**GBL Program and Curriculum Review 2016**

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| **Program Coordinator:** | | **Jennifer Bain** | | **Chair:** | **Sandra Dupret** |
| **Program Review Facilitator:** | | | **Darlene Bolahood** | **Date Completed:** | **May 25, 2016** |
| **Program Name:** | **Glassblowing** | | | **Program Code:** | **GBL** |
| **1.0 Industry Trends and Employment** | | | | **Summary of Key Findings** | |
| **1.1 Industry and Sector Trends**  Review and discuss the following:   * Industry / sector changes or issues identified by the Program Advisory Committee * Recent labour market data or sector reports as provided by the Fleming Library Researchers. * Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation   Based on the above, do these changes or issues necessitate changes to your program, either immediately, or in the next few years? | | | | Most significant information sourced from faculty team and PAC members.  Sheridan College redesigned their full-time diploma level glassblowing program to a degree level program. This change has impacted the Glassblowing Program delivery with enrollment increases. In response the program maximum has been increased to fourteen participants. Faculty have been encouraged to assign group deliveries (cold room/hot shop) and more equipment will continue to be purchase to support as space is now an added challenge. jb  Flame working with scientific glass seems to be to new trend for the younger target. However, the glass type is significantly different than glassblowing system 96 glass. The team has decided to add more flame work with soft glass which is compatible with a small introduction to scientific glass. If demand continues, consideration of scientific glass to be offered in the second year of a diploma level program. jb | |
| **1.2 Labour Market and Employment Trends**  Review and discuss the following:   * Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data. * Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages | | | | KPI statistics from the summary contain data only from 2015. Regardless, the scores are fairly high, indicating sturdy response in favour of faculty and curriculum.  Graduates will have a basic introduction to using molten glass as an art material. As students, they are encouraged to begin networking day one of the program, starting with artists in the field (their faculty) while working on their studies. The intent is to build knowledge of the industry and their new glass community with the intent of aligning their individual pathway following graduation (i.e. studio apprentice, entrepreneur, further education). Articulation options with other institutions are available for those taking Glassblowing as an area of specialization for a diploma. jb | |
| **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 class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience. | | | | KPI data is incomplete for the glassblowing program because this program is accelerated and does not fall within the KPI survey windows. We recently distributed informal (not submitted to MTCU) KPI surveys to glassblowing students but we do not have enough trend data to analyze.  ***Student Focus Group Summary (jb):***   * Overall program satisfaction rating ranges from 7 to 10 (2013-2015) with the slight drop being in 2015 * Initial safety training/walk is not complete and should be provided in better detail * No evidence of communication between faculty (repeated techniques covered, no structure, no flow) * Cold working is very repetitive and the space is too small to cram it all in one week – equipment is not very good quality – tough to maintain in a student environment * Cover technical details on equipment in the curriculum (i.e. glory holes, annealers) as well as details on the glass cooling properties * Increase torch work – this feedback is typically 50/50 for and against more torch work. Some students understand and appreciate the quality of the blowing facility and don’t want to spend their time doing torch work that can be done at home at little cost * Project exploration opportunities with less project restriction * Opportunity to prepare for marketing week earlier in the program (i.e. artist statements, overall thinking and planning) | |
| **2.2 Retention Rate**   * Please review the retention rates for Fleming College students within each program for fall intakes 2008 to 2012. The report illustrates the retention of students within Fleming College (i.e. those students who transfer out of their current program, but who remain in the college and progress to the next semester level). The information in this report is based on students enrolled at the 10th day of classes for each semester. * Review patterns of retention on a semester by semester basis as well as graduation rates over the last five years. * Comment on the effectiveness of any strategies adopted to improve student retention. * Please review the IPP (Integrated Program Planning) data that focuses on Retention data. | | | | Retention for this program is excellent at 90+ | |
| **2.3 Graduate Rate**   * Review patterns of graduation rates on a semester by semester basis over the last five years. | | | | **Graduation rate is excellent and commensurate to retention.** | |
| **2.4 Graduate Satisfaction**   * Use the FDR report for Program Review – 5 year historical trends to provide your analysis. | | | | Graduate satisfaction fluctuates from year to year due to the small number of respondents. Trend data identifies satisfaction levels below college and provincial norms. | |
| **2.5 Enrolment Trends and Demand**   * Your team will review and analyze the patterns in the number of program applicants, confirmations and actual registrants over the past 5 years. You will also examine changes, if any, in the student demographic profile and the impact, if any, of this changing student profile on program curriculum. * Assess whether the program curriculum needs to change based on the above analysis. * Use the KPI excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis. * Please review the IPP (Integrated Program Planning) data that focuses on trends related to student demand, and the related ‘Situational Analysis’ information included for your program – select the  Demand Trending Tab and Situational Analysis Tab. | | | | Enrolment in glassblowing was declining due to poor equipment and the short duration of our program. However, over the past three years, the program has seen an increase in applicants and enrolment. This can be attributed to the new equipment in the studio and the conversion of Sheridan College’s diploma program to a degree program, making Fleming College’s glassblowing program the only short term, diploma track program in the province. | |
| **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 revised to improve clarity and specificity. Unlike the course descriptions and outcomes, no major changes were required to the Program Learning Outcomes. Revisions have been approved as per the deliberation and decision of the faculty team in this program review. DB May 2016 | |
| **3.2 Program of Study, Course Outlines, Delivery and Program Map**   * Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester. * Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes. * Collect a cross section of samples of student work as evidence of achievement of learning outcomes. * Reflect and comment upon the variety of methods used to demonstrate program outcomes. * Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes. * Discuss the degree and depth to which the program is providing work integrated learning experiences. * Record the course in the curriculum that covers the college-wide sustainability learning outcome * Review (or create) Program Curriculum Map(s) to ensure that there is alignment of current courses to the overall program outcomes, including the Vocational Learning Outcomes, the Essential Employability Skills, and adherence to the General Education Policy. * Make recommendations to address any gaps identified or improvements required. * Review the program’s current **admission requirements** and their suitability in relation to program rigour and student preparedness.   **Include an updated program curriculum map on your program and curriculum review web page.** | | | | The GBL courses were being delivered in a more considered fashion than indicated previously in course writings.  **The GBL course outlines required significant restructuring in order to address the following criteria:**   1. Omit the Coldworking course, and integrate its content across the remaining courses 2. Review the Flameworking course content with regard to the use of borosilicate glass versus soft glass. Faculty were in favour of using soft glass in order to deliver a more project based approach, as the soft class components would be compatible for assembly with blown components and forms. Brad Sherwood, faculty, affirmed this mandate, despite the fact that BS glass is more easily worked and therefore introduced to students. He indicated that the later delivery of the course (week 1 to week 6) would better address this challenge. 3. Intermediate Glass and Intro to Glass now broken out into discrete courses with specific content. 4. Independent Projects are included in new course strategy. 5. Include the sustainabililty outcome in GBL: Art History | |
| **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. | | | | Glassblowing is an area of specialization for both the Integrated Design and Visual and Creative Arts Diplomas. These two programs are the only two diplomas offered at the Haliburton Campus and are completely in line with the college’s strategic mandate. Glassblowing is unique, exciting and attractive to those interested in the arts and can be considered a significant draw to the campus. | |
| **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. | | | | Sheridan College recently updated their diploma level program to a degree level, with new entry criteria. The Glassblowing program is now the only certificate/diploma level program available in Ontario. It is also the perfect stepping stone for those wishing to work toward their degree at Sheridan, but do not meet the entrance criteria. As a result, the glassblowing program is piloting the increased maximum from twelve to fourteen. This new maximum will be revisited annually for the first few years given that this program has a higher level safety expectation than most programs. jb | |
| **4.3 Learning Pathways**   * Comment on recent or anticipated initiatives that promote student pathways including secondary school partnerships, dual credits, program laddering, dual diplomas, and university transfer, articulations, and partnerships. * Identify any new pathways that could be developed. | | | | Spring 2015, Corning Museum of Glass (CMOG) partnered with the Haliburton School of Art and Design by providing a generous scholarship (annually) to a deserving Glassblowing Graduate (value $2000 US). It is hoped that this new relationship with CMOG is the beginning of a long lasting relationship that will benefit both students and alumni from our programs. Note: Preliminary discussions with CMOG mentioned potential educational opportunities that could be presented for articulation. CMOG has agreed to revisit their curriculum writing.  Currently investigating options with Sheridan to officially close the gap created with the new degree program (see section 4.2) jb | |
| **4.4 New Program or Redesign Ideas**   * Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? | | | | If demand increases as it has in recent years and wait lists continue to lengthen at each offering, it would be beneficial to consider a fall and winter offering. jb  A second year diploma level offering could be delivered in the third semester (May to August), incorporating the summer Haliburton School of Art + Design courses in the delivery plan (optional courses). The flame/torch work would be a a greater part of this delivery with training on glass variances and compatibility, accommodating the new trend. jb | |
| **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? | | | | The Haliburton School of Art + Design is a campus among a sculpture forest and public walking and ski trails. Community members are always welcome to visit the campus and often take time to tour the facility. Faculty shows will be launched in Fall 2016 beginning with Ceramics Faculty show. The intent is to rotate faculty teams. Glass will have an opportunity to be involved in the near future. jb  Open house events are offered twice per year (fall/spring) drawing community members into the building to see live glass work demonstrations and to network with faculty and students. jb  End of semester exhibition is held on the Saturday of the fifteenth week of fall and winter semesters. Students invite friends and family to the exhibition as well as community members. Students are exhibiting their project work from the program and community members are welcome to purchase any work that is available for sale. jb | |
| **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.) | | | |  | |
| **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. | | | | Many of our Alumni come back and take more programming and provide support to current students as well as administration for suggestions of program improvement. jb  We proudly support our alumni by hiring them back to the program as teaching assistance and replacement tech staff. We also encourage our alumni to keep us informed about their accomplishments so we can post their information on our social media sites. jb | |
| **6.0 Program Resources** | | | | **Summary of Key Findings** | |
| **6.1 Program Revenue and Expenses**   * Please review Integrated Planning and Performance (IPP) information for your program. * Are program resources adequate, in the context of program currency and student numbers? (e.g. laboratory equipment, software, library holdings, or tools essential to program delivery and student learning. * Are there opportunities for further program specific external revenue such as sponsorship, grants, donations or gifts-in-kind? * Review the existing revenue and expenses associated with your program using the IPP tool and provide comments below. | | | | The CTO for glassblowing is excellent at 40%. A blip of lower than expected enrolment in 2014 resulted in a -14% CTO but this was a onetime decline of such a magnitude. Generally, CTO is stable at +40%. | |
| **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. | | | | All faculty are practicing professional artists in the field and part time. We have 6-8 faculty specializing in specific glassblowing techniques as required by the curriculum. There is also a part time studio technician to provide the student with access to the hot shop after hours for the completion of the SDL hours portion of their courses.  Faculty and techs working in the program are represented by commercial galleries, exhibiting in public galleries and exhibitions, and operate independent studios with retail. | |

**Program Improvement Plan**

**Based on the analysis of your key findings, identify areas that require attention and action in the next 1-5 year timeframe. Ensure that you only recommend actions that reflect the program’s priorities and its capacity to achieve them, and record the success of any changes implemented and the means by which they are being evaluated.**

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| **Recommended Improvements:** | **Timeframe** | **Person(s) Responsible** | **Action Taken**  **Proceeding = P**  **Completed = C**  **Not Feasible = NF** |
| **Improve Cold work equipment quality** | 2016-17 | Coordinator | P |
| Update program maximum to accommodate increased interest | 2015 | Coordinator/Dean | C |
| **Review current enrolment maximum to ensure safe studio practice** | 2015-2017 | Coordinator/Dean | P |
| **Revisit cold working experience from one week to embedded in weekly courses** | 2017 | **Faculty/Academic** | C |
| **Review flameworking (frequency and content)** | 2017 | **Faculty/Academic** | C |
| **Add more project freedom** | 2017 | **Faculty/Academic** | C |
| **Ensure students are aware of marketing/expectations earlier** | 2017 | Coordinator | P |
| **Complete Program Mapping with Faculty team and Coordinator** | May 27, 2016 | Facilitator/Coordinator/Faculty | C |
| **Submit final edit of curriculum documents including Course Names, Descriptions and Outcomes to PCR, coordinator Jennifer Bain, and chair,Sandra Dupret.** | May 27, 2016 | Facilitator | C |
| **PAC Review: gather comments and reflections regarding format, content and positioning of GBL to be included in section 5.2.** | June 17, 2016 | Coordinator | P |
| **At the end of 2017 delivery, emphasis should be placed on faculty participation in:**   * **Course level survey (specific issues identified)** * **Assessment type survey** * **Review quality of course outcomes and objectives** * **Review curriculum map**   **Relevant issues should be addressed at that time.** | June 2017 | Chair, Coordinator, and Faculty | P |