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| 1.1 [Industry and Sector Trends](http://flemingcollege.ca.libguides.com/c.php?g=352050&p=2928274&preview=b95f54d7aac762d4b69c9999be1eab9a)  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? |
| *Please summarize your findings here:*  Spring 2016  The General Arts and Science College Health Science Program (GHS) is a pathway program designed to provide learners with the opportunity to prepare for entry into college health science programs.  Fleming College reserves 25% of seats in the following programs for GHS graduates with a minimum of 70% overall program average:   * Paramedic * Practical Nursing * Massage Therapy * Occupational Therapist Assistant/Physiotherapist Assistant * Fitness and Health Promotion * Health Information Management * Biotechnology Forensics Advanced * Pharmacy Technician   All students who have applied to one of the above programs and are not accepted are given alternate offers to the GHS program.  Data collected by the coordinator indicates that at least 50% of the 2014/2015 GHS students entered the program via an alternate offer.  The Provincial Heads of Health Sciences group has been working to standardize core Pre- Health Science program curriculum across the province.  This has resulted in an MOU which outlines a revised “Pre-Health Sciences Pathway to Certificates and Diploma” program. The majority of Ontario colleges will be aligning their Pre-Health Science programs to the suggested standards for the “Pre-Health Sciences Pathway to Certificates and Diploma” program and/or the “Pre-Health Sciences Pathway to Advanced Diploma and Degree” program specified in the Pre-Health MOU.  As outlined in the pre-health sciences project report entitled “Pre-health college to college alignment of policy, practice and program learning outcomes to facilitate student mobility and inter-college admissions and credit transfer report”, the intent of this MOU is to facilitate student mobility among colleges and programs.  (S: shared data/GAS/GA$S Program Related/GHS/Curriculum Renewal Spring 2015/Provincial MOU)  In the spring of this year Fleming College agreed to the guidelines of the MOU and is working toward revising of the program curriculum to meet or exceed the standards outlined for the ‘Pre- Health Sciences Pathway to Certificates and Diploma” program by the Fall 2016 academic year.  It is unclear how the new Pre-Health Sciences Pathway standardization will affect interest and enrollment in the GHS program.  If colleges decide to give admission preference to oversubscribed programs to students with Pre-Health Science Diploma to Degree certificates over students who have earned Pre-Health Science Certificate to Degree certificates it may decrease interest in the GHS program. If the MOU does, however, satisfy its intended purpose of facilitating movement between institutions our program may see increased interest as student pathways to other college science programs such as Veterinary Technician, Respiratory Therapy and X-ray Technician may be more accessible.  It is also important to note that as a result of specifications in the MOU the Massage Therapy and Biotechnology Forensics programs will be removed from the suite of health programs at Fleming College which offer reserved seating for GHS graduates.  According to the MOU guidelines students wishing to meet the entrance requirements for these programs will need to complete the Pre-Health Sciences Pathway to Advanced Degree and Diploma program (Preparatory Health).  The GHS coordinator attends and participates in the annual Pre-Health Coordinator meeting to obtain current information regarding the status of the MOU and information indicating how other colleges are handling admissions details and mobility. |

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MTCU approval was obtained in July 2016 for the Vocational Learning Outcomes and Essential Employability Skills for Pre-Health Sciences Pathway to Certificates and Diplomas programs The six Vocational Outcomes and associated Elements of Performance can be reviewed at [Pre-Health Sciences Pathway to Certificates and Diplomas Program Standard](http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/health/prehealth.pdf).

With the new Ministry Standards, the Certificates to Diploma program is no longer the pathway program for the Massage Therapy and Biotechnology programs. It is not clear what impact this change may have on GHS enrollment. In addition, each year several GHS students apply to Veterinary Technician/Assistant programs at other colleges. Until this academic year, the GHS program was the accepted pathway program to these programs. However, with the advent of the new standards, the admission requirements for these programs have become quite variable across the colleges. For example, Sheridan College now requires a 70-72% HOAE test result and 12U equivalents for English, Math and Sciences while Northern College is still accepting GHS graduates. It is expected that this variation will result in challenges with respect to student pathway program choice and advising.

It is important to note that not all of the Ontario colleges are offering both Pre-Health Science pathway programs. Ten of the twenty-four colleges offer only the Pre-Health Science Pathway to Advanced Diplomas and Degrees program (including Fanshawe, Cambrian, Georgian, Humber) (file link) . There does not seem to be a clearly defined policy regarding ranking or preferential admission of students to programs such as PMD or PN based on the pathway stream taken. Currently, at Fleming College, seats are reserved for GHS students in the PMD and PN programs, but are not reserved for students in the PHS program. Consequently, a student interested in these programs at Fleming would be advised to complete the GHS program. However, we do not yet know how GHS students are being considered at other colleges offering only the Advanced Diploma to Degree stream. These types of questions will raised by the Coordinators at the annual Pre-Health Sciences Coordinators Meetings in May 2017 in an attempt to obtain clarification. The Admissions Department at Fleming College reports that they are accepting students from the Certificates to Diplomas stream into the Biotechnology and Massage Therapy programs as graduates have met the admission requirements for these programs. No ranking of students in relation to the Pre-Health program taken occurs at this time.

The Winter intake of the GHS program was suspended for the 2016/2017 year as early enrollment numbers and historical retention rates into the spring second semester were low. Offering a Winter intake of the program will be revisited for Winter 2018. It has been proposed that this intake be utilized by the Fleming Health programs (ie. PN, PMD) as an opportunity for students in these programs who are struggling or are unable to progress to a subsequent semester (ie. did not achieve a prerequisite needed for advancement) to improve their learning skills and rejoin the program in a subsequent semester. In the past, students choosing this option have not been required to complete the program (or even part of) resulting in poor attendance and completion rates. The suggestion that reentry into a Health program be conditional upon completion of all or part to the GHS program will be put forward.

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| ****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 class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience. |
| **Please fill in your analysis of this KPI factor below:**  Please see:  ***[CurriculumRenewal-GHS PROGRAM\_2014\_15](https://department.flemingcollege.ca/pcr/attachment/6032/download)***  **Spring 2017**  KPI overall and capstone question (Q13 – Your program is giving you knowledge and skills that will be useful in your future career, Q24 – The overall quality of the learning experiences in this program) have remained strong over the 2014-2016 period. The results for the 2015-16 year for these indicators remain above the system averages, but are significantly lower than the previous two years (Q13: 86%, Q24: 81%) (Overall KPI not available at the time of this report).    For the 2015/16 year specific KPI results which focus on career readiness remain strong (Q03, Q04,Q05) with an increase in satisfaction that the program provides skills and abilities helpful for future life outside of work. However, the number of results that decreased to below the system average increased from 4/24 to 11/24.  The program team has identified several factors which may have attributed to this decline. The Communications courses underwent significant curriculum and delivery changes which were implemented in Fall 2016 and Winter 2017. There were challenges for faculty delivering the curriculum under the new model that included access to and familiarity with the teaching materials. In addition, for the first time since the 2013/14 program redesign students were not sectioned according to program. In the past Communications instructors had been able to make specific program references and learning material modification selections specific to the pathway program that were more difficult to implement under the new model. In addition, faculty teaching other GHS courses found it more difficult to make course connections and linkages across other courses as they were not as familiar with the format, model and curriculum of the new Communications courses. The program coordinator also notes an increased number of students reporting and requesting advice regarding the availability of resources, timely grading of assessments and posting of grades for several courses.  The graduate satisfaction rates for learning experiences have remained constant and positive for the past three cohorts (82%, 87%, 84%). However, the rates for satisfaction with teachers (from 87% to 76%) and program (83% to 78%) dropped significantly from 2016 reporting year to the 2017 reporting year. The satisfaction with learning outcomes increased to 64% from 61%, but is still significantly lower than the 90% from the 2015 reporting year (these were the graduates of the first year of the new curriculum implementation). |
| ****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 as well as graduation rates over the last five years. * Comment on the effectiveness of any strategies adopted to improve student retention. |
| **Please fill in your analysis of this KPI factor below:**  Please see:  ***[CurriculumRenewal-GHS PROGRAM\_2014\_15](https://department.flemingcollege.ca/pcr/attachment/6032/download)***  **Spring 2017**  Student retention rate from Semester 1 to Semester 2 for the past 3 years has remained at approximately 80%. This rate does not take into account students who were retained by the collge, but entered Semester 1 of another program. This is a common occurrence as students may receive offers of admission ot program swith a January intake (ie. PN). Also, in years where a January intake has been offered some students chose to repear Semester 1. |
| ****2.3 Graduation Rate****  * Review patterns of graduation rates on a semester by semester basis over the last five years. |
| **Please fill in your analysis of  this KPI factor below:**  Please see:  ***[CurriculumRenewal-GHS PROGRAM\_2014\_15](https://department.flemingcollege.ca/pcr/attachment/6032/download)***  **Spring 2017**  The graduation rate for the 2014/2015 year was 54%. This rate is typical. It should be noted that one of the objectives of this pathway program is to provide students with the opportunity to reassess their academic and career paths. While in first semester of the GHS program a number of students receive offers of admission to programs with January intakes (ie. PN). In addition, a number of students will receive offers of admission to college health programs during Semester 2 that are not conditional upon completion of the GHS certificate. These situations mean that a number of students will not complete the GHS program, but will successfully transition to other college programs.  Also of note, 27 students were recognized for there academic achievement on the Dean’s List for earning a GPA in of over 3.6 in Semester 1 of the program. Of these students 13 earned a GPA greater than 3.8. |
| ****2.4 Graduate Satisfaction****  * Review patterns of graduation satisfaction and provide content. |
| **Please fill in your analysis of this KPI factor below:**  Please see:  ***[CurriculumRenewal-GHS PROGRAM\_2014\_15](https://department.flemingcollege.ca/pcr/attachment/6032/download)*** |

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 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.
* Below is an excel table that provides Day 10 enrolment numbers for Fleming for the last 10 years, use this information to assist you with your analysis.

[Enrolment Trends](https://department.flemingcollege.ca/pcr/data/enrolment-trends/) page with table.

* 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 – the  Demand Trending Tab & Situational Analysis Tabs.

Enrollment in the GHS program has remained relatively consistent over the past 6 years (file link) at approximately 100 students. An annual target for Fall intake is usually set at 90 students. Since the Science courses have a laboratory component section sizes for these courses must be capped at 30 students each. Consequently, it is most efficient to plan for 90 students or over 110.

A Winter intake of the program was offered from 2013 to 2015 with a targeted intake of 30 students. The Winter intake was suspended for the 2016/17 year as early enrollment numbers (17) and historical (36.7%-64.7% for 2014-2016) retention rates into Semester 2 were low.

As of May 10 2017 there were 95 confirmed acceptances to the GHS program for Fall 2017. This is down from 113 at the same time in 2016. This number is expected to fluctuate over the summer months as students on waitlists for oversubscribed programs receive offers of admission while others wait until closer to September to commit to a pathway program.

As reported in data collected by the Pre-Health Sciences Coordinators group, the nearby competitor colleges have greater enrollment in their Pre-Health Science Pathway to Certificates and Diplomas programs (Algonquin – 280, Centennial (120 Fall, 120 Winter), Conestoga (210). (file link) Various recruiting strategies have been implemented by the Fleming program team (see below), but applications and enrollment in the program remains relatively consistent. A survey from the Pre-Health coordinator group of the admission requirements to Pre-Health Sciences Pathway programs at other competitor colleges reveals that the Fleming College program admission requirements of 12 U/C English and one 11/12 U/C Science are greater than most colleges with many requiring only 12 U/C English (Need a table here).

Since the full program redesign implementation in 2013, reported student retention has remained to the 80% range. (link to file). The retention data reported by the college does not take into account students who were retained by the college, but entered Semester 1 of another program. This is a regular occurrence in the program as students may receive offers of admission to programs with a January intake (ie. PN). Also of note is the fact that students may have chosen to repeat Semester 1 by entering the Winter intake of the GHS program. These occurrences, and the fact that a number of students will receive offers of admission to college health programs that are not conditional on completion of the GHS certificate, are reflected in typical reported graduation rates of 54% (2015).

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| 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).   [Master Listing of Program Vocational Learning Outcomes for Fleming Programs](http://department.flemingcollege.ca/pcr/resources/program-curriculum-maps/)   * Where applicable review sector standards to ensure program is keeping up with new trends, developments and requirements. |
| **Please provide analysis on this section:**  The Provincial Heads of Health Sciences group has been working to standardize core Pre- Health Science program curriculum across the province.  This has resulted in an MOU which outlines a revised “Pre-Health Sciences Pathway to Certificates and Diploma” program. The majority of Ontario colleges will be aligning their Pre-Health Science programs to the suggested standards for the “Pre-Health Sciences Pathway to Certificates and Diploma” program and/or the “Pre-Health Sciences Pathway to Diploma and Degree” program specified in the Pre-Health MOU.  As outlined in the pre-health sciences project report entitled “Pre-health college to college alignment of policy, practice and program learning outcomes to facilitate student mobility and inter-college admissions and credit transfer report”, the intent of this MOU is to facilitate student mobility among colleges and programs.  (S: shared data/GAS/GA$S Program Related/GHS/Curriculum Renewal Spring 2015/Provincial MOU)  In the spring of this year Fleming College agreed to the guidelines of the MOU and is working toward revising of the program curriculum to meet or exceed the standards outlined for the ‘Pre- Health Sciences Pathway to Certificates and Diploma” program by the Fall 2016 academic year.  See Mapping of former GHS VLOs to 2016 Pre-Health Sciences Pathway to Certificates and Diplomas VLOs below:  [VLO Mapping to MOU](https://department.flemingcollege.ca/pcr/attachment/6053/download)  Spring 2017  In July 2016 the Ministry approved the Vocational Learning Outcomes for the Pre-Health Science Pathway to Certificates and Degrees program. The six Vocational Learning Outcomes (VLOs) and associated Elements of Performance can be found at <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/health/prehealth.pdf>  Program curriculum in the Mathematics, Human Biology, Issues in Health Science and Integrating Theory and Practice courses were revised to ensure that the curriculum met or exceeded the program standards. The GHS team completed a survey of VLOs and Elements of Performance in Spring 2017 for each program course and determined that each outcome and element of performance is adequately taught, reinforced and assessed across the program courses (file link – survey graphs for Eps) |
| 3.2 Program of Study, Course Outlines, Delivery and Program Map**Program Map (review all tabs)** **Please include an** **updated** **program curriculum map** [Revised GHS Program Map June 2016](https://department.flemingcollege.ca/pcr/attachment/6302/download) |

Revised GHS Program Map May 2017 (using newly approved VLOS)

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| Frequent low risk assessments are utilized in the core courses to enable the provision of regular feedback.  To help utilize and provide feedback, time is spent in Hlth273 discussing effective feedback techniques and analyzing feedback from core course assessments.  Each semester an assessment map/grid outlining all assessments that contribute to the final grade in each course is developed.  Assessments worth 10% or more of the final grade are highlighted and the team works to ensure that large assessments are logically placed within each course and within the overall assessment plan for the program.  The assessment map also informs curriculum changes for upcoming semesters as it provides a weekly overview of the student assessment experience.  See Assessment Grids for 2014/2015 below:  [GHS Program Assessment Grid \_Fall 2015](https://department.flemingcollege.ca/pcr/attachment/6041/download)  [GHS Program Assessment Grid Winter 2016](https://department.flemingcollege.ca/pcr/attachment/6042/download)  Spring 2017  Program Assessment Grid Fall 2016  Program Assessment Grid Winter 2017 |
| * Collect a cross section of samples of student work. |
| **Comments:**  Samples of student reflections and feedback from program:  .[A.B\_portfolio feedback](https://department.flemingcollege.ca/pcr/attachment/6036/download)  [K.H. portfolio feedback](https://department.flemingcollege.ca/pcr/attachment/6037/download)  [S.M.\_portfolio feedback](https://department.flemingcollege.ca/pcr/attachment/6043/download)  [B.S. Student Success](https://department.flemingcollege.ca/pcr/attachment/6044/download)  Spring 2017  Examples of student work |
| * Reflect and comment upon the variety of methods used to demonstrate program outcomes. |
| **Comments:**  Spring 2017  Same as Spring 2016 information  Throughout the program students have the opportunity to demonstrate program outcomes in a variety of ways.  See Table below.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Scie148/149 | Scie150/151 | Comm79/159 | Math117/118 | Hlth273/274 | Soci36 | | Paper based assessments (summative) | X | X |  | X |  | X | | Paper based assignments (formative) | X | X | X | X | X | X | | Participation in online discussion forums/posts |  |  | X |  | X |  | | Independent project work |  |  | X |  | X | X | | Online quizzes (D2L) (formative and/or summative) | X | X |  |  |  | X | | Iclicker | X |  |  |  |  |  | | Laboratory Reports | X | X |  |  |  |  | | Laboratory experiments/activities | X | X |  |  |  |  | | Case studies/Applied Scenarios | X | X |  | X | X | X | | Reflections |  |  | X |  | X |  | | Professional Portfolio Development |  |  |  |  | X |  | | Volunteer placement (supervisor report, personal reflection) |  |  |  |  | X |  | | Presentations |  |  |  |  | X |  | | Group/Team Work | X | X |  | X | X |  | |
| * Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes. |
| **Comments:**  The curriculum in the GHS program is laddered such that first semester students are gradually introduced to technology enhanced learning and are guided by faculty with respect to the use of e-based learning resources in each of the first semester courses.  All first semester GHS courses require students to navigate and engage in learning activities within the Desire2Learn platform.  Examples include accessing lecture notes, completing quizzes, engage in online discussions, retrieving course support resources and accessing course grades.  In second semester, students are required to complete two hybrid courses (Hlth274 and Comm159).  Some examples of specific technology enhanced learning experiences include:  Professional Issues in Health Science (Hlth273)   * Regular use of D2L discussion board forums * Online searches for current health related issues/topics   Integrating Theory and Practice (Hlth274)  This is a hybrid course in which student learning is blended to take place online, in the classroom and in the community.  The delivery pattern is 2hr face to face class and 1hr online component each week.  Uses of technology with are unique to this course within the program are:   * Development of an electronic professional profile using the LinkedIn platform * Accessing information related to community health organizations, agencies and facilities for resources and to arrange an applied volunteer placement * Participation in discussion forums * Completion of two Lynda.com online courses.   Mathematics for Health Sciences (Math118)   * Students are provided with the opportunity to participate in guided activities which use Excel spreadsheets and graphing functions to visualize, analyze and interpret scientific and health care related information.   Human Biology I and II (Scie148/Scie149)   * Iclicker response system utilized in lecture classes to monitor student learning in real time. Allows students and instructor to identify concepts for review immediately.   Spring 2017  The use of technology within the GHS courses is as described above in Spring 2016. However, in 2016/17 the Communications 1 and Communications II courses integrated the use of WordPress blogs into the learning activities. Students complete writing activities, report on research findings, provide peer feedback and reflect on various aspects of their writing learning and career journeys within their personal blog spaces. |
| * Discuss the degree and depth to which the program is providing work integrated learning experiences. |
| **Comments:**  The GHS program is a pathway program laddering to a college health certificate.  Consequently, the following learning opportunities have been incorporated into the curriculum across the program courses to provide a variety of work related learning experiences.   * Student development of LinkedIn professional profiles (Hlth274) * Completion of Positive Space Level 1 certification (Hlth 273) * Volunteer placement (15 hours minimum) (Hlth274) * Development of professional portfolio (currently paper based, but may move to electronic format if this is college preference) (Hlth274) * Guest speaker (N. Duley) from Human Resources discusses interview skills and value of essential employability skills with students (Hlth274) * Opportunity to participate in mock Mass Casualty Incident with PMD program students * Students complete laboratory based activities in Scie148/149 and Scie150/151 in the Chemistry lab and the Pharmacy Technician program lab providing exposed to working in a professional laboratory environment.   Spring 2017  An objective of the GHS program team is to increase the opportunities for applied cross program collaborative activities to increase student exposure to the realities of future program choices.   * Collaborative cross program activity with PMD program. Students were presented with injury case scenarios typical for a paramedic scene (these were created cooperatively with PMD coordinator and Scie148 faculty) in Human Biology I. The students worked collaboratively using their knowledge of anatomy and anatomical terminology to ‘decode’ the information in each case scenario and describe the injuries presented. Student volunteers attended PMD mock practice scenario labs and acted as patients (based on the scenarios from the lab) to be treated by the PMD students. * Collaborative cross program activity with FHP program. As part of the Hlth274 applied learning component students had the opportunity to be clients for upper semester FHP students during fitness and health vitals testing. Students attended FHP fitness assessment classes once a week to complete client-trainer activities and completed written reflective pieces relating to their experiences and linkages to anatomy and physiology. |
| * Record the course in the curriculum that covers the college-wide sustainability learning outcome. |
| **Comments:**  The GHS program is well situated to meet college sustainability learning outcomes.  See sustainability map below:  [Sustainability Map GHS](https://department.flemingcollege.ca/pcr/attachment/6040/download)  Spring 2017  Revised Sustainability Map - insert |
| * 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. |
| **Comments:** |
| * Make recommendations to address any gaps identified or improvements required. |
| **Comments:** |
| * Review the program’s current admission requirements and their suitability in relation to program rigour and student preparedness |
| **Comments:**  The GHS program is a pathway program designed to provide learners with the opportunity to prepare for entry into college health science programs.  All students who have applied to a Fleming Health program and are not accepted are given alternate offers to the GHS program.  Therefore, students may need to improve their academic standing or obtain a missing prerequisite course/s.  Admission requirements for Fleming programs with reserved seats for GHS graduates vary.  Examples are below:   * PMD – 2C English, 1 C Math, 1C Biology , 1C Chemistry * PN – 2 C English, 2 C Science * PHM – 12C English, 12C Math, 11 or 12 C Chemistry, 11 or 12 C Biology * POA – 2C English, 2C Science * BTF – 2C English, 2C Math, 2C Science   The admission requirements for the GHS program are:   * 2 College (C) English courses (Grade 11 or Grade 12) * 1 College (C) Grade 11 or Grade 12 science course (Chemistry, Physics or Biology)   These admission requirements are adequate for the purpose and scope of the GHS program goals.  The requirements allow students who are lacking a secondary school level science and/or math credit meet the qualifications for admission to Fleming health programs and programs at other institutions.  Students who completed all of the courses required for admission to a health program, but who did not achieve a high enough academic standing for admission are provided with the opportunity to enhance their qualifications. |

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Given that Fleming’s Pre-Health Science Pathway to Certificate and Diploma program admission requirements include a Science requirement which is not required by several competitor colleges it is suggested that a comprehensive survey of competitor colleges be completed as part of the 2017/18 Program Review process.

### [4.3 Learning Pathways](http://flemingcollege.ca/education-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.

[Educational Pathways](http://flemingcollege.ca/education-pathways)

Recent college agreement with Algoma University provides the opportunity for GHS graduates to enter into a Bachelor of Arts degree program. Students require a minimum GPA of 3.0 and may be required to complete a bridging mathematics course in the first 30 credits (2 terms). Students will receive 15 credits out of 120 credits. <https://flemingcollege.ca/education-pathways/algoma-university>

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| **Continue to work with PMD program to track success of GHS graduates in porgram** | **ongoing** | **GHS coordinator** | **P** |