Program and Curriculum Review
– Updated Spring 2018

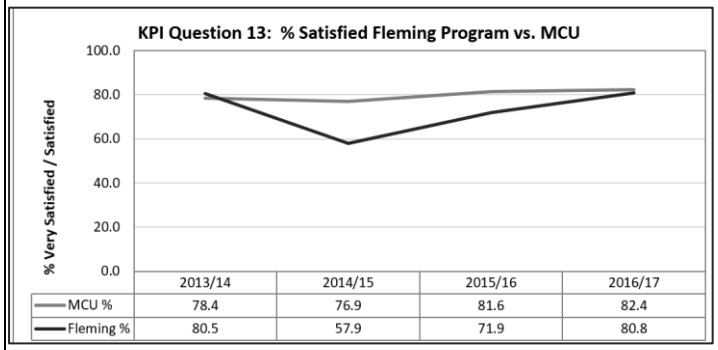
Instructions: Review all information that is stored on your program and curriculum review web page.
https://department.flemingcollege.ca/pcr

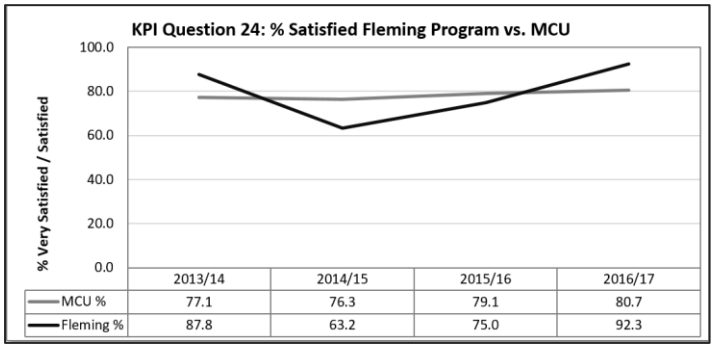
On this template, enter Key Findings only, in brief point form. This is intended to be a reflective, continuous exercise and it is not expected that there will be a written response to every single question. You will work with this document and update it annually. The primary focus on an annual basis will be on the curriculum areas and at the 5 year interval, the document will be a more comprehensive representation of further depth of analysis within each of the sections. Add links to additional information only if you will find it to be helpful in the future use of this document.

Program Coordinator:	Erin Kirk	Associate Dean:	Silvana Macdonald
Program Review Facilitator:	N/A	Date Completed:	June 20, 2018
Program Name:	PreHealth Sciences Pathway to Advanced Diplomas and Degrees	Program Code:	PHS
1.0 Industry Trends and Employment		Summary of Key Findings	
Review and discuss the following: • Industry / sector changes or issues identified by the Program Advisory Committee • Recent labour market data or sector reports as provided by the Fleming Library Researchers. • Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation • Based on the above, do these changes or issues necessitate changes to your program, either immediately, or in the next few years?			
1.2 Labour Market and Employment Trends Review and discuss the following:		This is a pathway program designed to lead to further academic studies vs. direct employment.	

• 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. • Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages	Traditionally, most of the students in the PHS program have had the goal of getting into the Bachelor of Science, Nursing (BSCN) program at Trent University (or other institutions). However, in recent years the program has been attracting students with other goals as well. The proportion of students interested in other programs has increased. Students are asked to complete an Entrance Survey at Orientation or in the first couple of weeks of classes. In the past couple of years, about a third of the students have recorded goals other than BSCN programs. These range from other health science programs (e.g. Medical Lab Technician, x-ray/ultrasound technician) to general science programs (BSC biology or chemistry). Some students are interested in having the year to explore their options and determine what they are interested in.
2.0 Key Performance Indicators Review and analyze the formal Key Performance Indicator (KPI) results for your program.	Summary of Key Findings
2.1 Student Satisfaction In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as *student focus groups*, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience.	**KPI Results for 2017/2018 academic year not available.** **From earlier data:** There is quite a bit of variability in both the scores and the number of respondents to the KPI survey each year. The survey is carried out during class time and students must be present in the class to complete it. One challenge noted with the KPI survey in pathway programs is the phrasing of the questions asking about preparation for the students' "future career". Most pathway students are being prepared to enter another academic program, and for the purposes of this survey they should consider that when answering this question. Effort is made to clarify this question for students before the survey, but that messaging may need to be reinforced when the survey is distributed. The KPI data for two Capstone Questions for the past four academic years is shown below. There was a decline in scores in the 2015/16 academic year, but both questions have shown a steady increase in the past two years. Question 13: OVERALL, your program is giving you knowledge and skills that will be useful in your future career.

Question 24: The OVERALL quality of the learning experiences in this program





Graduates of the program occasionally send unsolicited feedback once they enter their next academic programs. For example, in Fall 2016, some very positive feedback was sent in from a graduate who realized the value of each of the classes in the PHS program after a month or two in the BScN program at Trent. In Fall 2017, a graduate emailed to comment on how prepared they were for the statistics course in their BSCN program thanks to the PHS program.

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<td>2.2 Retention Rate

• Use the IPP (Integrated Program Planning) data that focuses on Retention.

• Review patterns of retention on a semester by semester basis over the last five years.

• Comment on the effectiveness of any strategies adopted to improve student retention.</td>
<td>Retention within the program (from fall to winter semester) is typically quite high. The coordinator and program faculty are committed to a student advising model that identifies students who are struggling early in the semester and directs them towards the appropriate supports (for example Tutoring, Counseling, Financial Aid). This early intervention can help students stay in the program and achieve success in their courses. Students who determine they are no longer interested in the program are advised to withdraw to help protect their academic record (i.e. getting Withdraw instead of failing grades on their transcript).

It is noted that the past two years have had a higher proportion of students withdraw from the program after Day 10. For this academic year (2017-2018) this is likely partially due to the Faculty Strike in the fall semester.

Table 2. Retention and withdraw rates as a percent of students registered in Day 10 of Fall semester.
<table>
<tr><th>Academic Year</th><th>2009-2010</th><th>2010-2011</th><th>2011-2012</th><th>2012-2013</th><th>2013-2014</th></tr>
<tr><td>Retention (%)</td><td>92</td><td>84</td><td>89</td><td>78</td><td>91</td></tr>
<tr><td>Withdraw after Day 10 (%)</td><td>4</td><td>3</td><td>3</td><td>3</td><td>2</td></tr>
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<td>2.3 Graduate Rate

• Review patterns of graduation rates on a semester by semester basis over the last five years.</td>
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<td>2.4 Graduate Satisfaction

• Review patterns of graduate satisfaction and provide comment.</td>
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<td>2.5 Enrolment Trends and Demand
• Your team will review and analyze the patterns in the number of program applicants, confirmations and actual registrants over the past 5 years. You will also examine changes, if any, in the student</td>
<td>The Pre-Health Sciences Pathway to Advanced Diplomas and Degrees (PHS) program has consistent enrolment and retention. The program has one intake in the Fall semester. Students entering the PHS program typically have one or more of the following goals:</td>
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demographic profile and the impact, if any, of this changing student profile on program curriculum.

- Assess whether the program curriculum needs to change based on the above analysis.
- Use the FDR excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis.
- Please review the IPP (Integrated Program Planning) data that focuses on trends related to student demand, and the related 'Situational Analysis' information included for your program – select the Demand Trending Tab and Situational Analysis Tab.

- to improve their average before applying to their next program of interest (have the courses required but not the grades)
- to complete the academic requirements needed for their program of interest (have not taken the required courses)
- to transition in/back to post-secondary studies and prepare for a university level program
- to explore academic and career options before deciding on their next program of interest

Data from the Institutional Research Office shows that the program usually starts with about 50 students in the fall.

It is interesting to note that almost a third of the students in the program are not direct-entry from high school. Many have taken time to work and/or have taken other post-secondary programs before coming into the PHS program. Additionally, about half of the students in the program do not come from within the Fleming catchment area. This is notable as one or both Pre-Health Science Pathway programs are available at all colleges across Ontario. This information could have implications for where and how the program is marketed.

Age and catchment area of PHS students as a percent of Fall enrolment.

Academic Year	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2018-2018**
Out of Catchment (%)	42	46	43	37	42	43	64	53	49
20 + years old (%)	40	34	44	41	30	34	30	29	28

3.0 Program Curriculum	Summary of Key Findings

3.1 Program Learning Outcomes and/or Sector Standards • Review program level learning outcomes in preparation for curriculum mapping (vocational, essential employability skills, general education) • Where applicable review sector standards to ensure program is keeping up with new trends, developments and requirements.	A Program Standard was published by the Ministry of Advanced Education and Skills Development in July 2016. The PHS Program name has been changed to reflect these changes. The program curriculum map was also updated to map the program courses to the new Vocational Learning Outcomes (VLO) in the Program Standard. This mapping process confirmed that all the VLO and Essential Employability Skills (EES) are covered (taught & reinforced) and assessed across multiple courses during the program.
3.2 Program of Study, Course Outlines, Delivery and Program Map • Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester. • Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes. • Collect a cross section of samples of student work as evidence of achievement of learning outcomes. • Reflect and comment upon the variety of methods used to demonstrate program outcomes. • Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes. • Discuss the degree and depth to which the program is providing work integrated learning experiences. • Record the course in the curriculum that covers the college-wide sustainability learning outcome • Review (or create) Program Curriculum Map(s) to ensure that there is alignment of current courses to the overall program outcomes, including the Vocational Learning Outcomes, the Essential Employability Skills, and adherence to the General Education Policy. • Make recommendations to address any gaps identified or improvements required. • Review the program's current admission requirements and their suitability in relation to program rigour and student preparedness.	There were no major changes to curriculum in the 2017 Academic Year. Due to the 5-week strike in the Fall semester, the assessment and topic map was not generated. Some upcoming changes: In the 2018 academic year the order of the math courses will be switched. This will put the algebra/functions based Math20 in the Fall semester. The goal for this is that it will better support the math skills needed in first semester chemistry. Development time in Spring 2019 could be used to increase the number of linked topics between Math20 and chemistry. In the 2018 academic year, the chemistry and biology courses will no longer need to share lab space (as the new labs will be completed). Each course will now have additional lab time, so they will need development time in Spring 2019 to add labs to maximize the use of these spaces.

• Include an updated program curriculum map on your program and curriculum review web page.	
4.0 Strategic Positioning and New Opportunities	Summary of Key Findings
4.1 College and School Alignment • Review program alignment with college priorities such as vision, mission, values, strategic plan, academic plan and the educational mandate, and / or academic priorities of the School.	
4.2 Competitor Programs • Analyze key parallels and differences between this program and those of its closest competitors, where applicable. • Comment on the 'Value-added' program distinctions and their attractiveness to prospective students.	
4.3 Learning Pathways • Comment on recent or anticipated initiatives that promote student pathways including secondary school partnerships, dual credits, program laddering, dual diplomas, and university transfer, articulations, and partnerships. • Identify any new pathways that could be developed.	There is a new articulation agreement with Queen's University. Graduates of PHS who meet the articulation criteria can go into the online Bachelor of Health Science program at Queen's University with some transfer credits.
4.4 New Program or Redesign Ideas • Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances?	
5.0 External Relations	Summary of Key Findings
5.1 Community Partnerships	

• Does your program have significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience? • Are faculty, staff, and student involved in volunteer projects and events?	
5.2 Program Advisory Committee • Comment on the distribution of Committee membership by constituency, sector, and / or region. • Comment on the vitality of the Committee (frequency of meetings, members' level of participation, engagement, and turnover.)	
5.3 Alumni Relations • Describe the type and range of alumnae involvement in the program. • Current and future strategies to engage alumnae in the program.	
6.0 Program Resources	Summary of Key Findings
6.1 Program Revenue and Expenses • Please review Integrated Program Planning (IPP) information for your program. • Are program resources adequate, in the context of program currency and student numbers? (e.g. laboratory equipment, software, library holdings, or tools essential to program delivery and student learning. • Are there opportunities for further program specific external revenue such as sponsorship, grants, donations or gifts-in-kind? • Review the existing revenue and expenses associated with your program using the IPP tool and provide comments below.	
6.2 Faculty and Staff Resources Please comment on: • 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 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. • Hiring priorities over the next few years based on the above.	

Program Improvement Plan

Based on the analysis of your key findings, identify areas that require attention and action in the next 1-3 year timeframe. Ensure that you only recommend actions that reflect the program's priorities and its capacity to achieve them, and record the success of any changes implemented and the means by which they are being evaluated.

Recommended Improvements:	Timeframe	Person(s) Responsible	Action Taken Proceeding = P Completed = C Not Feasible = NF
Review admission criteria in comparison to other colleges	TBD	Coordinator and Chair	P
Development of biology and chemistry courses to add in additional labs	Spring 2019	Coordinator and Science faculty	
Development of Math20 and chemistry to increase linked topics in Semester 1	Spring 2019	Coordinator, science and math faculty	
Generate topic and assessment maps	Fall 2018	Coordinator and teaching team	
