**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)

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| Program Coordinator: | Glen Harris | Chair: | Rick Gray |
| Review Facilitator: | Val Bishop | Date Completed: | September 2018 |
| Program Name: | Heavy Equipment Techniques (Co-op) | Program Code: | MPH (also called HET) |
| 1.0 Industry Trends and Employment | | Summary of Key Findings | |
| * 1. Labour Market & Occupational Standard 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? | | **Industry/Sector changes or issues:**   * none noted in Advisory Committee minutes from 2017 * Retirements should also generate several job openings given the physical demands of the job and the fact that almost one-third of the workforce are over the age of 55 (jobbank.gc.ca).   **Labour Market Data**:  The National Occupation Classification NOC7312 Heavy Duty Equipment Mechanic details industry and sector trends for Heavy Duty Equipment Mechanics. Graduates of Fleming’s HET program are the Technicians in this field not the mechanics (Job Bank, 2017). The Heavy Duty Equipment Techniques program provides Technician level maintenance and repair of Heavy Equipment (Harris, 2018). They are employed by companies which own and operate heavy equipment, heavy equipment dealers, rental and service establishments, railway transport companies and, urban transit systems (Job Bank, 2017). In 2016, the % of the total jobs in the industry were as follows:   * Farm, Lawn & Garden Machinery & Equipment Merchant Wholesalers (24.9 %) * Construction, forestry, mining, and industrial machinery, equipment & supplies merchant wholesalers (5.0%) * Commercial and industrial machinery and equipment (except automotive and electronic) repair and maintenance (7.4%) * Commercial and industrial machinery and equipment rental and leasing (9.3%) * Other specialty trade contractors (2.4%)   (EMSI Analyst, 2017)  For the 2016-2018 period, the employment outlook is expected to be good for Heavy Duty Equipment mechanics in Ontario (Fry, 2017) so we can perhaps think that the employment outlook for Heavy Duty Equipment Technicians may be the same. Approximately 12,800 people work in this occupation and 78% of those work year round (Fry, 2017). The gender distribution of people in this occupation is Men more than 95%, Women less than 5% (jobbank.gc.ca).  **Standards/Accreditation:**  “There are three skilled trades associated with this occupation in Ontario; namely agricultural equipment technician, heavy -duty equipment technician and hydraulic/pneumatic mechanic. Even though trade certification is voluntary, employers normally require individuals who have completed or are pursuing the provincial apprenticeship program. In addition, candidates are usually required to have a valid driver's licence and clean driving record and may need their own tools.” (jobbank.gc.ca)  **Program Response to above:**  As discussed in the PAC meeting, new technology being used in the industry needs to be added to the curriculum.   The new technology is becoming standard on most equipment being sold today and must be added to our curriculum in the next few years (Harris, 2018). | |
| 1.2 Graduate Employment & 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 | | **Graduate employment statistics (KPI2):**   * Overall Employment rate:   2014 – 93% (15 respondents)  2015 – 95% (21 respondents)  2016 – 100% (21 respondents)  2017 – 100% (14 respondents)  (KPI data tables, Fleming Data Research May 2017)  **Related Employment Rate (KPI3):**  2014- 93% (15 respondents)  2015 –95% (21 respondents)  2016 – 90% (21 respondents)  2017 – 86% (14 respondents)  (KPI data tables, Fleming Data Research May 2017)  **Emergent Employment Trends:**  “Employment in this occupation has been relatively stable in Ontario over the past several years. Heavy-duty equipment mechanics are employed in various industries, the largest of which include wholesalers of machinery and equipment, construction, and repair and maintenance services. The mining industry, particularly metal ore mining also accounts for a significant share of employment of these mechanics in Northern Ontario. The level of construction activities is a chief driver of employment demand. Some areas of the province are experiencing above average population and business growth, increasing new residential and non-residential construction. Further, several large-scale infrastructure developments are being undertaken and planned including in public transit and highway and road construction. The frequent use of mobile heavy equipment for these projects will raise the need for repairs and maintenance by mechanics directly at construction sites. The refurbishment of reactors at nuclear generating facilities will also be a strong driver of demand for these mechanics. A fair amount of job openings will also arise within sectors supplying heavy machinery to construction. For example, the high levels of construction activities will spur demand for wholesale orders of new and used heavy equipment such as cranes and excavating machinery and add opportunities for heavy-duty equipment mechanics. In addition to construction, employment of these mechanics are expected to benefit from the wide variety of mobile heavy equipment manufactured and supplied across Ontario in support of Heavy Equipment Techniques - Program Research November 2017 P a g e | 8 activities such as forestry, mining, recycling, snow clearing and waste management. More specifically, Ontario accounts for the highest share of Canadian farms, which are mostly located in Southwestern Ontario. During the forecast period, these mechanics should have a steady flow of work opportunities to service mobile farm equipment. Generally, sales from machinery, equipment and supplies wholesalers have been increasing in the province over the last several years. Manufacturers, and suppliers of new and used machinery, often provide on-site and after sales field service to customers, supporting job prospects for these mechanics.” (jobbank.gc.ca) | |
| 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. | | **Student Satisfaction (KPI8 Satisfaction with Learning Experience):**  2014-92% (55 respondents)  2015-0% (no data)  2016-57% (46 respondents)  2017-54% (30 respondents)  (KPI data tables, Fleming Data Research May 2017)  **Student Satisfaction (KPI9 Satisfaction with Teachers):**  2014-87% (55 respondents)  2015-0% (no data)  2016-43% (46 respondents)  2017-61% (30 respondents)  (KPI data tables, Fleming Data Research May 2017)  Continuity of program delivery (both teaching and sequencing) was impacted by a complete staffing change in 2016 which would have likely impacted the learning experience of the 2016 class. Contract faculty changes have continued to impact the satisfaction of students with learning and teaching. It is felt that continuity of teaching staff needs to be addressed (Harris, 2018).  **Student Focus Group:**  A student focus group was facilitated March 22, 2018. The session was conducted with both HET and EPG students at the same time.  Noteworthy strengths and highlights included the following:   * “All students liked the short “in school” time – one year is a good length of time for program it is faster than usual and gets them out in industry quicker – like how the program covers all subjects” * “Co-op is a huge benefit and like assistance in getting it” * Services and trade practices and current equipment (are used), not mock equipment you can see it on a real machine” * “Like all 3 trade exemption exams”   Comments related to Teaching Methods included the following:   * “Innovations was great power points with sheets provided so you could actually listen and make a few notes and could concentrate longer” * “One student wondered if there is too much overlapping info between courses but some liked the repetitive info from different angles-helps some remember important topics” * Concern expressed that ppt should be more consistently posted across courses.   Comments related to Feedback and Evaluation**:**  There was a consistent theme expressed by students related to the need for increased, timely, positive and constructive feedback.  Expressed Student Concerns:   * Portfolio development is not necessary – too long - lots of jobs so cold calls etc. does not always apply to us”. Harris (2018) notes that the Portfolio development course has been removed for 2018 intake * Students would like more time for Welding and would like to be able to take this course on campus vs in Peterborough * Students requested a breakdown of the co-op fee and questioned why there is no PLAR for Co-op. | |
| 2.2 Retention Rate   * Use the IPP (Integrated Program Planning) data that focuses on Retention. * Review patterns of retention on a semester by semester basis over the last five years. * Comment on the effectiveness of any strategies adopted to improve student retention. | | **Retention:**  While retention data is only available for 2017, retention is above the College average of 74% for the Sem1/Sem2 (HET is 83%) and is also above the College average of 81% for the Sem2/Sem3 (HET is 85%) transition.  **Strategies to improve retention:**   * **Look into adding a common semester for Trades related subjects** * **Look at why students are not doing well in the General Education classes they must take.** * **Have alternate courses for students to branch off from HET if they find it's not exactly what they want to do for a career. (as discussed in our PAC meeting, a parts or product support career) (Harris, 2018).** | |
| 2.3 Graduate Rate   * Review patterns of graduation rates on a semester by semester basis over the last five years. | | **Graduation Rate (KPI1):**  2014-72%  2015-57%  2016-76%  2017-62%  (KPI data tables, Fleming Data Research May 2017)  On par with system graduation rates averaging 66% over the period of 2014-2017.  (KPI data tables, Fleming Data Research, May 2017) | |
| 2.4 Graduate Satisfaction   * Review patterns of graduate satisfaction and provide comment. | | **Graduate Satisfaction with Program (KPI11):**  2014- 88% (15 respondents)  2015-89% (22 respondents)  2016-91% (22 respondents)  2017-79% (14 respondents)  (KPI data tables, Fleming Data Research, May 2017)  Consistently above the System average of 75% over the same time period.  **Graduate Satisfaction with Learning Outcomes (KPI4):**  2014-90% (14 respondents)  2015-93% (20 respondents)  2016- 87% (21 respondents)  2017- 80% (14 respondents)  (KPI data tables, Fleming Data Research, May 2017)  Consistently above the System average of 85% over the same time period. | |
| 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 FDR 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. | | Application data indicates a marginal decrease in the number of applicants from 2015 (206 applicants) to 2016 (173 applicants). Registrations has seen a marked decline from 66 in 2015 to 37 in 2016. The conversion rate has been marginally in decline over the 2015-2016 period, noted at 32% and 21% respectfully.  (MPH Situational Analysis, Fleming Data Research, May 2017)  Day 10 enrolment:  2013- 50  2014 – 37  2015 – 58  2016 - 50  (MPH Retention data, Fleming Data Research, May 2017)  Fall intake for HET is a 16 week program with a early start of 1 week prior to the rest of the college resuting in issues with transfer into another program within the 10 day limit (Harris, 2018).  **Change in student demographic. male/female, international, age…:**  No change noted. Program is male dominated**. “We participated in the women in trades in Peterborough this year and would like to do more.  Our geographical location draws students from Ottawa through to Barrie and it would be nice to participate in similar shows like this to bring awareness to our program”(Harris, 2018).**  cid:image020.png@01D39F4B.0B8BEF00 | |
| 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 are Ministry Program Standards for Motive Power Fundamentals and are as follows:  Heavy Equipment Techniques PROGRAM CODE: MPH Program Vocational Learning Outcomes (Ministry Program Standard for Motive Power Fundamentals):    1 Use a variety of techniques to troubleshoot and repair a wide variety of equipment types from a variety of manufacturers following manufacture's recommendations, standards and guidelines.  2 Use the appropriate knowledge and skills to disassemble, overhaul, install, adjust, maintain, test or modify various heavy equipment components and systems.  3 Apply learned skills and knowledge in an internship as well as applied settings to demonstrate the competencies desired by industry.  4 Use and apply critical thinking skills and analytical abilities in all aspects of the heavy equipment technician role, particularly in respect to customer service and troubleshooting.  5 Practice approved health and safety procedures in the work environment.  6 Read and interpret a variety of equipment manuals and write clear, accurate, and complete service reports. | |

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| 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. * Discuss the degree and depth to which the program includes Indigenous perspectives and record the courses in the curriculum in which Indigenous perspectives are covered * 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. * Review pre and co-requisites to ensure that they do not hinder progress in the program, unnecessarily. * 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. | **Course-level comments:**  **Semester 1**  **ELCT8 –** indicated as working well – minor revision to marking sheet noted – otherwise course noted as strong.  **MECH19 –** indicated as working well with minor revisions to incorporate some interpersonal skill development and currently updating the ‘written lead handbooks’ – otherwise course is strong.  **MECH30 – major revision -** learning technology noted as sub par “I am unsatisfied with the level of learning technology in the labs but there is no computers or wi-fi available so I see no opportunity to improve this” (faculty survey, 2018)  **MECH264 –** minor revision noted to “learn more about Grade Control Technology and integrate that topic more efficiently into the curriculum” (Rewegan, 2018).  **MECH48 –** indicated as generally working well with minor revisions noted for quizzes and lab material.  **MECH265 –** sequencing, course material and assessments all need minor revisions.  **MECH71 –** currently no course survey completed  **GNED33 –** generally noted as working well  **Semester 2**  **APST31 –** veryminor changes noted for titles/language in learning plan and assessment task.  **Semester 3**  **ELCT9 –** minor revisions noted including a new rubric, new lab evaluations and sequencing in order to better reflectthe Ministry exemption test content. E-book required to cover starter motors and alternators.  **ELCT11 –** currently no course survey completed  **MECH20 –** this course is working well  **MECH31 –** minor content adjustment noted, otherwise working well  **MECH49 –** currently no course survey completed  **MECH277 –** minor revisions noted across course content, rubrics, available technology in particular the “addition of training on GPS controlled machines” (Stephenson, 2018).  **Balance and frequency of assessments:**   * unaddressed.   **Work integrated learning experiences:**   * Semester 2 Co-op   **Indigenous Perspectives:**  **“We discuss the areas of work in the mining industry that is in many cases located on native lands but this is a technical trade dealing with mechanical concepts” (Harris, 2018).**  **Sustainability learning outcome**:  “Students will be able to explain the interconnections between the broad principles of sustainability - which include human health and well-being, ecological health, social issues, and secure livelihoods- in order to support a better world for all generations.”  (<https://flemingcollege.ca/PDF/Sustainability/AssessingTheSustainabilityLearningOutcome_June2016.pdf>)  **“There isn't one specific course that covers this, all courses touch on this.  We discuss PPE, and proper lifting techniques for their health, we talk about contamination controls for the environment, we discuss different industries that they could be working and how different they will impact the world as technology changes” (Harris, 2018).**  **Minimum Admission Requirements:**  OSSD with the majority of credits at the College (C) and Open (O) level, including:   * 2 College (C) English courses (Grade 11 or Grade 12) * 1 College (C) Math course (Grade 11)   When (C) is the minimum course level for admission, (U) or (U/C) courses are also accepted. |
| 4.0 Strategic Positioning and New Opportunities | Summary of Key Findings |
| 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. * Review program webpage and promotional messaging to ensure accuracy and currency. | **Program Alignment with College Vision and Values:**    The HET program is aligned with the current College Vision: “More than Skills. Fleming will be known for our continuous pursuit of excellence in teaching and every endeavor”; and College Values: “Learning, Collaboration, Creativity, Continuous Improvement, Sustainability, and Inclusiveness” (Fleming College Strategic Plan, 2015-2018, p. 2).    HET demonstrates the college Vision and/or Values by continuously striving to challenge its students through engaging learning opportunities, such as services and trade practices and current equipment.    **Program Alignment with Academic Priorities:**    Specifically, the HET program reflects the following Academic priorities:    “Learning Design: Reimagine and design learning opportunities to fully engage our students using accessible outcomes-based approaches, applied learning and authentic assessment. Connection to the Strategic Plan: Priority #1 Deliver outstanding student learning and experiences, and Priority #2 Collaborate and prosper with our communities” (Fleming College Academic Plan, 2015 – 2018, pp. 10 – 11).    The HET program demonstrates this in its commitment to applied learning through the many hands on, real world experiences that are directly reflective of the work they will be doing in their field. Group and individual Projects and on equipment testing/demonstrations are examples where students are required to collaborate and support a community of learners.    “Teaching Excellence: Promote and recognize innovation and excellence in teaching by supporting and engaging faculty in industry practices, discipline research, and educational technology. Connection to the Strategic Plan: Priority #1 Deliver outstanding student learning and experiences, Priority #2 Collaborate and prosper with our communities, and Priority #3 Excel as an organization” (Fleming College Academic Plan, 2015 – 2018, p. 12).    Fleming faculty members are committed, energetic, and creative people who want to contribute to the future of education. This is an area that must be improved. We have received safety training after an MOL order. Continuing with this we have more training from EGSA scheduled and hope to have time allotted for visiting industry jobs. |
| 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. | **Competitor Programs:**  Cambrian College – Heavy Equipment Technician – 4 semesters, Co-op  Conestoga College – Motive Power Techniques – 1 year  Confederation College – Motive Power Techniques – Heavy Equipment – 34 weeks, modular delivery, has a 2 week field placement  Fanshaw College – Motive Power Techniques- Diesel – 2 years, 60 weeks, Diploma  Loyalist College – Motive Power Technician – Service and Management – Certificate and/or Diploma  Mohawk College – Motive Power Fundamentals – 2 semesters – Certificate  Mohawk College – Motive Power Technician – Diploma, 2 years  Northern – Heavy Equipment Techniques – Certificate or Level 1 Apprenticeship, 2 semesters  Sault College – Motive Power Fundamentals: Heavy Equipment and Truck repair – Certificate, 2 semesters  Sault College – Motive Power Technician: Advanced Repair – Diploma, 4 semesters  St. Clair College – Motive Power Technician – Diploma, 2 years  St. Lawrence College – Motive Power Technician – Diploma, 2 years  Out of Ontario;  College of the North Atlantic – Heavy Duty Equipment Technician/Truck and Transport Mechanic – 36 weeks  Northern Alberta Institute of Technology – Heavy Equipment Technician – Certificate  Northern Alberta Institute of Technology – Industrial Heavy Equipment Technology – Diploma, 2 years  Olds College – Heavy Equipment Technician Apprentice  Red Deer College – Heavy Equipment Technician – Apprenticeship, 4 years  Grand Prairie Regional College – Heavy Equipment Technician  Lakeland College – Heavy Equipment Technician – 4 ‘periods’  Lethbridge College – Agriculture and Heavy Equipment Technician, 32 weeks  Medicine Hat College – Heavy Equipment Technician  Southern Alberta Institute of Technology – Heavy Equipment Technician Apprentice  Other Educational Opportunities:  5th Wheel Training Institute – Mechanics Assistant Program – Certificate  DieTrac Technical Institute – Heavy Duty Equipment Technician – 37 weeks  **Fleming’s Value Added:**   * A very unique program that is not offered anywhere else. Industry awareness about our program will help in its growth. * Quality of graduate’s education is referenced by industry. * The Student focus group feedback (March, 2018) noted the following as value added:   “One year in school, co-op, all three trade exemption exams” |
| 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. * Review all transfer credits. * Identify any new pathways that could be developed. | **Current Pathways:**  Graduates from HET program or persons with a 421A, 310T, 310S, or 425 license are eligible to enter into the EPG one semester program.  **New Pathways that could be developed:**  None currently identified |
| 4.4 New Program or Redesign Ideas   * Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? | **New Program/redesign ideas**:  Becoming an EGSA training center for industry people to recertify their qualifications. |
| 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? | Yes, the EPG program has significant partnerships as follows:   * industry guest speakers * Co-op hosts * faculty are currently visiting Cummins Canada for input into program review. |
| 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.) | EPG PAC currently consists of 15 external members and shares this PAC group with ODE program. Of this 15, 8-9 would be considered to be active. EPG and HET share the same PA Committee.  **Current member profiles:**   * 4 member represents Heavy Equipment Dealers * 4 member represents: EPG Dealers * 2member represents: Heavy Equipment Industry * 6 members represent: Fleming college   **Vitality:**  The actively engaged members make significant contributions and observations during the annual PAC meeting. A couple of members engage with students on field courses. Members have indicated that they would be interested in being involved in curriculum, training and development. |
| 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. | **Alumni Involvement:**   * A focus group of alumni to help steer what our students need upon graduation. * currently limited alumni involvement   **Future strategies to engage alumni:**  as above |
| 6.0 Program Resources | Summary of Key Findings |
| 6.1 Program Revenue and Expenses   * Please review Integrated Program Planning (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. * Review all textbooks for cost, format (hard-copy, e-book, rental), use in multiple semesters, content (curriculum alignment, Canadian content, readability, engagement level), ancillary materials (question bank, Powerpoint, online support, image bank), publisher support, AODA compliance, and conflict of interest. | * Harris (2018) was told that he should be looking at the CTO for HET and EPG together and taking an average.  In this case, 2016-17 CTO for HET is 15.6% and EPG is 29.8%.  If you average these the CTO is 22.7%.  This is common for programs who have 2 and 3 year programs since students in the 3 year program are in the two year program as well. * Some costs are allocated based on the number of students in the program or in the school rather than actual costs. In order to divide costs which are not specific to a particular program, the costs as determined then divided by the number of students in the school. * Based on fiscal year as it is the best way to be consistent and to ensure a definite stop point. * FTE = Full Time equivalent which means it is all FT students calculated as per the ministry guidelines.  It is a complicated calculation (I can’t tell you how it is calculated).  It does not include PT students. * Total Revenue includes grants, tuition for FT and PT students, International students.   (Harris, 2018) |
| 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. | **Program Staffing:**  3 full time Faculty  3 contract Faculty  1 full time Technician  1 PT Admin Assistant  1 Full time faculty  Industry experience: Licensed Technician   * College experience * Specialty - Electrical   1 Full time faculty:   * Industry experience: Licensed Technician * College experience * Specialty: Hydraulics   1 PT Contract faculty:   * Industry experience * College experience * Specialty; Electrical Engineer   1 PT Contract faculty:   * Industry experience: Licensed Technician * College experience * Specialty: Powertrains   1 Technician:   * Industry experience * College experience * Specialty   1 Full time faculty:   * Industry experience: Licensed Technician * College experience * Specialty- Engines   1 PT Contract faculty:   * Industry experience: - Licensed Technician * College experience * Specialty – Caterpillar product line   All staff are shared with EPG.  **Hiring Priorities:**   * the priority lies in PD, specifically Faculty training for EGSA certification   Professional Associations:   * Electrical Generating Systems Association * Portable Generator Manufacturers’ Association * Association of Power Producers of Ontario * Canadian Electricity Association |
| 6.3 Program Delivery Capital Assets   * Please review existing program space and equipment * Determine needs for space and equipment to fulfill future needs | “The technology does not support guest speakers. I have to crawl around on the floor hooking up cables and switching wires to get a guest speaker's laptop connected to the projector in 517. I have no idea how to rectify this. I have spoken to IT/AV and gotten nothing of value back” (Rewegan, 2018).  “There should be more technology involved in this course (MECH31), but the lab space does not support it.” (Rewegan, 2018).  “There is a need for more lab materials for A/C and Diagnosing equipment for faults and repairs. Need to have access and use or new current machines with multiple ECM to build a great lab station based around troubleshooting and repair of faults on Tier 4 emission and telecommunications in GPS guidance” (Stephenson, 2018).  Dyno lab re-work. |

**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.

To make sure your goals are clear and reachable, each one should be:

* **S**pecific (simple, sensible, significant).
* **M**easurable (meaningful, motivating).
* **A**chievable (agreed, attainable).
* **R**elevant (reasonable, realistic and resourced, results-based).
* **T**ime bound (time-based, time limited, time/cost limited, timely, time-sensitive).

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| New Recommended Improvements | Timeframe | Person(s) Responsible | Approval: Dean, Chair, or VPA or  Not Feasible, with rationale |
| Stop the double intake (Sept and Jan.)  continue with the Jan only. | 1 year | Dean/Chair |  |
| Update equipment that is being used for teaching aids to reflect a more current industry need. Updates to include:   * Tier 4 engines for emissions, Electric drive loader, electronic joystick controls * electrical sensor training aids | 2 years | Dean/Chair |  |
| AV equipment improvements are needed.   * update Rm 517 doc. reader, projector, and computer. * Add a projector to Rm 535. * Mobile display screen for Rm 532 * Large display screen for Rm 525 * update projector Rm 517 | 1 year | Coordinator/Chair |  |
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| Previous Recommended Improvements | Timeframe | Person(s) Responsible | Update and Rationale: Proceeding = P  Completed = C  Not Feasible = NF |
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