

Program Review Self Study Template

Program Coordinator:	Jesse Pudwell	School:	Justice and Community Development
Program Code:	CBS	Date Completed:	June 2015
Program Name:	Customs Border Services		

Indicator	
1.0 Industry Trends	Summary of Key Findings
<p>1.1 Sectoral Standards and Industry Trends</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Important to recognize we speak to both sides: enforcement and private. • Electronic (E-manifest, single window initiatives)—how the importer declares the goods. Where they were once presented, they are now sent electronically prior to the arrival of the shipment—this is a global issue. • These initiatives are broad integrated processes that connect to a variety of governmental departments. • On a broader scale, there is the Beyond the Border initiative which works with multiple countries and OGDs within countries, to attempt to integrate and align systems. • PAC and stakeholder feedback indicate increased need for Excel, Access and Outlook. • PAC feedback also indicates that while there is a shift toward all documentation being electronic, that our students are taught using paper-based processes actually prepares them for all eventualities.
<p>1.2 Industry Liaison</p> <p>Review / discuss:</p>	<ul style="list-style-type: none"> • Field Placement visits were critical ways for faculty and coordinators to stay involved in the industry, to maintain relationships, and to develop new ones.

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • More than just evaluating students, these visits provided PD for the faculty doing the visits: how are things done differently? What are the emerging trends? • Membership in the Canadian Society of Customs Brokers and the Canadian International Freight Forwarders—these groups run conferences that would be of benefit, but they often fall within teaching periods.
2.0 Curriculum Development and Framework	Summary of Key Findings
2.1 Curriculum Framework Review / discuss: <ul style="list-style-type: none"> • Describe how your program demonstrates a learner centered approach and addresses our core promise to students concerning personalized learning and support. 	<ul style="list-style-type: none"> • A variety of teaching methods and evaluation methods are implemented to ensure we are meeting the many learning styles of our current students. • Several “check-in” informal meetings are conducted as well as drop in hours in office to offer any required support.
2.2 Outcomes from Curriculum Renewal Review / discuss: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • See curriculum renewal documentation on file

<p>2.3 Curriculum Sequencing and Alignment with Standards</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • This program is in alignment with the Ontario College Credentials Framework and the extent and aligns with the published provincial program standards. • The courses and learning opportunities that best align with.
<p>2.4 a) Curriculum Map</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The program team met and reviewed the curriculum maps, to the level of Elements of a Performance and determine strong and clear alignment with the program standards. • An assessment map illustrated that there are challenges in terms of seven week courses, especially in relation to assessment strategies.
<p>2.4 b) Curriculum Map Submit an updated curriculum map as an attachment to the Program Review Report</p>	<p>On file in S-drive</p>
<p>2.5 Delivery Mode</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> • The <i>primary</i> 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 	<ul style="list-style-type: none"> • Ongoing work in revising LAWS1 to be fully online— launching soon. (January 2016) • Seven week courses present some challenges for timetabling, assessments, and workload for the students.

<ul style="list-style-type: none"> The degree and depth to which the learning experiences are enhanced by the use of educational technology. 	
<p>2.6 Assessment and Evaluation Methods</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Variety: Forms, case studies, worksheets, scenarios, practical testing (car, baggage, and baggage X-ray machine), journal exercises (both reflective and practical) Assessment map showed that there may be some periods of heavy “testing” for students. In some cases, however, the tests provide students with authentic evaluations (practical applications of skills learned.) Weekly activities help students prepare for tests: quizzes and/or in-class exercises support students in building and consolidating skills and knowledge.
<p>2.7 Curriculum and Diversity</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> Program strategies that support student diversity and promote understanding of diversity, including program culture / climate, curriculum content and approaches to teaching and learning 	<ul style="list-style-type: none"> Diversity starts with the fundamentals, and because of the work our graduates do, they are constantly dealing with diverse populations. There is content in many of our courses focused on this: “Procedures 1”, “Interviewing and Enforcement,” “Conflicts in Customs,” etc., Students take a course called “Issues in Diversity”
<p>2.8 Learning Pathways</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> Recent or anticipated initiatives that promote student pathways including high school articulations, dual credit, program laddering, dual diplomas, and university transfer, articulations, and partnerships 	<ul style="list-style-type: none"> Common first semester provides options for students to switch programs. Most common double diploma option is with International Trade. Our graduates can move straight into third year. Strongest pathway is to UOIT—this is the most used. Others include: Athabasca, Royal Roads, James Sturt (Australia).

3.0 Student and Graduate Satisfaction	Summary of Key Findings
<p>3.1 Formal Measures of Student and / or Graduate Satisfaction</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Anecdotal information from LSS indicates that they see more customs students than any others from the core L&J programs. <p>As a program, we are extremely pleased with our KPI results. In each and every category, our scores place us above MCU and System averages.</p> <p>KPI#1—Graduation Rate</p> <ul style="list-style-type: none"> • Our 2015 graduation rate of 67.6% is above the MCU rate of 61% and the System average of 65.8% • Our five year trend shows us relatively consistent with a low of 58% and a high of 72% <p>KPI#2—Overall Employment Rate</p> <ul style="list-style-type: none"> • Our overall employment rate of 93.3 for 2015 is tracking above the MCU and System averages of 86.6% and 84% respectively. • As a general trend, and as noted above, our employment rate has been consistently in the high 80s and 90s. <p>KPI #4—Grad satisfaction with generic and vocational learning outcomes</p> <ul style="list-style-type: none"> • Our 2015 score of 93.3% satisfaction places us above the MCU and System averages of 84.4% and 84.7% respectively. • Our five year trend shows us with scores consistently tracking in the 90s. <p>KPI #8 & #9—Student satisfaction with learning experience/teachers</p> <ul style="list-style-type: none"> • Our 2015 score for satisfaction with learning experience is 92.8% and is above the MCU and System scores 82.9% and 82.3% respectively. Our 2015 score of 86.8% for satisfaction with teachers is also above both MCU and the System at 72.5% and 73.9% • Again, our five year trend reveals scores in the 80s and 90s consistently. <p>KPI #11—Grad satisfaction with program</p>

	<ul style="list-style-type: none"> • Our 2015 score of 95.7% is well above both the MCU and System scores of 80.4% and 82.4% respectively.
<p>3.2 Other Measures of Student and Graduate Satisfaction</p> <p>Review / discuss outcomes from:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • See student feedback document saved in the S-drive • Students have reported that the following seven week courses could be stretched over fifteen weeks: LAWS77, LAWS22, LAWS37 • Students do question COMM1—they see learning about resumes for a third time, as redundant
4.0 Employment Trends	Summary of Key Findings
<p>4.1 Employment</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Brokerage offices are centralizing to larger centres • Biggest push in all areas is toward “E” everything—this means that remote offices are no longer necessary. • We maintain currency in what is happening in the classroom, and indeed, in how we prepare our students. • 70% of our graduates are finding employment in the industry. We consistently have students continue on in their placements, get contacted within the year by their placement to be hired back, etc.
<p>4.2 Other Graduate Destinations</p> <p>Review / discuss:</p>	<ul style="list-style-type: none"> • Further education: UOIT, etc. • RCMP, policing, corrections, Environment Canada, CFIA

<ul style="list-style-type: none"> Alternative graduate destinations such as further education, international opportunities, volunteer service, or other experiences 	
5.0 Strategic Positioning	Summary of Key Findings
5.1 College Alignment Review / discuss: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Potential for certificate program in brokerage. Take the seven or eight core brokerage courses, do some development work to include online components, and then create a certificate. This provides a new stream of students as well as refreshing delivery/content for existing students. This certificate would be designed for and marketed to adults with some on-the-job experience looking to upgrade or formalize their skills.
5.2 Competitor Programs Review / discuss: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Differentiators: We have more core courses in Customs than our competitors. Our placement follows these courses, so the students are better prepared. Our direct competitors are Loyalist, St. Clair, and La Cite Collegial. Loyalist has a strong automated component. St. Clair has just restarted their program. Our primary disadvantage is purely geographical: we are not located at a border.
6.0 Enrolment Trends	Summary of Key Findings
6.1 Demand for the Program Review / discuss: <ul style="list-style-type: none"> Patterns in the number of program applicants, qualified applicants, and actual registrants over the past 6 years 	<ul style="list-style-type: none"> We are seeing an increase in diversity—lots of students coming from the GTA area. Also, younger students present. As a general trend, the level of maturity, professionalism, etc., in our incoming students is decreasing and often problematic.

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The reality of mental illness in the classroom is also increasing, especially in terms of diagnoses and the need for support.
<p>6.2 Student Progression</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Historically, seems to be holding steady at approximately a 10% loss. • The Strategies for Success course has been very helpful, especially when the Coordinators of the various programs have an opportunity to speak to the students to directly advise them about program placement.
<p>7.0 External Relations</p>	<p>Summary of Key Findings</p>
<p>7.1 Alumnae</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> • The type and range of alumnae involvement in the program • Current and future strategies to engage alumnae in the program 	<ul style="list-style-type: none"> • Graduates come in to speak to current students in Field Integration—students love to hear from these recent grads. • Alumnae representation on PAC • We have faculty who are graduates of our program.
<p>7.2 Community Relations</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Partnerships with industry stakeholders who take placement students regularly • Relationships with all five areas (transportation, brokerage, consulting, enforcement, and private industry) of the industry. • Faculty maintain relationship with MSR for programming as well as the CSCB • The following student awards are all a direct result of relationships in the community • Willson International Awards (2) • Livingston International Award • Expeditors Inc. Award

<ul style="list-style-type: none"> Community recognition in the form of student bursaries, awards and scholarships 	<ul style="list-style-type: none"> Jeremy Bean Memorial Award Mark Catto Customs Compliance Award
<p>7.3 Program Advisory Committee</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Strive for representation from all five sectors (two from each is ideal) with at least two non-graduates See the PAC documentation stored in the S-drive
<p>8.0 Program Resources</p>	<p>Summary of Key Findings</p>
<p>8.1 Human Resources</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> We currently have two full-time faculty associated with our program. We also have several long-standing contract faculty members We are conducting a winter career evening and are including CBS in the contract faculty recruitment

<ul style="list-style-type: none"> • 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 	
<p>8.2 Physical Resources</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> • 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 	<p>See IP data for further information</p>

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.

Program Review Action Plan	Responsibility	Timeframe
Recommendations:		
Through ongoing collaboration with the Skills for Justice approach being taken by the cluster of Justice programs, continue to enhance “soft skills” of communication and professionalism in the curriculum.	Program faculty	On-going
To alleviate the perspective of too much formal testing, two strategies need to be employed: 1. Where possible, revise evaluations following best practices for authentic assessment. 2. Where authentic assessment is already occurring, use language that describes evaluations accurately for students. For example, call an evaluation a “case-study” as opposed to just a “test.”	Program faculty	Fall 2015 and forward
Develop a certificate program focussed exclusively on the private sector (Brokerage). We can take advantage of the 7-8 existing brokerage courses, develop them as online learning opportunities, and then offer a certificate to those who are working in the industry but need to formalize or upgrade their skills.	Continuing Education Lead Coordinator, Teaching and Learning Specialist, Curriculum Developer,	Discussion to take place Spring 2016
Based on Student feedback, conduct a formal review of seven week courses that focusses on finding solutions for the particular challenges that they present including timetabling, how the content and assessment is delivered, as well as whether the names of the courses still accurately reflect what is happening in the courses. Also review currency of paperwork and inclusion of rail, water and air.	Program faculty, Teaching and Learning Specialist	Spring 2016
Develop an in-house solution for providing students with access to simulations.	Collaboration with other programs with existing Sim activity	ASAP

Based on Student Feedback, Revisions to ACCT 88 International Trade Financing & Accounting	Faculty School of Business	On-going – winter 2016
Based on PAC and student feedback, incorporate more Excel, Access and Outlook to address electronic based documentation (incorporating modern technology)	Program faculty	Fall 2015 and forward
Incorporate E-Learning LAWS1 Adjustments /Duty Relief online pilot	Program faculty	Winter 2016 start
Develop clinical handbook to assist students and placement sites with respect to learning outcomes and evaluation points	Program faculty	Spring 2016