**Curriculum Renewal:**

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

| **Program Coordinator:** | **Josh Feltham** | **School:** | **SENRS** |
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| **Program Code:** | **CBR** | **Date Completed:** | **September 27, 2014** |
| **Program Name:** | **Applied and Community-Based Research** | | |

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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? ***None***    2. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program? ***The only recommendations were to change the timing of the program from a November start to a January start. This has been completed for the 2015 offering 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? ***Continued need/demand for graduates with skills and experience with data management, project management, grant writing, and research skills. There is no one specific sector or field served by this program as the skills are applicable in a variety of sectors.***    4. Are there new or changing employment trends in the industry or sector? ***Master’s vs ACBR, market for students – currently under review to identify if employers require Master’s level education or the experience that comes along with it – problem solving, project management, writing skills, budget management, etc.***    5. What are the curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness? ***Only one offering of the program to date with no employer feedback at this point.*** |
| **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. ***Yes, four modular courses (Ethics - CMRL002, Conflict Management - CMRL003, Project Management - RSCH004, Budgets & Funding - RSCH005) are in the process of being converted to blended courses with 2 guest seminars and online resources for students. Online resources will provide students with guidelines and details to apply to their specific project needs while guest lectures early in the course offering will provide a broad overview of the topic and workshop experiences.***   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? ***Yes, blended and online modules for several course modules (see above)***   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? ***Transfer to Master’s program at Trent University is being considered as a pathway for graduates. The concept is to have the ACBR work apply as 1 yr of the Master’s provided the student continues with the same project when enrolled at Trent. Master’s in Sustainability or Environmental Science would be the initial options explored. Meetings with key contacts at Trent need to be arranged to explore this further. Anticipate that meetings and discussions will begin late 2014 and continue through 2015.***   4. Are there any new competitor programs and/or re-positioning of existing programs? ***None***   5. Are there any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year? ***None***   6. What is the progress made from the last curriculum renewal initiative? ***None – this is the first curriculum renewal for the program.*** |
| **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  **X** Applied Project / Applied Research Project   * 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).  ***There is no key performance indicator data available because the program started in the 2013/2014 academic year.***  3.2 Review and discuss student retention on a semester by semester basis over the past year.  ***All students remained with the program for both semesters****.* |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. |
| **Strengths**   * The applied project is the program and courses support the project. Each activity in each course is linked directly to what students are trying to accomplish for their project. All course activities link to the project in some way. * Connections to the industry partners provide direct opportunities for students to engage with people doing similar work * Funding application provides an opportunity for students to apply for and gain funding for continued work on their project * Experience of managing the research project improves and strengthens soft skills that will be a great benefit to students moving forward.   **Challenges**   * Statistics was a tough course for several students. An online refresher module is being created to prepare students to start the statistics course. * Writing skills – students did not have the level of writing skill anticipated. Need to review how writing is addressed and improved over the course of the program. * Timing of the placement was a challenge for project options but this has been addressed with a later start time for the program * Initial offering had only four faculty with one faculty member taking most of the course load. Moving forward guest speakers and additional faculty involvement will provide a greater variety of contacts for students to interact with. |
| **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?** |
| * **Develop online modules for Stats, Ethics, Project Management, Conflict Management** * **Develop pre-program statistics refresher for students to complete prior to starting the program** * **Develop partner profiles to provide students with prior to starting the program** |
| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. |
| * **None** |
| **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** |