christi Vicino – FT	PROGRAM DIRECTORS EDUCATION - COUNCIL MEETING – 4/13	Information learned is important to keep program accredited and viable.
Christi Vicino – FT	AN OTA AND MOT PROGRAM WORK TOGETHER TO CREATE UNIQUE HANDS ON – 4/13	Presented this workshop and learned a lot to share with students on how to present at a conference.
Christi Vicino – FT	FACULTY EXCHANGE OF TEACHING AND GRADING TECHNIQUES 4/13	Shared information with faculty regarding teaching and grading information learned.
Christi Vicino - FT	Realities and Myths of the COTA Examination – 4/13	Added information to my lecture to graduating students on prep for exam
Christi Vicino – FT	Improve your online course (IYOC) – 6/13	Participating allowed me to improve my own course, help instructors with their courses and participate in college wide committee for online excellence.
Christi Vicino – FT	Applying the QM Rubric for accessible platforms (APPQMR) - 6/13	Participating allowed me to improve my own course, help instructors with their courses and participate in college wide committee for online excellence.
Christi Vicino – FT	Peer Reviewer Course and web accessibility (PRC14) – 7/13	Participating allowed me to improve my own course, help instructors with

		their courses and participate in college wide committee for online excellence.
Christi Vicino – FT	program director education council – 4/14	Information learned is important to keep program accredited and viable
Christi Vicino – FT	SC120 - pursuing clinical excellence: creative solutions to the challenges of working in a snf – 4/14	Incorporated information into clinical courses and shared with fieldwork coordinator
Christi Vicino – FT	ws 108 academic fieldwork coordinators forum – 4/14	Incorporated information into clinical courses and shared with fieldwork coordinator
Christi Vicino – FT	ws 306 create innovative multimedia learning activities to achieve high level analytic and practice skills in the classroom - 4/14	Shared this information with faculty members and incorporated throughout program
Christi Vicino - FT	sc 352 occupational first aid: OT roles in disasters -4/14	Incorporated this information into curriculum

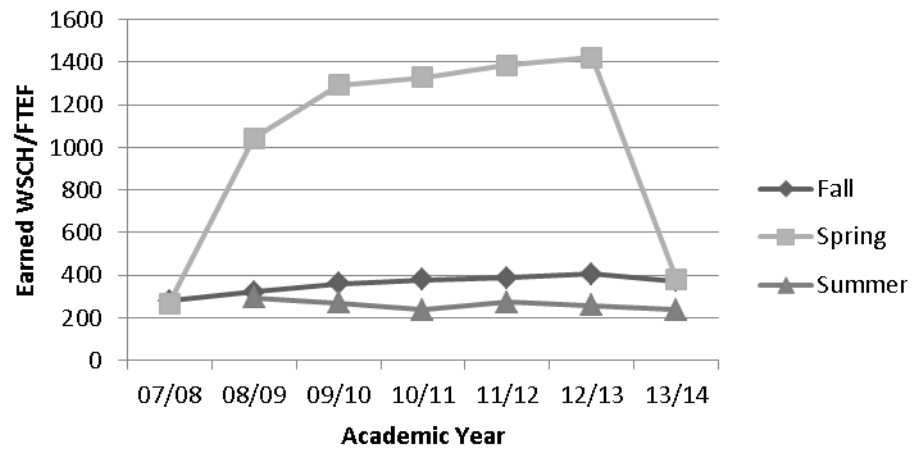
APPENDIX 9

Grossmont WSCH Analysis

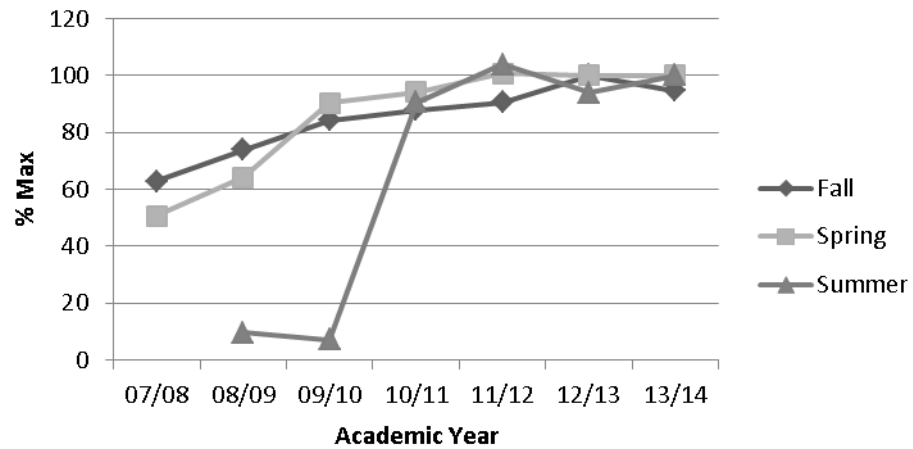
Total	Fall Semesters						
	FA07	FA08	FA09	FA10	FA11	FA12	FA13
Total FTEF	1.5	1.47	1.52	1.52	1.52	1.52	1.62
Max WSCH	650.0	642	650	650	650	613	636
Max WSHC/FTEF	441.6	436.14	428.96	428.96	428.96	404.54	393.49
Max Enrollment	n/a	180	156	156	156	147	161
Earned WSCH	409.0	474	548	572	589	613	602
Earned WSCH/FTEF	277.9	322.01	361.64	377.48	388.7	404.54	372.46
% of Max	62.92	73.83	84.31	88	90.62	100	94.65

Total	Spring Semesters						
	SP08	SP09	SP10	SP11	SP12	SP13	SP14
Total FTEF	0.8	1.24	1.43	1.45	1.47	1.49	3.05
Max WSCH	416.0	2016	2042	2042	2024	2120	1155
Max WSHC/FTEF	524.1	1,627.78	1,432.58	1,411.00	1,377.81	1,422.06	378.69
Max Enrollment	n/a	144	144	144	138	129	172
Earned WSCH	211.0	1293	1844	1924	2038	2120	1155
Earned WSCH/FTEF	265.8	1,044.00	1,293.67	1,329.46	1,387.34	1,422.06	378.69
% of Max	50.72	64.14	90.3	94.22	100.69	100	100

OTA Efficiency: Earned WSCH/FTEF



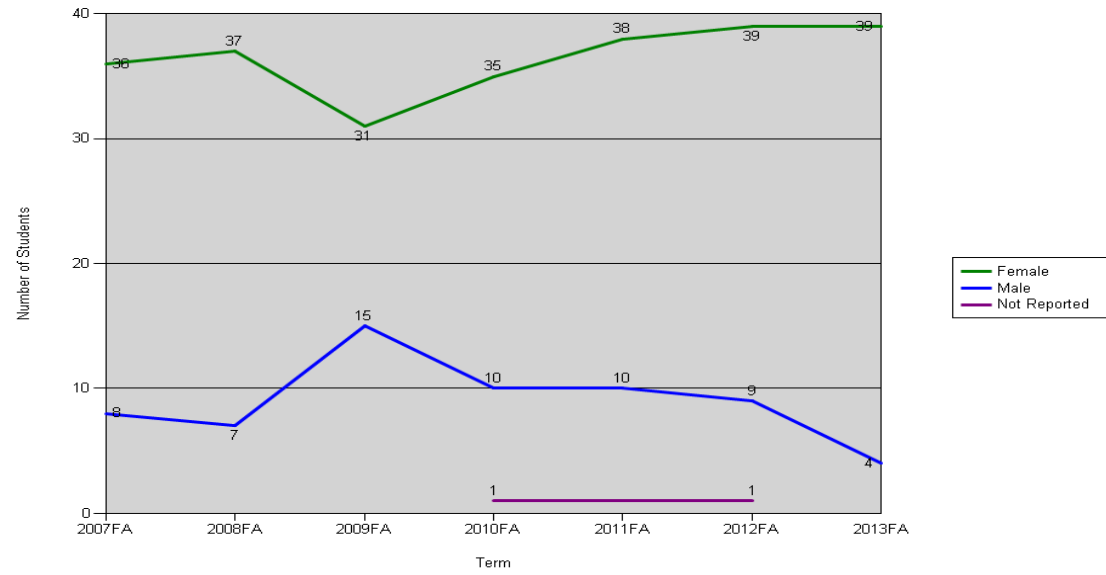
OTA Efficiency: % Maximum WSCH



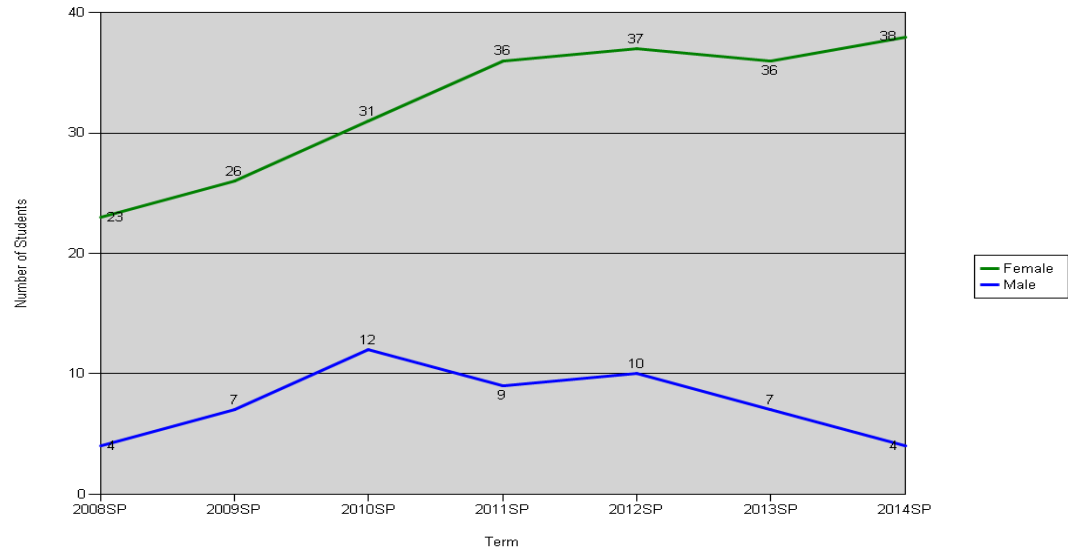
APPENDIX 10

Success/Retention by Age/Gender and Ethnicity

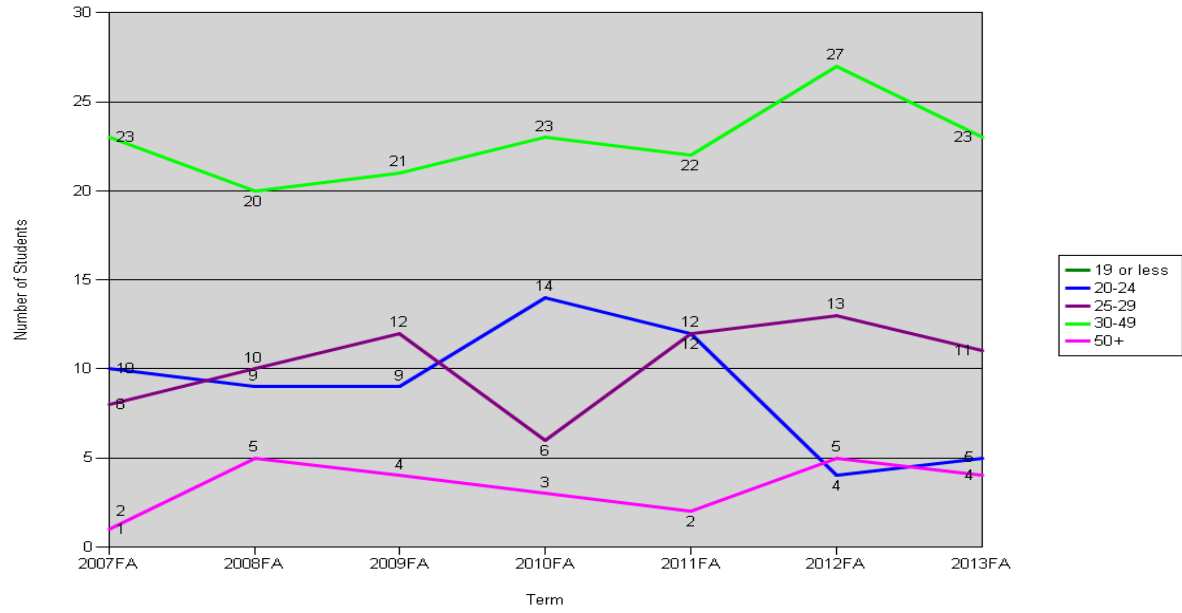
Enrollment by Gender (Unduplicated Student Counts)



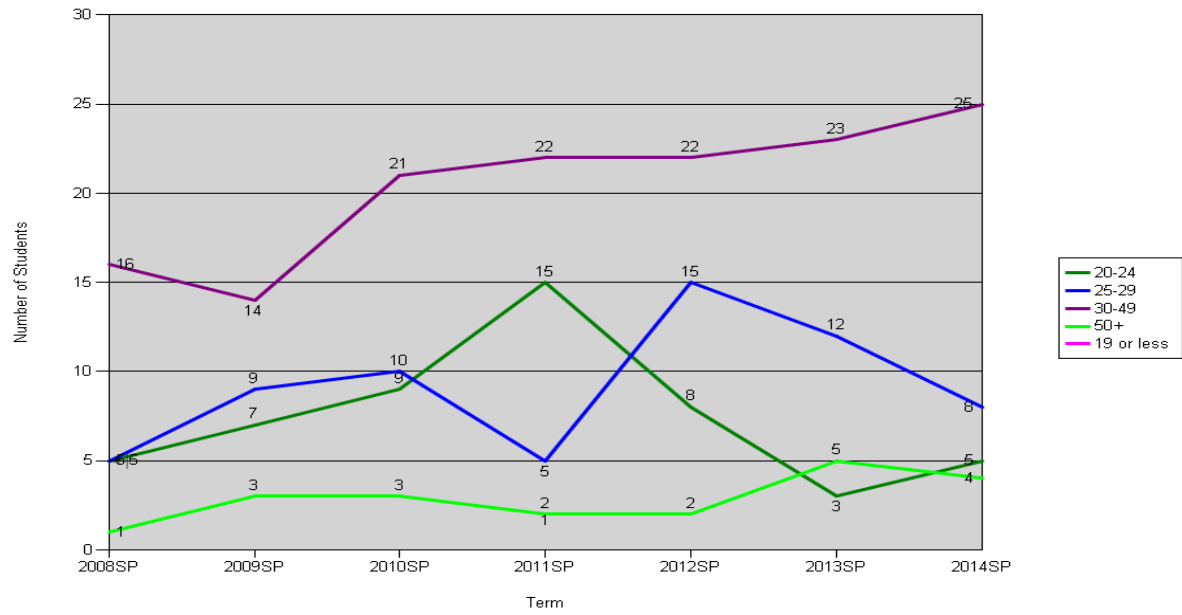
Enrollment by Gender (Unduplicated Student Counts)



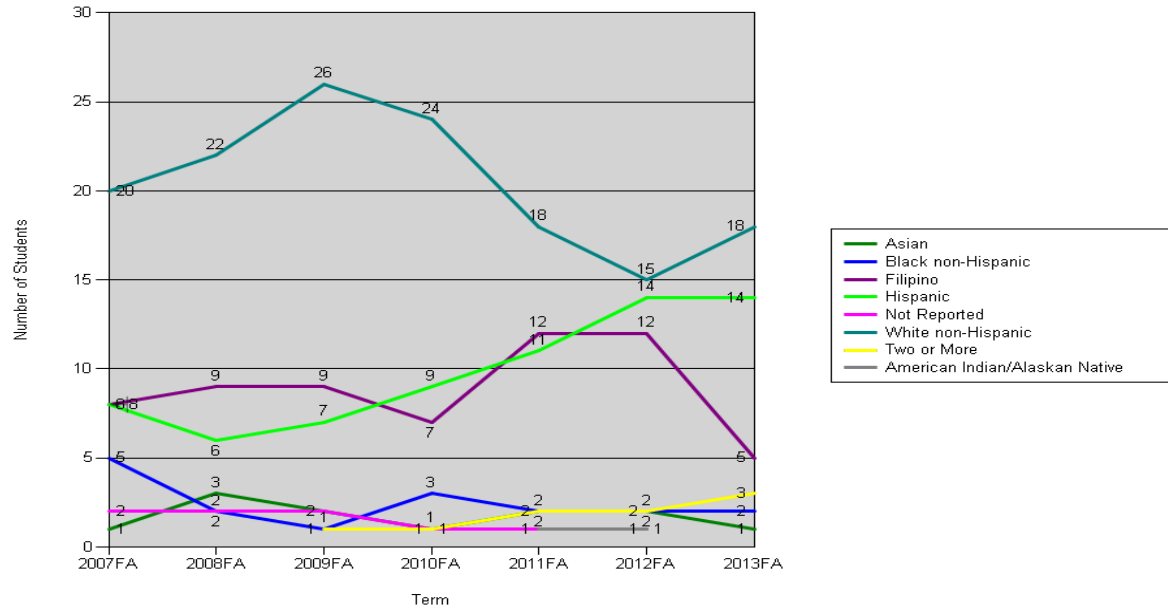
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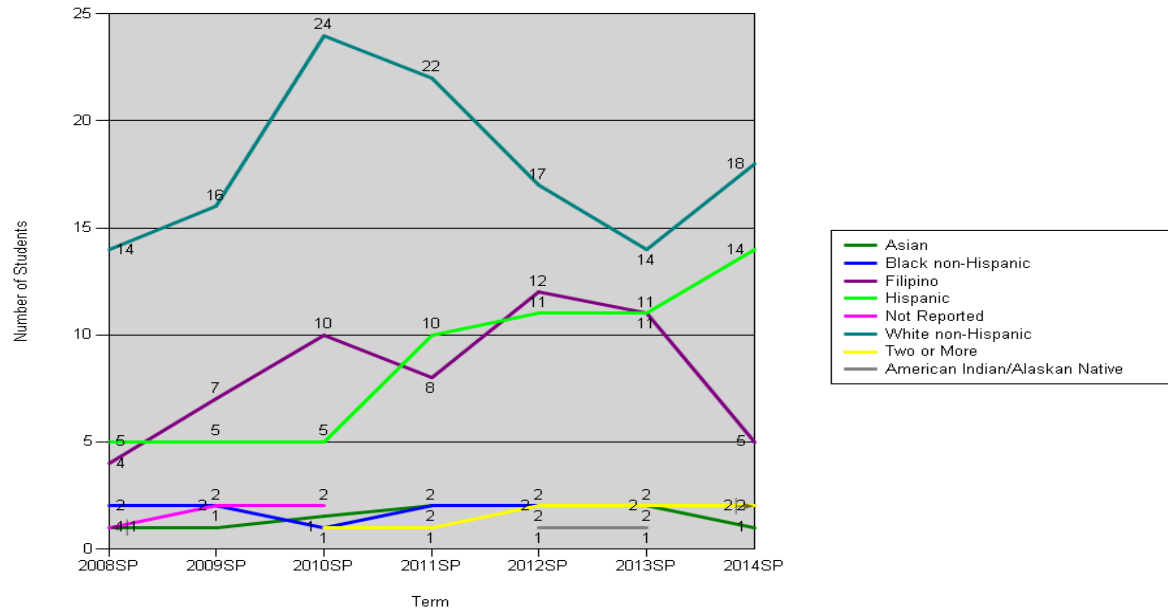
Enrollment by Age (Unduplicated Student Counts)



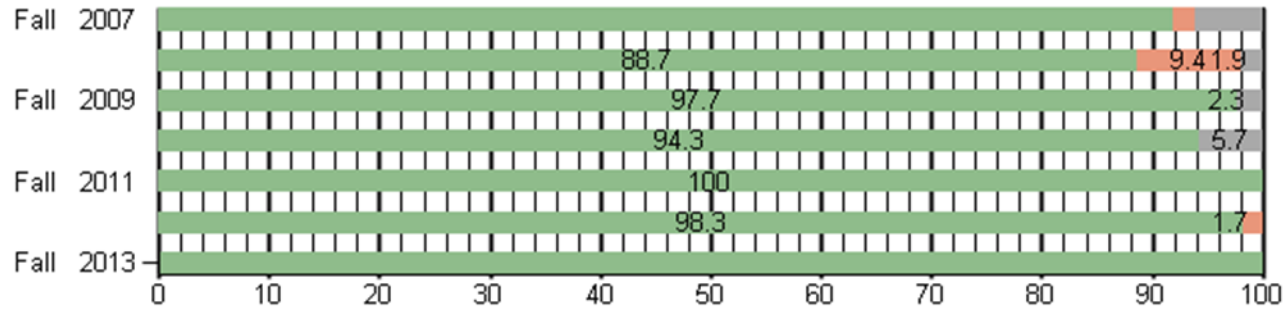
Enrollment by Ethnicity (Unduplicated Student Counts)



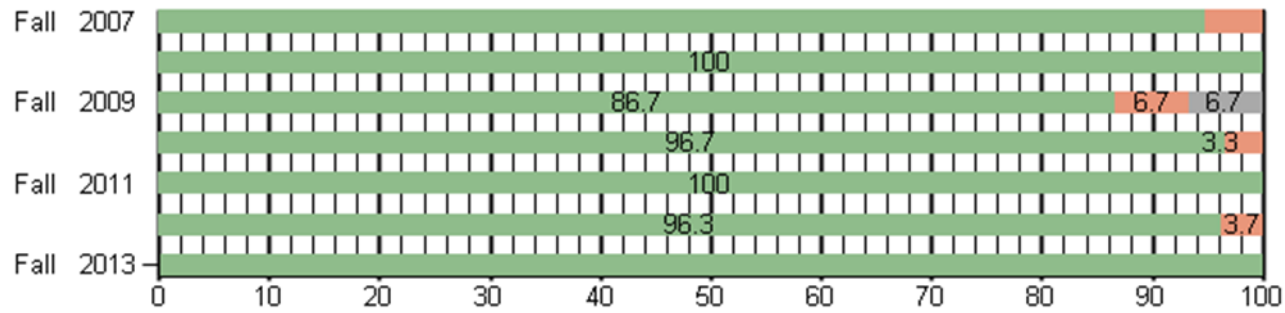
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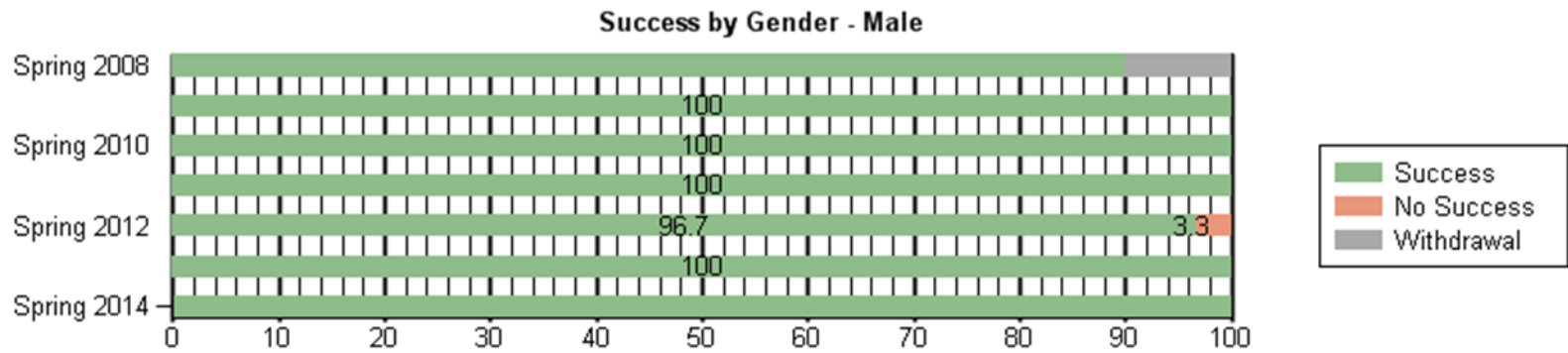
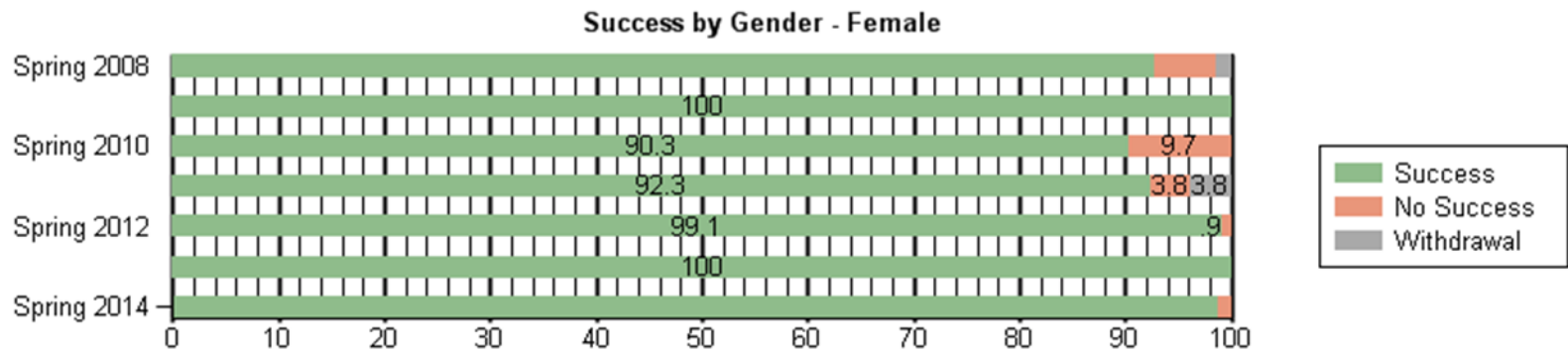


Success by Gender - Female

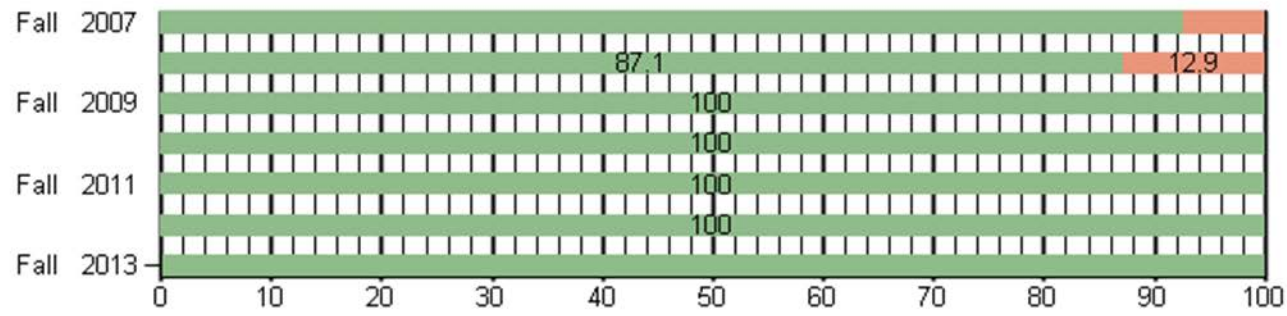


Success by Gender - Male

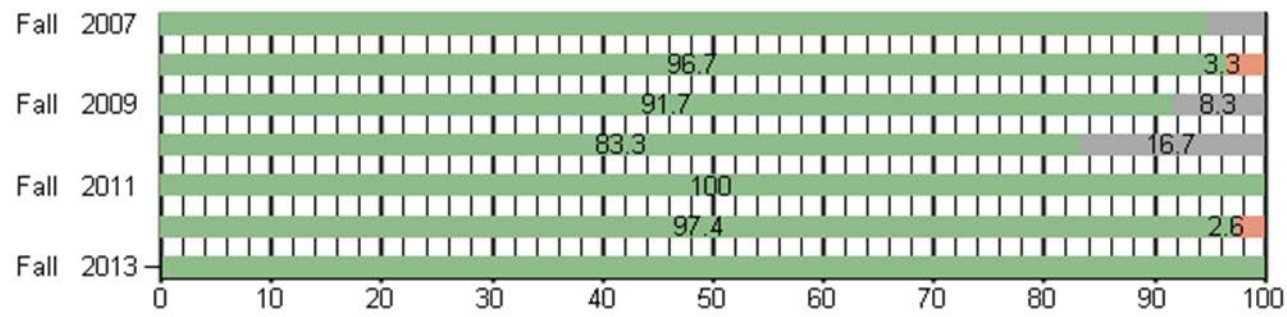




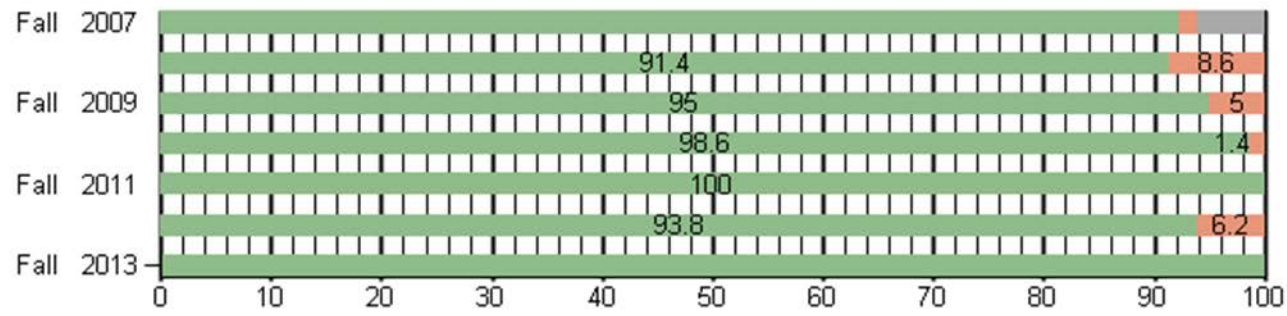
20 - 24 Years



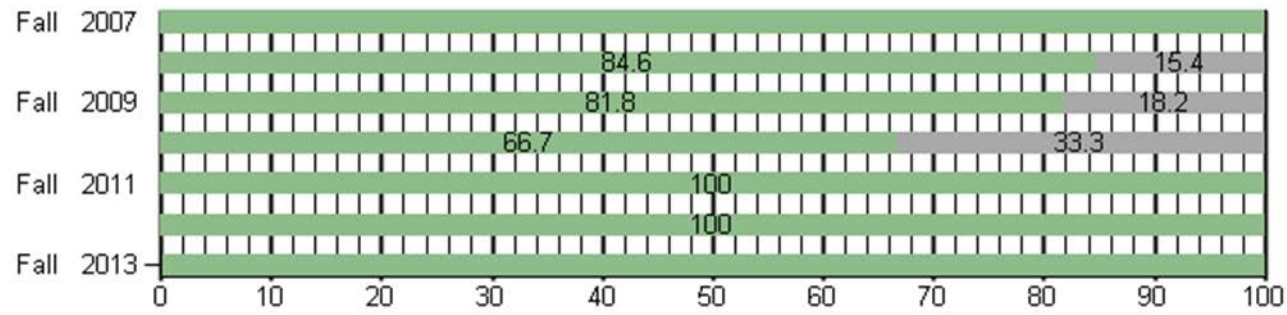
25 - 29 Years

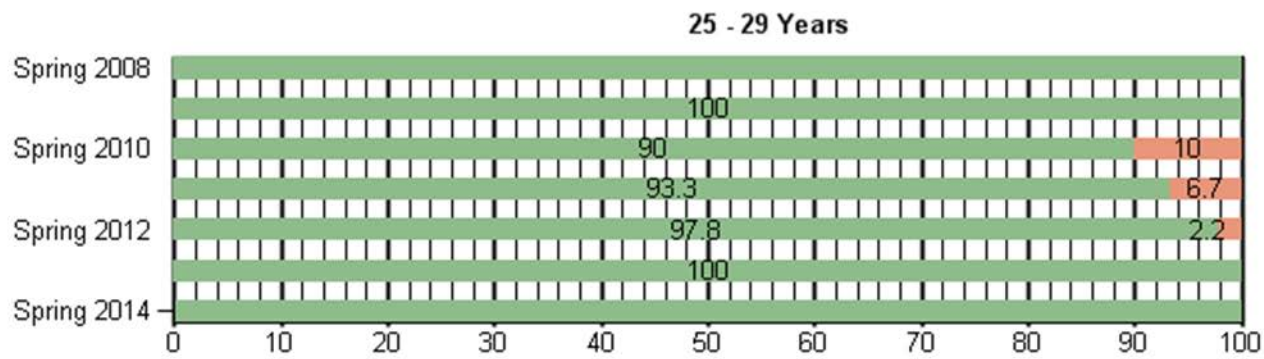
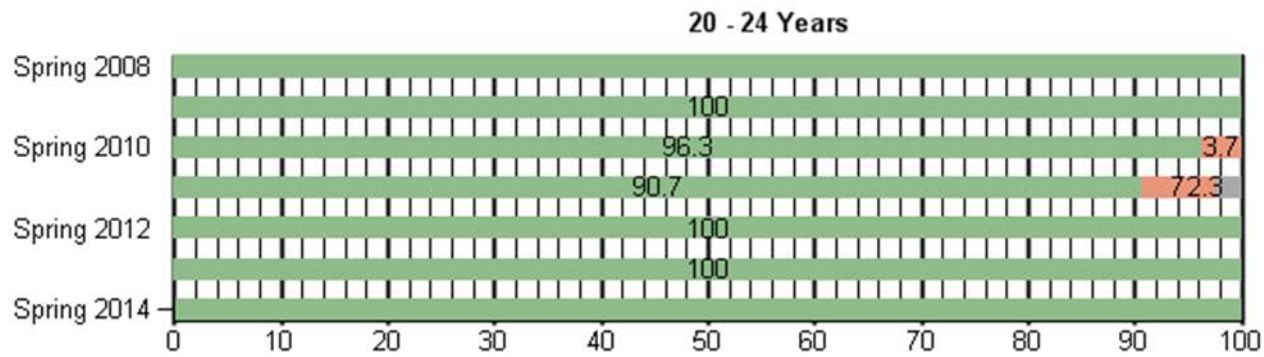


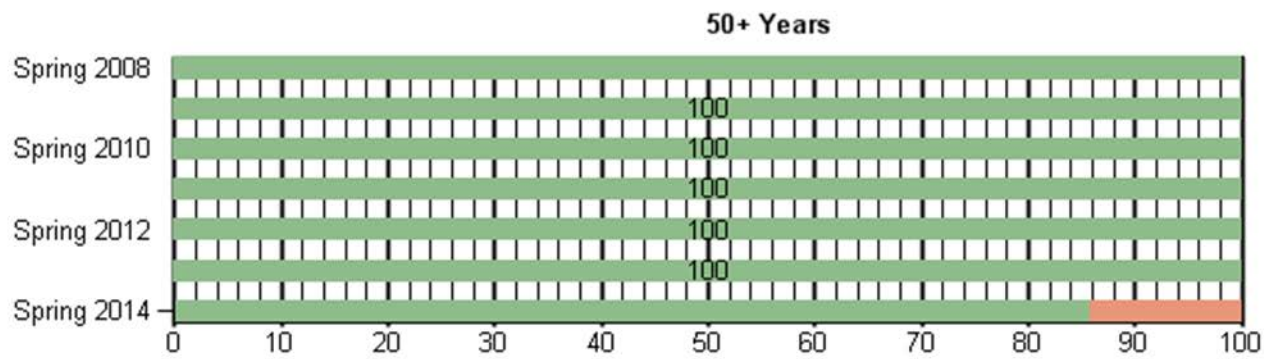
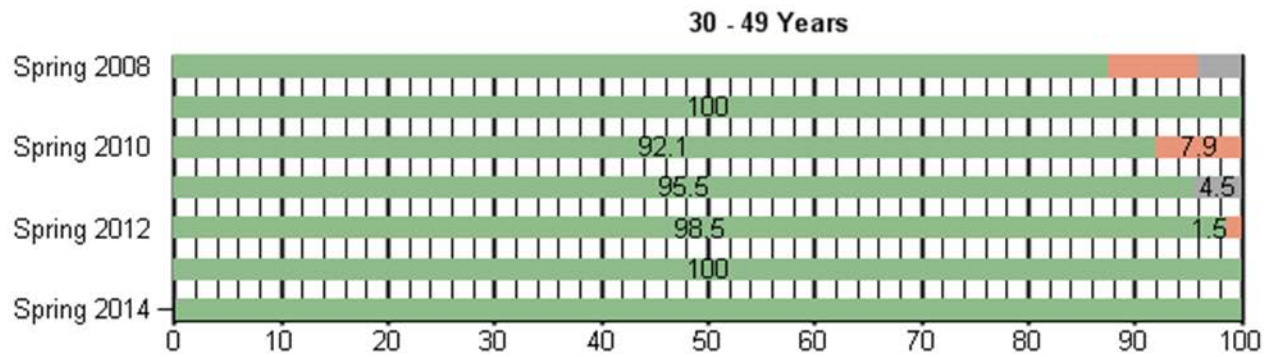
30 - 49 Years

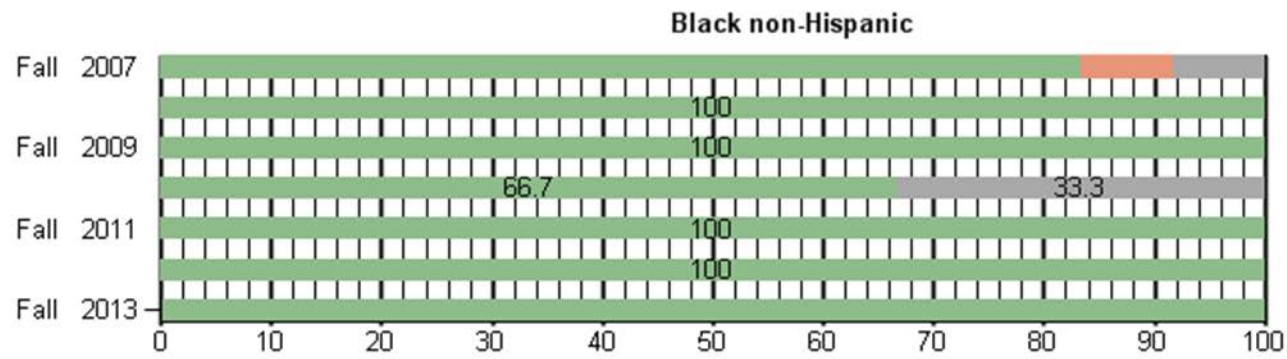
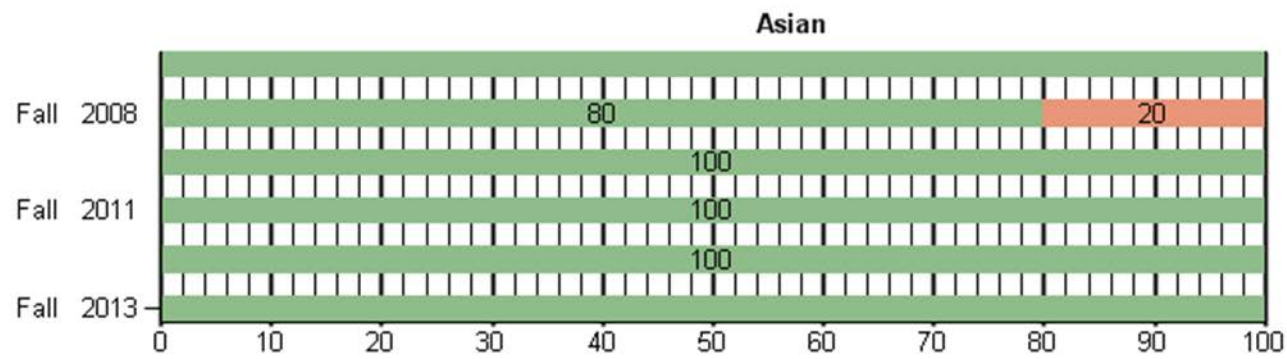


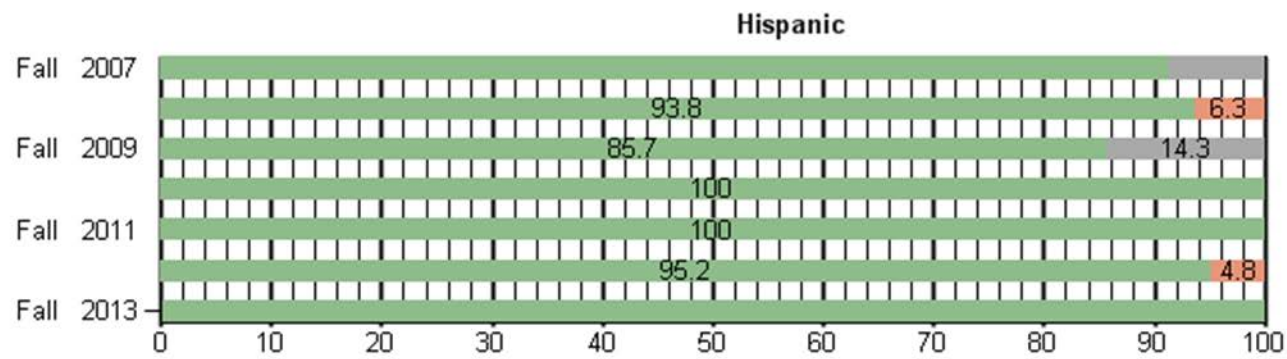
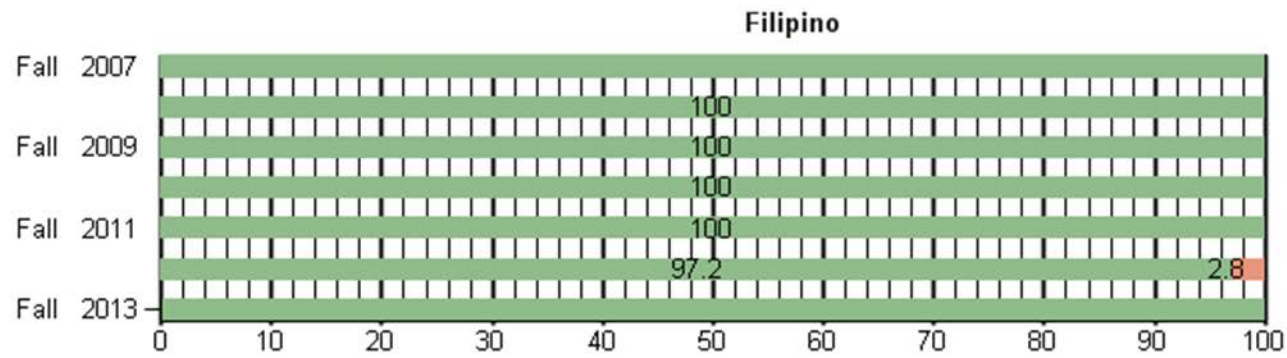
50+ Years

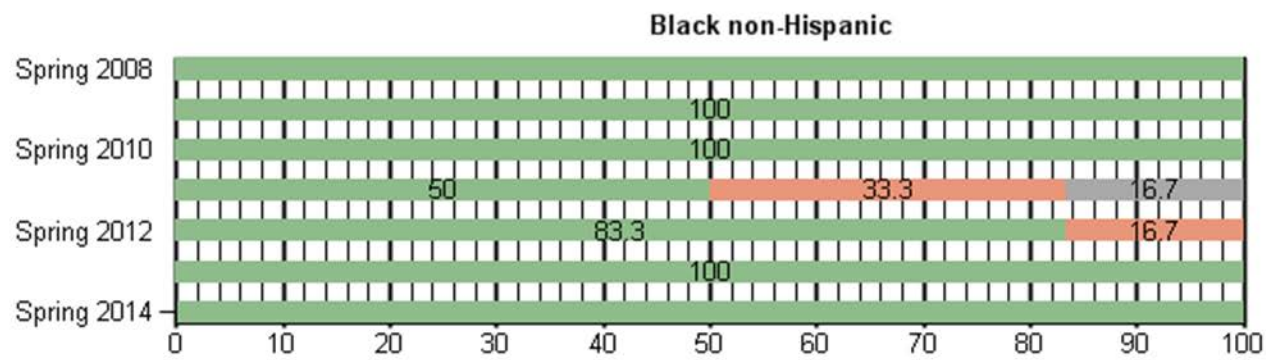
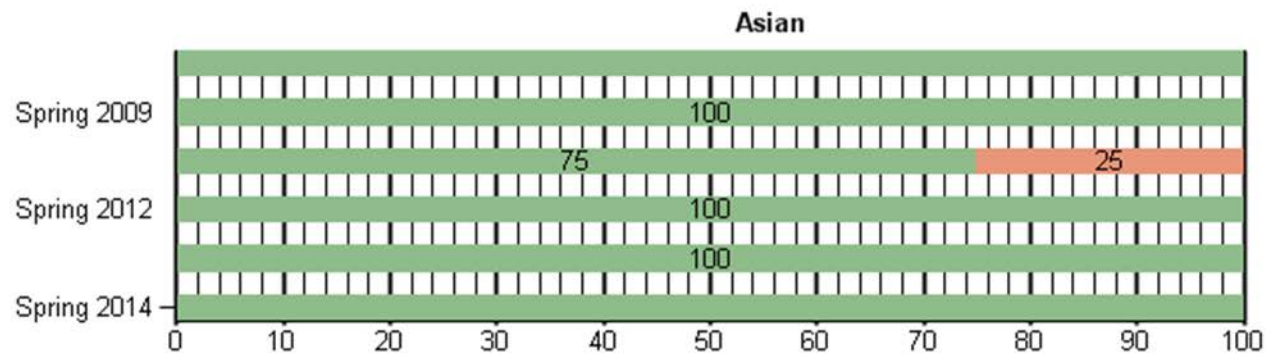


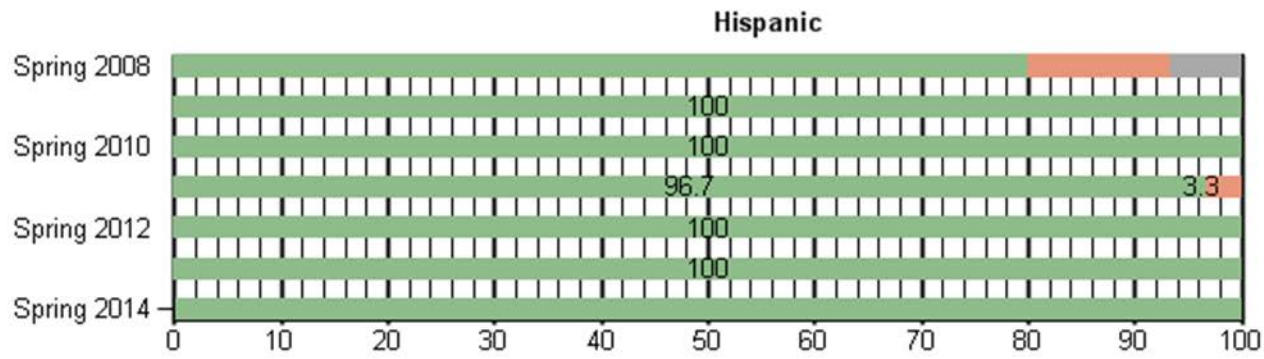
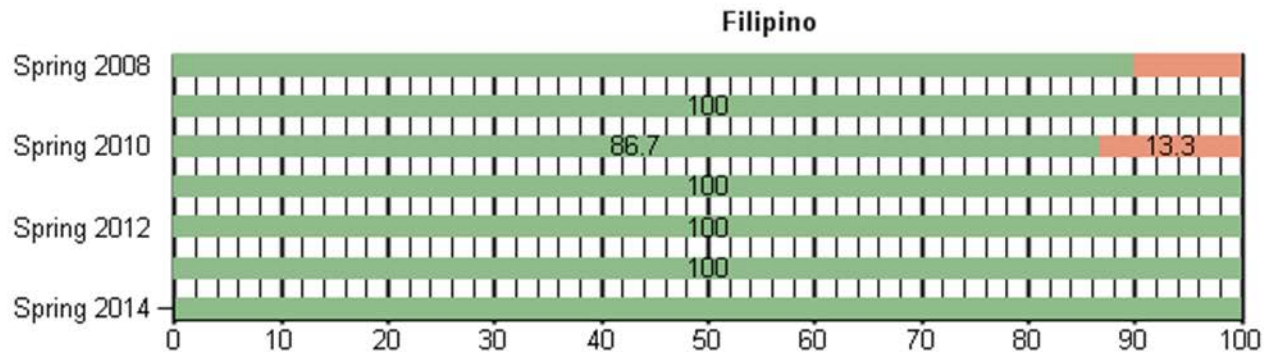




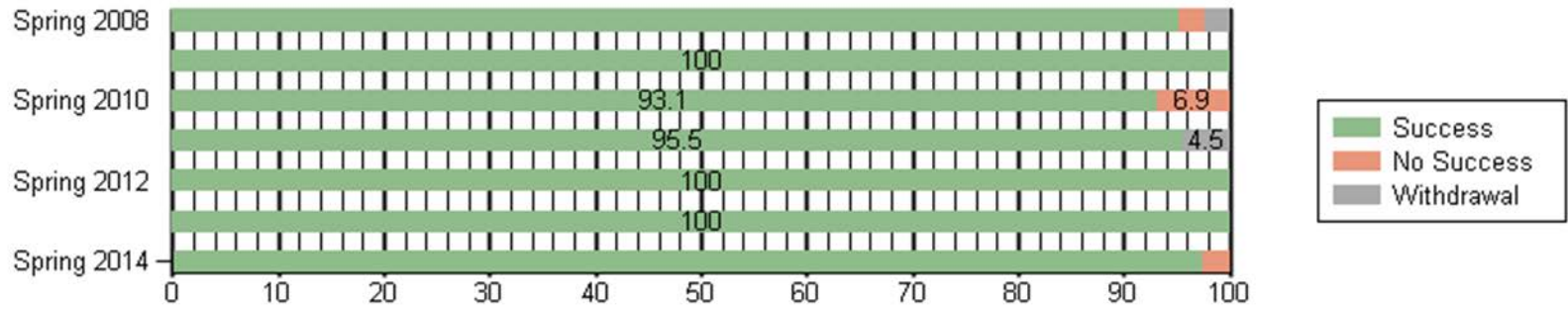








White non-Hispanic



APPENDIX 11

Grossmont College Program Review – Program Data Elements

APPENDIX 12
Fiscal Data: Outcomes Profile

OTA

1. Semester & Year	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
2. Enrollment	117	79	132	96	132	129	138	131	142	141	147	129	152	172
3. Earned WSCH/FTEF	277.85	265.81	322.01	n/a	361.64	n/a	377.48	n/a	388.7	n/a	404.54	n/a	372.46	378.69
4. Total FTES*	24.70		65.48		84.52		86.95		91.87		95.17		62.34	
5. Cost/FTES	\$1,087.61		\$2,316.86		\$1,979.30		\$1,925.33		\$1,887.65		\$1,934.71		N/A	
6. Total Cost/Fiscal Year	\$26,864.00		\$151,718.00		\$167,281.00		\$167,400.00		\$173,427.00		\$184,129.00		not reported	
7. Total Revenue	\$101,838.10		\$298,925.38		\$385,798.43		\$396,895.08		\$419,392.39		\$434,441.26		\$284,560.55	
8. Other Revenue	\$0.00		\$35,921.00		\$38,309.00		\$36,028.00		\$46,142.00		\$42,146.00		not reported	

n/a: indicates spring semesters when WSCH was calculated in an anomolous way for work experience courses

*Total FTES differ from those reported in Program Review Data Elements due to different values obtained from Reports at different times

