**Program Review Self Study Template**

| **Program Coordinator:** | **Ann McDonald** | **School:** | **School of Justice & Community Development** |
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| **Program Code:** | **51228** | **Date Completed:** | **May – June 2015** |
| **Program Name:** | **Educational Support (formerly Educational Assistant)** | | |

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| **Indicator**  **1.0 Industry Trends** | **Summary of Key Findings** |
| **1.1 Sectoral Standards and Industry Trends**  **Review / discuss:**   * New or emergent industry / sector themes or issues that may have a potential impact on program positioning * Industry / sector issues identified by the Program Advisory Committee * Recent labour market data or sector reports * Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation * Program alignment to labour market and sectoral trends * Trends identified by the Program Advisory Committee | -increasing need for graduates with advanced training in special education focused technology  -this includes tablets and apps as well as software  -need to be competent troubleshooting of simple technology problems in classrooms  -graduates need experience with self- directed learning of new software and apps  -graduates need for technology skills highlighted by advisory committee as well as continued focus on high level communications skills  -increased identification of mental health challenges among elementary and secondary students necessitates EAs having enhanced awareness, knowledge and skills in this area  -because of increased numbers of children in kindergarten with behavioural challenges,removal of prior advisement against kindergarten placements  -this means students may now do one of their placements in a kindergarten as long as the schools affirm that there are children on the autism spectrum and/or with behavioural challenges in that classroom |
| **1.2 Industry Liaison**  **Review / discuss:**   * Program initiatives to maintain involvement with the industry / sector such as field placement supervisions, clinical, faculty renewal, professional learning, other professional affiliations, or community-based projects | -faculty supervisory visits to students on placement continues to be by far the best way to keep the program up to date with curriculum - we have been able to give our students the skills they need in a timely basis (e.g. iPad and Proloquo2go)  -there is no shortage of placement opportunities for our students but all are not of equal value - while visiting students on placement we are able to assess which placements are able to provide students with the optimal placement experience –this will give them the skills that will help them land their first job in the field  -- face to face contact in classrooms gives us many contacts in the teaching community who we can and do call on regularly for advice  -we encourage students to volunteer in community agencies, schools and to look for part time related skill work in parent relief programs and summer camp programs  -continuity of membership on advisory committee from the four largest employers of our students  -advisory committee consists of people who are directly involved with the hiring of and direction of educational assistants  -their feedback about our graduates and advice about future trends is the best vehicle for our program to stay current and relevant  -reports from program coordinator and school dean keep those members apprised of what is going on at Fleming (tour of new KSTC was conducted for those members this spring)  -continued attendance at annual provincial Educational Support Program co-ordinators’ meeting |
| **2.0 Curriculum Development and Framework** | **Summary of Key Findings** |
| **2.1 Curriculum Framework**    **Review / discuss:**   * Describe how your program demonstrates a learner centered approach and addresses our core promise to students concerning personalized learning and support. | -the program includes a combination of teacher directed delivery of material ( lecture) and then active student involvement in integrating this material into the student’s existing knowledge base.  -in third semester while completing a placement, students are also enrolled in a two hour a week field placement class which gives them the opportunity to discuss the day to day classroom challenges that they see on placement -they then through discussion and reflection, are able to integrate what they have learned and are learning at college with what they seen in the field  -semester three is three days a week at Fleming and two days a week on placement so students have the opportunity to integrate theory and practice  -all assignments are directly related and often are of practical use on their placements, during the interview process and once they are employed in the field  -students often have a choice of assignments in courses depending on their area of interest  -both faculty members have an open door policy re drop in visits so that students feel that help is quickly available for assistance  -at the final meeting (wk 16) with students who are about to graduate, they are asked to complete an extensive and specific questionnaire (anonymous) that asks them to give us feedback and suggestions re:  -curriculum  -method of instruction  -assignments  -placements  The questionnaire asks specific questions but also asks for any suggestions (keep doing, don’t do, start doing) that would improve the program  -at this final meeting which is in a round table format, students are able to share with their peers what they see happening around the province –those that have already secured employment are able to make specific suggestions for those still looking for work |
| **2.2 Outcomes from Curriculum Renewal**  **Review / discuss:**   * Key outcomes from the Curriculum Renewal processes of the past few years * Progress to date in implementing the recommendations arising from Curriculum Renewal * Success of the changes implemented and the means by which they are being evaluated | Recommendations  Goal One  -increased use of technology ( tablet based ) in line with current industry trends  How Evaluated  -every graduating student for the last three years has demonstrated facility with the basics of using tablets, various apps (language, math and behaviour) and competence with Proloquo2go which is the industry standard for tablet based communications for children on the autism spectrum  How Evaluated  -students complete in-class and take home assignments relating to this technology  -advisory committee has praised our students’ comfort with new technology  Goal Two  -students will graduate with a working knowledge of commonly used special software such as Clicker 6, Dragon, Word Q, Boardmaker etc.  -this goal is waiting on the creation of a LJCS computer lab which allows us to purchase and use user sets (in groups of 5) of relevant software  -one piece of software is available as Semesterware from the distributor so at the present time all students graduate with a working knowledge of Boardmaker  -this goal has not been met yet (see Deferred Action Plan below)  Goal Three  -improve the communications skills (oral, written and electronic) of our graduates  -addressed by closer communications with communications faculty to make sure key concerns (e.g. email etiquette) are addressed  How Evaluated  -chair of advisory committee at 2014 meeting noted that the communications skill of our graduates seems to be showing some improvement  Key Outcomes from the 2013-2014 Curriculum Renewal Process (Ann/Jayne add progress to date)   * Redesign Educational Programming (semester III) so that it is an autism specific course for fall 2013 (Lead – Ann McDonald) *(completed by June 2014 and successfully delivered in the fall semester 2015)* * Complete redesign Behaviour Management I to incorporate feedback from Advisory Committee (Lead – Jayne Asselin) for winter 2014   (completed during fall semester 2014 and successfully delivered winter 2015)     * Complete redesign of Behaviour Management II (Theoretical Applications) to incorporate feedback from Advisory Committee (Lead – Jayne Asselin) for fall 2013 (completed June 2013 and successfully delivered during fall semester 2014) * Complete redesign of Introduction to Exceptionalities to include theoretical material from Physical Exceptionalities for winter 2013 (Lead Ann McDonald)   (completed during spring semester 2014 and successfully delivered winter semester 2015)   * Redesign Field Preparation II to include material from Portfolio Development course which has been eliminated EDD (Lead – Jayne Asselin)   (significant revision spring 2013 and final revisions spring 2015)   * Work with OTA/PTA faculty or nursing faculty to plan 7 2-hour workshops on practical skills previously taught in Physical Exceptionalities (personal care, transferring, back care, feeding, OT routines, catheterization etc.) for fall 2013 (Lead – Ann McDonald)   (completed spring semester 2013 with assistance from Molly Westland and successfully delivered fall semester 2013 and 2014)   * Adaptation of semester III Communications course to make it more relevant for EAs for fall 2013( Lead – Ann McDonald and Communications faculty TBA) The purpose of this is to increase student satisfaction and to improve relevant communications skills as requested by the Advisory Committee   (this has been an ongoing process with some improvements noted but ongoing problem is that each year there is a different communications teacher who has to redo those requests and integrate them in the general comm I and II courses)   * Further integration of iPads into all other program course for fall of 2013 (Lead – Ann McDonald and Jayne Asselin)   (iPads used in every program specific course for the last three school years from semester one to semester three)  Deferred Actions   * This plan must await two developments   (development of a school computer e-learning lab, and the funding of software for this lab)  Once this is in place, the semester III Autism course will be two hours per week and there will be a 2 hour per week computer lab. One hour per week will be faculty lead and the second hour will be independent work based on independent learning modules created by faculty. (Lead – Ann McDonald) |
| **2.3 Curriculum Sequencing and Alignment with Standards**  **Review / discuss:**   * The Ontario College Credentials Framework and the extent to which the program aligns with the provincial standards. * The program’s current admission requirements and their suitability in relation to program rigour and student preparedness * The extent to which course content, levels of learning, and assessment methodology are successfully sequenced and aligned between courses and across semesters | MCU vocational outcomes for the Educational Support program have been integrated into the curriculum in a variety of courses  -(the newer MCU standards are very similar to what was already in place in this program at Fleming College)  -the one major addition was to address the administration of medication and that was successfully integrated into a second semester course (Vocational Outcome # 6 –now in EDUC14 (Introduction to Exceptionalities)  -all vocational outcomes are evaluated through a combination of assignments and testing.  REbullet #3 Course content, levels of learning and assessment methodology are appropriately sequenced and aligned between courses and across semester for two year program.  In order to make the accelerated program work, there is a slight discontinuity with the sequencing of several of their courses. This discontinuity is pointed out to students in the EDD program at an early meeting with that group in September and the reason for it explained. (Since they take all their courses with the ED program, the sequences issues are unavoidable.) Because this group comes to the college with a previously completed college or university qualification, they seem to have no difficulty adapting to it as evidenced by their graduation rate of more than 90% and in a number of years 100%  **Alignment with the Ontario College Credentials Framework**  **a) Vocational Standards**  The complexity of knowledge and the vocational outcomes reflect the level of learning required to meet the standards of an Ontario College Diploma in Educational Support. Graduates have a wide range of knowledge, skills, and abilities and they are more than adequately prepared for entry-level positions.  **b) Essential Employability (EE) Skills**  The essential employability skills are addressed at the appropriate level for an Ontario College Diploma. Graduates have achieved the fundamental, personal management, teamwork, and customer service skills to obtain, keep and progress in their career.  **c) Program Hours**  The curriculum comprises three semesters of course work and a 525 hour block Educational Support Field Practice and Evaluation. Total instructional hours for the program equals 581 hours, plus 196 hours of Field Practice in semester three and 525 hours of Educational Support Field Practice and Evaluation for a total of 1302 hours. These figures align with the Credential Validation Service framework which requires between 1200 and 1400 instructional hours for the completion of an Ontario College Diploma.  The Nonviolent Crisis Intervention for the coming school has been removed from the normal curriculum in semester III. However students still have the option to take and successfully complete this course through the continuing education department.  **Admission Requirements**  **Educational Support (ED)**  **Minimum requirements for admission to the ED program:**  (Source: http://flemingcollege.ca/programs)  OSSD with the majority of credits at the College (C) and Open (O) level, including:   * 2 College (C) English courses (Grade 11 or Grade 12)   When (C) is the minimum course level for admission, (U) or (U/C) courses are also accepted.  **RE bullet #2** Current admission requirements are appropriate, The majority of students arrive with skills appropriate for this program.  Mature Students  Students who are 19 years of age or older before classes start, and who do not possess an OSSD, can write the Canadian Adult Achievement Test to assess eligibility for admission.  **Minimum Admission Requirements for Educational Support – Advanced Standing (EDD)**  An Ontario College Diploma or an undergraduate University Degree.  (Originally we wanted the diploma or degree to be from a related program. We have experimented with this by allowing students from quite diverse disciplines. This has worked out extremely well and we recommend that it be allowed to continue. In several cases, award winners are students who came from unrelated fields.) | |
| **2.4 a) Curriculum Map**   * Review the Program Curriculum Map and discuss the extent to which there is alignment of vocational and course outcomes * Review / discuss the distribution and progression of Vocational Learning Outcomes, Essential Employability Skills, and General Education themes across the curriculum. | -all vocational Learning Outcomes, Essential Employability Skills are addressed in the curriculum  -some vocational skills are so broad that they need to be addressed in a number of courses and some are so specific that they are only addressed once  --all students are required to complete two general education courses of their choice prior to graduation  The General Education requirement for the program is met through one mandatory General Education course (Human Growth and Development in September 2015) and two General Education elective options, one taken in semester one and one in semester two. |
| **2.4 b) Curriculum Map**  **Submit an updated curriculum map as an attachment to the Program Review Report** | The curriculum map for the ED program has been attached to this document and can be accessed through the CLT shared folder in the following locations:  S:\shared data\CLT\CDH\CDH\_PROGRAMS\Educational\_Support\Program  Curriculum Map |
| **2.5 Delivery Mode**  **Review / discuss:**   * The *primary* modes used to deliver curriculum such as lecture, seminar, lab, applied project, field camp and web based courses * The rationale for, and appropriateness of, these delivery modes in relation to program learning outcomes * The degree and depth to which the program is providing work integrated learning experiences * The degree and depth to which the learning experiences are enhanced by the use of educational technology. | Curriculum in the ED Ontario College Diploma program is primarily delivered in a lecture and seminar format in semester one through three.    Courses within the ED program also make extensive use of D2L grade books and the posting of course materials (readings, assignments, videos, reminders and course notes).  Course learning outcomes reflect integration of theory and practice, connecting knowledge, values and skills. Applied and experiential learning is reinforced through seminars where theoretical concepts related to the field of practice are demonstrated and reinforced.  The Field Practice (196 hours) that occurs in the third semester and the Educational Support Field Practice and Evaluation (525 hours) in the fourth semester were designed to immerse the student in an experiential and cumulative applied learning opportunity. Both of these intensive block field practice periods enable students to effectively demonstrate and apply concepts and skills learned throughout the program.  For the accelerated group, the first placement has been moved from the fall semester to the winter semester. This was done for several reasons. We believed students needed a semester that was entirely at the college in order to give them the basic skills and understanding they need to be effective in their first placement. We were able to help them find more appropriate placements when they had an entire semester to plan and select a good field placement. (In the fall semester, EDDs are in a field placement class with ED students currently on placement. They then have a better idea of what makes one placement superior to another.)  Learning experiences in the ED program include: case studies, reflections (journals), oral presentations, debates, discussions, literature review, research plans, essays, portfolios, and mock placement calls/interviews. Courses include group work and group projects, group facilitation, in-class activities and practice, peer feedback and evaluation, volunteering, as well as guest speakers.  E-technology learning experiences within the ED program are currently enhanced by the use of the following activities in some courses: email, power point, YouTube clips, D2L grade forms, video and audio material and equipment, video postings, Google docs, Facebook, course notes on the D2L  Starting in the fall of 2015, NVCI will not be part of semester III curriculum but is a course students must take through the Continuing Education Department before they are eligible to graduate.  Starting in the fall of 2015, semester I students will take Human Growth and Development instead of Child Development.  Within specific courses minor changes are made on an ongoing basis and these changes are reflected in formal course outlines**.** |
| **2.6 Assessment and Evaluation Methods**  **Review / discuss:**   * The program approach to learning assessment * The balance and frequency of assessment types across the curriculum and their appropriateness to course / vocational outcomes * Reflect and comment upon the variety of methods used to demonstrate outcomes. Are learner centered principles part of the assessment approaches? | Assessment is conducted in this program via formal testing, major and minor assignments and in-class assessments.  A number of the assessment pieces involve the creation of resources which students are able to use during the interview process, on placement and as ongoing resources during their careers (e.g. resource binder, communications book, curriculum games, behaviour tool kit of strategies).  All assessment tools are tied directly to program vocational outcomes.  In many cases, students have a choice between assignments for a particular course in order to select those that match their needs and interests as a learner.  Faculty co-ordinates timing of assessment pieces to make that there is as even and balanced a schedule as possible. |
| **2.7 Curriculum and Diversity**  **Review / discuss:**   * Program strategies that support student diversity and promote understanding of diversity, including program culture / climate, curriculum content and approaches to teaching and learning | Addition to Behaviour Management of a World View theme and issues relating to cultural diversity  This looks at working with children in the classroom from different cultural backgrounds and the impact this may have on how we interpret behavior. ( For example a child being unwilling to take direction from a female teacher or a child being unwilling to work in a group with a child of another gender or racial group)  In Role of the Assistant, students are introduced to multicultural children’s books which can be used to help children to learn about the backgrounds of their classmates and to expand their world view.  One topic covered in the Math Curriculum is the exploration of multicultural games.  All faculty have completed all mandatory AODA training.  The program does not have a stand-alone diversity course but the theme of diversity is embedded throughout all semesters with emphasis on applying the same principles of assessment and treatment of all individuals equally and respectfully.  Faculty training opportunities through Diversity and Positive Space workshops offered by Debbie Harrison are available. The College has developed an AODA implementation plan that will support diversity and accessibility for all Ontarians.  Course outline states: “Alternate accessible formats of learning resources and materials will be provided, on request.”  This program has welcomed and successfully integrated into our classes many students from the CICE program from the time of its inception. This has been an opportunity to put our students’ understanding of diversity into action. We have received feedback from that department about how successful this has been.  Over the years we have had many students enter and graduate with the program who have significant learning, physical and sensory disabilities (blind /deaf). In every case, all teachers followed the documentation re accommodations provided by Accessible Education Services. Teachers have also accommodated any reasonable requests made by the student directly. |
| **2.8 Learning Pathways**  **Review / discuss:**   * Recent or anticipated initiatives that promote student pathways including high school articulations, dual credit, program laddering, dual diplomas, and university transfer, articulations, and partnerships | Advanced standing program allows students who come to the college with a university degree or college diploma to complete the program in ten months (September to June).  The numbers is this stream usually fall between 10 and 20. The graduation rate is always over 90%, occasionally 100%. None of their courses are standalone so this smaller group fills in the spaces in those classes created by students who did not return after semester one or two. This allows the first year numbers to be comparable to the first year numbers.  Many of our students have gone on to university through Trent and Athabasca universities and UOIT and from there to a college of education. A number of them, once they became classroom teachers in the area have now accepted and requested our students for placement opportunities.  Future action plan. The accelerated program has produced graduates that the advisory committee has lauded for their maturity and work ethic.  If the Child and Youth Worker and the Early Childhood Education program had one year accelerated programs similar to ours, we believe some of our graduates would enroll in it and it would likely boost our first year numbers if prospective students knew they had those options after they completed their EA diploma. |
| **3.0 Student and Graduate Satisfaction** | **Summary of Key Findings** |
| **3.1 Formal Measures of Student and / or Graduate Satisfaction**  **Review / discuss:**   * Key Performance Indicator results for the program with a focus on #s 4, 8, 9, and 11 * Program status and positioning in relation to the KPIs of other programs of a similar type (where applicable) * Feedback and summary report from Learning Support Services (LSS) summary * Themes or issues emerging from a review of course evaluation summaries (Chair/Dean response here) | Question 4  Provides you with skills and abilities helpful for your future life outside of work  Fleming program slightly below the system average.  I would need some more guidance on this one. What are some examples of skills that students might cite?  Question 8  Develops your math skills  Fleming program was above the system average but it was a relatively low score. EAs regularly help children with math work but this is rarely anything beyond the elementary level. (Students in high schools who work with EAs usually have developmental disabilities so the math work they would do is unlikely to be above the grade 3 or 4 level.) There are no other duties that EAs perform that require them to have math skills beyond the secondary level. For that reason we do not have a college level math course in the program.  Question 9  Develops your ability to work with others  Fleming program was below the system average. We will be adding a unit on team work skills to the first field preparation course (semester II) and will review and add to this in the second field prep course (semester III). A major element of the assessment of this course will be the mock interview designed by a team of students. The need for these skills both on placement and in students’ career will be emphasized.  Question 11  Develops your computer skills  The introductory computer course that all students take is generic and is in no way related to their field of work. Students come to the college having general computer skills so probably do not see the Fleming course as being in any way helpful. A plan has been drawn up to remedy this situation but cannot be put into place without access to a lab that has special education software installed on it.  Comparison with KPI’s of other similar programs (see attached document)  The following is produced from “5 Year Historical Overview” produced for 2015 by FDR.  Graduation Rate  For four of those five years, the ED graduation rate has been comparable to the Fleming rate but below that of similar programs. This past year the rate dipped significantly. It remains to be seen if this is a trend or a one-off event.  Working (88%)/ Related Working Rate (71%)  Both of these continue to be comparable or above both the Fleming and the system level.  Graduate Satisfaction Generic and vocational learning outcomes (96%)  Comparable to system and significantly above Fleming average.  Student Satisfaction with Learning Experience (94%) Comparable to system and significantly above Fleming average.  Student Satisfaction with Teachers (94%)  Significantly above both the system and Fleming average.  Graduate Satisfaction with the Program (94%)  Comparable to system and significantly above Fleming average. |
| **3.2 Other Measures of Student and Graduate Satisfaction**  **Review / discuss outcomes from:**   * Student focus groups (mandatory component)      * Student Advisor observations / reports * Formal or informal discussions with students and graduates such as class councils, class representatives, individuals or delegations * Debriefing sessions following a field placement, clinical placement, or practicum | Students complete an anonymous survey at the end of the program graduating student seminar in April. Those surveys are reviewed and discussed by faculty and suggestions are incorporated into the curriculum the following year.  The blank survey is included in this document. Jayne Asselin has the completed surveys from this year’s graduating class.  Class representatives are on the program advisory committee and make a report to the group that they have written based on meetings with their classmates. (Program faculty are not part of this meeting and do not have any prior information about their presentation.) Feedback from students this year (first year) was that they would like more opportunity to meet with second year students and ask questions of them. This will be organized next year by Jayne Asselin so that by the end of semester one, those students will have had this opportunity on several occasions as part of the Role of the Assistant course. |
| **4.0 Employment Trends** | **Summary of Key Findings** |
| **4.1 Employment**  **Review / discuss:**   * 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 * Student preparedness for entry-level positions * Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages |  |
| **4.2 Other Graduate Destinations**  **Review / discuss:**   * Alternative graduate destinations such as further education, international opportunities, volunteer service, or other experiences | A number of students have gone on to pursue university degrees and of these some have become elementary or high school teachers. A few of these former students have gone on to host our current students for field placement.  A number of students with degrees came into the advanced standing program after being turned down for Admission to Colleges of Education. During that year those students then reapplied for College of Education and in most were accepted. Their second application showed experience working with children with special needs and that is likely to have made their application accepted the second time around. |
| **5.0 Strategic Positioning** | **Summary of Key Findings** |
| **5.1** **College Alignment**  **Review / discuss:**   * Program alignment with college priorities such as vision, mission, values, strategic plan, academic framework, and the educational mandate, and / or academic priorities of the School * Opportunities for new program initiatives based on Program, School, or community strengths and alliances | A fast track (10 month) CYW or ECE diploma would increase our enrollment. If potential students knew they could take our program and then had the option to choose a second diploma in a third year, our program would likely see increased numbers of applicants.  A third year fast track option for those programs would also benefit those programs directly because when the fast track students are merged into classes in the fall and winter semester, they simply fill in places created by the students who leave Fleming after an earlier semester. |
| **5.2 Competitor Programs**  **Review / discuss:**   * Key parallels and differences between this program and those of its closest competitors, where applicable * ’Value-added’ program distinctions and their attractiveness to prospective students | There are no comparable competitor programs in our geographic area. Our largest competitors are Mohawk and Niagara.  Durham has an Education Support program that is entirely distance education and a number of boards of education will not hire graduates of that program.  We continue to compete with ECE, CYW and DSW for the already shrinking applicant population. |
| **6.0 Enrolment Trends** | **Summary of Key Findings** |
| **6.1 Demand for the Program**  **Review / discuss:**   * Patterns in the number of program applicants, qualified applicants, and actual registrants over the past 6 years * Changes, if any, in the student demographic profile, including level of maturity, diversity, prior knowledge, technological literacy, work experience, and expectations * Impact, if any, of this changing student profile on program curriculum | The program profile of our students has not shown significant change over the last number of years. As with other programs, there is a huge variation in basic academic skills primarily in the communication (written) area.  Most students are comfortable with technology and are receptive to any further training in this area. The training we offer in this area is not what it should be. The skills taught in the Introductory Computing course do not enhance their skills.  Weak written communications skills is the one issue that has been frequently pointed out at PAC meetings. We have attempted to address this by working more closely with Communications faculty and by having program faculty stress in class the need for a high level of skill in this area. At the last PAC meeting, the chair of the PAC, Wilma Lynch, stated that her board has seen a gradual improvement of the communications skills of our graduates.  For all assignments that our students submit, we include communication elements as part of what is being assessed. |
| **6.2 Student Progression**  **Review / discuss:**   * Patterns of student success and retention on a semester by semester basis over the last six years * The effectiveness of any strategies adopted to improve student success and retention | For the group of students that started semester I (two year program) in September of 2013, 19 are graduating this June, 2015. This is a 79% graduation rate. Of the other five, one left prior to placement because he could not get a clear criminal reference check, one dropped out of placement for mental health reasons but has put in place plans to return in September and the other three either changed programs or left the college.  Of the 16 accelerated students who began in the program in September 2013, 15 graduated the following June. This is a 94% graduation rate.  Of the 34 students that began semester one in September 2014, 31 successfully completed the program. Two dropped out at the end of the semester and one did not show up at all during the semester.  Of the 31 students who moved on to semester II in January, all are eligible to continue on to semester III in September. So 88% of those students who began semester I are eligible to return in September of 2015. About 6 or 7 will have a course or two to pick up prior to graduation.  Once a student returns to third semester, almost all carry on to graduate.  Of the 10 advanced standing students who began at Fleming in September 2014 all will be graduating this June. |
| **7.0 External Relations** | **Summary of Key Findings** |
| **7.1 Alumnae**  **Review / discuss:**   * The type and range of alumnae involvement in the program * Current and future strategies to engage alumnae in the program | At the present time, we have no formal mechanism in place to keep in touch with alumni. Both teachers do keep in touch with a number of former grads in the program and from time to time get in touch with them to ask their advice. We often run into grads when we are conducting field placement visits.  Periodically a student who is working in the field will come back to speak to the students.  We are hoping to contact Alumnae to consider sitting on our advisory board |
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| **7.2 Program Advisory Committee**  **Review / discuss:**   * The distribution of Committee membership by constituency, sector, and / or region * The vitality of the Committee such as the frequency of meetings, and members’ level of participation, engagement, and turnover * The extent to which Committee operations are aligned with the Fleming College Advisory Committee Orientation Manual and Advisory Committee policy. | At the present time, we have a very active and supportive program advisory committee. Probably 70 to 80 % of our grads want to work for one of the area boards of education. As such we have representatives of the following boards of education.  Kawartha Pine Ridge DSB  Trillium Lakelands DSB  Peterborough Victoria Northumberland Clarington Catholic DSB  Durham Catholic DSB  The chair, Wilma Lynch, has stayed with us for a number of years even while she has moved to a senior management position with that board. The PAC provides useful feedback re out graduates (strengths and needs) and keeps up apprised of the trends that they see on the horizon in special education.  The other three members of the committee have all been appointed within the last five years.  The feedback from our PAC has been very positive and they have commented favorably on the fact that we address any concern they raise in our programming and report back on the changes at the next meeting. |
| **8.0 Program Resources** | **Summary of Key Findings** |
| **8.1 Human Resources**  **Review / discuss:**   * 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 Dean, 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 * Contributions to the professional community or industry by program-associated faculty and staff including board / committee service, research, and presentations / publications * Current staffing levels for the program in relation to program   numbers, curriculum, delivery modes and areas of specialization / generalization   * Hiring priorities over the next few years based on the above * Current professional development and renewal plans in relation to program or student needs | * There is one fulltime faculty member and several part time associated with the program. * The Coordinator currently is a contract faculty member |
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File Program Review report in: **S:\shared data\CLT\School Name\Program Name**

Attach copies of existing and revised bench marks

Attach an updated Program Curriculum Map

**Based on an analysis of your key findings, identify areas that require attention.**

**Develop recommendations and an action plan that reflects the program’s priorities and its capacity to achieve them.**

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| **Program Review Action Plan** | **Responsibility** | **Timeframe** |
| **Recommendations:** | | |
| **#1**  **Removal of NVCI from Semester 3 and inclusion of the Behaviour Management System (BMS) into the Applications of Behaviour course in semester 3.** | **Jayne Asselin** | **Fall 2015** |
| **#2**  **EDUC 8 Child Development course in semester 3 is replaced with Human Growth and Development as the mandatory general elective** | **Ann McDonald** | **Fall 2015** |
| **#3**  **Address Teamwork skills: need for students being better prepared. This area will be taken out of Field Prep II FLPL 67 that is in 3rd semester and have it put back into Field Prep I FLPL 63 in the 2nd semester, so that the skills learned can be continued in the 3rd semester Field Prep class while students are doing their mock interviews and their fall 2-day placements. It will align better with the ability to actually engage in teamwork expectations.** | **Jayne Asselin** | **Winter 2016** |
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| **#4**  **From the student report to the PAC in March 2015, there seems to be a need for the first year students to meet with the 2 year Educational Support program students who are in their 3rd semester. The first year students thought it would help them to get advice re placements and other matters that would help them make the best possible choices regarding placements.** | **Jayne Asselin** | **Fall 2015** |
| **#5**  **Articulation agreements with:**  **UOIT, Athabasca University, Trent University.**  **Fast track program with ECE, CYW programs here at the college or with other possible colleges, like…….** | **Jayne** | **Fall 2017** |
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