**Curriculum Renewal:**

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

| **Program Coordinator:**  | **Tom Mikel** | **School:** | **SENRS** |
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| **Program Code:** | **UFT** | **Date Completed:** | **January 15, 2014** |
| **Program Name:**  | **Urban Forestry 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? **Role of storm damage/invasive species/climate change and its impact on the urban forest and municipal budgets.**
	2. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program? **I sent out a questionnaire, hoping to hear back if any further changes are requested.**
	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? **Incredible support to produce professional, quality graduates in the field of UF.**
	4. Are there new or changing employment trends in the industry or sector? **No, only growing as more emphasis is placed in the care of the UF.**
	5. What are the curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness? **Hands on skills, dendrology, GIS and related technology.**
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| **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. **New program, it has been nothing but development and change for 2 years.**
	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 to some degree, however I want to investigate the possibility of making a major portion of this program e-learning modeled so ARB and UF Cert grads working in the field can complete UFT while not giving up their work to come back to school full time.**
	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? **UNB articulation. Co-op, Common courses with UF and ARB making it possible to pick up 2 programs in less potential time, however this is not a clean cut process.**
	4. Are there any new competitor programs and/or re-positioning of existing programs? **No.**
	5. Are there any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year? **None significant.**
	6. What is the progress made from the last curriculum renewal initiative? **This is the first one.**
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| **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) **Inventory work using Trimbles, etc.**\_\_\_ Field Work (Direct Supervision) **Arb Skills, O&M, etc.**\_X\_ Co-op **450 hours**\_\_\_ Applied Project / Applied Research Project **Urban Forest Management Plan****All of the above can be found in the program*** 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? **n/a**
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| **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).3.2 Review and discuss student retention on a semester by semester basis over the past year.**2nd year students have remained constant, increasing in some courses as some Arb&UF students enroll in courses to work towards completing UFT****1st year numbers were lower at the start, losing 4 students in semester 1, 2 drop out, 2 change programs. 1 graduating arboriculture student directly entered into semester 2.** |
| **B. Curriculum Strengths and Challenges** Summarize the curriculum strengths and challenges identified by the team.  |
| * **Challenge:** sharing courses with programs outside of the forestry cluster department. Material is presented in a different perspective or focal point and the connection has been difficult to make
* **Challenge:**  Chemistry was identified as a concern, especially in the final semester and already by week 2, there are indications it is going to be difficult. This issue has been raised by course faculty and coordinator, as they do not have the background to take this course (Prerequisite required in ERJ).
* **Challenge:** Accommodating past grads in the field who want to take the program but cannot afford to be a full time student.
* **Strengths:** Addition of some excellent contract and full time faculty to provide expertise and consistency in key courses
* **Strengths:** small class numbers as the program grows and the kinks get ironed out
* **Strengths:** lots of hands on opportunity
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| **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?**  |
| * **Continued improvement of courses, clean up content and make adjustments that will always come up after a new course and essentially after any course. PROJECT LEAD: All faculty.**
* **Develop a plan to begin an e-learning strategy that will accommodate grads in the field looking to upgrade, I strongly feel there is a large potential market of students, who may not be able to attend classes full time or even be on campus. RESOURCES REQUIRED: Time, multi-media software such as Camtasia, etc. may be required to get lecture material on line, the college already owns this software however it may need to be made available to more individuals. We need money to pay our contract experts to help put their courses in an e-learning format. Without the assistance of these colleagues, I don't think this initiative is possible (ie. Math(s), Woody Plant Propagation, etc.) PROJECT LEAD: Tom Mikel, I anticipate if this project goes forward it would be over a 2 year period, as there are too many other initiatives and people involved to make this all work in a shorter time period.**
* **Establish a small tree nursery operation on campus. This nursery will be used in many different program aspects: propagation in FSTY 76 class, Pruning in FSTY 60, Identification in multiple courses offered on campus, transplanting in using hand and mechanical methods in FSTY 3, insect/pest id and mitigation in FSTY 32. UF internship students mulch and maintain while completing placement. RESOURCES REQUIRED: space, equipment (what we don’t have we can likely rent) such as a mower/tiller to prepare some land, trees- started in the nursery in the winter, mulch/weed control. The biggest issue in establishment will be water availability over the summer and assistance to keep it up over the summer. PROJECT LEAD: Tom Mikel, Katrina Van Osch-Saxon**
* **Hire a co-op placement student for the UFT program for 450 hours over the summer. Potentially partner/share with City of Kawartha Lakes so half of the time is spent on campus maintaining campus trees/nursery and the other half spent with CKL doing inventory, EAB assessment, injections, etc. RESOURCES REQUIRED: funding, cooperation from CKL. PROJECT LEAD: Tom Mikel**
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| **D. Deferred Actions**Record any issues that will need to bemonitored, researched, or deferred for future action. |
| * **None at this point**
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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** |