



Northland Community & Technical College - EGF OTA Advisory Committee Agenda

10/25/16

East Grand Forks Room 360

Members Present: Kate Schmalenberg, Jennifer Leonardi, Cassie Hilts, Kara Welke

Members: LaVonne Fox, Cassie Hilts, Kara Welke, Janet Jedlicka, Jinelle Wavra, Tracy Cameron, Tina Chaput, Judy Godfread, Kim Carlson, Kylee Ness, Kate Schmalenberg, Jessa Hulteng, Jennifer Leonardi, Kelsey Hennen, Codie Kramer

Topic	Responsible Party	Discussion/Outcome
1. Call to order	Jennifer Leonardi	Meeting Called to order at 6:30 pm
2. Review of Minutes	Jennifer Leonardi	Minutes approved
3. Update on a. Enrollment	Cassie Hilts	a. We have 14 students in the second year. We started out with 17 students in this class in Jan 2016 so our retention rate is now 83% b. We currently have 22 students who have accepted positions into the program for a Jan 2017 start date
4. Fieldwork report	Kara Welke	We had a student not pass a Level I FW placement this past fall. This student has demonstrated difficulty in the classroom environment as well. So far all Level II FW students have passed.
5. Update on ACOTE accreditation	Cassie Hilts	At its August 4-7, 2016 meeting, ACOTE reviewed the Report of On-Site Evaluation (ROSE) regarding the Occupational Therapy Assistant Program at Northland Community and Technical College, East Grand Forks, Minnesota. All Standards were found to be compliant and ACOTE voted to Grant a Status of Accreditation for a period of 10 years. The Report of the Accreditation Council (RAC) is viewable at: https://acote.aota.org/programs/2171/report .

The program's Interim Report will be due in spring 2020 and the next on-site evaluation will be scheduled within academic year 2025/2026.

Strengths

1. The administration is noted for its recognition of the contributions made by the occupational therapy program in revising the curriculum and moving to a flipped classroom model. Also noteworthy are the provisions provided for experiential and community engaged fieldwork, and support for an international location for Level II fieldwork. These confirmations assure the graduation of capable entry-level occupational therapy assistants.
2. The program director is commended for her dedication and leadership in directing an occupational therapy assistant program that is reflective of both the needs of the local community and the diversity of occupational therapy practice. She has been instrumental in developing a new curriculum and has been supportive to faculty. She has created a positive learning environment and fosters student professionalism, which help prepare future occupational therapy assistants.
3. The academic fieldwork coordinator is a dynamic and creative ambassador for occupational therapy practice. Students praise her for creating an electronic system to organize and track fieldwork documents, which has enhanced accessibility to students. Her enthusiasm is recognized by clinical educators and students and has led to the development of an international fieldwork placement.
4. The occupational therapy faculty is commended for its passion and dedication to students and to the success of the program. It is recognized for its commitment to providing dynamic and interactive opportunities for students, which include a variety of community partnerships and collaborations that enhance student learning and integration of skills and knowledge. In addition, the faculty is commended for its availability and support of students. This has resulted in students who easily transition from the classroom to the clinic and will become confident practitioners.
5. The students and recent graduates are positive representatives of the program. Clinical fieldwork educators and employers recognize them for their professionalism, initiative, and resourcefulness. These attributes will produce lifelong learners who will be assets to the field of occupational therapy.

Suggestions

6. A.5.2. Faculty Professional Development Plans: While the program director and each faculty member who teaches two or more courses have a current written professional growth and development plan that

		<p>contains goals to enhance their ability to fulfill designated responsibilities (e.g., currency in areas of teaching responsibility, teaching effectiveness, research, and scholarly activity), it is suggested that faculty enhance goals that are targeted toward specific areas of teaching and administrative responsibility. This will help guide professional development in a more focused direction.</p> <p>7. <u>A.6.9. Written Syllabi</u>: While the program has written syllabi for each course that include course objectives, and learning activities that reflect all course content required by the Standards and has provided a separate document that describes the relationship of courses to the curriculum design, it is suggested the program review course syllabi to reflect consistency with the curriculum design. This will improve student understanding of how each course supports the program's curriculum design.</p> <p>8. <u>B.5.18. Health Literacy</u>: The program has course content and assessment measures demonstrating an understanding of health literacy and the ability to educate and train the client, caregiver, and family in areas of occupation. It is suggested that the program explore additional methods to enhance understanding and importance of health literacy. This will further promote the students' use of health literacy in practice.</p>
6. Update on TEAS	Cassie Hilts	<p>Cassie reported that she is concerned about requiring the TEAS as part of admission to the program. One of the health programs uses it as part of their admission process and their enrollment numbers are so low they are in danger of being closed. So what do we want to concentrate on? Increasing our enrollment, or our retention rate?</p> <p>It was decided to continue to track the current students who took the TEAS and see how they do with passing school as well as the NBCOT exam. Also may give the TEAS to this year's incoming class as well.</p>
7. Strategic Plan a. goals b. part time program pathway	Cassie Hilts	<ol style="list-style-type: none"> 1. Provide a high quality occupational therapy assistant curriculum in full compliance with the ACOTE standards 2. The OTA program will continue with an assessment system for maintaining compliance with ACOTE 3. Faculty will stay current in Occupational Therapy trends and areas of teaching responsibilities in order to sustain strong teaching evaluations from students and administration 4. Increase Student Retention Rate 5. Provide a quality curriculum

		<ol style="list-style-type: none"> 6. Identify and explore partnerships internally and externally that emphasized creativity and collaboration to build more community relationships to strengthen FW possibilities. 7. Improve faculty effectiveness in use of technology in courses 8. Increase the number of students enrolled in each cohort <p>As part of our strategic plan goal, Increase Student Retention Rate / Increase number of students enrolled in each cohort, we are working on developing a part time pathway for students. Some students can't handle home life, work life and full time schooling, some students have disabilities and aren't able to handle a full time schedule. So we have developed a part-time plan. This would only be available for individuals with a documented disability that developed an accommodation plan through the Student Academic Success Center that indicates they require a lighter load to complete the program. This was reviewed and approved. The only concern was a fall semester that only had 5 credits and they discussed taking CPR at this time would be a possibility.</p>
12. Adjourn	Jennifer Leonardi	Meeting adjourned at 7:00 pm; Next meeting has not been scheduled yet.