

Program and Curriculum Review Template

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:	Les Smith	Chair:	James Boesch
Program Review Facilitators:	Nancy Rishor & Mike Sterpin	Date Completed:	
Program Name:	General Business/Business Administration	Program Code:	GBE/BAD
1.0 Industry Trends and Employment		Summary of Key Findings	
<p>Review and discuss the following:</p> <ul style="list-style-type: none"> • 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? 		<p>With respect to recent labour trends, the employment sector has grown over the past ten years; nevertheless, employment opportunities may soften due to increased office automation and other technological advancements.</p> <p>According to the Labour Market Information (2014), the median hourly wage for GBE/BAD in Ontario was \$24.73 and in Canada was \$25.00.</p> <p>Job opportunities for Administrative Officers from 2015-2024 are expected to total 104,000.</p> <p>Les to insert PAC notes</p>	
1.2 Labour Market and Employment Trends		BAD	

<p>Review and discuss the following:</p> <ul style="list-style-type: none"> • 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 	<p>Out of 21 graduates available for work during the 2014-17 period, 81% are working and 57% are employed in a related field.</p> <p>GBE</p> <p>Out of 31 graduates available for work during the 2014-17 period, 84% are working and 39% are employed in a related field.</p>
<p>2.0 Key Performance Indicators Review and analyze the formal Key Performance Indicator (KPI) results for your program.</p>	<p>Summary of Key Findings</p>
<p>2.1 Student Satisfaction</p> <p>In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as <i>student focus groups</i>, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience.</p>	<p>When asked about choosing Fleming college students responded that there was a good feel of community. In addition students said that faculty are “good” and that Fleming takes care of you if you do your part and that they are happy with their decision. The message that is sent matches with the reality of college life at Fleming. From the student group there was a sense of frustration from marketing. The content is linked to other courses if they don’t take one they find it hard to follow. There doesn’t seem to be a balance in elective courses i.e. 6-7 choices in sem 1 and in other semesters only two choices and a Jamaica trip. The focus group was quoted as saying the elective options are “horrible”.</p>

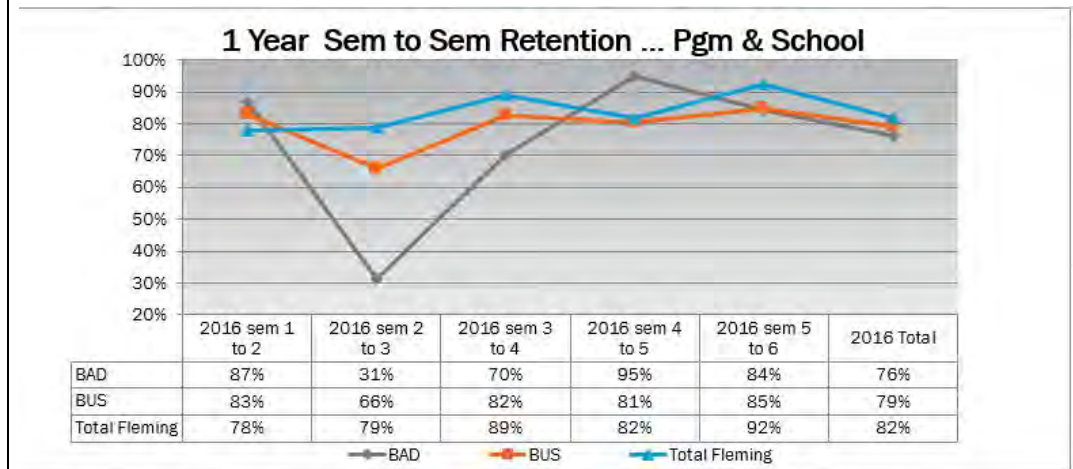
2.2 Retention Rate

- 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.

BAD Program

	Sem 1-2	Sem 2-3	Sem 3-4	Sem 4-5	Sem 5-6
Fall 2011 Win 2012	56%	48%	67%	83%	79%
Fall 2012 Win 2013	61%	60%	84%	81%	90%
Fall 2013 Win 2014	69%	78%	72%	95%	84%
Fall 2014 Win 2015	88%	33%	70%	n/a	n/a

Overall retention in the BAD program has gradually increased across semesters with the highest percentages in Semesters 4-6.



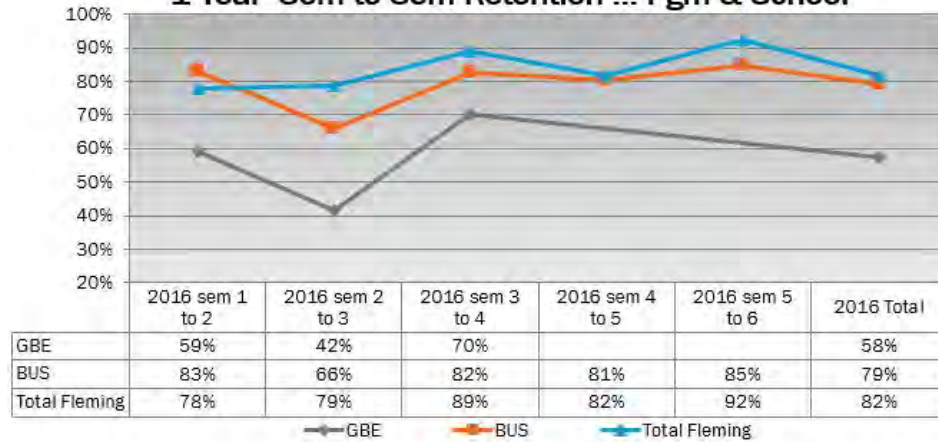
This chart clearly shows the retention from Sem 2-3 is low. One might want to investigate further why there was 33% retention from Sem 2-3 in 2014-15.

GBE Program

	Sem 1-2	Sem 2-3	Sem 3-4
Fall 2011 Win 2012	64%	57%	69%
Fall 2012 Win 2013	68%	64%	84%
Fall 2013 Win 2014	80%	56%	77%
Fall 2014 Win 2015	69%	46%	70%
Fall 2015 Win 2016	58%	n/a	n/a

Retention in the GBE program shows consistency over the past 5 years with a marked decrease in Sem 2-3 and 3-4 for the years 2012-2014.

1 Year Sem to Sem Retention ... Pgm & School



2.3 Graduate Rate

- Review patterns of graduation rates on a semester by semester basis over the last five years.

GBE

Graduation Rate (KPI 1)					Fleming College Average (66%)
Review Year	MCU Code	College Name	Program	# Entrant	% Graduat
2014	50200	FLEMING	Business	68	35 %
2015	50200	FLEMING	Business	59	41 %
2016	50200	FLEMING	Business	42	48 %
2017	50200	FLEMING	Business	55	51 %
Grand Total				224	43 %

BAD

Graduation Rate (KPI 1)					Fleming Colleg Average (1)
Review Year	MCU Code	College Name	Program	# Entrant	% Gradu
2014	60200	FLEMING	Business Administration	49	61 %
2015	60200	FLEMING	Business Administration	53	43 %
2016	60200	FLEMING	Business Administration	37	46 %
2017	60200	FLEMING	Business Administration	35	54 %
Grand Total				174	51 %

2.4 Graduate Satisfaction

- Review patterns of graduate satisfaction and provide comment.

BAD

Generic & Vocational Learning outcomes = 83%

Learning experiences = 85 %

Teachers = 80%

Overall satisfaction with the program is 83% which is on par with the college average.

GBE

Generic & Vocational Learning outcomes = 80%

Learning experiences = 78%

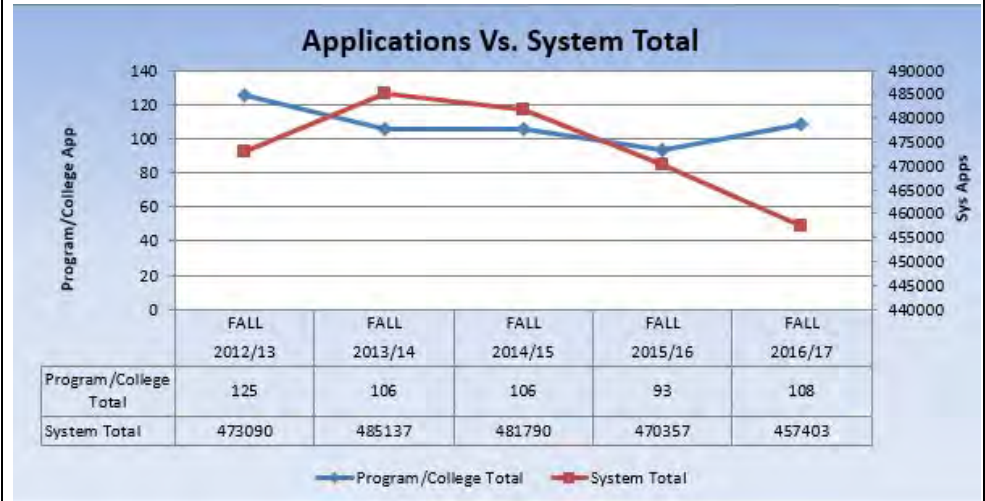
Teachers = 73%

Overall satisfaction with the program is below the college average at 76%.

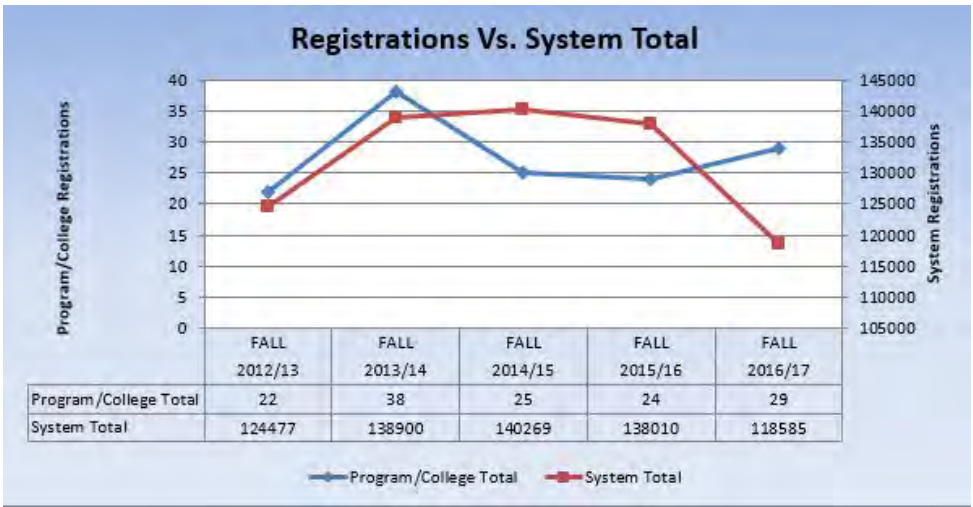
2.5 Enrolment Trends and Demand

- 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.

BAD

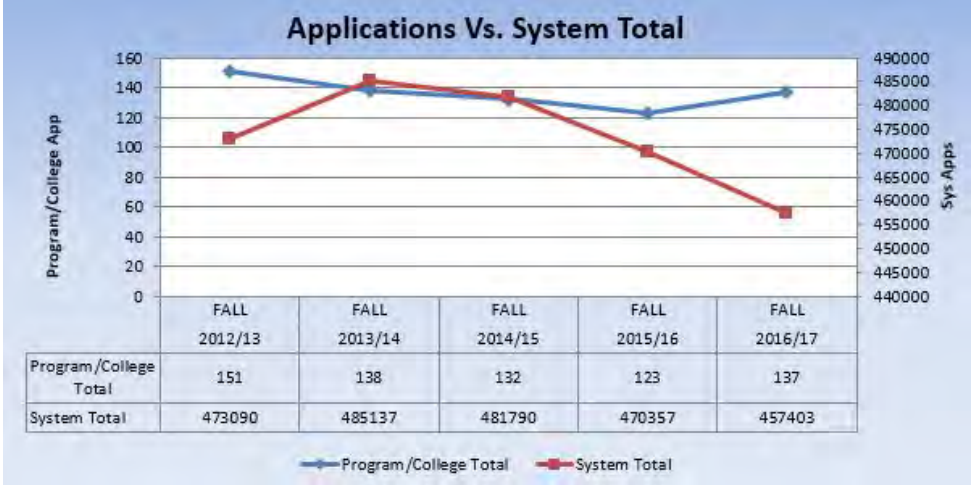


Applications decreased slightly from 2012-14 and then increased again from 2015-17.



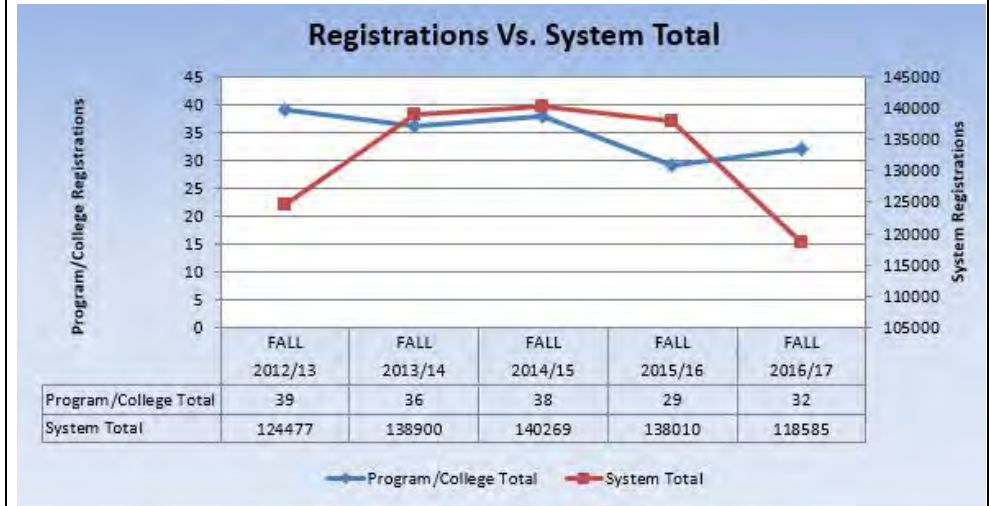
Registrations increased from 2012-14, dropped significantly in 2014 and rose slightly. One might want to investigate the dramatic drop in registrations.

GBE



- Use the FDR excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis.

Applications in GBE reflect the same trends as in BAD.

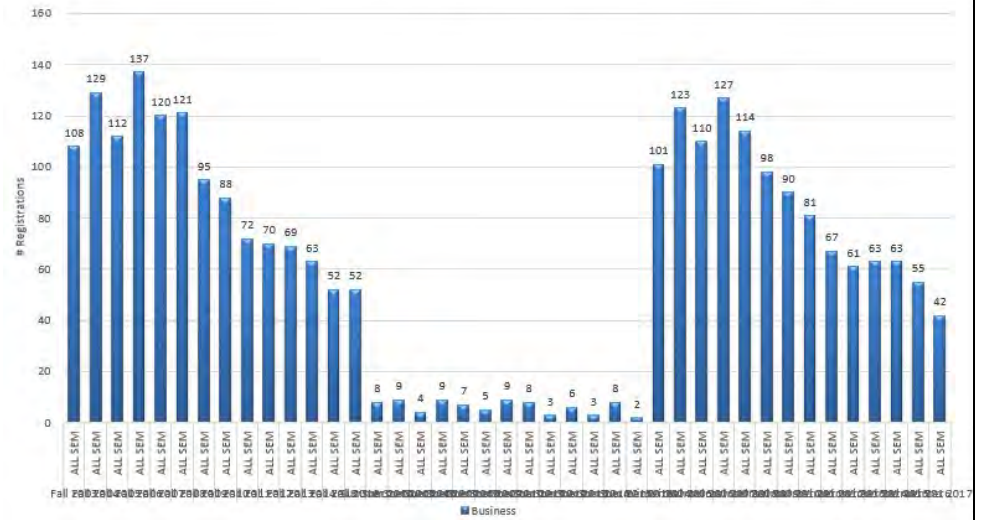


This chart shows a drop in registrations from 2014-16 and then a slight increase from 2015-17.

BAD: Day 10 Enrollment

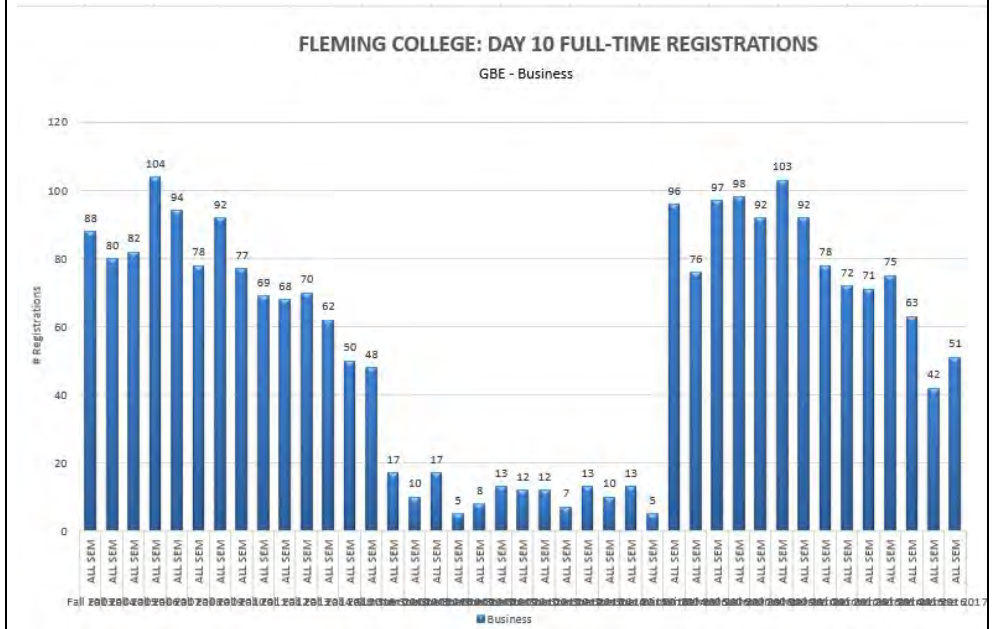
FLEMING COLLEGE: DAY 10 FULL-TIME REGISTRATIONS

BAD - Business Administration



GBE: Day 10 Enrollment

- 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.



	BAD
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Select Program	Business Administration - BAD		
Program Code	BAD		
School	BUS		
	Fiscal 2014	Fiscal 2015	Fiscal 2016
IPP Score	73%	54%	34%
Financial			
Contribution Margin	33%	30%	25%
Net Income	\$ 152,119	\$ 128,593	\$ 100,275
Total Revenue	\$ 458,643	\$ 427,944	\$ 397,709
Total Cost	\$ 306,524	\$ 299,351	\$ 297,434
KPI			
Student Satisfaction pgm	85%	88%	87%
Student Satisfaction teaching	81%	78%	87%
Graduate Employment (overall)	100%	100%	63%
Graduate Satisfaction Pgm	82%	93%	78%
Semester 1 Apps & Registrations; All Semester Enrolment			
Applications	166	184	198
Registration	37	26	27
Conversion Rate	22%	14%	14%
Enrollment	133	130	113
Retention rate	75%	80%	76%

Registrations show a marked decline with the biggest drop from 37 to 26 from 2014-15. The net income and CTO also experienced a slight decrease in fiscal 2016.

GBE

Select Program	Business - GBE		
Program Code	GBE		
School	BUS		
	Fiscal 2014	Fiscal 2015	Fiscal 2016
IPP Score	64%	62%	48%
Financial			
Contribution Margin	37%	35%	41%
Net Income	\$ 193,352	\$ 162,644	\$ 150,897
Total Revenue	\$ 528,606	\$ 464,784	\$ 364,707
Total Cost	\$ 335,255	\$ 302,140	\$ 213,810
KPI			
Student Satisfaction pgm	80%	72%	82%
Student Satisfaction teaching	72%	78%	69%
Graduate Employment (overall)	83%	100%	73%
Graduate Satisfaction Pgm	74%	73%	75%
Semester 1 Apps & Registrations; All Semester Enrolment			
Applications	224	204	223
Registration	43	50	31
Conversion Rate	19%	25%	14%
Enrollment	159	132	102
Retention rate	76%	66%	58%

While registrations increased from 2014-15, they dropped from 50 to 31 from 2015-16. The net income also dropped slightly from 2015-16 but CTO experienced an increase in fiscal 2016.

3.0 Program Curriculum	Summary of Key Findings
<p>3.1 Program Learning Outcomes and/or Sector Standards</p> <ul style="list-style-type: none"> ● 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. 	<p>Les to insert findings</p>
<p>3.2 Program of Study, Course Outlines, Delivery and Program Map</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● The Business programs (GBE/BAD) are at an interesting crossroad as they are two generic programs. Without a specific focus of study, the programs have become a “dumping ground” for many students who either transfer from another program of study or struggle academically in another specialty program in business. ● One consideration is to restructure GBE as a 2-year exit point within the BAD program. Other avenues to consider are pathway opportunities between GBE/BAD and domestic and international university partners as well as workplace partners. <p>Les to insert more findings here</p>

<p>their suitability in relation to program rigour and student preparedness.</p> <ul style="list-style-type: none"> ● Include an updated program curriculum map on your program and curriculum review web page. 	
<p>4.0 Strategic Positioning and New Opportunities</p>	<p>Summary of Key Findings</p>
<p>4.1 College and School Alignment</p> <ul style="list-style-type: none"> ● 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. 	<p>Les can you comment on this point?</p>
<p>4.2 Competitor Programs</p> <ul style="list-style-type: none"> ● 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. 	<p>Mike to insert Competitor information from library sources</p>
<p>4.3 Learning Pathways</p> <ul style="list-style-type: none"> ● 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. 	<p>Les can you comment on this point?</p>
<p>4.4 New Program or Redesign Ideas</p> <ul style="list-style-type: none"> ● Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? 	

5.0 External Relations	Summary of Key Findings
<p>5.1 Community Partnerships</p> <ul style="list-style-type: none"> • 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? 	<p>Les please comment here</p>
<p>5.2 Program Advisory Committee</p> <ul style="list-style-type: none"> • 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.) 	
<p>5.3 Alumni Relations</p> <ul style="list-style-type: none"> • Describe the type and range of alumnae involvement in the program. • Current and future strategies to engage alumnae in the program. 	<p>Les please comment</p>
6.0 Program Resources	Summary of Key Findings
<p>6.1 Program Revenue and Expenses</p> <ul style="list-style-type: none"> • 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 	<p>James and Les can you comment on these points?</p>

your program using the IPP tool and provide comments below.	
<p>6.2 Faculty and Staff Resources</p> <p>Please comment on:</p> <ul style="list-style-type: none"> ● 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. 	<p>James and Les can you please comment on this point</p>

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
Move to a 2+1 model with strategic and operational recommendations.			
Create a pathway for university entrants towards a meaningful diploma.			
Create a pathway from 2 year business diploma to move into another discipline and graduate in three years with an advanced diploma.			
Honour all existing articulation agreements to ensure that 3+2 and 3+1 agreements are not lost.			
Explore the possibility of a 2+2 option with a pathway to UOIT entrance.			
Honour the agreement with ONCAT			

Make entire 2 year business diploma available online. (18 of 24 course currently available online as of now)			