

PROGRAM STRATEGIC PLAN

(All information must be submitted in typewritten format.)

Occupational Therapy Assistant Program
Santa Ana College

Years: 2014-2016

Analysis of program evaluation, internal and external environments:

Strengths	Program Evaluation Results The program has grown and offers two formats to meet the needs of diverse student populations	Internal Institutional Environment Current admissions policy has resulted in a long wait list for the program, which has been difficult to manage. There is no difference in the NBCOT pass rate between students in the in-class and online formats but students in the online format tend to have more difficulty with course work. Currently only two OTA faculty have completed the certificate for online teaching.	External Environment Facilities in the community frequently contact Santa Ana College when they are in the process of hiring COTAs.
Weaknesses	Inability for community college programs in California to adopt a competitive admission process	Some students with strong academic skills pass the prerequisite courses but struggle with interpersonal and professional behaviors. ESL students tend to have the most difficulty due to limitations in communication skills.	Placing students who have weaker interpersonal or professional skills in fieldwork can result in negative attitudes toward the program as a whole. Students have a misconception regarding the amount of time required to complete the online courses in the OTA program and many attempt to work full time while in the program. Clinical fieldwork supervisors perceive that the online student cohort is not as strong as the in-class cohort.
Opportunities	Strong job market in OTA results in excellent job placement for our graduates	The majority of SAC OTA graduates report finding a job within 2-4 weeks of their job search	The increased number of OTA programs in the southern CA area has the potential to saturate the job market
Threats	New OTA Programs in close proximity to Santa Ana College result in more competition for limited fieldwork sites	Finding adequate fieldwork placements is a constant challenge for the program	Low census and changes in hospital based programs has resulted in a loss of student placements at some sites that had previously provided excellent training for the students

Institution's Strategic Goal: Integrate basic and technical skills with employability and workplace competencies to address workforce needs.

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
<ol style="list-style-type: none"> 95% of students of students in the OTA program will master communication skills adequate for successful completion of coursework, fieldwork and certification testing. 95% of students completing coursework in the OTA students will present with professional behaviors to enable success in all fieldwork placements. 	<ol style="list-style-type: none"> Work with English/ESL instructors to develop additional directed learning activities to improve writing skills specifically needed by the OTA student. Develop new rubrics for grading written assignment to provide specific feedback and enhance learning. Develop new rubrics for grading classroom presentation to provide specific feedback to improve oral communication skills. Revise areas of communication skills required on the document on essential function of an OTA and post on department website. 	<ol style="list-style-type: none"> Michelle Parolise and English/ESL instructors Michelle Parolise and Deborah Hyman Michelle Parolise and Deborah Hyman Deborah Hyman 	<ol style="list-style-type: none"> September 2015 September 2014 September 2014 December 2014 	
	<ol style="list-style-type: none"> Revise areas of professional behavior required on the document on essential functions of an OTA and post on website. Revise system for evaluating and providing feedback on professional behaviors in each OTA course 	<ol style="list-style-type: none"> Deborah Hyman OTA Faculty 	<ol style="list-style-type: none"> December 2014 December 2014 	

Institution's Strategic Goal: Promote high standards of scholarship/intellectual inquiry and provide the tools for ongoing learning.

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
<ol style="list-style-type: none"> OTA program will update curriculum to enhance clinical reasoning skills in 100% of students. 	<ol style="list-style-type: none"> Revise multiple choice quiz questions in all courses to include more clinical reasoning skills Develop clinical reasoning activities for all OTA classes that include more opportunity for treatment planning and role playing Develop directed learning activities for foundation classes based on the 3rd edition of the Practice Framework 	<ol style="list-style-type: none"> Michelle Parolise and OTA faculty OTA Faculty Shellie Reeder and Dawn Sallade 	<ol style="list-style-type: none"> January 2016 June 2015 September 2014 	

<p>2. The OTA program will revise program formats to enhance student retention and success.</p>	<p>1.d. Develop a .5 unit test review class to be completed at the end of Level II fieldwork</p> <p>1. e. Increase use of visual aids to enhance clinical understanding and reasoning in OTA classes.</p> <p>1. f. Increase use of captioned videos in online section of courses</p>	<p>1.d. Michelle Parolise and Deborah Hyman</p> <p>1.e. OTA Faculty</p> <p>1.f. Michelle Parolise and Shellie Reeeder</p>	<p>1.d. January 2016</p> <p>1.e. September 2014</p> <p>1.f. February 2015</p>		
	<p>2. a. Revise format of evening/online program to increase face-to-face class time while maintaining a workable schedule to meet student needs.</p> <p>2. b. Evaluate the best format for offering each course for revised format.</p> <p>3.b. Certify 1 additional faculty to teach online courses</p>	<p>2.a. Michelle Parolise and Deborah Hyman</p> <p>2.b. Michelle Parolise and OTA Faculty</p> <p>3.b. Radhika Hattiangadi</p>	<p>2.a. August 2015</p> <p>2.b. August 2014</p> <p>3.b. September 2014</p>		