I. Department/Program Vision, Mission, Philosophy and Description
   A. Vision Statement: By completion of the Occupational Therapy Assistant program students will develop skills to provide judicial and conscientious practice of the occupational therapy profession, advocating for clients to lead full and meaningful lives. Students will exemplify the foundations of the program to remain competent with occupational therapy practice and continue to grow professionally and uphold the integrity of the profession.

   B. Mission Statement: The Casper College Occupational Therapy Assistant Program will provide a science driven, evidenced based education for students that will connect them to diverse workplace settings to meet state and global occupational therapy needs.

   C. Philosophy
      1. Teaching Philosophy & Pedagogy:
         • Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt. Occupational therapy educators advocate the use of occupation to facilitate health promoting growth, change, and/or adaptation with the goal of participation in meaningful occupation that supports a survival, self-actualization, occupational balance, and quality of life.
         • The profession of occupational therapy is unique and dynamic, grounded in core principles of occupation, and is influenced by emerging knowledge and technologies. Thus, the education of future occupational therapists and occupational therapy assistants must consistently reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and improvement of professional knowledge and skills.
         • Occupational therapy education promotes competence through educational, experiences that foster the occupational therapy assistants’ practice potential and scholarship development. Occupational therapy educators use active learning that engages the learner in a collaborative process that builds on prior knowledge and experience and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-beliefs, ethics, and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations.
The occupational therapy education process emphasizes continuing critical inquiry in order that occupational therapy assistants be well prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention, and health promotion.

2. Digital Learning Philosophy: Minimal entry level occupational therapy education is offered nationwide through distance education, although the courses offered in this format continues to increase each year. The OTA program at Casper College follows this national philosophy. OT is considered a hands-on profession and therefore, a hands-on educational program is indicated. Digital education courses in the OTA program are offered to aid students in achieving educational goals. Core course work is offered in the classroom and where applicable, without deviating from program goals, some courses are offered on-line or in a hybrid format. The faculty continues to explore portions of the education process that would be effective through distance education, with the lab work and interactive courses maintained in a classroom setting. We have 3 hybrid courses of didactic material and fieldwork courses on-line or hybrid. The Introduction to Occupational Therapy is offered on-line two times/year.

3. Dual Enrollment Philosophy: while dual enrollment is difficulty in the OTA program due to high program demands, students are advised and guided in this process. OTA course work has to be taken in sequence. A student can chose to take courses at a slower pace to allow them to complete other course work, as long as the sequence is followed. Students may choose to take additional courses prior to or after completion of the OTA course sequence. Dual enrollment is limited to specific established course work.

D. Articulation Agreements (if applicable) We do not currently have articulation agreements. We have explored this in the past and continue to explore agreements for students to continue their occupational therapy education. Many occupational therapy assistant students inquire about bridging/transitional programs to advance their career within the profession.

E. Advisory Committee – Membership and Function (if applicable). The occupational therapy assistant program has two advisory boards.

a. The advisory Board for the Program. This boards consists of former graduates of the program and supervisors of OTA students as well as administrative positions. These are from a variety of settings in Wyoming including outpatient therapy, psychiatric facility, school districts, and orthopedic center. We are increasing the board membership get more representation of OT practice around the state. The function of this board to provide awareness and guidance from the OT community to stay current of area practice.
b. The OTA program also has a fieldwork advisory committee, which is a subdivision of the Program Advisory Board. They meet as needed to provide guidance in fieldwork concerns, such as placements, policies and changes in student placement requests. This committee consists of both program faculty and volunteer members of the advisory board community site representatives.

c.

F. Special Events or Activities: Special events the OTA program continues to grow and provide real hands-on experiences for the OTA students. These events include Special Olympics for preschoolers, fall prevention with Wyoming Medical Center, developmental work with the 12-24 club, opportunities with Reach for a Star Riding Academy, the homeless shelter, and Wyoming Department of Disabilities. We continue to work with Youth Crisis Center, engage in the Parkway Health Careers day and Natrona County School District educational opportunities.

G. Personnel
1. Full-Time Faculty (include degrees & qualifications)
   a. Program Director. Marla Wonser, BSOT, MSOT, OTR/L The Program Director is responsible to teach: Intro to OT on-line, Human Occupations, Therapeutic Modalities I, Group Dynamics, Psychosocial Aspects, Leadership Skills, Health Care Settings and Independent Study. The Program Director is also responsible for administrative duties include annual reports, scheduling, attending meetings, accreditation, and recruitment and advising.
   b. Fieldwork coordinator. Cassady Hoff, BSOT, MSOT, OTR/L Cassady is responsible for teaching the three fieldwork integration courses and Therapeutic Approaches II and III. In addition, she is responsible for follow through with the fieldwork placements, contacts and contracts. She is developing training programming for fieldwork supervisors. She monitor the students when on fieldwork.
   c. Additional OTA instructor: Melissa Neff, BSOT, MSOT, OTR/L. Missy is responsible for COTA 2400 and 2350 (adult and pediatric theory and clinical practice courses as well as the in classroom Introduction to Occupational Therapy. She also teaches the Certificate Program courses as well as coordinates with community sites, provides supervision for students at sites and advertisement and development for the certificate courses.

2. Part-Time Faculty
   a. Karol Santistevan is instructor for the Equine Assisted practicum. She is responsible for the syllabus and course work related to that.

3. Other Personnel
   a. Emily Mitchell, BA, COTA/L is hired to aid with program and course work. Her position was created to meet accreditation demands highlighting opportunities for the OT assistant. Emily helps with
pediatric coursework, kinesiology and departmental tasks such as the fieldwork newsletter.

H. Enrollment Trends Data (Past 5 years)

2008 – 12
2009 – 19
2010 – 9
2011 - 20
2012 – 24
2013 - 23

II. Program Strategic Planning Report Summary

A. Department Goals for 2014-15
   a. Continue to meet and achieve accreditation status with the Accreditation Council for Occupational Therapy Education
   b. Provide opportunities for advancing knowledge and currency of faculty knowledge.
   c. Continue to explore and obtain program equipment and supply needs to ensure exemplary education for the OTA students.
   d. Explore admission requirements, graduation requirements to maintain enrollment of program: 20-24 students each year. Explore recruitment and admission procedures for admission of students each year.
   e. Provide exemplary learning opportunities and experiences for the occupational therapy students.
   f. Maintain communication with the Wyoming occupational Therapy and national OT community to be cognizant of needs of the state and nation.
   g. Students will reflect a 90% pass rate or more on Level II fieldwork placements.
   h. Provide resources and opportunities for fieldwork educators to enhance their education for effective fieldwork supervision.
   i. Increase available fieldwork sites as changes in facilities and supervisors change.
   j. Explore in-town fieldwork sites and their engagement in the OTA program. Identify problems and solutions.
   k. Develop a more comprehensive web page for the program.
   l. Explore methods for obtaining program assessment more effectively.

B. Department Strengths
   a. Experienced faculty each with areas of expertise and all 3 full time faculty have advanced Master’s degrees in OT: MSOT. COTA working 10 hours per week to provide leadership for OTAs.
b. Small class size with a ratio of 12:1 in labs allows for individual needs of students as well as provides lab time to use equipment and learn techniques.

c. A supportive and expanded advisory board helps with connecting the program students and faculty with community programs and services.

d. Strong administrative support provides for the purchase of needed equipment and adequate space/faculty for program delivery.

e. Close communication with fieldwork sites allows for effective, efficient fieldwork education.

f. Development of the certificate program is enhancing enrollment in the OTA program.

g. Community programs, assistive technology, fall prevention and chemical dependency, is enhancing the educational opportunities for students with hands-on experiences.

C. Department Challenges

a. Meeting all the demands for accreditation both through Casper College and through American Counsel for Occupational Therapy Education grows each year leading to the need for more documentation and faculty time.

b. Maintaining adequate funding for educational needs continues to be a challenge each year. Due to state and national economic challenges funding is at risk for providing for needs. With the addition of the certificate programs, additional needs for funding are developing.

c. Legislative changes, Affordable Care Act, and accreditation standards present continual challenges to meet documentation, program expectations and national demands.

D. Department Resource Needs for Next Year

1. Facilities: OTA course work is primarily in a lecture/lab format. The space the program currently has for lab work is excellent. We have 4 labs, a larger lecture room and a small lecture/meeting room, 4 offices and 2 storage rooms. This space is excellent for our needs, although we have such diversity of coursework, space needs to be reserved and coordinated. According to accreditation standards, faculty must have private space for advising students. The office space also allows for this.

2. Equipment: The Casper College Occupational Therapy Assistant program has been gradually been building equipment needed for the program. Equipment needs are reviewed annually as new technologies are developed. The OTA program requests equipment through the College system and has received excellent supportive equipment for learning opportunities and to meet accreditation needs. Occupational Therapy is a continuously changing profession and the technology changes every year. C9ont89inuati9on of this policy is necessary to remain current in the field. We continue to experience needs in technologies and sensory programming.
3. Personnel: We have 2 full time faculty to teach the OTA and certificate courses. We also have an occupational therapy assistant that helps with teaching and program needs. We have an adjunct faculty member for the equine assisted practicum. This is adequate at this time.

4. Budget and Request for next year*

<table>
<thead>
<tr>
<th>Budget Line Item</th>
<th>2013-14 Amount</th>
<th>2014-15 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>9110 Educational supplies</td>
<td>$4,450.00</td>
<td>$4,450.00</td>
</tr>
<tr>
<td>9117 Subscriptions</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>9118 Books</td>
<td>300.00</td>
<td>300.00</td>
</tr>
<tr>
<td>9120 Office supplies</td>
<td>900.00</td>
<td>900.00</td>
</tr>
<tr>
<td>9123 Software</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>9145 Graduation</td>
<td>200.00</td>
<td>200.00</td>
</tr>
<tr>
<td>9212 Advertising</td>
<td>200.00</td>
<td>200.00</td>
</tr>
<tr>
<td>9214 Accreditation</td>
<td>4,200.00</td>
<td>4,375.00</td>
</tr>
<tr>
<td>9221 Speaker fees</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>9232 Repairs/equipment</td>
<td>200.00</td>
<td>200.00</td>
</tr>
<tr>
<td>9310 Dues/membership</td>
<td>500.00</td>
<td>500.00</td>
</tr>
<tr>
<td>9311 Registration/entry fees</td>
<td>500.00</td>
<td>500.00</td>
</tr>
<tr>
<td>9320 Employee travel-in-state</td>
<td>500.00</td>
<td>500.00</td>
</tr>
<tr>
<td>9330 Employee travel-out-of-state</td>
<td>4,000.00</td>
<td>4,000.00</td>
</tr>
<tr>
<td>9371 Recruitment</td>
<td>400.00</td>
<td>400.00</td>
</tr>
<tr>
<td>9378 Other operating expenses</td>
<td>200.00</td>
<td>200.00</td>
</tr>
<tr>
<td>9820 Lab/classroom</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$17,0250.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Explain and/or justify any significant changes to the budget requested. I am only once again asking for the amount of accreditation fee increase.

We continue to request 10 hours of student work study time.

III. Assessment Updates (3 “levels” of assessment – General Education, Degree/Certificate, and Department/Program)

A. Executive Summary (bullet points)

1. Major “take away” from general education outcomes assessment.
   a. We take students to the library each semester for them to have training on using resources, citations data bases. We adopted a program wide format for scoring APA required papers.

2. Major “take away” from degree/certificate or program-level assessments.
   a. Data is collected on an on-going basis: course evaluations, program evaluations, graduate surveys, post-graduate surveys, employer surveys and national certification pass rates.
b. We are getting very good feedback from the above defined forms of evaluation. One issue we want to address the feel of clinical supervisors in the Casper areas. They tend to get overwhelmed working with students.

c. Faculty meet at least 2 times a month and discuss programming and assessment results. We have implemented stronger student counseling system with our student “support” form.

B. General Education Outcomes Assessment - Describe changes to instruction, program, advising or strategy as a result of the last General Education Outcomes Assessment results (updated each fall and spring.) These are stated above….

As graduates of Casper College, students will be able to …
1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

C. Department/Program Name: Occupational Therapy Assistant Program

List the Degrees/Certificates awarded by the Department/Program:
Associate of Science in Occupational Therapy Assistant

D. Student Learning Outcomes and Assessment by Degree/Certificate

Degree or Certificate:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>A How/Where is outcome learned?</th>
<th>B Evidence/Indicator(s) of Learning</th>
<th>C Collection method(s) for each source of evidence</th>
<th>D Analysis method(s) for each source of evidence</th>
<th>E Feedback Procedures (Faculty, staff &amp; students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 1</td>
<td>Students will successfully complete the national certification exam.</td>
<td>Students for the last year have passed the exam with a 100% rate.</td>
<td>Reports from the National Board for Certification of Occupational Therapy</td>
<td>Review in faculty meeting. Use reports to determine areas of weakness.</td>
<td>Information is available in all program publications and on the Web site.</td>
</tr>
<tr>
<td>OTA 2</td>
<td>Students will successfully complete all Levels of fieldwork.</td>
<td>Students for the last year have completed all Level II fieldwork with Fieldwork Evaluation form for level f fieldwork.</td>
<td>Review in faculty meetings and make a plan on how to</td>
<td></td>
<td>Students are given in the information in orientation meetings and in</td>
</tr>
</tbody>
</table>
E. Assessment Activities and Results (raw data reports)
   a. Grades have been documented.
   b. NBCOT certification results are posted on web site and in publications

F. Assessment Analysis – What changes have you made or do you plan to make in this degree or certificate based on your assessment data?
   a. We are in the process of completing a total review of all courses and course content. When this is completed we plan to have a more streamlined effective program curriculum to meet the needs of the accrediting body and fieldwork sites.

[Copy and paste parts D, E and F for each degree/certificate assessment plan in the program.]

G. Department/Program Level Assessment Results & Analysis

1. External Assessment Data Relevant to the Department/Program
   a. NBCOT certification results are posted on web site and in publications
   b. Fieldwork evaluations.
   We continue to meet are identified standards for passing fieldwork and the National certification exam. We will continue to monitor our results and determine changes as the need arises.

2. Third-Party Comments/Evaluations (if applicable, such as accreditors, community advisory boards, etc.)
   a. Fieldwork reports have been reviewed in faculty meetings. Feedback from out of town sites are great and facilities continue to create positions to hire our graduates.
   b. Feedback from in town sites tend not be what we want. We have a plan established to explore field site concerns and develop a plan to address this once more data is collected.

3. Department/Program Overall Assessment Analysis – Describe the changes to the department/program based on the past year’s assessment activities. How has the department/program used the assessment data to celebrate student achievements and/or improve the curriculum or pedagogy in the last year?
a. Student outcomes have been met as described above.
b. Continuing to meet accreditation standards will achieve program goals in most areas.
c. Course evaluations completed on all courses. Information is reviewed and program level changes implemented to address student concerns. One example of this type change is a review of assignments and streamlined the assignment. Also, students sometimes comment on an assignment not making sense. We are reviewing assignments with all faculty and getting input from all to more effectively explain expectations.
d. Continue 90% or above certification exam scores. Faculty are attending workshops that help with educational approaches such as test writing and staying current in the profession.
e. Continue to have 90% of students complete fieldwork successfully. This is addressed by completion of fieldwork sites. As stated, we are not satisfied with in-town responses so faculty are having contact with sites when possible and exploring their concerns. When we have more information we will set up a plan to address further.
f. Students obtain jobs in OT or related fields with 6 months of graduation. Usually the students that don’t achieve this want to stay in Casper which is saturated. Faculty are working with sites that employ OTAs or could employ OTAs and exploring opportunities for new job creation. In the last year either faculty, or through performance approximately 5 new jobs were created in Casper. Also at least 2 new jobs were created in Billings and Fort Collins.