**Program Review Self Study Template**

| **Program Coordinator:** | **Jennifer Chambers** | **School:** | **Community Development and Health** |
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| **Program Code:** | **MST** | **Date Completed:** | **March 8, 2013** |
| **Program Name:** | **Massage Therapy** | | |
| **Indicator**  **1.0 Industry Trends** | | **Summary of Key Findings** | |
| **1.1 Sectoral Standards and Industry Trends**  **Review / discuss:**   * New or emergent industry / sector themes or issues that may have a potential impact on program positioning * Industry / sector issues identified by the Program Advisory Committee * Recent labour market data or sector reports * Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation * Program alignment to labour market and sectoral trends * Trends identified by the Program Advisory Committee | | 1. There is an increase of private and public educational institutions offering condensed or short track programs. 2. An increasing trend to inter-professional collaboration for MSTs. As well, there is an increase in medicalization of the practice. On a positive note, this has brought an increase in published research in field and a growing trend towards evidenced based practice. There is the potential for degree program due to increased emphasis of community colleges to offer applied degrees as well there is an increased emphasis regarding credentialism of practitioners. 3. The negotiations continue surrounding a national license for MSTs. This will create inter-jurisdictional standards of practice- goal for implementation 2014. Please note the program is teaching to it now. 4. There is a wider variation in modalities required of MSTs.   These include TENS, MENS and ultrasound, infrared, blue laser therapy. There is a need to implement basic knowledge into the curriculum. No need to teach practical application simply tweaking of the curriculum. There is also a potential for Con Ed offering in modalities for previous graduates. Other continuing education opportunities include the completion of dual diplomas.   1. There continues to be a challenge for new graduates to start their own business upon graduation. This includes challenges for the new grads regarding confidence, professionalism, and business skills. There is a distinct two tier labour market for graduates; private practice or employees. There are a large number of jobs but career sustainability is limited in low end high volume (spa) type environments. 2. There continues to be growth in the industry due to aging demographic and utilization of secondary insurance yet there continues to be challenges with buy in by the industry, public and educators regarding the need for assessment and clinical reasoning skills. | |
| **1.2 Industry Liaison**  **Review / discuss:**   * Program initiatives to maintain involvement with the industry / sector such as field placement supervisions, clinical, faculty renewal, professional learning, other professional affiliations, or community-based projects | | 1. Due to reductions in enrollment, there has been a reduction in outreaches. This has decreased community involvement for the program; however, there has been an increased effort to bring the community to the clinic. For example: bringing the prenatal massage into the clinic, creation of an oncology care clinic and continuing the partnership with St. Joes at Fleming. 2. There is an increased need for Continuing Education offerings for practicing RMTs and alumni. 3. There is a need for an increased RMTAO presence at the school. 4. There has been an increase in full-time faculty involvement in the clinic; this has increased the richness of classroom application. 5. There continues to be positive community response to the clinic from short and long term clients. An addition of a client satisfaction survey would help to quantify this to assist in evaluation of curricular changes and program effectiveness. | |
| **2.0 Curriculum Development and Framework** | | **Summary of Key Findings** | |
| **2.1 Curriculum Framework**  **Review / discuss:**   * Describe how your program demonstrates a learner centered approach and addresses our core promise to students concerning personalized learning and support. | | The program provides students with hands on, minds on opportunities throughout each semester of the curriculum. Examples include the student’s experiences in the massage lab, massage clinic, outreach opportunities and classroom activities. Full-time faculty support during clinic hours is a plus as it allows faculty to bring current, relevant examples to the classroom setting. Students are given the opportunity to choose different subjects for practical and theoretical presentations and assignments. The students also choose from a variety of practical testing scenarios. The students have an opportunity to provide significant input into the exit exams for the following year’s students. The clinic setting is very student centered and personalized to the student’s learning needs. There is often 1:1 instruction provided as student, professor and client interact to creation of a treatment plan. The students have an ability to have some choice into the type of clients they maintain in the clinic to encourage continuity between the student therapist and patient. Students also have a choice to attend St. Joes at Fleming for a clinical experience with seniors.In the past, there were other outreach options available such as sports medicine, Peterborough marathon, and other sporting events. There has been a reduction in these outreach activities due to the drop in enrollment in the past few years.. | |
| **2.2 Outcomes from Curriculum Renewal**  **Review / discuss:**   * Key outcomes from the Curriculum Renewal processes of the past few years * Progress to date in implementing the recommendations arising from Curriculum Renewal * Success of the changes implemented and the means by which they are being evaluated | | Evidence of annual curriculum renewal integration includes:  a) Revision and inclusion of current materials the MCQs to reflect the current CMTO and into tests and exams exam blueprint.- successfully completed August 2012  b) Creation of the MST facebook page, clinic website and online booking system- integrated successfully summer 2012  c) Updating of Evidence Based Practice course with Clinical Reasoning skills and changed text that is more massage therapist friendly and current-completed summer 2012  d) Addition of clinical examples to documentation manual-completed summer 2012 to update manual to include samples of acceptable documentation all clinic forms. This manual will be used in semester two for preparation for student clinic placement in semester three  e) Creation of a retention/recruitment strategy for the program-addressed by the PR in relation to the development of multiple streams, changes to Anatomy and Physiology and more flexible streaming of pre and co requirsite.  Each of a-d have proven to be successful additions to the program. The effectiveness of the creation of the additional streams as well as, the Anatomy and Physiology changes have yet to be proven. | |
| **2.3 Curriculum Sequencing and Alignment with Standards**  **Review / discuss:**   * The Ontario College Credentials Framework and the extent to which the program aligns with the provincial standards. * The program’s current admission requirements and their suitability in relation to program rigour and student preparedness * The extent to which course content, levels of learning, and assessment methodology are successfully sequenced and aligned between courses and across semesters | | 1. The program aligns to the Ontario Credentials Framework as well as CMTO standards. 2. The admission requirements include an OSSD with a majority of credits at the C or O levels including 2 C level English courses, a recommendation of Biology, Kinesiology at the U/C level. This admission requirement does not currently support the retention of students and changes could be made such as changing the recommended biology/kinesiology courses to the U/C level as a requirement instead of a recommendation. This would provide better preparation for the students and may increase the retention rate. 3. There is evidence that A&P are often the courses that create success problems for MST students. There is also evidence that these courses have the highest demand for tutoring from LSS. There is a movement within the school to standardize the A & P courses and spread them over two semesters. The aim of this change is to improve the success rate in these courses thereby increasing the retention rate in the program. 4. Course content is well structured throughout the program with evidence of scaffolding. This content has been developed with enough flexibility to allow for various streams to have different courses in different orders. | | |
| **2.4a) Curriculum Map**   * Review the Program Curriculum Map and discuss the extent to which there is alignment of vocational and course outcomes * Review / discuss the distribution and progression of Vocational Learning Outcomes, Essential Employability Skills, and General Education themes across the curriculum. | | The curriculum map is current for the program. It will require updating with the changes to the curriculum as a result of the move to various streams. In all of the proposed streams, there is a balanced distribution of EEE, Gen Eds and VLOs across the curriculum. | |
| **2.4 b) Curriculum Map**  **Submit an updated curriculum map as an attachment to the Program Review Report** | |  | |
| **2.5 Delivery Mode**  **Review / discuss:**   * The *primary* modes used to deliver curriculum such as lecture, seminar, lab, applied project, field camp and web based courses * The rationale for, and appropriateness of, these delivery modes in relation to program learning outcomes * The degree and depth to which the program is providing work integrated learning experiences * The degree and depth to which the learning experiences are enhanced by the use of educational technology. | | The program delivery is primarily face-to-face with a interspersed opportunities for blended learning. The face-to-face content is presented in lecture, labs, seminars and clinic opportunities. Each method has been chosen to best deliver the content. For example, HLTH 201- Clinical Treatment I contains both classroom and lab components to provide a balance of theoretical and hands on practical learning.  There is a definite opportunity to increase the number of online offerings within the program such as fully migrating HLTH 281-Pharmacology for MST, currently face-to-face to a fully online format. The students have made this suggestion, which is supported by the faculty. The newly created A&P courses will have the option for online delivery for the students in the future.  A five year plan will be created within the school this semester to include plans for implementation of the College’s E-learning Strategy. | |
| **2.6 Assessment and Evaluation Methods**  **Review / discuss:**   * The program approach to learning assessment * The balance and frequency of assessment types across the curriculum and their appropriateness to course / vocational outcomes * Reflect and comment upon the variety of methods used to demonstrate outcomes. Are learner centered principles part of the assessment approaches? | | There are a variety of assessment techniques used in the MST program. MCQs, short answer testing, oral practicum testing, case studies, papers and oral presentations make up the bulk of the assessments. Oral practicums and other testing mimic the language of the CMTO exam competencies as well as the requirements of the CMTO inter-jurdictional competency document.  The team created a formula is that ensures that there is appropriate grading for every semester. The team instituted an evaluation plan that sees the same type of grading for practical and theory, at the same point in the semester to assist students in knowing what to expect. Recently, the team has revised semester five and six to increase the rigour and frequency of the assessment to increase preparation for successful completion of the CMTO exam requirements.  The students create a portfolio that follows them through semester one through five. It lists the student’s proof and reflections of receiving a massage from a license massage therapist, questions from CMTO website, proof of required readings from Touch point to prepare them for Registered Massage Therapist’s portfolio needs. | |
| **2.7 Curriculum and Diversity**  **Review / discuss:**   * Program strategies that support student diversity and promote understanding of diversity, including program culture / climate, curriculum content and approaches to teaching and learning | | The program follows the CMTO’s vision statement that “cherishes and respects the worth, privacy, diversity and dignity of all people” (CMTO, 2013). This is demonstrated in the public clinic, classes, case studies and role modelling by faculty. The approach to learning and teaching is student-centered with a focus on student choice. | |
| **2.8 Learning Pathways**  **Review / discuss:**   * Recent or anticipated initiatives that promote student pathways including high school articulations, dual credit, program laddering, dual diplomas, and university transfer, articulations, and partnerships | | There are a variety of pathways available to University completion from the Fleming MST diploma.  Athabasca University-massage grads receive up to 60 credits for their diploma towards a Bachelor of Science-Human Science post diploma degree.  Laurentian University-Bachelor of Arts General or Advanced-varying credit transfer relating to GPA,  UOIT-Bachelor of Allied Health Sciences (Honours)- Students who successfully complete the bridge courses, with a minimum C+ grade in each course, will be granted 57 credit hours toward their 120 credit hour  There are no dual credits, diplomas currently available. | |
| **3.0 Student and Graduate Satisfaction** | | **Summary of Key Findings** | |
| **3.1 Formal Measures of Student and / or Graduate Satisfaction**  **Review / discuss:**   * Key Performance Indicator results for the program with a focus on #s 4, 8, 9, and 11 * Program status and positioning in relation to the KPIs of other programs of a similar type (where applicable) * Feedback and summary report from Learning Support Services (LSS) summary * Themes or issues emerging from a review of course evaluation summaries (Chair/Dean response here) | | **KPI Scores**  KPI 4- Graduation Satisfaction Rate-generic and vocational outcomes.  **2012**  -Program-95  -College-87  -System-95  5 year average  -Program-94  -College-89  -System-93  **Better than College and System Average, no change in five year average.**    KPI8-Student Satisfaction Rate-Learning Experience  **2012**  -Program-93  -College-82  -System-90  5 year average  -Program-94  -College-83  -System-90  **Greater than college and system average, no change in five year average.**  KPI 9-Student Satisfaction-Teachers  **2012**  -Program-91  -College-76  -System-82  5 year average  -Program-88  -College-77  -System-84  **Greater than college and system average, no change in five year average.**  KPI 11-Graduate Satisfaction- Program  **2012**  -Program-99  -College-83  -System-92  5 year average  -Program-98  -College-84  -System-93  **Greater than college and system average, no change in five year average.**  **Graduation Rates:**  **2012**  -Program-36  -College-66  -System-59  5 year average  -Program-56  -College-67  -System-66  **Graduation rate has continually declined in the past five years.**  Summary of Issues:   1. The program is to be commended for achieving KPI scores that are very good. 2. Graduation rate has been continually declining in the past five years. Significant changes to the advertising, admissions criteria, and the availability of rescue options for unsuccessful students. | |
| **3.2 Other Measures of Student and Graduate Satisfaction**  **Review / discuss outcomes from:**   * Student focus groups (mandatory component) * Student Advisor observations / reports * Formal or informal discussions with students and graduates such as class councils, class representatives, individuals or delegations * Debriefing sessions following a field placement, clinical placement, or practicum | | 1. There is limited group debriefing of clinic time for the students. There is an opportunity here for students to use cases from clinic as case studies in academic courses. Increased full-time faculty inclusion in clinic has increased the opportunities for this cross-pollination of learning to occur. 2. Focus groups feedback (March 18) included positives in relation to the quality of the teaching in lecture, lab and clinic experiences. They enjoyed the joint play course and the massage techniques courses in particular. They were concerned with the pharmacology course and felt it could be an online course. There was a call for an increase in online content/delivery. They felt that they did not need the medical dictionary and that a review of text books was warranted as some of them were used very little. They were concerned with the lack of feedback in clinic and had a strong desire for more. The students also had concerns about the kits. They would like a review of the contents to ensure that they are cost effective. They felt that there were contents that they rarely used. They also called for a dual diploma for FHP/MST and the addition of other pathways to University. | |
| **4.0 Employment Trends** | | **Summary of Key Findings** | |
| **4.1 Employment**  **Review / discuss:**   * Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data * Student preparedness for entry-level positions * Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages | | Marketing research completed in the summer of 2012 revealed that Massage Therapy had a weak student demand for the program compared to other programs in Ontario Community Colleges. However, it had a strong market analysis. There were a large number of job openings listed and the report from the US. Bureau of Labour estimated its growth to increase by 20% by 2020.  There continues to be a concern about graduates with entrepreneurial skills such as enough confidence to begin their own businesses. The students have an unrealistic expectation of being able to create a clientele quickly. There are a variety of spa jobs available for graduates. This has a high volume component to it, yet it reduces career longevity. | |
| **4.2 Other Graduate Destinations**  **Review / discuss:**   * Alternative graduate destinations such as further education, international opportunities, volunteer service, or other experiences | | There are a variety of degree completion opportunities for students. The program is currently negotiating an affiliation agreement between Tralee University and Fleming College relating to degree completion as well as, UOIT’s Bachelor of Science in Health Science program.  Graduates have been hired into jobs on cruise ships and overseas opportunities.  Graduates have also volunteered with Disabled children and hospice Peterborough | |
| **5.0 Strategic Positioning** | | **Summary of Key Findings** | |
| **5.1College Alignment**  **Review / discuss:**   * Program alignment with college priorities such as vision, mission, values, strategic plan, academic framework, and the educational mandate, and / or academic priorities of the School * Opportunities for new program initiatives based on Program, School, or community strengths and alliances | | The program’s philosophies are in line with the College’s. The program’s Integrated plan also fits very well into the School’s Integrated plan particularly in its wish to “Erase the Walls.” The Integrated plan calls for a business plan to be created to move the clinic to a “Wellness” area complete with Spa like atmosphere including hydro therapy. As well, there may be opportunities for Dual credit offerings for local high schools to bring students into the program earlier to assist with recruitment.  The program is also working to create new pathways with Tralee University and wishes to continue to seek out new opportunities.  There are opportunities for the program to expand into a variety of life-long learning opportunities for the local MST community and have a newly created partnership with CMTO to expand courses in the next few years. | |
| **5.2 Competitor Programs**  **Review / discuss:**   * Key parallels and differences between this program and those of its closest competitors, where applicable * ’Value-added’ program distinctions and their attractiveness to prospective students | | Fleming’s MST program does not currently have any modified or advanced standing program for students. Competitor programs, both public and private eg. Algonquin, Lambton, Georgian plus all other private colleges have these options available. This significantly reduces the programs ability to recruit and retain students.  All programs have in-house clinics and many others have more outreach activities than the Fleming Program. Therefore, in order to have a competitive advantage to other programs, the clinic must be expanded in the proposed “wellness” area.  However, the primary difference at Fleming is a definite focus on fitness and body awareness. This assists the graduates in career resilience.  The creation of a variety of flexibly streams could greatly increase Fleming College’s recruitment responses. | |
| **6.0 Enrolment Trends** | | **Summary of Key Findings** | |
| **6.1 Demand for the Program**  **Review / discuss:**   * Patterns in the number of program applicants, qualified applicants, and actual registrants over the past 6 years * Changes, if any, in the student demographic profile, including level of maturity, diversity, prior knowledge, technological literacy, work experience, and expectations * Impact, if any, of this changing student profile on program curriculum | | There has been a significant drop in enrollment (-11%) over the last five years. However, across Ontario, Fleming has the highest overall enrollment in Ontario.  There has been a reduction of applications in all programs across Ontario (exception-Algonquin), with Fleming at a reduction of -18%. There has been a very high 4:1 conversion rate. The addition of the recruitment video was a welcome component to the marketing for the program. There was also the addition of the student’s attendance at a luncheon for guidance counselors.  **Accuplacer Scores**  **2012**  **36% Exempt**  **39% Core**  **25% Remedial**  There is a large variance in the literacy skills of learners between exempt and remedial, therefore there are challenges to effective learning strategies for the entire class.  There have also been the effects of the millennial characteristics on educational setting. This group has strong ties to their parents who have often sheltered them. They often have poor coping skills which leads to greater mental health issues  The massage therapy program caters to a large variation in student populations from traditional students to mature students with previous university experience.  The program curriculum must have a variety of streams available to cater to the large variance in student groups. | |
| **6.2 Student Progression**  **Review / discuss:**   * Patterns of student success and retention on a semester by semester basis over the last six years * The effectiveness of any strategies adopted to improve student success and retention | | The semester-to-semester retention for the MST program has been reducing each year for the past five years. The Semester 1-2 retention rate fell from 71% in 2007 to 63% in 2011. The averages listed below indicate that there is a year over year factor that is below the college average in Sem 1-2. This affects the enrollment in the senior years of program.  2011-  Sem 1-2-63%  College-74%  2010-  Sem 2-3-73%  College-77%  Sem 3-4-87%  College-88%  2009  Sem 4-5-84%  College-80%  Sem 5-6- 93%  College-92% | |
| **7.0 External Relations** | | **Summary of Key Findings** | |
| **7.1 Alumnae**  **Review / discuss:**   * The type and range of alumnae involvement in the program * Current and future strategies to engage alumnae in the program | | Although there is no formal follow up of alumnae by the program staff, alumnae are involved in the Program Advisory Committees and attend as guest speakers or testers for the OSCEs. However, each student must receive and critique one professional massage by an RMT each semester. It is often the Fleming Alumnae who participate in this. A Facebook page has been recently created to better connect with Alumnae. | |
| **7.2 Community Relations**  **Review / discuss:**   * Significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience * Faculty, staff, and student involvement in volunteer projects and events * Contributions to the not for profit sector such as committee or board service by program-associated faculty and staff * Community recognition in the form of student bursaries, awards and scholarships | | There are multiple requests for the services of massage students such as prenatal and infant massage through the health unit. Due to the reduction in student numbers, these have had to be reduced. There has been a concerted effort to meet these requests within our clinic time.  There is minimal contact with RMTAO at this time, by students and faculty.  Coordinator provides volunteer work for Palliative Care and other full-time faculty have provided involvement in vocational outcome development and scholarly contribution to text books.  Faculty can create a scholarship of teaching by evaluating the new curriculum and presenting them at local conferences for RMTs. | |
| **7.3 Program Advisory Committee**  **Review / discuss:**   * The distribution of Committee membership by constituency, sector, and / or region * The vitality of the Committee such as the frequency of meetings, and members’ level of participation, engagement, and turnover * The extent to which Committee operations are aligned with the Fleming College Advisory Committee Orientation Manual and Advisory Committee policy. | | The committee is quite varied and has members with differing years of service on the committee. It represents both alumnae and graduates from other programs. It represents both the independent operators and employees of spas and massage clinics. The PAC has more Fleming Graduates on it than non and there may be a risk of issues not be fully expressed due to familiarity or allegiance to the program. The committee is aligned to the orientation manual and committee policies. | |
| **8.0 Program Resources** | | **Summary of Key Findings** | |
| **8.1 Human Resources**  **Review / discuss:**   * The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments * Profile of the Dean, faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education * Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments * Contributions to the professional community or industry by program-associated faculty and staff including board / committee service, research, and presentations / publications * Current staffing levels for the program in relation to program   numbers, curriculum, delivery modes and areas of specialization / generalization   * Hiring priorities over the next few years based on the above * Current professional development and renewal plans in relation to program or student needs | | The program is taught by four full-time faculty, one partial load coordinator and one lab technician**.** Occasionally due to increased student numbers, additional lab and classroom teachers have been hired to manage the clinic. One of the full-time faculty is cross-appointed to biology. All of the faculty are registered with the College of Massage Therapists and have many years of relevant clinical and teaching experience. The coordinator of the program Jennifer Chambers owns a successful massage therapy business and won the 2013 EPIC business venture award for her business Century Health.  The program is contained in the School of Community Development and Health and is led by the Dean- Carol Kelsey, M.Sc., B.Sc.(P.T.) and Chair Molly Westland RN, BScN, MN, as well as Operations Leader Sherry Gosselin. The School is supported by two School Liaison Officers, Ashlea Jefford and Joanne Brown.  The program has adequate staff to teach all of the courses in the program. The recent decline in student numbers has created an opportunity for each of the full-time faculty to spend time in the public clinic. This opportunity has provided excellent examples and case studies for use in class.  The faculty would like to have more opportunities to present research and the scholarship of teaching at local conferences. | |
| **8.2 Physical Resources**  **Review / discuss:**   * Program costing information * Scope of current program resources such as laboratory equipment, software, library holdings, or tools essential to or which enhance program delivery or student learning * The adequacy of above resources in the context of program outcomes, program currency, and student numbers * Program specific external revenue such as sponsorships, grants, donations or gifts-in-kind * Other externally generated revenues, if applicable | | The program has a contribution to overhead of 25%. This is not adequate to reach the 35% that each program strives to reach. The program has been very active in the creation of an integrated plan to further develop the spa storefront model. This will add a needed boost to the enrollment of the program.  Currently, the program uses a Community Spa Clinic on the grounds of Fleming. It is a site that requires some up-grades to include additional privacy, ambiance and equipment to further school the students in the expectations of today’s public demands for RMTs. The students have the opportunity to do a placement at St. Joseph’s at Fleming. This unique opportunity provides experiences for students to work with an elderly population.  A recent addition of electronic booking for the clinic, has made a welcome addition and will continue to show gains in providing business tracking data.  The addition of a connection with the Peterborough Oncology Clinic could provide excellent resources for the students to learn. | |

File Program Review report in: **S:\shared data\CLT\School Name\Program Name**

Attach copies of existing and revised bench marks

Attach an updated Program Curriculum Map

**Based on an analysis of your key findings, identify areas that require attention.**

**Develop recommendations and an action plan that reflects the program’s priorities and its capacity to achieve them.**

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| **Program Review Action Plan** | **Responsibility** | **Timeframe** |
| **Recommendations:** | | |
| **Create a variety of streams for the program, 19 month (fall-winter, spring), 31 month program (fall, winter), 4 year (part-time),and 16 month Advanced Standing option**  **Completed** | **Molly, Pauline, and MST team** | **Creation of plan- May 2013**  **Implementation – Fall 2014** |
| **Need to include basic knowledge of modalities into the program such as MENS and TENS, ultra sound, infrared, blue laser therapy.**  **Completed** | **MST team** | **Implementation-Fall 2013** |
| **Continuing education opportunities for existing local area MSTs to receive education on MENS and TENS, ultra sound, infrared, blue laser therapy as these have been included into the Standards of Care for MSTs.**  **No, redundant** | **Linda Poirier and MST team** | **Implementation-Fall 2013** |
| **Increase in business and entrepreneurial skills required. A revision of the business course required for new curriculum.**  **Completed** | **Jennifer Chambers** | **Implementation-Fall 2014** |
| **The reduction from the loss of outreach activities can be ameliorated by continued advocacy within the local community to bring outreach opportunity to the Massage Clinic at Fleming.**  **Completed** | **Jennifer Chambers and MST team** | **May June 2013 and ongoing** |
| **An increase in the presence of RMTAO can be accomplished by encouraging membership for all staff and faculty and inviting leadership of the Association to attend Fleming as guest speakers. Encouragement of faculty to present at RMTAO conferences is also required to increase the professional presence of the program.**  **Completed** | **Paul Clifford** | **May June 2013**  **Membership drive run by students-November 2013** |
| **The creation of a quality assurance process required for the Community Clinic. This will include the creation of a customer satisfaction survey. This will give a baseline evaluation for the clinic.**  **Put forward to new action plan** | **Annette Doose**  **Jennifer Borland Rosin** | **May June 2013** |
| **There are opportunities for the program to expand into a variety of life-long learning opportunities for the local MST community and expand on a newly created partnership with CMTO.**  **Not done/redundant** | **Linda Poirier**  **Paul Clifford**  **Jennifer Chambers** | **May June 2013** |
| **Continued efforts for degree completion opportunities must be explored.**  **Completed** | **Jennifer Chambers**  **Carol Kelsey** | **September 2013**  **ongoing** |
| **A review of the feedback given in clinic is required to increase student satisfaction.**  **Put forward to new action plan** | **MST team** | **May June 2013** |
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