**Curriculum Renewal:**

**Analysis and Action Plan Template 2014/15**

| **Program Coordinator:**  | **Theresa (Tracy) Finlay** | **School:** | **School of Environmental & Natural Resource Sciences** |
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| **Program Code:** | **GSN** | **Date Completed:** | **June 12, 2015** |
| **Program Name:**  | **The General Arts and Science – Environmental and Natural Resource Studies Option** |

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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. Identify any new or emergent *industry or sector* related issues and trends over the past year that will impact your program?
* ***GSN is a pathway program into diploma programs (Ecosystem Management Technician, Environmental Technician, Fish and Wildlife Technician, Forestry Technician, Resources Drilling and Blasting); trends in industry are varied and related to programs of interest***
	1. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of your program?
* ***As of January 2015, the GSN program is part of SENRS rather than GAS. In previous years, the PAC for GSN was a part of the overall GAS PAC. Will have to investigate the potential for developing a specific PAC for the GSN program***
	1. What information / observations have been generated via faculty and staff professional development, engagement in sectoral and profession associations, or involvement in community and employer networks connected to the field?
* ***GSN as a program is interdisciplinary and involves many different fields of study. Instructors in each discipline bring their own development/involvement to specific courses***
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| **2. Curriculum Development*** 1. Identify any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, and/or assessment practices.
* ***Field Camp (APST96) – introduction of ORKCA canoe certification***
* ***Career and Workplace Essentials (ORGB15) – became a blended model (2 hour in class and 1 hour online)***
	1. Does the current curriculum align with the college’s e-learning strategy which strives to have all Fleming graduates experience technology enhanced learning in each semester of their program? Identify courses where possible.
* ***Semester 1:***

***COMP345 - Working in the Windows 7 environment, this computer course introduces the student to computer basics (computer terminology, e-mail, file management) and the application and use of word processing, spreadsheet, and presentation software using Microsoft Office 2013**** ***Semester 2:***

***Geospatial Techniques (GEOM36) - This course is designed to introduce students to spatial concepts and mapping. Students will learn to read and understand maps commonly used in the industry today, collect spatial data using modern methods, use and integrate data using a Geographic Information System, and apply recognized cartographic standards to create maps for use in their field of study.******Career and Workplace Essentials (ORGB15) - This course examines themes, trends, and challenges that impact the Canadian workplace and therefore individuals in their careers. An overview of business/organizational functions, organizational structure and behaviour will be examined. Students will have the opportunity to explore the factors that have an impact on their job performance, satisfaction, and job fit. Through self -assessments students will understand their working style and how their approach to work impacts themselves and others in the workplace. Now a blended model (2 hours in class; 1 hour online)**** 1. Does the current curriculum align with the College’s Strategic Plan to *“infuse sustainability across the curriculum and across the student experience so that graduates understand and address sustainability issues.” (Goal 3.3)* Please identify which courses/experiences in the students’ program that sustainability issues are addressed.
* ***Environmental based courses reinforce the concept of environmental sustainability***
* ***Skills for Stewardship and Sustainability (NATR)***
1. ***acquire and apply, at an introductory level, skills and knowledge in the environment/natural resources field to the study of stewardship and sustainability.***
2. ***differentiate between economic, social and environmental approaches to sustainability and their relationship to each other.***
3. ***develop a personal understanding of stewardship and sustainability and the qualities that contribute to leadership in the environmental and natural resources field.***
	1. Identify any recent or anticipated initiatives that promote student pathways including partnerships with high schools, program laddering, university transfer / articulations, or continuing education?
* ***Coordinator presentation on Thursday June 12, 2014 to discuss GSN program with the PVNC Heads of Guidance***
	1. Identify any new competitor programs and/or re-positioning of existing programs?
* ***No new competitor programs (Algonquin College continues to offer General Arts and Science – Environmental Studies)***
	1. Identify if there are any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?
* ***N/A***
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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)**\_X**\_ Field Work (Direct Supervision)\_\_\_ Co-op\_\_\_ Applied Project / Applied Research Project* ***GSN students attend Field Camp as a separate course (APST96) completed in four days at a remote location away from the campus. It begins in Week 2 of the first semester. Students must be prepared to attend the camp and complete the credit in that time period.***

 * 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?
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| **4. Student and Graduate Satisfaction**4.1 Comment upon this year’s Key performance indicators (KPI # 4, 8, 9, and 11) regarding student and graduate satisfaction (\*reference Fleming Data Research website)***For 2015 data (from FDR website - Program Review Summary with Interactive Charts)**** ***KPI4 – 100% (not that only one student responded to the graduate survey)***
* ***KPI8 – 75% (n=8) (lower than college and slightly lower than MCU)***
* ***KPI9 – 92% (n=8) (above college and MCU)***
* ***KPI11 – 92% (n=6) (above college and MCU)***

***Student really enjoyed camp and practical labs/skills. They commented that they saw less of these in their second semester (may have affected Learning Experience KPI)***4.2 Review and discuss student retention on a semester by semester basis over the past year.* ***In Fall 2014, GSN program started with 14 students***
* ***11 students continued to second semester (Winter 2015) with one on reduced course load (reasons for not continuing included difficulty with material, health reasons, moved to academic upgrading)***
* ***8 students graduated from the program (unsuccessful in math)***
* ***7 students continuing in SENRS program/1 student to Trades and Technology***
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| **B. Curriculum Strengths and Challenges** Summarize the curriculum strengths and challenges identified by the team.  |
| **Strengths*** **Field camp experience is often considered the highlight for students**
* **Many of the students in GSN often progress to other diploma programs**
* **Small class sizes allow for a lot of interaction with instructors**

**Challenges*** **Students take CFS courses and hear about CFS information, but are in their own program. Sometimes creates confusion (e.g. GSN students do no take all day field trip)**
* **GSN students miss classes for Week 2 field trip on Thursday/Friday; makes it difficult to reschedule CFS classes/labs**
* **Small cohort; not many students in GSN**
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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?**  |
| * ***Investigate the feasibility of a PAC for GSN program (by September 2015)***

*GSN moved from GAS to SENRS in January 2015. The GSN program used to be part of the overall GAS PAC, so currently there is no outside feedback about the program. Coordinator (Tracy Finlay) will discuss with chair (Mary Ann Fader) about next steps** ***Increase Awareness of the Program (by February 2016)****The size of the GSN cohort continues to drop over the past few years. Need to develop a plan to increase promotion and awareness of the program. Coordinator (Tracy Finlay) will work with marketing to discuss options for increasing awareness.*
* ***Work with CFS to integrate GSN into the all-day field trip (by September 2015)***

*GSN students take CFS courses, but are not currently included in the new all-day field trip for the CFS students. Coordinator (Tracy Finlay) will connect with CFS coordinator (Thom Luloff) to see if the students can be included in the assessment.* |
| **D. Deferred Actions**Record any issues that will need to bemonitored, researched, or deferred for future action. |
| * ***Field camp is moving from the Haliburton Scout Reserve to Bark Lake. Evaluate whether the new facility meets the needs of the camp***
* ***GSN students will take Data Management in first semester instead of COMP345. Make sure the curriculum change works in the program***
* ***Continue to monitor similar programs at other colleges***
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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** |