**Curriculum Renewal:**

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

| **Program Coordinator:** | **Maha Elnaggar** | **School:** | **Trades & Technology** |
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| **Program Code:** | **WIN** | **Date Completed:** | **Jan.-30-14** |
| **Program Name:** | **Wireless Information Network** | | |

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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?   The evolution of wireless communication systems and networks in recent years has been accelerating at an extraordinary pace. It has become a global phenomenon that presently outstrips the ability of commercial organisation to recruit personnel equipped with the necessary blend of technical and managerial skills who can initiate and manage the introduction of the new emerging technologies in network and wireless systems   * 1. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program?   .   * 1. 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? * Faculty and staff noticed that students with electronic background have difficulties to understand computer courses and students with computer background have difficulties to understand electronic courses. * Coordinator noticed the duplication of material in many courses * Coordinator noticed by scanning many job posting of wireless communication market that three important skills are required by wireless industry market and not covered in the WIN program   + Embedded design   + Programming skills   + Digital signal processing capabilities   1. Are there new or changing employment trends in the industry or sector?   Based on the search made by the coordinator for wireless network market and faculties it was found the need of a graduate who is equipped with skills in 1- network Adminestrati8n, 2- electric communication, 3 hardware embedded programming. The following is a job posting by           * 1. What are the curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness?   Our first group have not graduated yet, so no enough feedback has been receive from employers |
| **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.   Yes, many changes are suggested by the program coordinator based on the feedback received from staff faculty, students, and by comparison with program covered by other colleges and universities and by investigating job posting on the web  ,   * 1. 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?   Some of the courses can be presented on lines. Some other is difficult to be presented on line. However all lectures can be presented on line. But not all labs can be on line   * 1. 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?   Based on the changed suggested for this program, the learning outcome can be considered as a postgraduate diploma after the BS.c. that prepare the student to apply in a master degree in any Canadian or international university offers a master degree in wireless communication such as waterloo university in Canada or Brunel university un the U.K   * 1. Are there any new competitor programs and/or re-positioning of existing programs?   At level of colleges we have the following Humber college & George Brown college         * Humber college is 2 semester graduate certificate program * George Brown college is CISCO partner   **The Conclusion is that no program is similar to WIN program at Fleming College**  At level of universities, the is Waterloo and Brunel in the U.K   * 1. Are there any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?   Win program itself is a new program offered to serve the need of wireless technology market   * 1. What is the progress made from the last curriculum renewal initiative?   The suggested changes are to:   1. strength the weakness of student from different background, 2. to remove redundancy in some courses, and 3. to add more strength to the program by adding courses reflects current need in the market and presents Fleming college as distinguished college among others |
| **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)   * Field Work (Direct Supervision)   --- Co-op   * Applied Project / Applied Research Project   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?   Yes, it is in alignment with the applied learning frame work   * 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? |
| **3. Student and Graduate Satisfaction**  3.1 Key performance indicators # 4, 8, 9, and 11 (see **Appendix of Curriculum Guide** for adscription of these).    - There are many reasons for students dissatisfaction about teachers which are:  1. Most of instructors developed their courses without doing real effort to integrate the contents of their courses with courses developed by other instructors to avoid replication or overlap between courses  2. The electronic courses were not prepared with updated information about its applications in computer network field  3.Instructors of the program, were not aware of the weakness that student of electronic background have in computer and network courses or the weaknesses that students with computer background have in electronic so they developed their courses without consideration of how to prepare their courses to be suited for students with different backgrounds  4. Some of the external applied projects assigned to students do not apply all the learning skills that the students earned throughout the program while the internal project offered by the instructors of WIN program were careful to offer projects that combines most of the skills the student learned  5. lack of programming, FPGA, and digital signal processing courses reduces the capabilities of our students to compete in jobs’ market   * 1. Review and discuss student retention on a semester by semester basis over the past year.   The feedback I received from the students during my discussion with them in October 2013 reflects there needs to focus in semester one to strength their weaknesses and improve their skills in programming, electronic circuits, and computer architecture as well as focus more on technology such as black berry, Ipad and GPS  The college does not offer any help to place the students while other colleges such as George Brown offer this service for its students |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. |
| * Strength the weakness of student from different background, * To remove redundancy in some courses, and * Add more strength to the program by adding courses reflects current need in the market and presents Fleming college as distinguished college among other |
| **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?** |
| 1. Contact for course accredit by expected employer could start immediately after academic approval 2. The plan can be applied step by step on semester bases starting with semester 1 of fall 2014 Please see attached proposal for information about required recourses and budget |
| **D. Deferred Actions**  Record any issues that will need to be monitored, researched, or deferred for future action. |
| 1. Budget and resource for first semester can be prepared 3 months before September 2014 2. Budget and resource for second semester can be prepared 3 months before January 2015 3. Budget and resource for second semester can be prepared 3months before September 2015 |
| **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** |

**Program Performance Indicators**

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| **Key Program Indicator**  **Measuring Student Success and Interest** | **Definition of Indicator**  **(where applicable, data will be collected for two intakes fall and summer)** | **Method for Obtaining Results** | **Proposed Benchmark** |
| 1. Graduation Rate | Graduation Rate as defined by MTCU | Data will be compiled by Fleming Data Research as per the guidelines prescribed by the Ministry | Top in province or a 3% year over year improvement |
| 2. Overall Employment Rate | % of students contacted 6 months after graduation who were employed during the reference week | Data will be obtained annually from the graduate survey conducted by Forum Canada Research | Top in province or a 3% year over year improvement |
| 3. Related Employment Rate | % of students contacted 6 months after graduation with related employment during the reference week | Data will be obtained annually from the graduate survey conducted by Forum Canada Research | Top in province or a 3% year over year improvement |
| 4. Achievement of Generic and Vocational Learning Outcomes | # of students satisfied/very satisfied divided by the number of respondents to Q 31 A & B, Q 73 A & B + Q32 C-K & Q 73 C-K respectively, on the Ministry graduate outcome survey | Data will be obtained from the Ministry-approved graduate outcome, graduate satisfaction survey | Top in province or a 3% year over year improvement |
| 5. Achievement of Original Enrolment Target | Determination of whether or not original enrolment target from financial planning document was achieved | Data will be compiled by Fleming Data Research in collaboration with the registrar | **System info not available** |
| 6. Applications | Aggregate ratio of first, second, and third choice applications to original enrolment target from financial planning document | Data will be compiled and analyzed by Fleming Data Research | **System info not available** |
| 8. Student Satisfaction with Learning Experiences | # of students satisfied/very satisfied divided by the number of respondents to Q 13, 14, 26 on the Ministry student satisfaction survey | Data will be obtained from the Ministry Student Satisfaction Survey | Top in province or a 3% year over year improvement |
| 9. Student Satisfaction with Teachers | # of students satisfied/very satisfied divided by the number of respondents to Q 15, Q16, Q17, 18 & Q20 on the Ministry student survey | Data will be obtained from the Ministry Student Satisfaction Survey | Top in province or a 3% year over year improvement |
| 11. Graduate Satisfaction  with Various Aspects  of the Program[[1]](#footnote-2) | # of students satisfied/very satisfied divided by the number of respondents to Q22 A-F, Q 34 on the Ministry graduate satisfaction, graduate outcome survey | Data will be collected by Forum Research Canada and analyzed by Fleming Data Research | Top in province or a 3% year over year improvement |

1. KPI # 7 and #10 analysis not provided [↑](#footnote-ref-2)