**Template for Program Review**

**Instructions for use of template:**

The following template is designed to guide the self study. Reference to background documents may be required.

The first column “**Indicator”** provides a list of key program indicators to guide the team’s thinking and discussion.

The second column “**Summary of Key Findings”** provides space to capture the outcomes of the discussion, which should be summarized in point or note form.

If supporting documentation is required, it should be referenced in the template and included as a separate attachment.

**Program Review Self Study Template**

**Version June 18/2012**

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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 | Emergent themes:  Adventure pursuits, that grads will be involved with, are predominantly recreational and the recreational adventure market is growing. In particular seniors and families are becoming more active in adventure based recreational activities (OTMPC Target Segment Profiles, Ontario, July 2009)) and activities that are growing in popularity are hiking, cycling, and snowshoeing. These population segments and versions of these pursuits are all currently included in course content in OAS so no adjustments need to be made in the curriculum to respond to these industry trends.  Program Alignment:  The OAS is well aligned to the labour needs of seasonal entry level outdoor centre and/or summer camp staff. As well, depending on experience and certifications, some OAS graduates are well equipped to co-lead or in some cases, lead canoe trips for summer camps. This is particularly significant in that the Advisory Committee (April 2012) noted the gap in summer camps being able to hire competent, qualified canoe trip leaders.  Labour Market Data/Sector reports:  NOC6441 standards have identified Oral Communication as the number one skill required for local tour guides. While OAS is not a travel and tourism program, students may end up guiding so this is an important skill of OAS graduates in which to have competence. |
| * 1. **Program Advisory Committee Feedback**   **Review / discuss:**   * Key regional issues identified by the Program Advisory Committee that may not have emerged in labour market data * The Advisory Committee’s assessment of the response, or capacity to respond, to the above issues or trends | A PAC meeting in April 2012 identified that there are jobs in this field if the employee is willing to take on a number of tasks (interpreter, guide, office duties, marketing, driving/shuttling, food prep and packing, cabin supervision to name a few) other than just those of Outdoor Adventures. A second trend is the number of older people who wish to participate in outdoor activities either recreationally or as tourists. This population has some unique characteristics that need to be addressed compared to a younger population. There is also a growing Asian tourist population that is emerging in the Adventure Tourism circuit that require special attention to meet unique travel needs. The advisory committee also noted the need for customer service training either as a course or integrated across the curriculum. The Program Coordinator and Program Faculty noted that customer service skills are embedded in the Intro to Adventure Tourism course, the Leadership Course and the Risk Management Course. Also, as noted above, the Advisory Committee noted the gap in summer camps being able to find quality, certified canoe tripping staff. |
| **1.3 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 | Industry Involvement:   * All certification and training experiences are conducted by industry experts and held on site (i.e. outdoor education centre, camp, tourism operation) when suitable to do so, so students have excellent exposure to industry staff and facilities in Ontario.   Professional Learning:  Val – re-certified first aid and CPR, re-certified ORCKA canoe instructor  Rick – Wilderness First Responder , Leave No Trace trainer, ORCKA Canoe Tripping Instructor, Hike Ontario Certified Hike Instructor  Professional Affiliations:  Val – ORCKA, The Ontario Ecotourism Society, Council of Outdoor Educators of Ontario  Rick – ORCKA, Hike Ontario Board Member  Community Based Projects:  Val – Grade 8 program days in conjunction with Bryan Broughton at Central Senior Public School in Lindsay in the Adventure Programming and Interpretation course.  Rick – Currently managing requests for support from Mariposa Public School, Lindsay to facilitate a winter carnival day.  Neil – Trail Design course resurfaced the walking bridge in Omemee and continues to work with Northumberland Forest to repair and construct trails. |

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| **2.0 Curriculum Development and Framework** | **Summary of Key Findings** |
| **2.1 Curriculum Framework**    **Review / discuss:**   * The program faculty’s approach to, and philosophy of, teaching and learning | Unanimously experience based philosophy. While it is not always possible to teach experientially, faculty work hard to integrate as much practical application and hands on experience as possible – some content is certainly more challenging in this regard (i.e. risk management, market trends in adventure tourism). Faculty also take time to provide support to individual learners, Rick in particular is very responsive to student’s individual certification needs. |
| **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 | * Drop Customer Service course and develop program planning/interpretation course to add to complimentary skill set * review field camp experiences with the team-discuss changes/improvements-for Canoe trip in Sept 2012 ORCKA certification level will be judged based on student effort and skill as opposed to simple trip participation in order to access for Level One or Level Two instead of blanketing all students at Level One. * Review implications of extending canoe trip to 5 days from 4 days (cost, staffing, curriculum impacts) * Winter Field Camp pull out the dogsledding half day and offer it as a separate experience in winter 2013. * Winter Field Camp added snow shoe hike and the cookout and the winter ecochallenge in winter 2012 and also took dogsledding out of the three station rotation and had students participate in a mass half day dog sled experience enroute to field camp. * Revision of course content in Leadership in light of diploma and need to interpersonal skill development (Nancy, spring 2012) in progress * Adventure Program Planning and Interpretation to be modified significantly. In discussion with Tim Horton’s March Break camp to staff this camp with OAS students as part of this course (Nancy/Rick spring 2012) in progress * **The portfolio development course has not been as effective as it could have been. In light of the new program and the requirement for Communications courses, this course will be examined for its suitability for a Communications course similar to those offered in the skilled trades certificates.**   Success of change:   * Interpretation skills are a more directly applicable skill set and we have been able to move this course to be more active learning which has improved student satisfaction because they indicate a preference for “doing” * Winter 2012 field camp ran more smoothly because the three stations were more balanced but the dogsledding experience did not meet expectations hence it will be changed again for winter 2013 as indicated. |
| **2.3 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.   **Submit an updated curriculum map as an attachment.** | Updated curriculum map attached.  Alignment:   * The vocational outcomes and the course outcomes are well aligned. In light of the development work done for OAE, the vocational outcomes have recently been reviewed and updated. Course outcome modifications will happen based on the curriculum renewal items noted in section 2.2 of this document.   Distribution:   * The Vocational outcomes are well distributed amongst the courses in both the first and second semester. **The exception is the Portfolio Development course and this will be reviewed in light of the new diploma offering.** |

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| **2.4 Curriculum Sequencing**  **Review / discuss:**   * The extent to which course content, levels of learning, and assessment methodology are successfully sequenced and aligned between courses and across semesters | Sequencing:   * It is noted that students are requesting greater depth of learning in the second semester (PAS April 2012). * Course content and assessment methodology is deemed to be working well. |
| **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 or hybrid courses * The rationale for, and appropriateness of, these delivery modes in relation to program learning outcomes | This program is highly applied with much of the learning occurring in the field. As an outdoor skills-based program two days of the week are dedicated to learning these skills as well as a variety of other experiences including field trips and field camps.  Future course work will promote greater applied learning opportunities as demonstrated with the course development work happening in Introduction to Outdoor Programming and the core of this course now happening at the Tim Horton’s Memorial March Break Camp.  Tabled to review delivery mode of certification and training portion of the OAS program in Fall 2013 to be more integrated into the course content. |
| **2.6 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 | Approach:   * Generally speaking, the program approach to evaluation would be to provide as much variety of evaluative experiences as possible. Included currently are performance based assessments, reflections, WebCT tests (short answer and multiple choice), case study, presentations, book reports, article reviews, logs and journals, research reports, and peer reviews.   Balance and Frequency:   * Summary of assessments across the curriculum is attached * There is good distribution of work across the front and back 7 weeks of both semesters. * The variety of assessment methods enhances the appropriateness of the assessments as they relate to course and vocational outcomes. |
| **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 | Diversity in the Curriculum:   * Diversity is addressed indirectly in the Outdoor Adventure Leadership course, the Introduction to Outdoor Programming course and the Introduction to Adventure Tourism course in that concepts related to leadership styles, learning styles, and consumer demographics all reflect the diversity of the culture we live in. As well, students choose presentation topics and these topics often reflect the diversity of society.   Faculty support for diversity:   * Faculty support and respond to students as individuals – there is nothing more diverse than that. |

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| **2.8 Credentials Framework**  **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 rigor and student preparedness | The program is well-suited to an Ontario College Certificate level. There are no provincial standards for this program and the program description outcomes were designed specifically for this niche program.  Admission requirements:  Workplace English and completed grade 12. Both Rick and Val feel that there is currently a good match here to intended student ability. The challenge academically can be the limited curriculum rigor for post graduate students but in contrast these students can often be challenged by the physical nature of the program activities. |
| **2.9 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 | The development of the Diploma in Outdoor Adventure Education (scheduled to launch September 2013) is the most obvious pathway for students completing the OAS program at Fleming. The OAS PAC (Nov 2011) noted that the “success of the OAS certificate program is that it provides leverage for students to move on to more education”. While students are well positioned to enter the OAE program at Fleming, they are just as well positioned to be successful in other SENRS programs – the outdoor training offered in OAS compliments nicely a range of SENRS programs.  OAS graduates are also well positioned to apply to the Recreation and Leisure program at Fleming’s Brealey Campus.  Articulations:  Coordinator Rick Whitteker noted that once the OAE program is established, it may be timely for OAS to explore some articulation agreements, initially with Algonquin College and Lakehead Univeristy. |

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| **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 | KPI 4; Graduate Satisfaction with Generic and Vocational Learning Outcomes continue to improve with this program from a low of 70% in 2009 to a current KPI of 83%. The overall college score for this KPI is 87%. There are no system scores as this is a unique program with no comparator data. Student satisfaction with their learning experience (KPI8) is high at 91%, higher than the college average of 81%. Student satisfaction with teachers (KPI9) is 88% higher than the college average of 75%. Graduates are highly satisfied with this program (KPI11) with an average of 91% much higher than the college average of 83%.  Learning Support Services Summary:  “The demand for LSS support in OAS is pretty minimal. Most years we have 1-2 students who need help with Introduction to Adventure Tourism and/or Outdoor Adventure Risk Management and occasionally Ecosystem Skills. Last year (2011/2012) we had no requests for support. Support is usually provided by a student currently enrolled in the program by recommendation of Rick Whitteker. Should also mention that although those are the courses where students may typically need help, we will provide support for any course.” (Kathleen Conway, LSS, Frost, May 2012) |
| **3.2 Other Measures of Student and Graduate Satisfaction**  **Review / discuss outcomes from:**   * Student or graduate focus groups * 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 | Three students presented their views of the program at the April 2012 Program Advisory Committee Meeting. All three students reported their positive experiences with the program. Two of the students have related jobs and one student is continuing in education at a university. The students all enjoyed the applied nature of the program especially the field camps  Informal Input:  Concern that in the winter semester, the outdoor training is limited – propose to beef up the winter certification and juggle this with the Bronze Cross certification that happens in the winter.  Students have requested the portfolio/career course to happen in the Fall Semester. The challenge here is that the Fall is a much more conducive time of year to be outside and active – the portfolio course is all classroom based and so is better in the winter semester and students move into resumes immediately in the course in the winter. |

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| **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 | Six months after graduation, no students were in working-related positions according to the 2011 data (KPI3). However, students often fail to report what they consider to be working-related such as work at a resort. In 2011, according to KPI4, 77% of the graduates were working. This is lower than the college averages of 53% and 82% respectively. |
| **4.2 Other Graduate Destinations**  **Review / discuss:**   * Alternative graduate destinations such as further education, international opportunities, volunteer service, or other experiences | See comments in section 2.9 of this report.  Again, as noted in the Nov 2011 PAC meeting, the “success of the OAS certificate program is that it provides leverage for students to move on to more education”. |

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| **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 | College Alignment:  The program aligns with the college priorities and values including a focus on applied learning and sustainability. Through field camps, camping experiences and learning outdoor skills, learners earn certifications and the correct techniques while respecting and protecting the environment.  Students develop solid relations with their faculty who work closely with them in the outdoors and in class which aligns with the college vision to support learners. With the development of a second program in Outdoor Adventure Education, students are provided a laddering opportunity into the third semester of the new program aligning with the college's priority of providing a variety of pathways within and between the college's program offerings.  The program also provides training and skill development in skills for personal and career success with courses and content that includes the development of team skills, interpersonal skills, portfolio development, and customer service.  Frost is currently refining a new vision and this program will fit this redefined vision as it continues to develop. |
| **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 | Parallels/Differences:   * OAS differentiates from the Algonquin College program as it is not business/technically focused. Algonquin College is a great program, but it is heavy focused on the “hard” skills. OAS focuses more on the “soft” skills and providing a sampling of outdoor pursuits and learning related to the outdoors. * It is noteworthy that Canadore College’s West Parry Sound Campus is launching, in Sept 2012, an Ecotourism Certificate program that is quite similar to OAS with respect to its course listings but the Canadore program requires students to pursue their certifications beyond the classroom and pay for these certifications outside of their tuition. The entrance requirements for the Canadore program are also higher than the entrance requirements for OAS. Students applying to the Ecotourism certificate program at Canadore require OSSD at or above the general level. For September, Canadore is targeting an enrollment of 15 students for this program.   Value Added:   * At the April 2012 PAC meeting Linda Skilton commented that “students will choose a program such as Outdoor Adventure Skills specifically to earn the skill certifications offer, but are not interested in following through to graduation. She also noted that students who have not graduated from the program have told her they had enjoyed very meaningful experiences within the program, even though they didn’t graduate * The following is also noteworthy from the April 2012 PAC minutes, “In reference to the “tasters club” comment, Linda Skilton indicated that **this program is hitting the mark** in giving students a taste.” |

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| **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 | Changes:  Male/female ratio remains consistent; get a few mature students (4/5); limited diversity; limited technical literacy and these appear to be relatively consistent in the last 5 years therefore this has had almost no impact on the curriculum. |

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| **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 | Adopted Strategies:  Once a student is informed that they are on academic probation they are to contact Rick and make an appointment before the 2nd semester starts. The Coordinator and the student discuss strategies (LSS needs to counseling to faculty/coordinator support) and a written contract is drawn up – students are them expected to meet weekly to monitor their success in implementing these new strategies. The Coordinator indicates that this process has modest effectiveness in promoting student success because some students don’t buy in and don’t make the effort to change their behavior. |

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| **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 | Current Alumnae Involvement:   * Assist with Fall field school canoe trip * Some class participation (knot tying, job opportunities)   Future Alumnae opportunities:   * Include an alumnae on the Advisory Board |
| **7.2 Community Relations**    **Review / discuss:**   * Significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience * Faculty, staff, and student involvement in volunteer projects and events * Contributions to the not for profit sector such as committee or board service by program-associated faculty and staff * Community recognition in the form of student bursaries, awards and scholarships | Reel Paddling Festival profits from this event are donated annually to the Lindsay Boys and Girls Club)  Buckhorn Heritage Day  Mariposa Public School Winter Carnival  Kawartha TransCanada Trail Event  Boys and Girls Club Indoor Climbing Wall Training (proposed for Winter 2013)  Tim Horton’s Camps partnership (staff March Break camp)  Board Membership:  Rick – Hike Ontario  Val – the Ontario Ecotourism Society  Student Award:  Voyageur Quest Achievement Award – donated by Voyageur Quest which acknowledges the student who consistently applies himself/herself to the program with a positive attitude and hard work furthermore, the successful student demonstrates a passion towards challenge, exploring and learning through adventure. The recipient is chosen by the Faculty.  Propose to approach Tim Horton’s Camp for a student award in 2013. |
| **7.3 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. | Currently there are 8 active PAC members and two additional members listed who could be declared inactive (Dave Taylor, Alex Smith) and one who has resigned (Sean Pennylegion).  The OAS Coordinator feels there is a good mix of representation both regionally and sectorally. The Committee meets once annually and there is a good level of engagement from committee members with most making the effort to attend face to face and where that is not possible members join by conference call. |

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| **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 | Faculty/HR/Current Staffing Levels:   * Coordinator Rick Whitteker Partial Load Faculty and Permanent Part Time Technician * Faculty Val Bishop Full Time Faculty * Faculty/Technician Nancy Thompson Part Time Faculty and Part Time Technician * Faculty and Technicians associated with Ecosystem Skills Course * Faculty Neil Steffler and Technician Eileen MacDonald for Trail Design and Construction Course   Faculty profile:  Rick – Bachelor of Education and Honours BA; 20 years of outdoor education teaching experience  Val – Honours Bachelor of Outdoor Recreation, Bachelor of Science, Master of Arts in Education; 25 years of outdoor education teaching experience.  Hiring Priorities:   * None anticipated   PD:   * Wilderness Navigation (Rick) |
| **8.2 Physical Resources**  **Review / discuss:**   * Program costing information * Scope of current program resources such as laboratory equipment, software, library holdings, or tools essential to or which enhance program delivery or student learning * The adequacy of above resources in the context of program outcomes, program currency, and student numbers * Program specific external revenue such as sponsorships, grants, donations or gifts-in-kind * Other externally generated revenues, if applicable | Operating Budget of $79,000 for 2011/2012 academic year.  The current program resources are mainly camping equipment and tripping gear as well as some props for initiative activities and these resources sufficiently meet the needs of the program. Canoes (24) are the exception, they are old and inadequate tripping boats. A gradual upgrade is suggested over the next 5 years (replace 8-10 boats over the next 5 years).  External Revenue:  n/a  Reel Film Festival – 100% of profits are donated back to the Boys and Girls Club of Lindsay. |

File report in:

**S:\shared data\CLT\:*< School name*>: <*Program Name*>: Program Review Report**

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:** |  |  |
| Upgrade canoes - 8 to 10 boats over next 5 years | Coordinator | 2017 |
| Review and change delivery model of certification and training | Coordinator and Faculty | Implemented 2014/2015 academic year |
| Upgraded equipment storage area | Facilities Manager and Program Coordinator | 2014 |
| Monitor General Education course – currently Professional Portfolio Development GNED33 | Rick Whitteker | Fall 2012 |
| **Explore offering a communications course in second semester. Most certificate programs do have one Communications course and this would help prepare students who wish to ladder into the diploma program.** |  |  |
| **Review curriculum alignment between the certificate program and the new diploma program to address any gaps incoming students may have if they choose to continue to the diploma.** |  |  |
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