**Program and Curriculum Review Template**

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

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| Program Coordinator: | Jarod Chinnick | Chair: | Rick Gray |
| Review Facilitator: | Val Bishop | Date Completed: | September 2018 |
| Program Name: | Outdoor Adventure Skills | Program Code: | OAS |
| 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? | | **PAC response to industry/sector changes:**   * Lifeguarding certification at the NLS level is becoming a base level in the camping and Outdoor Education industry. * demographics point to boomers coming out of adventure market, labour shortages forecasted in 2 years, good for wage earners but will be hard on business * certifications in line with industry standards (WFR/NLS), * A stronger focus on leadership development, group dynamics, social skills, integration of positive psychology and experiential education. A further emphasis on these areas would make your candidates more employable and help push the quality of your graduates in the right direction. * Trends: Ecotherapy and wellness; Natural History interpretation; Traditional Skills and Bushcraft; Industry-Standard Certification Levels: NLS; ORCKA CT3; WFR   (PAC Survey responses, 2018)  **PAC response to issues:**   * Could put greater emphasis on development of soft skills as they pertain to customer service. * I think the first year aim of putting confidence in continued education is a big success. I see the quality of students really improving. * In a camp setting there needs to be a stronger balance of soft and hard/technical skills. Perhaps a different approach to the customer service training? Education on future opportunities and how to apply skills in the program. Also - communication skills, interviewing practice. * There is almost a need to split the class to make room for specialization - i.e. Back country vs. front country. Guide (VQ, Paddlefoot, MHO) vs. center (Parks, Summer camps, etc.)- certifications - would be great if students were 'employable' right out of college. Big hold back for me is students not having WFR * Offering students the opportunity to specialize in a field or two by digging deeper into the higher level certifications and gearing their placements accordingly. e.g. Canoe Tripping; Mountaineering etc.   (PAC Survey responses, 2018)   * It was recommended to have a standard fitness requirement * Have a list of physical requirements on website   (PAC Minutes March 2018)  **Labour Market Data:**  For the 2016-2018 period, the employment outlook is expected to be fair for Outdoor sport and recreational guides (NOC 6532) in Ontario.  Job prospects for this occupational group are closely tied to the level of tourism activities. The decline in the Canadian dollar, periods of lower gasoline prices and projected economic growth in the United States, are all expected to help spur demand for this occupational group as tourism picks up over the next few years. As the weaker dollar makes overseas travel more expensive for Canadians, providers of outdoor sports and recreational services may also benefit from an increase in these activities by visitors from other provinces and within Ontario. Outdoor sport and recreational guides is a seasonal occupation and job prospects are better in the spring to summer months. However, individuals with appropriate experience may find year-round employment, for example by offering hunting services in the summer to fall and ice fishing in the winter months. Even though this occupational group has low requirements for entry, the labour supply could be constrained, as guides are required to have in-depth knowledge of areas that are sometimes isolated and have other activity-specific experience. Many employers also require that guides have CPR/first-aid certification and proper licences depending on the type of outdoor activity.  (Government of Canada Job Market Report 2016-2018).   * 26% of Outdoor sport and recreational guides work all year, while 74% work only part of the year * The gender distribution of people in this occupation is:   o Men: 72% compared to 52% for all occupations  o Women: 28% compared to 48% for all occupations  (Government of Canada Job Market Report 2016-2018).  It should be noted that the data set above only reflects an ‘Outdoor Guiding’ or ‘Ecotourism Guiding’ perspective and the OAS program is not designed to train guides, solely. The program is also focused on training entry level outdoor educators and interpreters to work in Summer Camps and Outdoor Education Centre as well as Parks and Protected Areas. A significant piece of relevant market data is unavailable at the time of writing. (Chinnick, 2018)  **Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation:**  **Accreditation:** There was much discussion at the March 2018 PAC meeting about Wilderness First Responder because it is the Industry standard for First Aid and OAS certifies to Wilderness First Aid. It may be more appropriate for the OAS students to obtain a Wilderness Advanced First Aid and a WFR in ODE. As well the March 2018 PAC meeting discussed “NLS. Pool or waterfront? Very few come with waterfront.” Currently OAS certifies to Bronze Cross (with the option in ODE to take pool NLS). OPHEA, the overseeing body that regulates activity guidelines for Ontario high schools has recently announced that they will be changing their requirement from NLS to Bronze Cross for canoe tripping guides. It would be wise for the OAS program to wait and see if this shifts the private outdoor adventure industry standard away from the NLS requirement.  The Outdoor Council of Canada (OCC) is quickly becoming a trusted industry trend setter when it comes to certifying outdoor educators and it would be worth exploring whether their certifications may be more relevant and recognized than some of the OAS program’s current certifications (ie- Hike Ontario). They are a nationally recognized institution.  As well, ORCKA Canoe Tripping 3 is now the required certification to lead canoe trips in Ontario.  **Do the above Industry trends/changes/issues necessitate changes to your program, either immediately, or in the next few years?**  1: Current Trends in the field: We’ve responded by re-designing the ‘Tourism and Trends in Outdoor Adventure’ course. The course now has a focus on introducing students to current global trends in the outdoor adventure market.  2: Streaming: Faculty have heard from students and the PAC meeting members that streaming or specialization within the program may make the program more appealing and would serve students better in their professional development. Some other college/ university programs offer this option and it may make the OAS/ODE programs more competitive to do so. It is recommended that the streaming option be built into the ODE program as students will have a better sense of direction once into their second year. Work needs to be done here to determine how this might look and the financial implications of doing so. This should be considered within the next 2 years.  3: More ‘Soft Skill’ Focus: The OAS/ ODE programs are designed to be heavily focused upon developing students’ soft skills and it is not recommended that more focus is placed here. Each course should consider the integration of soft skill trends, such as Positive Psychology.  4: Swimming Certification: It is recommended that the OAS program continues to offer the Bronze Cross certification and that the NLS remains as an optional certification in ODE for those wishing to guide in a water-based context. The program should observe industry trends over the next 2-3 years to remain current.  5: First Aid Certification: It is worth considering a change where OAS students partake in a WAFA certification and ODE students in a WFR certification within the next year. This change would come at an increased cost.  6: Fitness requirements are listed on the website for incoming students. In Sem 1, students are introduced to Fitness activities that can be carried on through the winter semester (Certs and T 2?) | |

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| 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 and KPI3):**  IPP data is available for 2014 (4 respondents) and 2015 (2 respondents) and indicates 100% of graduates were employed at the time of the survey. Of the two respondents in 2015, one person indicated that they were working at a job related to OAS. There is no data for related job for the 2014 respondents.  (KPI data tables, Fleming Data Research May 2017)  **Emergent Employment trends:**  For **Tourism and amusement services occupations**, over the period 2015-2024, new job openings (arising from expansion demand and replacement demand) are expected to total **4,400**, while **5,200** new job seekers (arising from school leavers, immigration and mobility) are expected to be available to fill them.  Although this occupational group has had balanced market in recent years, projected job seekers are expected to be substantially superior to job openings, creating a surplus of workers over the 2015-2024 period (Job Bank)  At time of writing, no data has been made available that reflects the trends in employment at Camps and Parks both National and Provincial.  One PAC member (March, 2018) commented that “, labour shortages forecasted in 2 years.” (John Langford PAC survey, 2018 – email to John May 5 asking for more details – no response received). |
| 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 with Learning (KPI 8):**  2014-78.8% (11 respondents)  2015-98.3% (20 repondents)  2016 – no data  2017-95.2% (7 respondents)  (KPI data tables, Fleming Data Research May 2017)  **Student Satisfaction with Teachers (KPI 9):**  2014- 66% (11 respondents)  2015-88% (20 respondents)  2016-no data  2017-86% (7 respondents)  (KPI data tables, Fleming Data Research May 2017)  **Student input at PAC meeting (March, 2018):**  Two first year students attended the PAC meeting (being in first year, does not mean they are OAS students, but they complete the same curriculum in first year as an OAS student). Their comments are below:  Student #1:   * Experiences – love everything, learning from each other * Felt that the program was done well – organizational issues from the fall strike seem to be resolved   Student #2:   * A little disorganized year – made worse by strike * So much variety – scheduling difficult * Students could be held to higher expectations – attitudes, program outlook   **Student focus groups (April, 2018):**  The overall feeling of the comments from the student focus group imply that students are generally satisfied with the overall program. There are suggestioins for curriculum improvements and these will be included in the curriculum section (3.2) of this report. |
| 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 Rate:**  The IPP data for 2017 indicates a 100% retention rate for OAS from sem1 to sem2 (OAS Retention Data, Fleming Data Research, May 2017). The actual retention sem1/sem2 is noted as 50% because of the 6 students on intake in Sept 2017, 1 student withdrew post strike, and 2 students withdrew in Sept 2017 (Chinnick, 2018).  Anecdotally over the past 5 years, OAS retains an estimated 80% of students in the sem1 to sem2 transition (Whitteker, 2018)  The following are efforts that have been made to improve student retention:   * moved Ecosystem Skills to 2nd semester in F17 in order to let students get a taste of College and find some success before being challenged with this course – as well, it provided a more balanced curriculum between field courses and classroom based courses with this course happening in the winter semester. * The Communications course was moved to Sem 1 from Sem 4 to allow students to build writing and research skills early on to faciliate success with writing later on. * the faculty team focusses on supporting and directing students as appropriate to mental health support services – one faculty has taken the Mental Health First Aid course and discussions are underway to integrate a mental health workshop into the curriculum because students will be working with clients who require mental health support. |
| 2.3 Graduate Rate   * Review patterns of graduation rates on a semester by semester basis over the last five years. | **Graduate Rate (KPI10)**:  2014 – 60% (40 entrants)  2015 – 82% (39 entrants)  2016 – 67% (21 entrants)  2017 – 60% (15 entrants)  (KPI data tables, Fleming Data Research May, 2017) |
| 2.4 Graduate Satisfaction   * Review patterns of graduate satisfaction and provide comment. | **Graduate Satisfaction with the program (KPI11):**  2014-91% (19 respondents)  2015-78% (4 respondents)  2016-no data  2017-100% (2 respondents)  (KPI data tables, Fleming Data Research May, 2017)  There is a discrepancy in the data between the KPI11 data and the IPP data as noted here:  2015 – IPP indicates 98%  2016 – no IPP data  2017 – IPP indicates 95%  (OAS Situational Analysis, Fleming Data Research, May 2017).  **Graduate Satisfaction with Learning Outcomes (KPI4):**  2014-95% (4 respondents)  2015-70% (2 respondents)  2016 – no data  2017 – no data  (KPI data tables, Fleming Data Research, May 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 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 decline in applications over the 2015 to 2017 period (139,124,112 respectfully). It is interesting to note that this decline in applications has not translated to a decline in confirmations and registrants with 2017 seeing the highest conversion rate (13%) in this three year period. Enrolment continues to decline in the OAS program as enrolment in ODE rises. There is an increased demand for the ODE program and we expect the trend to continue. Regarding demographics, the program is seeing very few International students (approx. 1-2/ year). It is worth exploring how the program is being marketed, if at all, on a global scale as the International students have anecdotally indicated that there would likely be ‘more interest if the message was put out there’ to other countries. There seems to be slightly more males than females entering the program which follows the market data mentioned earlier.  Demographic profile: Based on faculty observations, not data, there are a few distinct profiles observed:   * Students entering directly from high school seeking a unique experience that looked appealing on social media. Often these students come with little to some outdoor experience and are not aware if they want to work in the field. Varying motivation levels and generally low academic performance. * Students entering directly from high school with a moderate to high level of outdoor experience, and perhaps some relevent work experience, who know that they want to work in the professional field. They are more often motivated to succeed academically. * Mature student, mid-to late twenties (and some older), leaving a job for something more interesting or already completed a degree or diploma elsewhere and realized they want something different. Varying levels of outdoor experience and often highly motivated.   Generally pretty consistent profile over the years – the noticeable trend is meeting appropriate level of challenge across these profiles in order to retain the mature OAS student.  Further, the program is seeing very few International students (approx. 1-2/ year). It is worth exploring how the program is being marketed, if at all, on a global scale as the International students have anecdotally indicated that there would likely be ‘more interest if the message was put out there’ to other countries. As well, there seems to be slightly more males than females entering the program which follows the market data mentioned earlier.  **Curriculum response to above:**  There is a growing challenge to provide a program that works for all of the listed profiles. In general, those students who are highly motivated find year 1 underwhelming and wanting more challenge, higher academic standards and a fuller learning schedule. Part of the challenge lies in trying to offer 2 programs that share a common first year. In the 2017/2018 year faculty witnessed many of the mature students choosing not to return for year 2 because of the reasons listed above. The suggestion of streams within the program may be a suitable response to those wanting to focus their learning more but that would not happen until year 2. Work needs to be done here to: review the program’s mission and philosophy, review marketing materials for accuracy of what is actually happening, and generate ideas for retaining motivated students. |
| 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 have been reviewed and are considered to be in line with current industry demands. Thought has be given and the faculty team has updated the PLO as follows:  Outdoor Adventure Skills PROGRAM CODE: OAS  Program Vocational Learning Outcomes (No Ministry Program Standards)   1. From: Complete a variety of administrative tasks specific to outdoor adventure leadership including trip plans, health documents, and insurance waivers.   To: Complete a variety of administrative tasks specific to outdoor adventure leadership including creating and/ or reviewing trip plans, health documents, and insurance waivers.   1. From: Protect the outdoor natural environment by using appropriate outdoor strategies and skills.   To: Protect the outdoor natural environment by using appropriate outdoor strategies and skills.   1. From: Participate fully in all field trips completing an accurate log of field experiences.   To: Develop communication, leadership and facilitation skills by engaging with peers and instructors in various outdoor adventure trips and activities.   1. From: Apply effective risk management to provide a safe environment for outdoor pursuits.   To: Apply effective risk management strategies to provide a safe environment for outdoor pursuits.   1. From: Plan and implement safe and effective non-commercial adventure experiences in appropriate settings.   To: Plan and implement safe and effective non-commercial adventure experiences in appropriate settings.   1. From: Participate successfully in various adventure activities such as canoeing, tripping snowshoeing, backpacking, rockwall climbing and camping.   To: Participate successfully in various adventure activities such as canoeing, tripping, snowshoeing, backpacking, rockwall climbing and camping and keep personal records using a log of field experiences.   1. From: Select the appropriate equipment and clothing for a variety of adventure pursuits.   To: Select the appropriate equipment and clothing for a variety of adventure pursuits.   1. From: Earn external certifications in various chosen outdoor adventure skills and related certification courses offered during the program.   To: Complete industry-related certifications in various chosen outdoor adventure skills and related certification courses offered during the program.   1. From: Maintain the proper level of fitness and health for selected adventure skills and for the outdoor climate.   To: Maintain the proper level of fitness and health for selected adventure skills and for the outdoor climate |
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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:**  **APST75 –** minor revisions noted with respect to assessments and sequencing (Whitteker, 2018).  **COMM201 –**major revision noted particularly with respect to “making content of the course relevant to students needs i.e. how to write paragraphs, a basic essay and cite appropriately vs blog posts, reflections and fake news lecture” (Fraser, 2018). This course has been moved to Sem1 for F18 (it was previously in Sem3). “There are far too many evaluations (27). The course is integrated with another course that is not applicable to the OAS/OAE program” (MacGillivray, 2018).  **APST76 –**minor revisions noted related to assessment and some wordsmithing of learning outcomes (Whitteker, 2018).  **TOUR42 –** minor revisions noted related to assessments (Bishop, 2018).  **FREC2 -** minor learning outcome revisions needed. Otherwise, working well (Chinnick, 2018).  **TOUR39 –** minor revisions noted to incorporate technology (you tube videos, iclicker), some minor revisions noted to lecture material to enhance comprehension. Note the need to develop a module that integrates the navigation component of this course with the navigation component of Ecosystem Skills that students take in the winter (Whitteker, 2018).  **Semester 2:**  **APST78 –** mostly no revisions noted. Very minor revisions noted with respect to PLAR detail and substitution of hiking trip with GPS training (Whitteker, 2018).  **ECOS13 -** This course was run in the winter semester for the first time in W18. There were a number of unforeseen challenges with the move from Fall to Winter. The following changes were agreed to on March 28 by course lead Josh Feltham, OAS faculty Val Bishop and Julia Scarlett lab lead:   * a semester wide evaluation grid for OAS will be compiled and shared with the lab lead * OAS will review the scheduling of field experiences that interfered with ECOS13, specifically the Monday of Winter Camp, the Monday for dogsledding and the ECOS13 test that was scheduled for the Monday after Tim’s Camp. * request that the faculty who has labs also has the GLH to provide continuity. * change the mandatory pass of the skills challenge to assignment pass versus course pass * permit OAS students to use common names consistently rather than scientific names   (Bishop, meeting notes March 28, 2018)  Feltham (2018) notes that no revisions to the course are needed, the need “For the OAS students, (is to have) the entire semester … mapped out to resolve issues with their field trips and course delivery. This then needs to be communicated and provided to these students at the start of the semester so that everyone is informed.”  **TOUR40 –** Broad spectrum review of this course is needed to update content, materials and assessments as many are outdated. More case-study and experiential lab activities need to be integrated. Assessment concepts are working well, but need to be updated for relevance (Chinnick, 2018).  **APST122 –** minor wordsmithing of learning outcomes noted. minor adjustments to pre-camp prep noted and increased “emphasis of camp training should include behaviour management scenarios to give students more tools to deal with disruptive behaviours” (Whitteker, 2018).  **APST77 –** minor revisions noted in the form of wordsmithing learning outcomes, prepping students for camp (Bishop, 2018).  **TOUR41 –** currently under construction. Needs updated course description on Program Page.  **Balance and frequency of assessments:**   * Students often comment that the written work load is not heavy compared to most other programs. This fits with the intention of the program to focus on experiential/ practical assessments as much as possible. Still, some students struggle to keep track of assignments and tests. Work needs to be done here to map out a semester-wide assessment schedule to support student success. * Student feedback from the focus group suggests that the program uses Reflective Writing a great deal but that this method of assessment fits with course and program level outcomes. Other student feedback suggests that there is a need to increase the use of practical assessments to ensure that students are ready for the ‘guiding’ aspect of the profession once they graduate and this suggestion would be supported by the unique PLOs of the program. Written exams and tests are used in roughly half of the courses. Student feedback suggests that some of the tests and exams use questions that are subjective in nature yet require a single definitive answer for the test. Questions such as these should be reviewed and re-worded or modified into questions that ask for responses as reflective analyses (Chinnick, 2018).   **Work integrated learning experiences:**   * introduced 80 hour Placement and International Study Trip in Winter 2018. Students are required to complete either Placement hours or the Study Trip. * FREC2 Trails course is hands on trail design and construction * Outdoor Programming Camp puts students in camp counsellor roles for a week-long March break youth camp * students facilitate activity station at the annual Water Festival   **Indigenous Perspectives:**   * integration of Indigenous perspectives is identified as limited in OAS * at most students may be able to take an Indigenous studies course as their General Education course in Sem 2 if they choose to. * Faculty are currently working with Liz Stone to map out Indigenous Perspectives (IP) in the program and places where incorporation of IP can happen   **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)  According to Office of Sustainability records-  The following courses are Sustainability courses:   * Trail Design and Construction, FREC2 * Outdoor Adventure Risk Management, TOUR40 * Intro to Adventure Tourism and Trends, TOUR41 * Outdoor Adventure Leadership, TOUR42 * Ecosystem Skills, ECOS13   The following courses include Sustainability content:   * Trip Planning, TOUR39   While sustainability and the maintenance of ecological integrity is a central pillar in the fields of outdoor education, adventure guiding and interpretation, it is not always upheld by all in the field. The OAS program strives to reflect and teach this value in the following ways:   * Practice and teach Leave No Trace camping principles * Discuss the role of human impacts on wilderness in many courses and field experiences * Facilitate the development of environmental ethics and personal environmental philosophies in all students. In addition, the program helps students develop the ability to facilitate sustainability discussions with future clients, campers and park visitors.   **Minimum admission requirements:**   * OSSD with the majority of credits at the Workplace (E) level, including Grade 12 (E) English.   When Workplace (E) is the minimum course level for admission, (C) and (U/C) courses are also accepted.  **Other Program Requirements:**   * Prior to the start of first semester, students must obtain Standard First Aid and CPR level C certificates * A Current Criminal Records Check (vulnerable sector included) is required before students can participate in one of the field experiences in semester two. This criminal record check is arranged by the organization providing the field experience, at no cost to the student. Students are encouraged to contact the coordinator if they have concerns about the criminal records check.   **Mature Students:**  If students are 19 years of age or older before classes start, and they do not possess an OSSD, they can write the [Canadian Adult Achievement Test](https://flemingcollege.ca/how-to-apply/mature-students) to assess their eligibility for admission. Additional testing or academic upgrading may be necessary to meet specific course requirements for this program.  **Review co and pre requisites:**  The ODE program team reviewed the flow of courses within the program this year and made a few changes to course sequencing to improve student retention and success. These moves did not impact pre or co requisites. It is worth considering removing the pre-requisite (APST122) for TOUR51. The rationale to support this would be that students gain the requisite knowledge for TOUR51 in other courses and, more importantly, APST 122 is becoming increasingly challenging for all students to participate in for administrative reasons, thus, requiring some of them to fulfill the requirements of APST 122 in Sem 3 or 4 in alternative ways. Aside from this suggestion, all pre and co-requisites are acceptable as they stand and represent a balanced approach to sequenced learning and student progression. |
| 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 OAS 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).*    The Outdoor Adventure Skills program reflects the College vision by continuously striving to challenge its students through engaging, experiential learning opportunities, such as the multi-day outdoor adventure field experiences offered. In addition, the program is built upon a foundation of teamwork where students are required to collaborate to achieve success in outdoor pursuits. They are encouraged to continually self-reflect on their own leadership, followership and technical skills in an effort to continuously improve as leaders in the outdoors.      **Program Alignment with Academic Priorities:**    Specifically the OAS 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 OAS program demonstrates this in its commitment to progressive, experiential and applied learning through the many hands on, real-world experiences that are directly reflective of the work they will be doing in their field. When students are given the responsibility to apply theory learned in the classroom, as camp counsellors in APST122 for example, they are required to experiment, modify and adapt techniques and skills to succeed in offering quality programming. This also occurs in the recreation programs they facilitate for community partners in TOUR55 and TOUR 51. Through this type of learning, they receive immediate, concrete and observable evidence of the impacts of their efforts. This feedback loop in the program represents, in so many examples, authentic assessment that allows students to learn from mentors, peers and personal reflection.        *“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. Faculty take part in professional development opportunities occasionally. In general, faculty in the program feel that accessing PD funding can be challenging. It is recommended that the program be given an annual PD budget to allow for planning and allocating of the funds appropriately. Aside from college funded PD, the core faculty team continues to lead and facilitate programs in the field with students to remain exposed to emerging trends and relevant in their approaches. Some of the faculty work in the profession and attend conferences outside of their college work which contributes to life-long learning.  The program relies heavily upon and values immensely the community of outdoor education professionals in Ontario. Each student is exposed to a dozen or so support staff each year who act as trip guides, instructors and facilitators for the various contracted and in-house learning experiences. Many of these support staff have worked in the profession for decades and are exemplars of continued professional development for students to see. |
| 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:**   * **Canadore College**, Ecotourism 1 year Certificate; Mixed delivery Certifications in: Canoe Tripping, Advanced Wilderness First Aid, Standard Hike Leader, Chainsaw Operator   Parallels: certifications, certificate program, entry with OSSD.  Differences – emphasis on Ecotourism, Sept and Jan intake options, can complete online, tuition fee ~$4000  **Fleming’s OAS added value:**   * low tuition when compared with other Schools * industry recognized certifications and trainers * small class size * Closer to GTA and larger urban centres in Ontario * Specific and unique focus on interpersonal, facilitation, interpretation and leadership skills |
| 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:**   * OAS is a pathway to ODE * it is hoped that students find success in higher education and move into other Frost Campus programs   **Dual credits:**  Currently, 2 core OAS courses are offered as Dual Credits: Trip Planning and Leadership. We are unaware if there is data on students entering the college afterward.  **New Pathways:**   * none 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:**   * is a January intake possible for OAS? * 4 month intensive expedition program partnered with industry service provider – run May – August? * explore streams in response to section 2.5 Curriculum response to enrollment trends notes. * Could develop a much stronger relationship with the local community by having OAS students offer more programming to school students, the Boys and Girl Club, Community Living, and others. |
| 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 OAS program has significant partnerships as follows:   * industry guest speakers * Algonquin College – this is weak but important because we offer complimentary programs and sometimes refer students to each other’s programs when appropriate. * Placement hosts * International Study Trip host (Costa Rica) * Industry recognized certification service providers |
| 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.) | OAS PAC currently consists of 12 external members and shares this PAC group with ODE program. Of this 12, 8-9 would be considered to be active. OAS and ODE share the same PAcommittee.  **Current member profiles:**   * 1 member represents Camps in Ontario * 1 member represents the outdoor retail segment in Ontario * 1 member represents Outdoor Education in Ontario * 4 members represent family owned tourism operations * 1 member represents therapeutic adventure in Ontario * 2 members represent the wilderness emergency medical perspective   **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 assessing student’s resumes as well as supporting a day of practice interviews for students. |
| 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. | Typically, 2-4 graduates will come into class as guest speakers each year. There are also alumni who send faculty their job specs when hiring seasonal staff. |
| 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. | OAS and ODE share a common budget. There is no financial distinction made between the two programs. As a result, this information has been recorded in the ODE June 2018 program review document. |
| 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:**  1 full time faculty  2 contract faculty  2 part-time technicians  Multiple contracted service providers  All staff are shared with the ODE program.  One Full time faculty: HBOR, BSc, MA in Education   * Outdoor Educator 15 years * College Professor PT/FT 20+ years * Specialty; seakayaking, cycle touring, adventure based learning, interpretation, canoeing, organization and administration   Sessional Faculty #1: Honours BA, B.Ed (Experiential Education Specialty Certificate)   * Private canoe outfitters and outdoor education for 20 years * Specialties: canoe trip guiding, group facilitation, nature interpretation, experience package development, international adventure travel and guiding.   Sessional Faculty #2: HBOR, BA Geography, MA in Applied Health Sciences (Recreation and Leisure)   * Wilderness Guide/ Outdoor Educator - 14 years * Post-Secondary Professor – 7 years * Specialty – Extended expeditions, rock climbing, mountaineering, backpacking, canoeing, experiential education theory, risk management, northern Canadian perspectives   **Hiring Priorities:**  The program would benefit from a full-time technician hire for the Fall semester that would be shared between the OAS and ODE programs. A case has been made for it to be more affordable to hire this position than to hire multiple part-time technicians. In addition, there would be a great benefit for students to have a consistent technician in the program who is aware of and able to foster their professional development over time. |
| 6.3 Program Delivery Capital Assets   * Please review existing program space and equipment * Determine needs for space and equipment to fulfill future needs | OAS and ODE share program delivery capital assets. There is no financial distinction made between the two programs. As a result, this information has been recorded in the ODE June 2018 program review document. |

**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 |
| Review the program’s mission and philosophy, review OAS intake requirements, review marketing materials for accuracy of what is actually happening, explore streams and generate ideas for retaining motivated students (as per 2.5 Curriculum Response to Enrollment Trends comments) | Immediately through to October so that changes can be made prior to students applying for entry in 2019. | Val Bishop  Rick Whitteker  Jarod Chinnick |  |
| map out a semester-wide assessment schedule to support student success. | immediately | Val |  |
| Indigenous Perspectives Designation | In progress | Liz Stone + Faculty |  |
|  |  |  |  |
| Previous Recommended Improvements | Timeframe | Person(s) Responsible | Update and Rationale: Proceeding = P  Completed = C  Not Feasible = NF |
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