

Data and Evidence Analysis Summary – 2016

Occupational Therapy Assistant

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WTCS Comparative Data:

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-10-514-1-Occupational-Therapy-Assistant-QRP-Evidence-Analysis-Report.pdf>

Course Completion

- Western's C or Better for Occupational Therapy Assistant program ranged from 72.0% (2013) to 88.9% (2015). When compared to the other four colleges selected as a comparison group, Western ranks 5th out of five. Western's average is 82.4% for the reporting years 2011-2015. Madison College, Fox Valley and Milwaukee Area Technical College all had three or more years with completion at or over 90%. Madison College's college success of completion has been above 89.4% for each of the 2011-2015 reporting years and has an average of 91.6%.
- Western number of students has varied within 20 students during the 2011-2015 timespan. In 2012 the program had 86 students. By 2015, the OTA program increased to 108 students. Fox Valley Technical College has the highest enrollment of 289 (2011) and 327 (2012). Fox Valley enrollment decreased to 235 by 2015. Madison College and Wisconsin Indianhead Technical college enrollment has fluctuated by 19 and 20 students during this five year time span (2011-2015).

Second Year Retention

- Western's second year retention rate ranged from 44% (2014) to 67.5% in 2013.
- When compared to the other five colleges, Western's is 4th out of five for second year retention average over the six years of measurement (2011-2015). Western's average is 59.7% which is lower than Milwaukee Area Technical College average of 79.2% and Madison College's average of 79.3%.
- Western had 30 students in 2010. Increased student numbers occurred in 2011 (59) and 2015 (56).

Western's Third Year Graduation

- Western's third year graduation rates range from 20% (2015) to 30% in 2014.
- In comparison to the other four colleges, Western's third-year graduation rate (average) of 25.8% is 4th out of five. Madison College's average is 57.9% and Milwaukee Area Technical College's average is 53.8%.
- Western's data indicates 234 students enrolled in the program during the 2011-2015 reporting years. Madison College indicates 129 students and Milwaukee Area Technical College indicates 145 students. Both of these colleges have third year graduation rates above 50%.

Labor Market Analysis October 2015

<https://facultyresources.westernct.edu/wp-content/uploads/2015/11/2015-OCT-Occupational-Therapy-Assistant-Program-Trends.pdf>

In an analysis of the Western District and occupations associated with the field of Occupational Therapy Assistant, the following points are noted:

- From 2016-2020, this occupation is expected to grow 8.2% in the Western district compared to a national growth of 12.9%. District trends are anticipated to be less than the state trend of 10.7%.
- Job distribution in the district by the year 2020 indicates a high concentration in La Crosse County (62 jobs). Surrounding counties have positions which are less than 10. Data includes positions for occupational therapy assistants and occupational therapy aides.
- This program's employment pattern has a solid age distribution of individuals which is represented in each age group. The 25-34 age group leads the employment field with 32.9%. The 35-44 and 45-54 age groups both indicate 23% for 2015 jobs. The 55-64 and above represents 14% of the employees. The smallest segment of workers is the 19-24 year old population with 7.0%. The high school population of students may benefit from greater exposure to the occupation and benefits of working in this health related field.
- The majority of jobs in 2015 were housed within general medical and surgical hospitals (29.7%) Following close behind are positions within the offices of physical, occupational, and speech therapists at 27.1%. Jobs in nursing care facilities rank at 23.3% whereas positions in elementary and secondary schools drop to 4.5%.
- An analysis of the district's Classification of Instructional Programs (CIP) shows that there are two educational programs tagged to deliver graduates into the field, Occupational Therapy Assistant and Rehabilitation Aide. In 2014, there were 13 completers for three openings. At a cursory glance, it appears that the field is oversaturated with graduates. In review of the 2013-14 graduate summary, 12 graduates obtained 10 positions in the field within six months of graduation. It would be beneficial for the program to do a deeper analysis of the employment rates.
- Earnings for graduates of this program range from \$19.36 per hour to \$24.93 per hour with the median hourly wage of \$21.84. This is below the national median wage of \$24.13. The reported wage may actually be higher if the occupational therapy aide wages were not calculated in with the occupational therapy assistant hourly wage.

Student Satisfaction Trends

The Noel Levitz Student Satisfaction Inventory was conducted in the fall of 2015. The instrument asks students to rate the importance AND the satisfaction with 95 items (1-7 with 7 as highest) related to the following "scales":

- Instructional effectiveness
- Academic advising/counseling
- Concern for the individual

- Registration effectiveness
- Admissions and financial aid
- Student centeredness
- Campus climate
- Academic services
- Service excellence
- Safety and security
- Campus support services and responsiveness to diverse populations

In the program self-study process (data and evidence analysis work), programs are asked to identify gaps between importance and satisfaction. Gaps are calculated as the difference between the importance of an item and the satisfaction level. Gaps that are close to a “1” should be discussed and explored – particularly if they are tied to items that are rated as high in importance for students.

Thirteen students completed the survey. A cursory glance at the “scale” level reveals a gap in safety and security (1.46). The overall satisfaction with the experience at Western for Occupational Therapy Assistant program was 6.00 as compared to 5.68 for all students responding to the survey. The Occupational Therapy Assistant students indicated that the experience thus far was lower than expected (4.92), whereas all students responding to this survey scored this at an average of 4.93.

A more detailed analysis was conducted at the “item” level. Items are associated with one or more “scales” and provide additional insight into specific areas.

Items rated **highest in importance** for Occupational Therapy Assistant students include (scale of 1-7 with 7 as very important):

- Item #18 – Quality of instruction I receive in most of my classes is excellent. 6.69
- Item #31 – Campus is safe and secure. 6.77
- Item #32 – My academic advisor is knowledgeable about program requirements. 6.75
- Item #58 – Nearly all of the faculty are knowledgeable in their fields. 6.83

Items that may be topics of discussion for this program include:

- Item #10 – Child care facilities are available on campus. (1.27)
- Item #11 – Security staff respond quickly in emergencies. (1.90)
- Item #13 – Financial aid awards are announced in time for college planning. (1.62)
- Item #17 – Personnel in the Veteran’s Services program are helpful. (2.87)
- Item #19 – Campus provides effective support services for displaced homemakers. (1.42)
- Item #24 – Parking lots are well-lighted and secure. (1.56)
- Item #30 – Career services office provides students with help. (1.75)
- Item #39 – Student parking space on campus is adequate. (2.87)
- Item #72 – The Wellness Center meets my fitness needs. (1.33)
- Item #79 – Effective support services are available for minority students. (1.17)

Student Learning Outcomes Assessment Trends

There were 13 responses to this survey.

- Many comments on how students felt prepared after the program because of the field work, scope of courses, and high standards and expectations from the instructors.
- Changes suggested were to even out the course load as it was quite heavy at times.
- One recommendation was to schedule meetings once a month with advisor/counselor to ensure constructive feedback.

Graduate Follow-Up Trends

Year	2012-13
Types of jobs obtained	Certified OTA OTA Skills Enrichment Assistant
Companies hiring Western graduates	Aegis Therapies, Marshfield, WI Genesis Rehabilitation, Superior WI Magnum Care, (?) MVP,(?) Saint Anne of Winona, Winona, MN Therapies Plus, Wisconsin Rapids, WI Vernon Memorial Healthcare, Viroqua, WI Champion Rehab, Sartell, MN Lake Winona Manor Nursing Home, Winona, MN VARC, Inc., Viroqua, WI

Year	2013-14
Types of jobs obtained	Certified Occupational Therapist Assistant Certified Occupational Therapy Assistant
Companies hiring Western graduates	Aegis Therapies, Rochester, MN Genesis Rehabilitation, Black River Falls, WI Heritage Manor, Elroy, WI Reedsburg, WI Mayo Clinic Health System, La Crosse, WI Millennium Therapy, Dubuque, IA Therapies Plus, LLC, Wisconsin Rapids, WI

Year	2014-15
Types of jobs obtained	Certified OTA Occupational Therapy Assistant
Companies hiring Western graduates	Aegis Therapy, Mabel, MN Grant Regional Health Center, Lancaster, WI Gundersen Health System, La Crosse, WI Therapies Plus, LLC, Wisconsin Rapids, WI Wheels on the Bus Pediatric Therapy, Inc., Phoenix, AZ Therapy Network, Inc., Winona, MN

Career Pathways Assessment

- Your program had five responses to the survey. Two were full-time faculty and one was adjunct faculty.
- You also had one dean or associate dean complete.
- Items that may be topics of discussion for this program include:
 - There appears to be disagreement around the course sequencing area so this might be a possible discussion area. Topics such as embedded and laddering credentials, multiple entry points and reentry points, and flexible delivery formats are included in this area.
 - There appears to be an opportunity to discuss student options that include Credit for Prior Learning, articulation agreements with high schools and transfer options for students.
 - There appears to be an opportunity to discuss faculty responsibilities in credit agreements, collaboration with high school teachers to maintain college level standards, and extending Credit for Prior Learning to incoming students.
 - Another opportunity for discussion might be internal partnerships with Business and Industry Services, scholarship options with the Western Foundation, or opportunities to work with the Career Services Office.
 - Lastly, there seems to be some unknowns in the area of adjunct faculty. This might be an area of discussion. Topics include use of technology to facilitate student learning, employment of diverse or varied instructional strategies, communicating clear classroom expectations, and employing instructional strategies that encourage skill and knowledge development.