(All information must be submitted in typewritten format.)

Occupational Therapy Assistant Program
Kennebec Valley Community College
Years: Fall 2010-Spring 2015

Analysis of program evaluation, internal and external environments:

	Program Evaluation Results	**Internal Institutional Environment**	**External Environment**
Strengths	**Faculty: (FT)** • Long term (35+ years of combined experience in OTA education • Diligent and dedicated • Balance of expertise • Effective educators for adult learners • Keep OTA visible at KV • Effective teamwork • Mission driven • Student centered • Provide immediate feedback for change • Creative • Stewards for OTA practice in Maine **Faculty:(Adjunct)** • Collaborative with Faculty and students • Dedicated & Knowledgeable • Student centered • Curriculum focused • Effective • Provide students a safe place to share and learn • Provide a strong link of OT	**Administrative support** • New administration is supportive of the OTA Program • New administration is data driven • OTA faculty are seen as valued members of the KVCC community • Program receives fair budget hearing consistent with other programs **Enrollment Services (ESC) management** Admissions/wait list, etc. • 2012-15 applicant pool average is 86 • Program is maintaining expected caps and targets for admissions • ECS collaboration with PD • Program enrollment is up (2015) • Admissions checklist is revisited annually • Wait list for OTA program has increased	**Maine OT Community:** • The OTA Program and faculty are highly respected, within the state, promoting a sense of trust in the KVCC graduate. This trust creates support for our program within the Maine OT community. • OT programs recognize the KVCC OTA program for its contributions. • Faculty are invested in the Maine Occupational Therapy community and are members of MeOTA, AOTA and NBCOT. Students are encouraged to support MeOTA and are enculturated into AOTA and its benefits from the first class in OTS101. **Mission:** • OTA practitioners are working in the state of Maine as per our mission. 2012-15 graduate survey supports this

	Program Evaluation Results	Internal Institutional Environment	External Environment
	practice to academia • Provide students with immediate feedback for change • Become OT/ OTA models/mentors **Academic Program** • Innovative learning opportunities –MHRT/C credential upon graduation, Health Literacy, Sensory Corner (Snoezelen lab), varied Service Learning (ex. CarFit, OTKE (exam prep x2), School Mentoring Program, varied KVCC community partnerships, etc. • Supplemental/blended learning techniques • Positive OT relationships and reputation in Maine, elsewhere • Over 20 years in OTA education; respected for excellence • Unique to ME-only OTA program • Constructive community of support • Philosophy, Vision Mission-comprehensive and cohesive with KVCC and MCCS • Inter-professional collaboration • Varied programmatic assessment tools used (formative and summative) • Regular feedback mechanisms (formative and summative)	**Finances:** • Adequate to support program • Program is Fund 1 monies (regular institutional funds) • PD is more involved with budget as of Jan. 2015) • Faculty receive 1400.00 for annual professional development **Marketing:** • Students/alumnus are our greatest marketing tool • Dedicated website • Regularly scheduled Open Houses • Sensory room-high interest • New administration; new strategies **Student Support:** • Dedicated support network on campus, for identified student groups (TRIO, accommodations, etc.) through the Lunder Learning Commons	data; we hear anecdotal information often about the excellent skill set of our graduates. Said survey indicates that graduates feel prepared to work at entry level. **OTA Advisory Board:** • We maintain and continue to develop the proportional expertise of OTs, OTAs and community members on our board to help suit our needs for the present and the future. • Continue to be diverse, committed and participatory. Respected by administration. **Interest in the OTA Program:** • Applicants, as well as referring agents, appear to be more informed about occupational therapy and specifically about the OTA program. This can support a more qualified candidate and maintains /increases diversity in our program. **Uniqueness:** • We continue to be the only OTA Program in the state providing OTA education • We are known for best practices in education.

	Program Evaluation Results	Internal Institutional Environment	External Environment

	- Well-defined program of study informed by curriculum design
	- Challenging and dynamic Curriculum
	- Dedicated lab space(s) adequate for learning
	  - OTA lab
	  - Snoezelen lab
	- AOTA Gold membership circle participants since 2010
	
	Student experience/ satisfaction
	- AOTA membership- pride in new profession
	- Retention and persistence rates are stable for 2012-2015 at approximately 85%
	- NBCOT pass rate 2012-14 is 94%
	- Students are satisfied with education provided Students are satisfied with cost of the program
	- Students are satisfied with employment
	- Employment rate is consistent with Maine marketplace
	- Competitive Salaries within Maine
	
	Space
	- Office dedicated for OTA faculty; dedicated OTA lab
	- New sensory lab created (2013)- additional equipment request made in 2015 accepted		

	Program Evaluation Results	Internal Institutional Environment	External Environment
	Lab-learning materials • Sustained by the budget • Adequate for student numbers • Supported by OTA advisory board **FW** • Varied to support student needs: mandatory arenas: Pediatrics, MH and Physical Disabilities • 170+ MOA contracts; number of active sites varies annually yet adequate • New administrative assistant position 10 hours/week (AY 2015/16) **Advisory Board** • Dedicated to program; we meet more than required • Provide content expertise for courses • Varied practice experience to advise program • Balance of OT and OTA • Supportive of program's curriculum • Up to date on AOTA affairs/ACOTE		
Weaknesses	**Faculty: F/T** • Work load • Multiples roles required • Inadequate preparation time for class and lab • Inadequate time to meet as a	**Administration Support:** • All programs must meet targets and caps; retention and persistence markers **Enrollment management:** Admissions/wait list, etc.	**Finances:** • Maine is experiencing financial struggles. • Somerset County is one of the poorest counties in the country due to population, poverty, diminished

	Program Evaluation Results	Internal Institutional Environment	External Environment
	faculty • Number of faculty limits program flexibility • Increasing internal and external demands on the OTA Faculty including finances, demographics, DOE, CIHE, MCCS, KVCC, ACOTE and Fieldwork sites, etc. **Faculty: (Adjunct)** • Limited flexibility **Academic Program:** • KVCC is not in position to offer 4 year baccalaureate degree and cannot based on legislative ruling • Program offered is daytime; flexibility relative to student needs • Technology impacts time; scheduling-faculty believe face to face education is best contrary to current thinking • Increasing internal and external demands including finances, demographics, DOE, CIHE, MCCS, KVCC, ACOTE and Fieldwork site expectations, etc. **Student Experience/satisfaction:** • Student needs/demands are more diverse and complex; financial obligations and immediate gratification	• Time constraints • Limited staff • Lack of staff understanding of OT in general and the role of the OTA diminishes effective guidance into the program • Effective communication • College does not have dorms **Finances:** • KVCC has financial challenges that are out of the control of the College • Financial constraints limit many opportunities and morale college-wide • Program Directors are needing to take on more responsibility for program budget/finances • No Program Development monies **Marketing:** • Competition exists in Maine for qualified students • KVCC has no marketing funds/marketing director; this leaves marketing to low level tools and to the directors of programs • 3 in-state OTM programs • Potential applicants are not always aware of OTA program-they "find" their way **KVCC general/leadership:** • There has been no new	employment opportunities • KVCC is tied to Legislature and MCCS (one of seven colleges) • MCCS BOT maintain a cap on 90.00/credit hour for in state students. • Monies are tied to FTE enrollment/retention • College is reactive to external demands **Demographics:** • Traditional college age population is decreasing in Maine, in particular, central Maine; • Replenishment pool is decreasing • Poverty is great; healthy job creation is lacking • Aging population is increasing • More students are working while in school • Traditional college age students are underprepared for college • Non-traditional students have multiple roles and responsibilities **Marketing:** • Marketing/Clarity/Barriers of OT profession/OTA role: - Unclear OT definition - Unclear OTA role

	Program Evaluation Results	Internal Institutional Environment	External Environment
	expectations (technology) have contributed to these demands • Direct positive correlation between student preparedness and rate of success (R & P) • Retention, persistence and completion related to life factors and learning ability issues • Finances impact success/failure **Space:** • General space on campus • Dedicated lab space limits flexible offerings **FW:** • Issues are more intricate and complex • Fieldwork II sites accept OTM students before OTA students or cancel out OTA students for OT students • Competitive environment to access needed practice environments (PE) sites; schools use similar FW schedule/same semester • Ever changing demands in cycle of FW setting pursuit: from acquisition to reservations to commitments to facility expectations/demands • Demands from sites increase; commitment & follow through decrease • Increase in safety requirements	leadership in the 30+ years prior to 2013 • All leadership positions, sans 1, are new since 2013 • New leadership is data driven challenging the status quo • Quantity vs. quality concerns • Change and transition has been constant; this rapid change and associated transition is challenging faculty and staff • Faculty and staff are wearing many more hats for survival • Positions have been lost; programs have closed; employees are fearful • Policies and procedures are ever-changing **Student Support:** • Dedicated support network on campus is primarily for identified student groups (TRIO, accommodations, etc.). Many students, too few staff to provide comprehensive supports for all students. • KVCC has inconsistent counseling services	• External perceptions; OT to speak as one voice in Maine to support OT message. • Competition exists (in colleges in Maine) for same students • Perception of OTAs: Students are still asked why they don't become OTs. They are sometimes expected to perform at levels beyond/below their capabilities on FWII (being compared to OT students). Students and alumni frequently report the need to justify/explain themselves as OTAs. • FW sites with OTA supervisors to mentor students: This continues to be an educational issue. Confusion still exists about the delineation of clinical, professional, and supervisory roles and responsibilities for the OT/OTA. Licensure and OTA supervision continues to be an area of confusion for some. • Demands: There are ever increasing external demands on faculty and staff, including the OTA

	Program Evaluation Results	Internal Institutional Environment	External Environment
	(i.e. immunizations, background checks, finger printing etc. • Healthcare provider and student understanding of their role(s) in requirement processes • Limited alumni supervisors for OTA students • Decrease in SNF and school based settings due to interpretation/reality of new regulations (national and state) • Supervising OT not allowing OTAs to accept students • OT Program competition for same sites; overlap dates **Advisory Board:** • Limit in decision making power at practice settings • By design, members are practitioners who have little flexibility in schedules		program and its' faculty from external sources.
Opportunities	Develop strategies for: • Marketing • Increasing qualified applicant pool • Clearly define roles and advocate for OT/OTA to the public and other healthcare professionals • Build an active alumni cohort/networking • Increase IPE • Construct a plan for future	• A new administration with new ideas and a new perspective can be beneficial to KVCC in the long run. • Strategies to increase interactive education by reviewing the schedule and building in flex time options: • More interactive education within the AH department to demonstrate" real life" integrated and inter-	• There are opportunities to market OT and the role of OTAs to legislature, policy makers and potential business partners re: OTA essential skills and education. • OTA alumni can be tapped to learn how to be leaders in Maine H/C and how to take on leadership roles. This is an opportunity to draw them in. • Partner with OTM colleges

	Program Evaluation Results	Internal Institutional Environment	External Environment
	legacy and stewardship of OTA program • Create future educators • Develop Interprofessionalism experiences within and external to KVCC • Introduce more technology to enhance courses • Create new employment opportunities for grads in N-T/Emerging settings • Build Leadership mentoring for OTA alumni • Build new roles for OTAs through ACA changes • Impact Maine state licensure for 21st C **Develop strategies and methods for increasing faculty/ faculty support:** • Hire program alumnus for adjunct faculty positions • Reach out to OT professionals in Maine for creative teaching/learning opportunities **Assure competency in graduates** • Develop external networking channels • Create opportunities/tactics to improve alumnus support and support for our FW educators. • Invite alumni back to campus for continuing education purpose (leadership and mentoring),	professional practice; ex. The use of SIM lab; reviewing standards for "like" learning needs, etc. • Again, there is an increased interest in inter-departmental teaching as the PTA program has been re-developed. USM and KVCC OTA program can offer learning opps re: OT and OTA roles, duties, education and skills. • We have a state of the art SIM lab and a newly created OTA sensory lab. There are many methods to create inter-professional. There may be opportunities to co-teach with alumni to engage them and students at new levels. • Support for student success is apparent in our mission. We have a variety of programs for student engagement including: TRIO, Learning Commons, to daily interactions campus wide. • The OTA PD and the enrollment services center/ admissions coordinator communicate regularly about how to improve processes in order to accept the most prepared students into the OTA program. The opportunity exist to provide a better coordinated format for	and MeOTA/AOTA to assist in dedicating educational opportunities re: how to be a FW supervisor and professional development for OTAs; how to be a leader. • FW Educator Certificate Workshop • Develop strategies and methods for increasing faculty/ faculty support by partnering with other institutions, etc.

	Program Evaluation Results	Internal Institutional Environment	External Environment
	• Create Webinars for FW education initiation and OTA mentor: student program. • Facebook for OTA program/alumni	students. • Development of a legacy/stewardship plan for within the next 3 years to support the program's philosophy, vision, mission as well as coordinated content experts in the transition. • Use of technology to enhance student learning- flexibility can eliminate driving time; enhance learning time. **Faculty role in developing competency** • We are successful here based on our NBCOT outcomes. • We can use Facebook to promote interest and tactics for alumnus interaction. This is an opportunity to grow our alumni connection. • Our students are successful in completing the program, passing NBCOT, getting licensed and working as entry level OTAs in Maine. All of these are consistent with our mission. This is an ongoing opportunity to excel. • Opportunity lies in developing a marketing tool and an alumni pool to support the job shadow process and perhaps online discussion with alumnus re: OT/OTA and the OTA program. Streamlining	

	Program Evaluation Results	Internal Institutional Environment	External Environment
		the process is a goal without diminishing the rigors of the process. Technology and human resources can be useful.	
Threats	**AOTA/ACOTE approval for baccalaureate OTA degree:** • The MCCS is unable, by law, to provide baccalaureate degrees. Should the University system (or any other 4 year degree college) establish a BS OTA program this well established, 20 year old program would in all likelihood end **MCCS recent limitation on credit hours for all associate degree (AA and AAS, etc.) programs:** • The OTA program of study currently has 70 credit hours and may need to decrease this number to 65 within the next 2 years. This will challenge the current curriculum design and structure of the program **Limited FWII sites** in some critical areas of OTA practice • Limited due to federal and state support • Decreased understanding of role OT plays MH and decreased role OT plays in MH and N-T/Emerging in Maine	**KVCC is in a state of transition:** • Since 2013 KVCC has acquired a new administration (President, VP/AD, Dean of Finance and Dean of IT) after 30 plus years of the same leadership. We also have a new campus which requires new resources and methods of communication. The new administration is supportive of the OTA program, however the institution has limited financial and human resources. KVCC's growth resources are largely dependent upon legislative decisions and grant acquisitions. • The state has had large budget shortfalls, and the Maine Community College System has taken its share of financial/employee loss within the last few years. The community college system has grown rapidly over the past few years, however finances have not kept pace with the growth. • The state of Maine has a	**Demographics:** • The demographics in Maine is such that there are fewer and fewer college age/bound students. The replenishing pool of college age students is diminishing. • All the colleges in Maine are looking to the same pool of college age students. **Fiscal:** • The Maine Community College System is ultimately dependent on the State Legislature for funding. We are also reliant on the MCCS Board of Trustees to review and determine increases in tuition. The BOT is resistant to increasing tuition. **Healthcare/reimbursement:** • Changing national healthcare arena (ACA), legislation and funding may impact OTA jobs. Example: decreases in FT hiring practices in skill care; Proposed and scheduled MaineCare rule changes and reimbursement rates for OT

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	• Over-regulation of and misunderstanding of the role of the OTA. This limits the occupational therapy assistant to maintain needed supervisory roles in certain practice arenas. The future FW needs of OTA students may be in jeopardy in some settings. • Alumni not taking on FW education roles • OT supervisors accept OT students before OTA students • OT programs increased enrollment limits FW sites for OTA program **Encroachment & Competition** • For OT students (applicants) in Maine • For FWII sites • Lack of role distinction in new and emerging practice arenas **Licensure:** • OTA is not always recognized for their knowledge & capacity (in licensure language and in regulations) • Current OTA licensing rules limit entry level work opportunities **Role of the OTA** • In areas of N-T/Emerging practice OTA roles are not well defined; therefore potential	population decline with a lagging birth rate and an increase in the aging population. This phenomena is reflected in our student numbers. There are no immediate solutions to this problem. • KVCC is currently engaged in a new Strategic Planning initiative due to be complete in 2016. The OTA Program will engage strategies to address a changing internal reality. **Ongoing limited funding** for community colleges: • Diminished opportunities for OTA program faculty growth. • KVCC has no marketing funds available for general Fund I programs. This make it difficult to compete with other colleges. • KVCC has no Human Resource department. The HR personnel are primarily payroll and contract oriented. • Faculty and staff all wear many hats, including the administrators. 2. The OTA PD and (faculty) is responsible for the program's administration and for addressing student needs, etc.	limit access (evaluations and treatments) and deter practice in specific arenas (schools) and with certain populations (adults with IDD) • Medicaid is proposing to combine PT/OT services to limit access to and clarify services. **Definition of OT and OT Terminology** • Rulemakers and organizational leaders do not understand the broad scope of OT and do not understand our use of terminology. • OTs do not always include OTA in research, motions, proposals and text writing etc. re: OT services citing occupational therapist vs. occupational therapy practitioner. This often times results in the role of the OTA not being written into roles, rules, and practice scope… within OT service delivery. **Use of OTA** • Confused with PTA scope of practice • Relegated to minimum practice scope • Discouraged or disallowed to take on FW II supervision/ education roles due to facility

	Program Evaluation Results	Internal Institutional Environment	External Environment
	future jobs are at risk for being filled by other practitioner groups; by AOTA guidelines licensure rules, OTAs must have supervision/a supervisor prior to providing OT services. This limits OTA ability to seek emerging roles even when prepared. The MHRT/C credential is more valued, than the OT/OTA credential in mental health arena	Advocating for resources (human and non-human) in all programmatic concerns is a persistent task. This includes enrollment and marketing strategies, internally and external to the college. F/T faculty numbers are static; adjunct faculty numbers have grown. This is time consuming, but a priority. • Historically, there has been little planning time available for teaching plans within the day nor time to support the development of new sites or to develop and/or support creative FW opportunities at N-T/Emerging sites due to small numbers of OTA faculty. We are in hopes this will change with our additional FW administrative position.	treatment time constraints, etc.

Based on the KVCC 2010-2015 Strategic Plan
Institution's Strategic Goal: Goal #1: Educational Quality and Customer Satisfaction
_____.

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
1. The OTA Program will continue to maintain a system for: a) maintaining compliance with ACOTE Standards and other mandatory	1. Maintain regular analysis of ACOTE standards	OTA PD; Faculty	Annual	Regular review of standards, review of ACOTE PD newsletter for updates for changes; strategic

reports b) assessing the currency of the OTA program (process and content) in the Maine OT community				plan updates made keeping ACOTE standards and expectations in the forefront for guidance.
2. Provide sound, principled, student- centered occupational therapy assistant education to meet the needs of the citizens of Maine; a) ensure that student to faculty ratios are no greater than 1:12 in designated labs. b) create opportunities for student assessment practice of learning and "real world" OT learning connections with a focus on best practice, evidence base and emerging arenas	1. Assess strategies for evaluating continuity and needed updates to ensure integrity of education in OTA program using invested partners	Faculty, advisory board, alumni, students	Ongoing	Strategies for assessment include: review of feedback in assessment materials, annual review of AY with advisory board, discussion with cohorts re: AY; senior survey and exit feedback from seniors.
	1. Assess mission, philosophy, curriculum design and course content including FWI and II	Faculty, FW educators, OTA advisory board	Ongoing	Regular discussion amongst faculty, students and advisory board using data obtained from AOTA professional resources, FW educators, and student evaluation of courses.
	2. a) Review OTA theory and lab modules for quality of education, safety and instruction, including needed adjunct faculty instructors, to assure compliance with stated learning outcomes. b) hire qualified adjunct	Faculty; adjunct KVCC administration OTA PD; Allied	Post Fall & Spring Semester; Annual Annually; prior to	a) Discussion amongst faculty, including adjunct faculty re: success, failure, concerns, etc. regarding course content, teaching processes, student needs, flow, and impact of

		faculty, as needed	Health Department Chair, KVCC administration	start of academic year	extracurricular semester activities on educational activities. b)PD takes concerns based on discussion into consideration when creating annual budget and makes requests for adjunct needs; if approved, PD works with AH Dept. Chair to hire qualified adjunct faculty.
		c) maintain current level of "on and off campus" learning of the OT process (i.e. service learning, mentoring, and develop new learning opportunities (i.e. Blackboard enhancement, IPE, SIM lab, FW II joint supervision/ emerging practice)	OTA faculty, allied health faculty, OT programs, FWII supervisors	Ongoing, prior to each semester	Since 2012, seniors take the OTKE twice (before FWII and after) to assess learning and knowledge of OT processes; faculty use this information to guide course content; the program require much out of the classroom learning to promote independent critical thinking in "real world" situations.
3.	Maintain student satisfaction at current levels for courses and FW	Continue to provide best practices in formative and summative assessment tools	OTA Faculty	Annually; after each class, at the end of each semester, at the end of the AY	Faculty request formative feedback after each class and formal summative feedback at the end

				of each semester; Faculty meet with seniors individually in the final academic semester to discuss Personal Performance Summary assessments (PPS) and to provide feedback on academic and professional skills prior to FWII.

Institutions Strategic Goal #2: Faculty and Staff development

LT Program Goal #2	Action Steps	Persons Responsible	Due date for Action	Results/Update
1. Faculty will develop and maintain professional development plans each academic year which support both OT role and professional role. 2. Faculty will stay current with CEUs and PDUs for licensure and certification renewal.	1. Faculty assess professional development needs based on the OTA strategic plan, individual teaching content, faculty evaluation feedback, and professional focus, interest and goals as well as the profession's strategic direction. 2. Faculty members complete professional development (CEUs and PDUs) for maintaining NBCOT certification as cycle requirements indicate. Faculty maintain licensure, AOTA and MeOTA membership annually.	1. Individual OTA Faculty members	1. Professional Development Plans are developed and reviewed annually.	1. Faculty create PD plans each year; these plans are approved by the Allied Health Dept. Chair and reviewed at annual Faculty Evaluation meetings with the AD. They are informed by the strategic plan, curriculum design, course content responsibilities and individual professional focus and goals. 2. Faculty are in compliance with individual NBCOT certification cycles and annual licensure schedules. Faculty are current members of AOTA and MeOTA.

Institutions Strategic Goal #3: Information Technology and Educational Innovation

LT Program Goal #3	Action Steps	Persons Responsible	Due date for Action	Results/Update
1. OTA Program Faculty will use IT, as needed, to promote best practice in enhanced "in seat" and distance education when used as an adjunctive method in all course delivery 2. Continue to provide Service Learning, mentoring, etc. as related to coursework.	1. a) Keep pace with Blackboard, Jenzabar and KVCC Portal, as utilization demands. b) Develop power point and interactive/enhanced learning tools, as needed, for student success. c) Develop, with the expertise of the IT department/Learning Commons, a plan to teach more interactively using Blackboard and iPad	1. OTA Faculty; IT department and Lunder Library staff 2. OTA Faculty	Ongoing	1. a) Faculty is continuously challenging ourselves to learn new techniques for successful learning outcomes. b) Faculty currently use power point (PP) for lectures but finds that student responsibility for reading material diminishes with this technique. Students were looking for notes vs. taking their own. Students are now required to read and comment in email, blackboard or in class discussion prior to PP presentation. We have initiated an outline format for PP vs. stand-alone documents. Students have adjusted. This supports an active learning process and supports individual learning. c) We have been successful in utilizing tools to enhance active learning. We are using enhanced

	tools (i.e. Tumbler) for AT investigation. d) Utilize professional websites (i.e. AOTA) for increased student interaction and learning 2. Construct and employ the OT foundational approach of "doing". Curricular threads and ideals of emotional intelligence, personal responsibility, leadership, health literacy and cultural competence and professional ethics and collaboration are imbedded in these experiences as well as curriculum			learning in OTS 105 (FWI) and OTS 203 and are planning to increase enhanced techniques in OTS 103 beginning, Spring 2016. d) We use professional websites (especially AOTA) and to promote interest and knowledge in evidence based practice, etc. Results are student's have access to the most current information and have a personal interest in maintaining student membership with AOTA. 2. By employing this foundational approach, consistent with OT and with our philosophy of education, we link all behaviors to professional skills needed for success.

	content and course context.			

Institutions Strategic Goal #4: Fiscal responsibility

LT Program Goal #4	Action Steps	Persons Responsible	Due date for Action	Results/Update
1. Develop a realistic budget and work within the budget confines of said budget to retain quality OTA programming	1. Assess academic programming needs 2. Develop a realistic budget based on need, in collaboration with KVCC administration. 3. Acquire approval of said budget. 4. Keep spending within budget and respect financial constraints ensuring fundamental responsibilities and learning activities stay intact.	1. OTA Faculty-Program Director and AFWC	1. Annually; February	1. A new process began in 2015 with new administration's efforts to attain realistic data re: KVCC's financial situation. The process requires that the program director prepare a budget for the next AY and present said budget through a budget hearing process with KVCC executive administration. This is a collaborative process which is followed by communication re: final approval. With this change, the PD and AFWC have become more involved in budget planning and ultimately in the program's sustainability.

Institutions Strategic Goal #5: Enrollment: Retention and Quality

LT Program Goal #5	Action Steps	Persons Responsible	Due date for Action	Results/Update
1. The OTA Program Director will collaborate with the enrollment services center (ESC) to reply to applicant questions, review admissions criteria, and	1. a) Develop a monthly, coordinated system of communication and action between the	1. Program Director, ESC and ESC director 2.OTA Faculty 3. OTA Faculty, ESC	1. Ongoing since 2010; review annually for needed changes. 2. Ongoing process	1. Success will be determined by an increase in qualified applicants in the OTA applicant pool and retention numbers. The OTA program retention rate for cohorts 2012-spring 2015 is 88%;

develop retention, persistence and completion strategies. (focus on preparedness, critical thinking and reading). 2. The OTA faculty will educate the administration and ESC about OT and the demands of the program, including the value of the OTA Information Orientation Session. 3. The OTA Program will meet negotiated caps and targets commitments accepting no more than 22 students/year. Returning students will only be allowed to return if there is availability. 4. Develop an Alumni Mentoring program to support retention.	OTA program and the enrollment services center- especially ESC director. b) Reply to applicant questions within 48 hours. Review admissions criteria, particularly to prerequisite reading scores and TEAS-V scores, to determine reading ranges which are consistent with academic success. 2. a) Publish dates for OTA Information Orientation Session. Review job shadow personal essays for discussion	and administration 4. OTA PD, faculty, OTA advisory board	3. Started in spring, 2015. This is an ongoing process. 4. Exploration has started with discussion with the graduating class of 2015. This will be an ongoing process with annual review.	persistence rate for same group is 89%. Increase in successful first time pass rates in NBCOT will reflect the success of this developing process. Development will be reviewed each AY. Graduating classes 2013 and 2014are 100% 3. This measure supports the OTA Program's sustainability and commitment to quality education. 4. We have encouraged mentoring through a program called Lunch with the Expert. Alumni present to students in a casual atmosphere. We have done this for 10 years. Student feedback is positive. We hope to continue this process and will be exploring a 1:1 mentoring process in the future. Student needs are changing. To promote retention and maintain graduate completion the OTA PD believes this is a positive direction.

	at OTA Information Orientation. Session. b) Publish current qualifying information on OTA website through admissions checklist. 3. a) Collaborate with ESC to ensure targets and caps are met with informed, qualified students. b) ESC accepts qualified and informed students in order to balance the enrollment numbers with retention numbers. 4. Explore alumni interest in participating in an alumni/student		

	mentoring program available to all students in the OTA program.			

Institutions Strategic Goal #6:   Alumni and Community Partnerships-(Interaction, FW, Mentoring, Marketing and Collaboration)

LT Program Goal #6	Action Steps	Persons Responsible	Due date for Action	Results/Update
1. OTA Program will market internally and externally. 2. OTA program will engage our alumni to become active members of the KVCC community. 3. OTA program will maintain a flexible SOTA club which reflects each cohorts learning needs and professional desires.	1. PD will: continue to speak to students in the General studies program who are interested in allied health professions about the OTA program; participate with IT in maintaining the OTA website and increase marketing focus on the OTA website; accept and develop speaking engagements and participate in college and community activities which can promote OT and its philosophy and increase knowledge of the OTA program. 2. a) develop OTA alumni Facebook and mentoring program. b) explore hosting professional development workshops through the	1. Program Director 2. a) Program Director, OTA Faculty and advisory board b) OTA Faculty and KVCC Business and Industry Department 3. OTA PD and SOTA advisor and students	1. 1 hour/semester for individualized allied health program introductions; website maintenance is ongoing as are opportunities for marketing. 2. a) Ongoing b) Annual or Biennial based on alumni feedback 3. SOTA Club is flexible and meets at least 1 time/semester.	1. The results are successful-we continue to receive a number of qualified applicants from this process. 2. a) Mentoring enhances professional development at a student level. Student feedback is positive. Programs such as Lunch with the Expert have been well received. Enhancing this with Facebook and 1:1 alumni mentoring These are successful programs which we hope to grow. There may be financial incentive through a grant for 1:1 mentoring. b) Based on feedback from recent alumni survey, more than 90% of responding alumni desire professional development opportunities through KVCC. This will result in greater alumni support and greater understanding of OTA roles. 3. SOTA Club is flexible and as active as each cohort can

	KVCC B&I.			sustain. The focus of activities is based on the group.
	3. Students are encouraged to develop activities that promote OT and reach out to alumni and Maine OT community. Review the charter and bylaws to incorporate the needs of the OTA students and to sustain the club.			The charter was re-developed in 2009. It is reviewed biennially.

Institutions Strategic Goal #7: Facilities-OTA lab supplies, safety and maintenance

LT Program Goal #7	Action Steps	Persons Responsible	Due date for Action	Results/Update
1. OTA program will maintain and update necessary facilities as we grow and change. Advancements in technology and program development will be addressed.	1. a. OTA lab will be cleaned regularly and updated b. New equipment lists will be requested through regular funding mechanisms. Items over 1500.00 will be requested through Perkins Funding/Capit	1. a) Program Director, Faculty, lab instructors, OTA students, Maintenance Department and Finance Director b. OTA Faculty/ Allied Health Department Chair and KVCC Finance Director	1. a) Ongoing b) Requests are made as needed for excellence in education and to promote innovative and collaborative learning.	1. a) Regular cleaning is done routinely; Students have class roles to engage and OTA Faculty/lab instructors ensure upkeep of equipment, cleanliness of lab, etc. Faculty participate in a yearly cleaning day. OTA faculty and all lab instructors are responsible for replacing tools, materials and equipment to proper places. All students and faculty must read/sign off on lab safety policy information.

	al equipment campaigns. Recent focus is the creation of a Sensory lab based on the Snoezelen Concept.			b) Based on our budget we request and receive updated equipment, durable and expendable. Our most recent purchase was 3 new W/C. In the past 10 years we have installed new lab cabinets; through Perkins we have received pediatric Vestibulator equipment. Within the last year we received, through Perkins substantial equipment to develop a Sensory Lab. We have requested and received confirmation of a new installment of equipment for late fall 2015/early spring 2016.

Institutions Strategic Goal #8: Decrease Carbon Footprint

LT Program Goal #8	Action Steps	Persons Responsible	Due date for Action	Results/Update
1. OTA program will maintain policies and procedures consistent with KVCC's plan to use technology when academically advantageous.	1. See OTA Program Goal #3	1. OTA Faculty	1. Ongoing	1. This will result in compliance with KVCC Goals and increase student and faculty awareness of environmental factors of learning.