

PROGRAM STRATEGIC PLAN

Baptist Health College Little Rock-School of Occupational Therapy Assistant
Baptist Health College Little Rock/University of Arkansas-Pulaski Technical College
Years: Fall 2018-Spring 2021

Analysis of program evaluation, internal and external environments:

	Program Evaluation Results	Internal Institutional Environment	External Environment
Strengths	<ul style="list-style-type: none">-Strong outcomes: retention, NBCOT passage, graduate placement consistently 94%-100%-Strong stakeholder satisfaction: students, graduates, employers, AB members all express satisfaction with program-Demographic data indicate students are strong academically, have previous college credits and are well positioned for educational advancement	<ul style="list-style-type: none">-BH System support-Strong support from BHCLR administration for faculty continuing education and professional development-Strong willingness of BHCLR administration to establish community partnerships and to provide additional adjunct faculty to assist-Strong working relationship with colleagues in the system and access to multiple resources within the system and the community-Strong fieldwork component to the curriculum-Several graduates employed in the system-OTA House for experiential learning experiences-Program Director chairs Institutional Effectiveness Committee and has extensive knowledge and understanding of institutional accreditation and outcome measures-BHCLR Administration willingness to provide additional adjunct support for Program Director who also serves as Coordinator of Allied Health-2 OTA graduates serve as adjunct faculty members	<ul style="list-style-type: none">-Community support for the program remains strong including several experiential learning sites-Strong, positive reputation for producing quality graduates-Collaborative relationship with OT program at University of Central Arkansas-Significant contributions to OTA community in state-graduates are clinicians, FWE and faculty members within the state-Cooperative relationship with other OTA programs in state
Weaknesses	<ul style="list-style-type: none">-Some students verbalize a limited understanding of OT's role in non-	<ul style="list-style-type: none">-Limited time to devote to further developing Intra-professional learning activities	<ul style="list-style-type: none">-Limited understanding within the community regarding the role of OT in settings outside the medical model....support for non-

	<p>traditional, emerging practice fieldwork sites</p> <ul style="list-style-type: none"> -Concerned with validity of results of question on Student Evaluation of Fieldwork Education (SEFWE) that relates to adequacy of the program; uncertain if this question is interpreted as intended -Return rates for clinical, employer and graduate surveys are limited at times and very time consuming to obtain requiring multiple follow ups to obTAIN - OTKE, utilized as end of program exam, provideS limited amount of information in terms of students' areas of strength/weakness which limits ability to use results for program enhancement 	<ul style="list-style-type: none"> -Difficulty scheduling and managing student ratios for inter-professional learning experiences (18 OTA:48 OT students) -Limited institutional emphasis on intra-professional education -College has limited resources in terms of advanced technology—ie. Smart boards, simulation equipment -Maintenance of OTA House: slow, limited response from property manager on upkeep issues associated with older house - Classroom configuration in OTA House limits ability to move beyond traditional lecture format in that space 	<p>traditional fieldwork sites due to limited understanding of the role and benefits of occupational therapy</p> <ul style="list-style-type: none"> -State occupational therapy association (AROTA) is in a rebuilding phase and has limited membership and activity -UA-PTC working relationship—since becoming part of the UA System, several changes in leadership have occurred which has changed the nature of and channels for communicating between the 2 partnering institutions -Underutilization of opportunities for community involvement due to time constraints with faculty and students
Opportunities	<ul style="list-style-type: none"> -BHCLR graduates supervising BHCLR students has enhanced networking and opportunities for FW students to be supervised by OTA's -Revision of SEFWE to better suit needs -Explore alternative means of retrieving satisfaction survey results -Faculty desire to engage students in more service learning opportunities 	<ul style="list-style-type: none"> -Continue to develop collaborative efforts between BH and UA-PTC -Continue collaboration with practical nursing students for interdisciplinary learning experience; consider additional opportunities -Explore further intra-professional opportunities 	<ul style="list-style-type: none"> -Education regarding the role of OTA and OT/OTA collaboration -Collaboration with OT/OTA students for intra-disciplinary learning experience— increase number and breadth of experiences -Explore OTA lab on main campus -Explore offering Bachelor degree
Threats	<ul style="list-style-type: none"> -Some students do not see the value in textbooks as faculty do -Limited time to educate students on “big picture” opportunities of OT in emerging practice areas in a geographic environment that is heavily entrenched in medical model -Students comments indicate dissatisfaction/confusion at times with learning experiences meeting on 2 campuses (OTA House is separate from main campus) 	<ul style="list-style-type: none"> -Moving the skills lab from the OTA House to a space on the main campus may compromise the “real life” environment” experienced in the OTA House due to the need for new construction to meet ADA requirements -In considering moving to a Bachelor degree, will need to garner administrative support for hiring an additional FT faculty -Because the OTA program is highly subsidized by the BH System, must ensure the program remains of value to the BH System 	<ul style="list-style-type: none"> -Additional OTA and OT programs in the state creates potential for saturation of job market -Uncertainty with changes in reimbursement and job market and potential trickle-down effect on enrollment -Additional OTA programs in state may decrease the quality and quantity of the applicant pool

Institution's Strategic Goal #1: Produce graduates that are entry-level competent (BHCLR)/Cultivate student success (UA-PTC)

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
1. Achieve 100% NBCOT passage rate for OTA graduates	Faculty: 1) participate in continuing education and required inservices and 2) incorporate student feedback provided on course/faculty evals for the purpose of enhancing teaching effectiveness in order to best prepare students to successfully pass the exam.	Program Director	Summer/Fall 2019, 2020 and 2021— encourage students to test as soon as possible after graduation; most test in June, July, August and scores are examined via NBCOT portal	PD and AFWC attended AOTA Conference April 2019 All faculty complete 2 hours education focused inservice training in 2018; 2019 Class of 2018 achieved 94% pass rate (one student did not test for personal reasons) Class of 2019 14/18 have passed to date
	Require OTKE as end of program exam Encourage early preparation for exam via prep sessions with faculty and NBCOT prep materials	Program Director	Spring 2019, 2020 and 2021	Spring 2019 encouraged students to utilize resources during Level II FW; realized we do not have a mechanism for measuring percentage of student use; consider adding this question to end of program survey
	Evaluate annual NBCOT exam results and make curriculum	Program Director	Fall 2018, Fall 2019, Fall 2020	To date, 14/18 2019 graduates have passed exam on 1 st write; evaluate score reports when available Faculty conduct annual curriculum evaluation and make adjustments to curriculum as needed. Annual curriculum meeting

	modifications as needed			
	Keep abreast of structure of NBCOT exam	Program Director	Spring 2019, Spring 2020, Spring 2021	Faculty reviews updates from NBCOT; PD attends Spring Academic Leadership meetings each year; monitoring plans with NBCOT exam, including multiple multiples format and considering implementation in course exams
2. Continue to provide quality OTA education which equips graduates to function as lifelong learners and leaders in the profession.	Students are required to maintain a portfolio with resources from each course. Students are required to join AOTA and are continually directed to AOTA resources as reference. Course assignments require reflection and professional development. Faculty keep current with research in their areas of expertise and share this knowledge with students.	Program Director	Fall 2018-Spring 2019 Fall 2019-Spring 2020 Fall 2020-Spring 2021	Course portfolios are graded at the end of Semesters I-III. Students are required to read and are tested over AOTA essential documents. Several assignments within the curriculum require referencing evidence based research. Students are required to read and analyze research articles as part of course assignment.
	Discuss with AB at annual meeting: commonly utilized theories, evaluation and treatment methods as well as diagnoses most frequently encountered in clients	Program Director	Fall 2018, Fall 2019 and Fall 2020	2018 AB input regarding: reimbursement changes in Oct. 2019; changes to FIM in late 2019; importance of activity analysis in practice and how this is addressed in the curriculum

	Review data Student Evaluation of Fieldwork Experience (SEFWE)	AFWC	Spring 2019, Spring 2020, Spring 2021	
	Enhance evidence based expectations for student assignments Hold diversity workshop for inclusion in fieldwork seminar	Program Director AFWC	Prior to Fall and Spring semesters—July/Dec 2018, July/Dec 2019, July/Dec 2020 Spring 2019, Spring 2020 and Spring 2021	Spring 2019 implemented an additional EBP/research assignment in PD course
3. Continue to develop the scope of fieldwork education in order to provide quality education for students.	Provide robust Level I FW experiences in emerging practice areas	AFWC	Fall 2018-Spring 2019; Fall 2019-Spring 2020; Fall 2020-Spring 2021	PACE, Our House, Faulkner County Juvenile Court Additional adjunct faculty member hired to supervise Level I experiences

Institution's Strategic Goal #2: Baptist Health Values (BHCLR)/Ensure Faculty and Staff Excellence (UA-PTC)

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
1. Faculty will utilize current, innovative teaching and learning resources and methodologies in order to provide quality student learning environment	Utilize online resources to enhance teaching methodologies	Program Director	Fall 2018-Spring 2019, Fall 2019- Spring 2020; Fall 2020-Spring 2021	Utilize online resources provided through textbook publishers Beginning Spring 2019, BHCLR implemented new student learning management system (EX) which enables faculty to post resources and students to submit assignments via online portal.
	Explore developing OTA lab space on main campus instead of at OTA House in response to	Program Director	Spring 2021	

(BH Value-Service)	BHCLR Admin goal of having all college operations on one campus			
2. Faculty will participate in relevant continuing education which pertains to teaching skills and areas of clinical expertise in order to provide quality education for students.	Faculty will select and attend continuing education relevant to OT practice	Program Director Academic Fieldwork Coordinator	November 2018, 2019, 2020 for PD March 2019, 2020, 2021 for AFWC—these dates correspond with state license renewal December 2018, 2019, 2020 for PD, AFWC—date corresponds with internal deadline for educational inservices	PD and AFWC both attended continuing education
	Faculty will attend a minimum of 2 inservices/year which focus on educational process.	Program Director Academic Fieldwork Coordinator	Dec. 2018, 2019, 2020	All full-time and adjunct faculty attend
3. Continue to develop the fieldwork education program in order to provide quality education for students.	Evaluate all processes for communicating with fieldwork educators and students regarding fieldwork education.	Academic Fieldwork Coordinator	Fall 2018, 2019, 2020	AFWC sends quarterly FW newsletter AFWC maintains active communication with FWE including all required verifications and documentation Increased formal feedback provided to student and AFWC by FWE through implementation of 2 and 6-week review in Spring 2014 and this information continues to be beneficial FW Dinner Chat implemented Summer 2016 and well received; plan to continue
	Explore development of mechanisms for communicating	Academic Fieldwork Coordinator	Fall 2018	AFWC continues ongoing communication with OT & 2 nearest OTA AFWC's as needed; Will continue to pursue methods to enhance regular communication

	with other OT/OTA programs and fieldwork educators			Level I FW at 20 th Judicial District (Drug Court) is conducted in conjunction with UCA OT students
4. Encourage student participation in national and state organizations	Encourage attendance at state and national conferences	Program Director Academic Fieldwork Coordinator	Fall 2018, 2019, 2020	Some students have attended AOTA Conference in 2015, 2016 and 2017; a few students plan to attend AOTA Conference in 2018; conference in cost prohibitive for many to attend; AROTA has not provided annual conference in several years; Beginning in Fall 2016 UCA began offering annual conference and students and faculty attend each year

Institution's Strategic Goal #3: Partner and cooperate with other higher education institutions and collaborate with OT colleagues (interdisciplinary) and other professionals (intra-professionally) to encourage access to quality healthcare education (BHCLR)/Faculty/Staff Excellence (PTC).

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
1. Continue to increase collaborative efforts between BHCLR and UA-PTC.	Work with UA-PTC Director of Allied Health Affiliations (AHA) to improve registration process for students	Program Director Director of Allied Health Affiliations (AHA)	Fall 2018, 2017, 2018	PTC Director of AHA provides special arrangements for OTA students during registration to streamline the process; this has worked well and plan to continue; in Dec. 2016, Director of Allied Health Affiliations was terminated and UA-PTC realigned; now work with Dean of Allied Health and Associate Director of Admissions
	Work with PTC Director of AHA to improve financial aid processes for students	Program Director Director AHA	Fall 2018, 2019, 2020	UA-PTC representative arranged for financial aid representative to be available for students during registration; efforts have improved this process; as stated above, Director of Allied Health Affiliations no longer a position; work with financial aid staff
2. Increase collaborative learning experiences by providing students with interdisciplinary and intra-disciplinary learning experiences.	Design collaborative learning experience with UCA	Program Director Academic Fieldwork Coordinator	Spring 2019, 2020, 2021	Collaborative Level I FW Experience with UCA OT students is ongoing; AT experience with OT students was discontinued and replaced with visit to statewide AT program (ICAN); continue to seek ways to incorporate intra-professional experiences
	Design collaborative learning experience with BHCLR Practical Nursing students	Program Director Academic Fieldwork Coordinator	Fall 2018, 2019, 2020	Carried out experience; well received; evaluate feedback each year and continue to make revisions to improve experience each year; explore opportunities with additional programs

Institution's Strategic Goal #4: Provide continuing education and community services (BHCLR/PTC).

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
1. Demonstrate our mission through participation in community service	Students will participate in community service each semester	Program Director Academic Fieldwork Coordinator	Fall/Spring 2018, 2019, 2020	Students participate in a minimum of 3 hrs. community service each semester and provide journal entry regarding their experiences; Fall 2017 students and faculty participated in several backpack awareness events at community outreach centers and fall prevention event at a local retirement community
	Faculty will participate in community service annually	Program Director Academic Fieldwork Coordinator	Fall/Spring 2018, 2019, 2020	Faculty participate in community service as schedule allows including food and toy drive; collection of hygiene items for individuals who are homeless; backpack safety awareness and fall prevention events
2. Continue to educate practitioners and the public regarding the OT/OTA working relationship	Provide joint learning experience between OT/OTA students annually	Program Director Academic Fieldwork Coordinator	Spring 2019, 2020, 2021	Students participate in Level I FW experience with OT students
	Provide joint learning experience between OTA and Practical Nursing students annually	Program Director Academic Fieldwork Coordinator	Fall 2018, 2019, 2020	Continues each year and has been well received
	Program Director and Academic Fieldwork Coordinator serve as resource regarding OT/OTA working relationship	Program Director Academic Fieldwork Coordinator	Fall/Spring 2018, 2019, 2020	Serve as resource to answer questions via phone and email; provide formal presentations upon request Program Director provided lecture on OT/OTA collaboration to OT students at UCA

Institution's Strategic Goal #5: Continuously identify and respond to student and community needs identified through program evaluation (BHCLR/PTC).

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
1. Maintain an active OTA Advisory	Advisory Board meets at least once annually	Program Director Advisory Board	Fall 2018, 2019, 2020	Advisory Board meets each Fall

Board and incorporate feedback				
2. Achieve 100% job placement rate for graduates	<p>Faculty will provide students with education regarding resume writing and interview skills</p> <p>Assist students who ask for assistance in locating job vacancies</p>	<p>Program Director Faculty</p> <p>Program Director Faculty</p>	<p>Fall 2018, 2019, 2020</p> <p>Fall 2018, 2019, 2020</p>	<p>Class of 2017 achieved 94% placement rate (1 graduate for personal reasons not able to retest or seek employment in field); Class of 2018 achieved 94% placement (1 graduate has not sat for exam)</p> <p>Provide interview skills seminar for students</p> <p>Program Director maintains file of job vacancies that are sent to her by companies seeking to hire OTA's; share file with students upon request</p>
	Assist students with licensure application process	Program Director Faculty	Spring 2019, 2020, 2021+-	The ASMB no longer has a designated licensing coordinator for OT; application process and resources are now online; faculty have assumed role of assisting students with this process