**Curriculum Renewal:**

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

| **Program Coordinator:** | **James Faulkner** | **School:** | **Trades and Technology** |
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| **Program Code:** | **MTCU 55500** | **Date Completed:** | **SPRING 2015** |
| **Program Name:** | **HVT - Heating, Refrigeration, and Air Conditioning (HRAC)** | | |

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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?    2. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program?    3. 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?    4. Are there new or changing employment trends in the industry or sector?    5. What are the curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness? |
| **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.   2. 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?   3. 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?   Students who complete the Mechanical Techniques – Plumbing or Trades Fundamentals Certificate programs can also pathway into HRAC.   * 1. Are there any new competitor programs and/or re-positioning of existing programs?   No, the newest HRAC program launch was from Centennial College in fall 2012.   * 1. Are there any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?   Fleming continues to seek TDA status for a number of Trades.   * 1. What is the progress made from the last curriculum renewal initiative? |
| **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)  \_\_\_ 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?   Applied learning is embedded throughout the program within hands-on labs.     * 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?   There is demand for HRAC students/graduates in the local area. The idea of introducing a paid co-op may be explored in the next 2-4 years. |
| **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).  Note the significant increase in satisfaction with the learning experience and teachers. Graduate satisfaction with the program is also above the system average.    HRAC KPI analysis for 2014 Reporting Year   |  |  | | --- | --- | | KPI Indicator | Benchmark Gap | | KPI#4: Graduate Satisfaction, Learning Outcomes | N/A | | KPI#8: Student Satisfaction, Learning Experience | -27.85 | | KPI#9: Student Satisfaction, Teachers | -9.30 | | KPI#11: Graduate Satisfaction, Program | N/A |   HRAC KPI analysis for 2013 Reporting Year   |  |  | | --- | --- | | KPI Indicator | Benchmark Gap | | KPI#4: Graduate Satisfaction, Learning Outcomes | -9.85 | | KPI#8: Student Satisfaction, Learning Experience | -4.55 | | KPI#9: Student Satisfaction, Teachers | -2.56 | | KPI#11: Graduate Satisfaction, Program | 1.67 |   *BENCHMARK GAP is Program Difference minus the College Difference. If the Benchmark Gap is positive, Fleming's program difference is above the college difference and the program does not have to increase its performance on this KPI. If the Benchmark Gap is negative, Fleming's program difference is below the college difference and the program needs to increase its performance on this KPI by the value of the Benchmark gap.*  3.2 Review and discuss student retention on a semester by semester basis over the past year.  67 students began in the fall and 52 continued to SEM2 – 78% of students retained. |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. |
| ***(Update as appropriate based on feedback from team)***  **Strengths:**   * **Program is 45 weeks compressed and students graduate with 2 licenses and multiple certificates** * **The program is Technical Standards & Safety Authority (TSSA) accredited and the curriculum preps them to write the TSSA test.** * **Refrigeration apprenticeship level I is embedded in the HRAC curriculum.** * **Math131 and SCIE156 serve as Gr. 12 C equivalencies needed for AU entry.** * **Many extra certifications are available to HRAC students, making them more “job ready”.** * **Recent change has seen TSSA recommend 30 max students with a 10:1 ratio of instructor/tech:student.**   **Weaknesses:**   * **Fall enrollment was pushed to 67 instead of planned 30 with no apparent explanation.** * **Two full-time faculty members with many partial load faculty that are maxed out. At any one time, there is 20 different HRAC courses running in one term.** |
| **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?** |
| * **Ken to attend “Focus on Learning” in June.** * **In progress - Course Binders for all HRAC curriculum needs to be collected, and stored electronically within the new SKTR sub-folder system.** * **HRAC program team to further refine existing rubrics to include one for electrical. Team acknowledges that several different rubrics may be more appropriate.** * **Program coordinator will continue to investigate contacts at U of T re: LEED training and certification for teaching team or other faculty if appropriate** * **Faculty have many positive testimonials that could be used in marketing of HRAC program – Team to organize a meet with Heather Kerrigan.** * **Prepare for PAC** * **Update Sept 2015 start curriculum map – see file path below.** |
| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. |
| * **Investigate the potential for a co-op semester with the HRAC program** * **Monitor the progress within the school re: TDA application status.** |
| **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\STT\Trades\_TechPROGRAMS\HeatingRefrig\_AirConditioning\_HVT\Program Curriculum Map** |