**Program and Curriculum Review Template**

*Instructions: Review all information that is stored on your program and curriculum review web page.*

[***https://department.flemingcollege.ca/pcr***](https://department.flemingcollege.ca/pcr)

*On this template, enter Key Findings only, in brief point form. This is intended to be a reflective, continuous exercise and it is not expected that there will be a written response to every single question. You will work with this document and update it annually. The primary focus on an annual basis will be on the curriculum areas and at the 5-year interval, the document will be a more comprehensive representation of further depth of analysis within each of the sections. Add links to additional information only if you will find it to be helpful in the future use of this document.*

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| Program Coordinator: | | Jamie Cowan | | Chair: |  |
| Program Review Facilitator: | | | Sara Mormul | Date Completed: |  |
| Program Name: | Emergency Management | | | Program Code: |  |
| 1.0 Industry Trends and Employment | | | | Summary of Key Findings | |
| 1.1 Industry and Sector Trends  Review and discuss the following:  Industry / sector changes or issues identified by the Program Advisory Committee.  Recent labour market data or sector reports as provided by the Fleming Library Researchers.  Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation.  Based on the above, do these changes or issues necessitate changes to your program, either immediately, or in the next few years? | | | | * Inclusion of more occupational health and safety. * Can it be open to those who have completed certificates rather than solely diplomas (i.e. firefighters etc., through PLAR process)? * Ongoing special topics (terrorism, cyber, natural disasters).   From Library Services:  NOC 4161 (ex. Emergency Management Analyst, Emergency Preparedness Planner)   * Job outlook for this field is noted as “Undetermined” for Ontario and all sub-regions. * Wage estimates in our area range from $24.04 to $56.41 per hour. * This field is expected to face labour surplus through 2024, meaning there will be more potential employees available than positions. Recent years have shown a more balanced market. * Does not require certification in Ontario and is not regulated in any Canadian province or territory.   NOC 0414 (ex. Emergency Response Coordinator, Emergency Management Coordinator, Emergency Safety Manager)   * Job outlook for this field is noted as “Undetermined” for Ontario and all sub-regions. * Wage estimates in our area range from $28 to $66.67 per hour * This field is noted as balanced through 2024, meaning that supply and demand for positions is relatively at par. * Regulated in Ontario (compulsory) and is voluntary in other provinces and territories. Regulation is Certified Municipal Officer (CMO).   Fleming’s grad certificate actually produces graduates that might play either of these roles. A major differentiator for our program is the inclusion of business continuity. | |
| 1.2 Labour Market and Employment Trends  Review and discuss the following:  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.  Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages. | | | | * Field is growing in favour due to increasing emergency needs in society and tends to ebb and flow with world events. * Business continuity and Disaster Recovery seem to be growing faster than emergency management. * Employment Statistics   + 2014 - 88% working, 13% related field   + 2015 - no data   + 2016 - 100% working, 50% related field   + 2017 - 83% working, 50% related field | |
| 2.0 Key Performance Indicators  Review and analyze the formal Key Performance Indicator (KPI) results for your program. | | | | Summary of Key Findings | |
| 2.1 Student Satisfaction  In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as *student focus groups*, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience. | | | | KPI 8: Student Satisfaction with Learning Experience  2015 (13 students) - 100%  2016 (8 students) - 83.3% - change in staffing was noted  2017 (6 students) - 100%   * Increased rates in student satisfaction on all three questions within KPI 8   + #4 - the program provides you with skills and abilities helpful for future life outside of work (2016 - 88%, 2017-100%)   + #13 - Overall, your program is giving you knowledge and skills that will be useful in your future career (2016 - 88%, 2017 - 100%)   + #24 - Overall quality of learning experiences in program (2016 - 75%, 2017 - 100%)   KPI 9: Student Satisfaction with Teachers  2015 (13 students) - 94.9%  2016 (8 students) - 70.8% - change in staffing was noted  2017 (6 students) - 94.4%   * Increased rates in student satisfaction on all three questions within KPI 9   + #14 - Teachers are up-to-date/current in their fields (2016 - 88%, 2017 - 100%)   + #15 - Teacher’s presentation of class material (2016 - 75%, 2017 - 100%)   + #16 - Helpfulness of teachers outside of class (2016 - 50%, 2017 - 83%)   The most recent data (which was unavailable at the time this document was originally completed) shows improvement over last year in all elements except for speaking and computer skills, ability to work with others, solve problems, usefulness of course materials and field placements (although the latter was still 7.8% above the provincial average). There was no change in math skills or online instruction, but both are well below the provincial averages. Note that there is no strictly online instruction currently in the program. Thirteen elements are above the provincial averages, with #s 3, 8, 13,15, 17 and 24 being significantly higher (i.e. double digits). Eleven elements are below the provincial comparators, with only writing skills and online instruction hitting the double digits. Items of additional concern are Qs# 10, 11, 12, and 16.  This data will be taken into consideration as decisions are made about curriculum change.  There was no separate student/graduate focus group conducted and this should probably be done in ’17-’18 to inform requisite changes. The student report provided by two student representatives at the PAC meeting on March 21, 2017 is summarized in the minutes of the meeting:  “They shared what students felt is good about the program:  - Excellent teachers with real world experience who enjoy teaching and are enthusiastic.  - Given tools to complete assignment without holding hands.  - Enjoy creating business continuity plans (eg. Harley Davidson).  - Enjoyed visiting Fire Annex to do a functional exercise.  Areas of improvement:  - Would like to have student internship closer to Peterborough.  - Would like a placement to get more experience for day-to-day operations as an Emergency Manager built into the curriculum.” | |
| 2.2 Retention Rate  Please review the retention rates for Fleming College students within each program for Fall intakes 2008 to 2012. The report illustrates the retention of students within Fleming College (i.e. those students who transfer out of their current program, but who remain in the college and progress to the next semester level). The information in this report is based on students enrolled at the 10th day of classes for each semester.  Review patterns of retention on a semester by semester basis as well as graduation rates over the last five years.  Comment on the effectiveness of any strategies adopted to improve student retention.  Please review the IPP (Integrated Program Planning) data that focuses on Retention data. | | | | Program retention rates are quite good, with retention from 2011 onwards remaining at 90% or above. This program is a small program and these percentages reflect a decrease in student numbers by only one student in 2011, 2012 and 2015. 2014 maintained the same number of students from semester 1 to semester 2.  Retaining students does not appear to be an issue, but rather the issue lies in recruiting students to begin with. The program will look at alterations potentially to format, admission criteria and marketing to see whether this can improve student numbers. | |
| 2.3 Graduation Rate  Review patterns of graduation rates on a semester by semester basis over the last five years. | | | | 2014 - 88% rate  2015 - 100% rate  2016 - no data -program was previously suspended in 2013  2017 - 95% rate  Higher rates are consistent with graduate certificates.  Graduation rates are based on 200% time frame for completion. | |
| 2.4 Graduate Satisfaction  Use the FDR report for Program Review – 5 year historical trends to provide your analysis. | | | | Graduate satisfaction for the last few years are as follows:  Graduate satisfaction with program:   * 2014 (7 students) - 48.4% * 2015 (no data) - due to 2013 suspension of program * 2016 (4 students) - 87.5% * 2017 (5 students) - 83.3%   Satisfaction rates increased from 2014, however there was a slight drop in 2017 Graduate Satisfaction with program. This is reflected in the following specific questions:  KPI 11:   * #34 - satisfaction with the usefulness of your college education in achieving your goals after graduation? (2016 - 75%, 2017 - 67%)   The remaining questions for KPI 11 maintained a 100% rate from 2016 to 2017.  Graduate Satisfaction with Learning Outcomes:   * 2014 (7 students) - 84.4% * 2015 (no data) - due to 2013 suspension of program * 2016 (4 students) - 100% * 2017 (5 students) - 83.7%   Satisfaction rates increased in 2016, however there was a drop in 2017 Graduate Satisfaction with Learning Outcomes. This is reflected in the following questions:  KPI 4:   * #32a - specific job related knowledge (2016 - 100%, 2017 - 80%) * #32b - specific job related skills (2016 - 100%, 2017 - 80%) * #32f - Math skills (2016 - 100%, 2017 - 40%) * #32g computer skills (2016 - 100%, 2017 - 80%)   The remaining questions for KPI 4 maintained a 100% rate from 2016 to 2017. | |
| 2.5 Enrolment Trends and Demand  Your team will review and analyze the patterns in the number of program applicants, confirmations and actual registrants over the past 5 years. You will also examine changes, if any, in the student demographic profile and the impact, if any, of this changing student profile on program curriculum.  Assess whether the program curriculum needs to change based on the above analysis.  Use the KPI excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis.  Please review the IPP (Integrated Program Planning) data that focuses on trends related to student demand, and the related ‘Situational Analysis’ information included for your program – select the  Demand Trending Tab and Situational Analysis Tab. | | | | |  |  |  |  | | --- | --- | --- | --- | | Year | Applicants | Confirmations | Registrations | | 2012 | 42 | 21 | 18 | | 2013 | 34 | 8 | no data | | 2014 | 52 | 20 | 22 | | 2015 | 36 | 12 | 12 | | 2016 | 33 | 13 | 9 | | |
| 3.0 Program Curriculum | | | | Summary of Key Findings | |
| 3.1 Program Learning Outcomes and/or Sector Standards  Review program level learning outcomes in preparation for curriculum mapping (vocational, essential employability skills, general education).  Where applicable review sector standards to ensure program is keeping up with new trends, developments and requirements. | | | | * Program learning outcomes altered June 5 (see EMP program Standards in folder). | |
| 3.2 Program of Study, Course Outlines, Delivery and Program Map  Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester.  Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes.  Collect a cross section of samples of student work as evidence of achievement of learning outcomes.  Reflect and comment upon the variety of methods used to demonstrate program outcomes.  Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes.  Discuss the degree and depth to which the program is providing work integrated learning experiences.  Record the course in the curriculum that covers the college-wide sustainability learning outcome.  Review (or create) Program Curriculum Map(s) to ensure that there is alignment of current courses to the overall program outcomes, including the Vocational Learning Outcomes, the Essential Employability Skills, and adherence to the General Education Policy.  Make recommendations to address any gaps identified or improvements required.  Review the program’s current admission requirements and their suitability in relation to program rigour and student preparedness.  Include an updated program curriculum map on your program and curriculum review web page. | | | | * Look at moving to hybrid model. * Investigate change to wording of admission criteria to be more inclusive of other education and/or experience (perhaps PLAR examination for equivalency to degree or diploma requirement). * Work Integrated Learning experiences are occurring through applied projects with community agencies and municipalities. This occurs in the final semester and serves as a culminating assessment for the course, where the students actually get to develop and implement an emergency plan for their partner agency. * Technology is currently used within the classroom through the use of D2L and through some Emergency Management based certifications and programs. * The assessment plan needs some revision for a few courses, but given that there will be a revision of the program, this will occur. The current assessment plan uses a variety of methods to evaluate student learning but some courses may be heavy with assessments. Current assessments do address the learning outcomes of the course and program. * Current curriculum map has been included on review page.   **Faculty Course Review**  **Please note that these were suggestions assuming that only a partial re-design was under consideration.**  **1st semester**    **ESRV 39 – Emergency Planning and Management**    · Material is still relevant – need to continue to maintain currency  · Complete IMS 100 and IMS 200  · Write an emergency response plan – possibly move to 2nd semester?  · Possible textbook change or elimination  · Foundational course for the program  · Could function well as a hybrid course with IMS 100 and 200 being completed face to face    **ESRV 50 – HIRA Mitigation and Prevention**    · Textbook not applicable – too out of date  · Remove BEM components that are redundant  · Continue with critical infrastructure  · Interdisciplinary risk assessments  · Name Change? Risk Assessment, Mitigation and Prevention  · Build in a health and safety component – alter course description to add this component in  · Vulnerability introduced    **ESRV 59 – Emergency Management Doctrine and Legislation**    · Continue covering legislation  · Add in an international overview of EM legislation  · Could this be combined with ESRV 39?  · Include health and safety legislation  · Could function as an online course    **ESRV 45 – Business Plans I**    · Completing first 6 steps of plan – next 4 are covered in next semester  · May be better to include all 10 steps in this course  · Combine with ESRV 76?  · Could be fully online  · Use Z1600 as framework possibly?    **MGMT 108 – Managing Projects in Emergency Management**    · Textbook could be eliminated or look at coursepack through publisher  · Beneficial in helping them prepare for leading projects in the future  · Could this course combine with new “tools” course? – need the process of Project Management incorporated into Emergency Management  · Could function well as a hybrid course due to need for application of content    **ESRV 42 – Emergency Exercise Design**    · Introduction to practical exercise design  · Prerequisite of EM 125 (online) to EM 225 (part of this course)  · Combine with APST 66 – Applied Scenario Development Part 1  · Roll crisis communication into ESRV 44    **APST 66 – Applied Scenario Development Part 1**    · See above  · ESRV 42 becomes online theoretical/knowledge of design and APST 66 becomes face to face applied portion    **2nd semester**    **ESRV 46 – Recovery Phase Planning**    · More tie in to Business Continuity  · Possibly new text (Canadian version)  · Could be a hybrid course    **APST 67 – Applied Scenario Development Part II**    · Needs to be done with ESRV 47 – Comprehensive Emergency Exercise Design  · Hybrid model but may need to alter from typical hybrid setup due to need for multiple meetings    **ESRV 47 – Comprehensive Emergency Exercise Design**    · See above    **ESRV 51 – Business Continuity II**    · Running out of businesses to connect with – possibly use case studies instead?  · Could develop plan individually instead of in groups?    **ESRV 43 – Emergency Operations Centre Design and Procedures**    · Starts with theory  · Visiting centres to determine how their emergency operations centres are set up  · IMS 250 is done (certificate completion)  · Use simulation room to set up for a functional exercise under IMS system  · IMS Notetaking course (IMS 240)  · Hybrid course    **ESRV 44 – Emergency Information Management**    · Roll some crisis communication from others courses into this  · Critical incident stress management should be added along with numerous health and safety pieces  · Ensure social media continues to be discussed  · Hybrid    **ESRV 76 – Business Continuity Exercises and Management**    · Looked at combining with new “tools” course and Business Continuity I - (development of new Business Tools course, which would incorporate pieces of other courses) | |
| 4.0 Strategic Positioning and New Opportunities | | | | Summary of Key Findings - Dean or Chair | |
| 4.1 College and School Alignment  Review program alignment with college priorities such as vision, mission, values, strategic plan, academic plan and the educational mandate, and / or academic priorities of the School. | | | | This graduate certificate is the sole such credential in the School and provides an important pathway, particularly for Justice students. Unfortunately, one of the groups not served by this is the Preservice Fire Fighter graduates who do not qualify for the program because it requires a degree or diploma as entry requirements. The applied projects have often been cited as exemplary in terms of demonstrating collaboration with and benefit to the community, most recently at the celebration of Fleming’s 50th Anniversary.  While the most recent KPIs are generally improved from the year before, there are questions where we far exceed the provincial averages, for example, the provision of skills and abilities specific to chosen career (3), teachers’ presentation of subject material (15), and overall quality of learning experiences in the program (24). Major areas for improvement, compared with provincial averages include the development of writing and computer skills, understanding further educational opportunities, helpfulness of teachers outside of class.  The program had a mitigation strategy developed last year as its CTO fell below acceptable standards, primarily due to low enrolment. Its intake was suspended for Fall 2017 so that we could reconsider the market and reformat the program to better meet the needs of its target market (who may already be working and seeking additional qualifications for progression in their workplace).  The basic direction we are headed is to mount more of the program online with specific face to face components, possibly offered in modular form on weekends. The location for the program is also under examination. | |

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| 4.2 Competitor Programs  Analyze key parallels and differences between this program and those of its closest competitors, where applicable.  Comment on the ’Value-added’ program distinctions and their attractiveness to prospective students. | **EMP Competitor Program Links**  Note that Algonquin’s program is full time, online and there are 3 intakes on OCAS (numbers still small though); Fanshawe appears to have a Sept. 18 offering (full time day program); Sheridan’s program does not appear to have an offering in September 18, despite its numbers being up slightly.  **Algonquin College**    \*\* seems relatively new? KPI’s only noted in 2017   * 9 courses * full-time online with a part-time option     <http://www.algonquincollege.com/ccol/program/emergency-management-full-time-online/>    **Fanshawe College**     * 17 courses * Hybrid, one day per week in class     <https://www.fanshawec.ca/programs-and-courses/program/emg2-emergency-management/next-year#group_overview>  **George Brown**   * Safety, Security and Emergency Management * Con-Ed only; hybrid   <https://coned.georgebrown.ca/courses-and-certificates/subject/emergency-management/>  **Sheridan College**  \*\* not currently offered     * 10 courses * evening classes and online learning with two day practical workshops at end of each semester     All of these competitor programs offer a flexible learning format, either completely online or a hybrid model of some design.  Library Services Report also notes the following colleges as having a program either cancelled or suspended:   * Algonquin (PT) - Suspended * Durham - Cancelled * Niagara - Suspended * Value added is:   + Working with an actual agency to determine an emergency plan   + Acquisition of industry certifications:     - From Office of the Fire Marshal and Emergency Management (OFMEM); Basic Emergency Management, Incident Management System 100, 200 and 250, Emergency Exercise Design 125 and 225, plus others.     - Preparation for the completion of two industry certifications: the optional Associate Business Continuity Professional (ABCP) challenge exam, optional participation in the Associate Emergency Manager (AEM) process as outlined by International Association of Emergency Managers, Canadian Chapter. |
| 4.3 Learning Pathways  Comment on recent or anticipated initiatives that promote student pathways including secondary school partnerships, dual credits, program laddering, dual diplomas, and university transfer, articulations, and partnerships.  Identify any new pathways that could be developed. | Currently no pathways exist, given that this program is a post-grad pathway itself. Two Universities have been suggested as possible options to explore for students to move forward with this education:   * Royal Roads University * York University |
| 4.4 New Program or Redesign Ideas  Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? | * Looking at hybrid model to make it more appealing to working professionals. * Lengthening program by decreasing number of courses per semester (possibly part-time over 4 semesters or full-time for 2-3 semesters) with a view to accommodating working professionals. * Articulation agreements should be examined for additional pathway opportunities. * Related certifications need special attention (consideration of Asset Based Community Development (ABC) accreditation; min. first level Health and Safety certification; AODA; BEM; Mental Health First Aid. * Portfolio development, featuring elements in programs. |
| 5.0 External Relations | Summary of Key Findings |
| 5.1 Community Partnerships  Does your program have significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience?  Are faculty, staff, and student involved in volunteer projects and events? | * Students and faculty come from community agencies. * Numerous municipalities, agencies agree to work with students for a student assignment - this is an invaluable, real-life learning experience. |
| 5.2 Program Advisory Committee  Comment on the distribution of Committee membership by constituency, sector, and / or region.  Comment on the vitality of the Committee (frequency of meetings, members’ level of participation, engagement, and turnover.) | * The PAC appears quite healthy with community members from a variety of municipalities and Emergency Services. * Meetings have occurred yearly. |
| 5.3 Alumni Relations  Describe the type and range of alumnae involvement in the program.  Current and future strategies to engage alumnae in the program. | * Some alumni are PAC members. * Some alumni are faculty in program. * Many alumni belong to the CEMC (Community Emergency Management Coordinators) table. * Guest speakers. * Some alumni could be associated with organizations that may offer to participate in emergency exercises with students. |
| 6.0 Program Resources | Summary of Key Findings Dean or Chair |
| 6.1 Program Revenue and Expenses  Please review Integrated Planning and Performance (IPP) information for your program.  Are program resources adequate, in the context of program currency and student numbers? (e.g. laboratory equipment, software, library holdings, or tools essential to program delivery and student learning.)  Are there opportunities for further program specific external revenue such as sponsorship, grants, donations or gifts-in-kind?  Review the existing revenue and expenses associated with your program using the IPP tool and provide comments below. | Revenue continues to fall with decreasing enrolment, yet expenses remain relatively unchanged. Applications and enrolment continue to decline. As a result of its precarious status, we have not invested in a full time faculty member exclusive to the program. We do now have a full time faculty member assigned to coordinate the program (16-17), which does lend some more stability. Space allocated to the program has been problematic as well and it has been somewhat ‘nomadic’ over the years.  A complete review of resources required (human, phones, software, drone, for example) needs to be undertaken during the curriculum revision process. |
| 6.2 Faculty and Staff Resources  Please comment on:  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 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.  Hiring priorities over the next few years based on the above. | One full time faculty member in the Pre-Service Fire Fighter program (Jamie Cowan) is now coordinating the EMP program. All other faculty are experts in their areas and working in the industry. |

Program Improvement Plan

Based on the analysis of your key findings, identify areas that require attention and action in the next 1-3 year timeframe. Ensure that you only recommend actions that reflect the program’s priorities and its capacity to achieve them, and record the success of any changes implemented and the means by which they are being evaluated.

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| Recommended Improvements: | Timeframe | Person(s) Responsible | Action Taken  Proceeding = P  Completed = C  Not Feasible = NF |
| Eleven elements are below the provincial comparators, with only writing skills and online instruction hitting the double digits. Items of additional concern are Qs# 10 (problem solving ability), 11 (computer skills), 12 (understanding further educational opportunities), and 16 (helpfulness of teachers outside of class).  This data will be taken into consideration as decisions are made about curriculum change.  Attention to course resources and technological requirements will also be paid. | Beginning 2018-2019 | Chair, ASL, All faculty |  |
| Discuss with RO the possibility of considering PLAR for admission where an applicant does not have a degree or diploma (required for admission to graduate certificate). | September 2017 | Coordinator and Chair/Dean with Manager of Admissions |  |
| Change program format from face to face to a hybrid model, looking at a modular model with residency. | September 2017 May to June 2018 | Chair, All faculty and coordinator (James Cowan) |  |
| Curriculum gaps and overlap identified with most recent content updated and formatted appropriately. | September 2017 to June 2018 | Chair, LDST, All faculty and coordinator (James Cowan) |  |
| Increase Business Continuity focus in program. | September 2017 to June 2018 | Faculty |  |
| Inclusion of Incident Management Systems IMS as possible  Emergency Social Services/Evacuation Planning; response plan, not just recovery plan;  Technical report writing, briefing notes, presentation skills. | September 2017 to June 2018 | Faculty |  |
| New marketing focus, both internal (Business, Paramedic, Justice, Frost Environmental Health and Safety students) and external (universities and specific industry). | January 2018 and beyond |  |  |
| Investigate location change. | January 2018 – May 2018 | Dean, Chair, ASL |  |