**Curriculum Renewal:**

**Analysis and Action Plan Template 2013/14**

| **Program Coordinator:** | **Rick Whitteker** | **School:** | **SENRS** |
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| **Program Code:** | **OAS-ODE** | **Date Completed:** |  |
| **Program Name:** | **Outdoor Adventure Skills-Outdoor and Adventure Education** | | |

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| **A. Analysis of Indicators**  Note: data is **not** recorded in this section of the template.  **Reflect on, and discuss, the following indicators in the context of the curriculum and program:** |
| 1. **Industry / Sector Trends**    1. Are there new or emergent *industry or sector* related issues and trends identified over the past year and their potential impact on the program?   **Transportation costs and limited school budgets are putting pressure on outdoor centres. Aging population and adventure tourism market is increasing- emphasis on soft skills with older travelers is paramount.**  **Higher standards of certification is the trend especially for backcountry travel due to risk management concerns.**   * 1. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program?   **Customer service skills need developing- essential skills of good communication were highlighted.**   * 1. What information / observations have been generated via faculty and staff professional development, engagement in sectoral and profession associations, and involvement in community and employer networks connected to the field?   **The outdoor adventure program is slowly gaining recognition but engagement with professional organizations needs to be expanded. Employer connections need to be expanded**   * 1. Are there new or changing employment trends in the industry or sector?   **Employment opportunities remain strong as long as graduates are willing to travel**   * 1. What are the curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness?   **Customer service skills lacking, work ethic needs to be emphasized. Very few jobs are 9-5, extra hours and effort will be rewarded in the long run.** |
| **2. Curriculum Development**   * 1. Have there been any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, assessment practices, applied learning experiences, e-learning / blended learning? If yes, please provide details.   **Our 9 day experience at Tim Horton’s camp has be redesignated as a camp. Further training is being arranged to help students develop some group behavior management skills before this camp.**  **Rock climbing has been added to the menu of outdoor pursuits as part of the Certification and Training 1 course.**   * 1. Does the current curriculum align with the college’s e-learning strategy which strives to have all Fleming graduates experience e-learning in each semester of their program?   **No, the type of student and course material does not align well with e-learning.**   * 1. Are there any recent or anticipated initiatives that promote student pathways including dual credits, partnerships with high schools, program laddering, and university transfer / articulations, continuing education?   **A dual credit course in Outdoor Leadership has been picked up by Kenner Collegiate in Peterborough starting in Feb. 2014.**  **Articulation agreements will be pursued before April, 2014.**   * 1. Are there any new competitor programs and/or re-positioning of existing programs?   **Ecotourism and adventure tourism college courses have been introduced**   * 1. Are there any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?   **None that I know of.**   * 1. What is the progress made from the last curriculum renewal initiative?   **Expanding to a second year- diploma has been achieved. Customer service skills added to year 2.** |
| **3. Applied Learning**   * 1. Does the current program contain a discrete Applied Learning opportunity for students? If yes, which category of Applied Learning is fulfilled?   \_\_\_ Field Work (Indirect Supervision)  \_\_x\_ Field Work (Direct Supervision)  \_\_\_ Co-op  \_\_\_ Applied Project / Applied Research Project   * 1. In the 2013/14 academic year, Fleming College will ask all programs with Applied Learning opportunities to align to an agreed upon framework. To confirm program alignment, please complete the appropriate Applied Learning Framework Checklist and attach it to this document. After completing the checklist, please answer the following: Is the program in alignment with the Applied Learning Framework? If no, what are the strategies in place to bring the program into alignment?      * 1. If the answer to 3.1 is no, are there plans to create a discrete Applied Learning opportunity for students within this program? Why or why not? |
| **3. Student and Graduate Satisfaction**  3.1 Key performance indicators # 4, 8, 9, and 11 (see **Appendix of Curriculum Guide** for a description of these).  The KPIs are not strong for this program and significant work is needed. (note- there are no comparable programs) Graduate Satisfaction (KPI 4) with the generic and vocational program outcomes was 77% satisfied compared to the college average of 87% and system average of 87%. Students report good satisfaction with the learning experience (KPI 8) with 83% slightly higher than the college average of 81% and system average of 81%. Students are have not been satisfied with their teachers (KPI 9) for the past two years unlike the previous two years, with 61% satisfaction this year as opposed to 74% for the college and 74% in the system. In 2013, 77% graduates were satisfied with the program (KPI 11), lower the college and system average of 83%. Some of the issues may be due to high numbers of contract faculty in the past couple of years. Like most new programs, there are always a couple years of growing pains and this program is no exception. A real issue is the lack of graduates who are working especially the numbers working in the field. This may also be perceptual, as some are working broadly in the field but not classifying their job as field-related.  3.2 Review and discuss student retention on a semester by semester basis over the past year.  **Our retention seems strong compared to other programs on the Frost Campus.** |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. |
| **Strengths:**   * Broad range of technical skills offered * Emphasis on soft skills seems to please prospective employers   **Challenges:**   * KPIs are low in all areas except for KPI8. This is likely due to the applied learning and certifications that appeal to this type of learner. |
| **C. Action Plan**    Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion. **What resources are required to complete the action plan, i.e., software, equipment, and training?** |
| * To more fully identify the courses that include direct field work as per the Framework * To work on KPI improvement in all areas of teaching and learning |
| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. |
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| **E. Attach an updated Program Curriculum Map to your report** |
| Please file an updated Program Curriculum Map in folder named Program Curriculum Map.:  **S:\shared data\CLT\School Name\Program Name\Program Curriculum Map** |