**Curriculum Renewal:**

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

| **Program Coordinator:** | **Julia Scarlett** | **School:** | **SENRS** |
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| **Program Code:** | **BO** | **Date Completed:** | **October 27, 2014** |
| **Program Name:** | **Fish and Wildlife Technician** | | |

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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?   ***We are starting to see some hiring of our graduates in the Green sector as predicted. Some of these areas include pre and post monitoring alternate energy projects, fisheries and wildlife management, water quality assessment, habitat classification, assessment and remediation. We are well positioned on the aquatic side and this is one of the strengths of our program. We should maintain our standing in this area. We are attempting to increase the terrestrial component of the curriculum as only a few of the necessary skills are covered in the current curriculum. The terrestrial component is considered the growth area.***   * 1. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program?   ***Currently awaiting minutes for details. However, the issue of a needed increase in identification and GIS skills is on-going. There is one new PAC member: Gerard Sullivan from York Region.***   * 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 NAWTA continues to not have a GIS course requirement listed in their certification criteria. This still needs to be addressed.***   * 1. Are there new or changing employment trends in the industry or sector?   ***The public sector continues to go through a period reduction. Strong growth in private sector consulting firms especially in the terrestrial assessment areas is expected over the next several years. This is an overall industry comment but was confirmed by the F&W advisory committee. Continual movement from full-time employment opportunities to more contracts shorter in duration.***   * 1. What are the curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness?   ***The applied learning aspects of the program are still its greatest strength. Lack of GIS in the technician diploma program continues to be of concern to faculty and PAC members.*** |
| **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.   ***No major changes have occurred in the past year.***   * 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?   ***In the fall of 2013 an inventory of courses for e-learning was completed. Most of the courses using e-learning were web-enhanced. The e-learning is used in all semesters.***  ***In Winter 2014 Brian Round created more self-directed on-line modules for the Aquatic Studies course. For Fall 2014 Brian Round has created a module for Fall Camp Fisheries course and a pre-identification test for fish ID on Lower Buckhorn Lake. All across the board we are continuing to increase the ID accuracy levels by creating consistency across all program courses.***   * 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?   ***None at this time.***   * 1. Are there any new competitor programs and/or re-positioning of existing programs?   ***There are no new competitor programs. Sault College and College Boreal are the only two competitors and they continue to expand.***   * 1. Are there any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?   ***No. The program achieved NAWTA accreditation for 5 years on March 31, 2012. There have been no changes affecting the program at NAWTA. Dave Wood retired and now Paul Ashley is the NAWTA representative for the program.***   * 1. What is the progress made from the last curriculum renewal initiative?   ***There continues to be a need for a terrestrial assessment component included in the curriculum. This was to be added to the ornithology course but has not been completed.***  ***The option to expose our students to the required terrestrial protocols and sampling techniques in a 7 week applied learning course (Wildlife Field Monitoring) on campus in semester 3 is still being considered.***  ***There has been no progress in adding a course to semester 2 that combines soils, measurement and terrestrial assessment.*** |
| **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?   \_**X**\_ 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?      * 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? |
| **4. Student and Graduate Satisfaction**  4.1 Key performance indicators # 4, 8, 9, and 11 (see **Appendix of Curriculum Guide** for a description of these).   |  |  |  |  | | --- | --- | --- | --- | | **KPI** | **Program** | **College** | **System** | | **KPI # 4 Graduate Satisfaction with Generic and Vocational Learning Outcomes – 2012/2013** | 24(N), 90.42(%) | 925(N), 86.07(%) | 32(N), 86.55(%) | | **KPI # 8 Student Satisfaction with Learning Experience – Winter 2014** | 142(N), 93.13(%) | 3730(N), 82.58(%) | 213(N), 94.47(%) | | **KPI # 9 Student Satisfaction with Teachers – Winter 2014** | 142(N), 83.61(%) | 3730(N), 73.92(%) | 213(N), 88.38(%) | | **KPI # 11 Graduate Satisfaction with Program - 2012/2013** | 69(N), 80.71(%) | 1513(N), 82.66(%) | 98(N), 81.90(%) |   ***The KPIs continue to be positive for this program. Graduate Satisfaction with the generic and vocational program outcomes (KPI 4) was 90% compared to the college average of 86% and system average of 87%. Students report high satisfaction with the learning experience (KPI 8) with 93% higher than the college average of 83% and two per cent below the system average of 95%. Students are also satisfied with their teachers (KPI 9), with 84% satisfaction as opposed to 74% for the college. The system average was slightly higher at 88%. In 2013, 81% graduates were satisfied with the program (KPI 11); lower than the college average of 83% and system average of 82%.***  4.2 Review and discuss student retention on a semester by semester basis over the past year.  ***The latest data shows that in 2013 the retention rate from semester 1 to 2 was 81%, and in 2012 the retention rate was 78% from semester 2 to 3 and 89% for semester 3 to 4. The greatest attrition occurs between second and third semesters and is likely due to students being unsuccessful in the Aquatic Studies course. Some students are able to re-take this course during the summer semester but not all students have this opportunity.*** |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. |
| ***Strengths:***   * ***Applied learning opportunities (especially Field Camps).*** * ***Prerequisite implementation in Fall 2015 will ensure that all students have been successful in all first year courses.*** * ***The program has been successfully accredited for an additional 5 years.***   ***Challenges:***   * ***Changes in individual course curriculum and delivery in common second semester have occurred without consultation with all program faculty and related program faculty.*** * ***Highest failure rate in third semester in a long time. In Ornithology (unexpected), Limnology (as expected) and Fisheries Management (incompletes and in progress because of delays in marking and marks not submitted by end of semester).*** * ***It continues to be a challenge to ensure consistency in the assessment areas of re-testing, accuracy testing and identification testing.*** * ***Identification skills and testing methodology continue to be weak.*** |
| **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?** |
| * ***Changes in individual course curriculum and delivery in common second semester have occurred without consultation with all program faculty and related program faculty. Potential gaps in skills need to be investigated as a result. Lead: Program team, Timeline: Winter 2015*** * ***A plan for assessment and evaluation of student work in the Fisheries Management course must be put in place by December 2014 to deal with students that were given incompletes or in progress grades. Lead: Brian Round and program team, Timeline: asap*** * ***Begin revamping the program outcomes with CLT consultation. Lead: CLT and program team, Timeline: Spring 2015*** * ***Incorporate more GIS in course content in the Technician program. This will require changes in the overall curriculum content and delivery.*** ***A plan to implement an additional GIS course into the curriculum in the technician program diploma is required. Lead: Program team and GIS program coordinator, Timeline: tbd*** * ***Identify a method for certification levels in ID skills. Lead: Program team, Timeline: on-going*** * ***Implementation of Wildlife Field Camp needs to occur. A decision to where it is placed in the curriculum is required. Lead: Program team and Chair, Timeline: December 2014*** |
| **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** |