

PROGRAM STRATEGIC PLAN

(All information must be submitted in typewritten format)

Occupational Therapy Program, School of Health and Behavioral Sciences
York College, City University of New York
 Years: Fall 2015-2020

Analysis of program evaluation, internal and external environments:

* Annual analysis in December

Strengths	Program Evaluation Results	Internal Institutional Environment	External Environment
	1. Scores on Student Evaluations of faculty for past 3 years (2012-2013 -2014) On a Likert scale of 1-5 averaged in the 4's.	1. Faculty are rated highly by students. York has changed the SETES to an online survey for fall 2014 that had a lower rate of return. Thus 2014 York SETEs may not be consistent with internal OT departmental course and instructor evaluations.	1.CUNY supports faculty development through internal grants, CETL (Center for Excellence in Teaching and Learning) workshops, Provost Lecture Series (presentations of faculty research), sabbaticals for research, and some support for conferences and workshops
	2. Increased pass rate: School pass rate above national and state mean.	2. Increased GPA requirements for admissions to program	2. Increase in the applicant pool of qualified students.
	3. Use of technology to support pedagogy.	3. All labs are equipped with Smartboard technology, several classes offered as hybrid courses. Use of Blackboard platform for all courses.	3. CUNY funded updated software and hardware to all faculty and staff. CUNY has supports International Clinical Education video library access. CUNY supports cloud back up of all faculty and program data.
	4. Student population reflects the diverse urban environment of Queens NY (Commensurate with the AOTA vision & CUNY mission).	4. York College is a public institution serving a diverse community whose mission reflects providing an opportunity for affordable education.	4. CUNY is attractive to the diverse and changing demographics of New York City; serves veterans; supports students through SEEK program (financial and academic assistance); Black Male initiative, and Department of Education Master's Degree Program at Predominantly Black Institutions (MPBI) grants to support student research and Department of Education Contract for student scholarship. Further support for minority students is provided from the Black Occupational Therapy Caucus (scholarships).
	5. Students have been successful in both their Level 1 and Level 2 fieldwork performance over the past 3 years.	5. Students report on the SEFWE (Student Evaluation of Fieldwork Experience) that they feel academically prepared for their fieldwork.	5. Most fieldwork clinical educators have been very pleased with the performance of York OT students. Many of our current student body have fieldwork clinical educators that are York College OT alumni.

	6. Quality and amount of student mentored research.	6. Support of student research projects for local and national presentation. In addition, college provides printing services for student posters.	6. Student research presentations locally and nationally promote the OT Program at York College and reflect the quality of the students.
	7. There are 7 full time faculty for 4 class cohorts of 30 students each, which result in a high faculty: student ratio.	7. Enables more access to faculty mentors, each student has both and OT faculty professional/academic advisor and separate research project advisor.	7. As of AY 2013-24 we have a full complement of faculty.
	8. Currently we have a stable adjunct pool.	8. York supports adjuncts hired, e.g., providing training and offering an additional paid office hour for those adjuncts teaching 8 hours or more. Full time faculty can choose to be paid to teach added course hours, and receive additional adjunct pay.	8. Many of the adjuncts hired are clinical specialists in their field, from the immediate community, and contribute their clinical experiences. These clinician/ adjuncts keep the program current in OT practice/ healthcare, enabling better preparation of students who go out to the community.
Weaknesses	1. Exit Survey: This year's graduating class 'exit survey' returns were low.	1. Areas identified from the Student Exit Survey with a mean of slightly less than 3 were reviewed and discussed by faculty in 12/2014. Necessary curriculum changes and enhancements are being made by the department to address areas needing improvement.	1. Demands from fieldwork placements required that the OT program change the sequence of assistive technology in 2014/2015 and plan to enable students to participate in more than one clinical specialty elective. In addition, the research sequence has been modified.
	2. Students do not have the opportunity to take more than one elective in advanced clinical practice.	2. The standards of practice currently required for entry level in the sequence of courses do not leave room for additional electives in the program.	2. Changing demands in healthcare require students on fieldwork and entry level graduates to have multiple areas of more advanced clinical skills.
	3. School structures (related to budget, personnel and procurement of equipment and supplies) and administrative systems have necessitated increased faculty workload to meet bureaucratic requirements.	3. Reduction in full time quality administrative support added administrative burden to faculty and remaining staff. Additionally, adjustment to new systems (e.g., CUNYFIRST, PR- Assist, AEMS, procurement systems, IDEATE for IRB etc.), increased advisement hours, added division responsibilities and department committee work diminished focus on teaching pedagogy and students. Additional chair and program director responsibilities now include accountability in all budget funds (e.g., travel, personnel and materials, equipment /supplies, etc.).	3. Corporate models imposed on educational systems demand increased administrative skills for faculty and course fee increases for students to make up for lags in state financing.

	Program Evaluation Results	Internal Institutional Environment	External Environment
Opportunities	1. Increased pool of academically prepared applicants.	1. Students are more successful in learning the necessary information and skills to complete the program competently.	1. Increase in admission standards are associated with improved pass rate to meet accreditation standards.
	2. Engage with other disciplines in the college as preparation for inter-professional practice.	2. OT Program can collaborate with PA, Social Work, Business and Nursing programs at York College on inter-professional education.	2. Visiting Nurse Service of NY has opened their inter-professional training program to our students
	3. Capitalize on CUNY support/ professional development.	3. Faculty can attend Center for Teaching and Learning seminars on campus.	3. Opportunities to bring cutting edge information on pedagogy from various sources for investigation and application.
	4. CUNY in- house grants/funding.	4. a. University funding to address expansion of service learning opportunities. 4.b. Enable students and faculty to participate in small research projects.	4. Opportunities to reach out to more community agencies to develop mutually beneficial relationships. 4.b. Grant opportunities contribute evidence for OT intervention.
	5. The York College houses the only OT program within CUNY.	5. York College administration is eager for expansion of the OT program and supports the transition to a separate stand-alone Master's degree in Occupational therapy. Further, York College supports the exploration of a future OTD program.	5. York as a public urban institution attracts a diverse population that serves both the mission of the profession to become more diversified and matches the communities students will serve upon graduation.
Threats	1. Constraint to student admissions is the shortage of fieldwork sites, while administration presses for increased enrollment.	1. Increased challenges: Precipitous reduction in administrative support for FW coordinator with inadequate replacement. Increased management of site contracts and placement follow up are now the sole responsibility of the FWC. This has increased the administrative demands on FWC. Student site choices are not consistently met due to lack of availability of placements.	1. Contracted sites no longer ensure student placement. Increased pressure on fieldwork sites to increase productivity; staff with contracted therapists may reduce the site available in the community that will accept students and offer quality experiences Competition for FW sites: Abundance of OT and OTA programs as well as newly created 5 programs in the NY metropolitan area produce increased shortages for student placements. Similarly, students who attend OT programs out of NYC area return to NYC area to do their FW requirement, thereby increasing the competition for placements.
	2. The fieldwork coordinator is on a clinical faculty line which is time limited.	2. York college contract does not allow continued employment after 7 years for the clinical position. To maintain her academic position, she would need to apply as an assistant professor, requiring a doctorate.	2. With shrinking clinical placements, loss of ongoing relationships between FWC and site supervisors would further negatively impact the availability of student placements.

	3. Department is unable to procure supplies in a timely fashion preparatory to semester due to budget allocation timing.	3. Budget allocations are not made available in timely fashion.	3. CUNY centralized system for budget allocations have created problems with timing and processes to access funds.
	4. Significant reduction in storage space was not adequately replaced.	4. Capital improvements to increase space for all programs are pending institutional resource allocation.	4. CUNY continues to be underfunded by New York State
	5. Compliance with standard A2.10 which states: <i>"The majority of full-time faculty who are occupational therapists or occupational therapy assistants must hold a doctoral degree. All full-time faculty must hold a minimum of a master's degree. All degrees must be awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The degrees are not limited to occupational therapy. For an even number of full-time faculty, at least half must hold doctorates. The program director is counted as a faculty member."</i>	5. There are 7 full time faculty that teach in the OT Program. Of the 7 one FT faculty member is not an OT (Dr. Avi-Itzhak). Of the 6 faculty who are OT, 3 have doctoral degrees, and one (our fieldwork coordinator, currently on a clincial line) will be beginning her Doctoral education fall of 2015.	5. There is a paucity of licensed OTs with doctorates, teaching experience, research and clinical expertise. An additional full time faculty position is being requested, to be funded, and searched within the 2015-16 AY .

I. Institution's Strategic Goal: Enhance and expand opportunities for engaging, rigorous and transformative learning experiences.

- a. Expand experiential activities beyond the classroom, in service learning and community-based learning, for faculty and students
- b. Identify and create new majors and graduate/professional programs

**Annual Reviews (Due Dates for Action) are conducted each June*

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
<i>Teaching and Professional Development: CREATE AND ENHANCE LEARNING EXPERIENCES AND PROFESSIONAL DEVELOPMENT</i>				
<p>I. Teaching: Enhance opportunities to address all components of the OT process across the life span .</p>	<p>I. a. Modify course content to begin developing skills in: assessment, documentation, discharge planning, collaboration with families, caregivers and significant others beginning in foundation courses: OT 319 Common Medical Conditions OT 321 Occupational Analysis OT 424 Professional development OT 322 Occupations Through OT 313 Fundamentals of OT OT 423 Collaboration in OT</p>	<p>Horowitz Henry Krauss Faust</p>	<p>Spring 2016 - Fall 2016</p>	<p>Results from exit survey 2013-14 noted problems in fieldwork and discharge planning. Self study process revealed necessity for earlier embedding OT process documentation.</p>
	<p>I.b. Augment learning of OT Process across the curriculum with increased use of interactive and observational pedagogical platforms (e.g., role play, clinical video library, hybrid course development, flipped classroom).</p>	<p>All Full-time Faculty</p>	<p>Implementation 2016 - 18</p>	<p>In response to results of 2011- 2013 student performance in FW1 by Clinical supervisors reflected a downward trend (not significant) of scores in data-gathering and obs. Skills. Scores went up for 2014. As a result of 2013-14 faculty development (e.g., CETL workshops, seminar) new ideas of pedagogy were shared and will be attempted in order to engage students to be more active learners.</p>

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	I.c. Implementation of two professional development courses (for Fieldwork I and II) to foster student professional behaviors, expectation of fieldwork experience and ethical practice.	Henry	Implementation AY 2015-2018	2013 & 2014: Anecdotal feedback from FW experiences & graduate exit surveys reflect increased performance demands, supervision limitations and ethical questions.

I A. 1. Increase collaboration among faculty members to support teaching of OT practice	Make the relationship between courses explicit by:	All full time faculty	Fall 2016	Self study review of curricular threads 2013-2015 reflected that relationships between courses were not explicit.
	A.1a. Identifying generic skills for practice in the curriculum.			
	A.1b. Determining how they are developed within and between semesters			
I A.2. SERVICE: Increase visibility of the OT Department through mutually productive partnerships within department, school, and community.	A.1c. Strengthening the integration of the skills (e.g., using joint assignments, composite exams, case studies)	Avi-Itzhak	Fall 2018	Self study review of curricular threads 2013-2015 reflected a need for better meeting interprofessional education standards.
	A.2.a. Develop an interdisciplinary course in collaboration with other professional practice disciplines.			
	A.2.b. Contact & develop opportunities in the community to foster interprofessional education.			
	A.2.c. Faculty will participate in department, school and college committees.	All Faculty	2015- 16	2013-2014 Faculty led student groups in NAMI walk, in Back Pack Awareness Day , and participated in Lobby day. Faculty sponsored Annual OT research colloquium, and participated in College, School division and department wide committees.
	A.2.d. Faculty will participate in a community wide event annually.			
I A.3. Enhance fieldwork opportunities to reflect current and future practice by establishing new sites, across traditional and non-traditional practice areas.	A.3.a. Identify funding sources for use of new models of fieldwork supervision.	Kaplan Henry Krauss	Fall 2018	Fieldwork coordinator reported (2013-2015) increased competition for FW placement in tri-state metropolitan area. We will explore both new sites and supervision models.
	A.3.b. Pilot the use of OT clinicians as non-teaching adjuncts to supervise fieldwork experiences.	Henry Kaplan Krauss	Summer 2016	

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I.b.1. Educate diverse student body for entry-level occupational therapists who are poised for leadership roles in current healthcare practice, management, education and research.	Ib.1a. Transition from an entry- level BS/MS program to an entry-level Master's program AY 2017-2018	Chairperson and Director Kaplan Krauss	Fall 2018	2013- 14 CUNY wide changes in financial and administration systems require the transition to a standalone master program. This serves to position the program to explore OTD either as entry level or post professional program. Spring 2015: FWC accepted to PhD program to begin fall 2015.
	Ib.1b. Explore the viability of an entry level or post professional OTD Program	Chairperson and Director Kaplan Krauss	Fall 2019	
	Ib.1c. Support current clinical faculty towards completion of PhD with expectation of future hire on tenure track line.	Chairperson and Director Kaplan Krauss	Fall 2020	
I.c.1 Professional Development: Faculty will seek professional development opportunities annually, and advancement opportunities when appropriate.	Ic.1a. Faculty will attend ≥ 1 continuing education (CE) opportunity per year related to advanced practice	All FT faculty and those adjuncts who teach ≥ 2 courses	June 1	2012- 2014 All OT faculty participated in >1 continuing education (CE) opportunity related, advanced practice , teaching effectiveness and scholarly activity. 2013-effective 2014: Dr. Avi-Itzhak successful application to tenure. 2017- Dr. Horowitz will be eligible for tenure and promotion.
	Ic.1b. Faculty will attend ≥ 1 continuing education opportunity per year related to teaching effectiveness	All FT faculty and those adjuncts who teach ≥ 2 courses		
	Ic.1c. Faculty will apply for tenure or promotion when appropriate	All FT faculty		
	Ic.1d. Faculty will engage in a minimum of one form of scholarly activity per year.	All FT faculty		

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	fieldwork educators and make changes in curriculum as needed			
	IIA.1c. Annually, review outcomes of all feedback from employer surveys and make changes in curriculum as needed	Krauss Avi-Izthak	February 2015	It has been difficult to get results from employer surveys. For 2014 surveys were sent to alumni who are now supervising our recent alums in the workplace. Responses indicated that York graduates were well prepared for clinical work.
	IIA.1d. Annually Measure the difference between pre and post scores, and domain area of strength/concern on the NBCOT practice test of the graduating class in OT 644 Advance Theory and Practice annually	Krauss Avi-Izthak	February 2015	Mean post scores continue to reflect that students are prepared to sit for the NBCOT certification test. As of March 2015 10 of our 24 graduates have been reported to take and pass the exam on their first attempt.
II. A.2 Expand the AFWC position to meet the educational needs of an expanding class size	IIA.2. Use of FTE as a means to substantiate need to expand FWC position.	Kaplan Krauss	2016	Fall 2013- hired AFWC which completed complement of faculty. 2014-2015 AFWC position was changed from half time teaching load to a per student ratio and limited teaching.
II. A.3. Maintain student faculty ratio	IIA.3. With any increase in student class size from current cohort size, FTE will be used as a rationale to substantiate need for additional faculty.	Kaplan Krauss	2020	Current faculty: student ratios are maintained. Requests from administration to increase class size were tempered by the challenges in placing students for FW.

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II A.4. Establish an active York College OT Alumni Association	IIA.4. Reach out to Alumni Students who have left us with their email addresses to set up a re-union -at re-union ask students how an alumni association could serve them after graduation -use this as an opportunity to see where all our alums are working and keep a pulse on current practice in the metropolitan area.	Krauss	Have secretary review exit surveys for the past five years and compose a spread sheet with personal emails Fall 2015 -Compose a letter to alumni students Spring 2016 -Plan Alumni event Spring 2016	2015
IIA.5. Maintain, support and update formative assessment of relevant data. Analyze for effective programmatic decision making.	IIA.5a. Submit interim reports and respond to feedback, annually.	Krauss Avi-Itzhak	2020	Submitted annual and interim reports (most recent: 1/20/2014) as required.
	IIA.5c. Complete the self-study report for ACOTA re-accreditation	All FT faculty	2015	Spring 2014- Spring 2015: Ongoing completion of tasks required for self study

III. Ensure the planning and building of facilities that meet and sustain the long range strategic needs of York College with the surrounding community

- A. Construct and configure campus spaces that enable interactive learning
- B. Upgrade the technological infrastructure to enhance faculty productivity

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PROVIDE AND CREATE AN ENVIRONMENT THAT PROMOTES LEARNING				
III A.1. Increase lab and reconfigure space and to meet projected increase in student enrollment.	IIIA.1. Submit a request for increased lab space and greater functionality in current labs from: Office of Academic Affairs for new space on campus by	Kaplan Krauss	2013-2014	Jan 2014 – School absorbed OT storage space to make room for math lab . 2013-2014 Requests for added lab and storage space were denied. Added closets were put in alcoves and new closet created within current lab space for storage.
III B. 1. Access funding to support faculty productivity	IIIB.1a. Explore potential funding opportunities for: Bar code technology Software for fieldwork database Admission software Scantron machine Access to Citrix at CUNY	All FT faculty	2015-2020	Ongoing exploration.
	IIIB.1b. In-service training and support services to use new technology	All faculty	2015-2020	2013-2015 Completed workshops for CUNY –wide systems: CUNYFIRST, Cardinal check, Personel/budget systems, BlackBoard, travel requests, course management, IRB changes system online system
III B2. Facilitate effective instruction	IIIB.2a. Update technology used in teaching of OT practice. (e.g., ultrasound equipment, functional electrical stimulation, recalibration of equipment)	Kaplan Krauss	2017	2013 Acquired new machine for PAMs, recalibrated the dynamometers 2014- all OT designated Labs equipped with Smartboard technology.

	IIIB.2b. Explore funding sources to purchase software used in conjunction with assessment tools for practice.	Kaplan Peter Tighe	2017	2015 Request for funding with rationale in progress
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