



FLEMING

Program Review Framework

Ontario College Credentials and Continuing Education

PREFACE

This Program Review Framework is written to aid in the operation and execution of Program Reviews for Ontario College Certificate, Diploma, Advanced Diploma and Graduate Certificate programs offered at Fleming College and also deliveries from Continuing Education. **It serves as the guide for Program Reviews as part of Fleming College's commitment to Program Excellence and Quality Assurance.**

*Fleming acknowledges and models the Program Review Framework on the Program Quality Assurance Review at Algonquin College.

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PROGRAM QUALITY ASSURANCE – AN OVERVIEW

Building on the previous Program Quality Assurance Process Audit (PQAPA) process (2005-2015), Ontario's Colleges moved to an accreditation process effective September 2015. Six Accreditation Quality Standards have been developed from the previous PQAPA quality criteria, and approved in March 2015 by the Management Board of OCQAS (Ontario Colleges Quality Assurance Service) and subsequently updated in 2019.

Quality Standard 1: Program quality management system

Effective quality assurance mechanisms ensure the existence of
A quality assurance system.

Quality standard 2: Vocational learning outcomes as the centre of program development (throughout the program lifecycle)

Effective quality assurance mechanisms ensure vocational learning outcomes are at the centre of the program's lifecycle activities.

Quality standard 3: Conformity with government requirements

Effective quality assurance mechanisms ensure the conformity
Of programs of study with relevant government requirements.

Quality standard 4: Program delivery and student assessment

Effective quality assurance mechanisms ensure the quality of program delivery and student assessment.

Quality Standard 5: Existence, monitoring and communication of academic policies and practices that influence and impact academic quality

Effective quality assurance mechanisms ensure the communication and monitoring of established academic policies and practices related to academic issues.

Quality Standard 6: Availability and allocation of college-wide resources

Effective quality assurance mechanisms ensure the existence, availability and allocation of resources (human, physical, financial) and technological

infrastructure to support student achievement of program vocational learning outcomes.

For up-to-date information, please visit the OCQAS web page at <http://www.ocqas.org/resources/>

QUALITY ASSURANCE PROGRAM REVIEW AT FLEMING COLLEGE

Program review currently consists of three processes:

- [Annual Program Review](#) (APR)
- [Cyclical Review of Continuing Education courses/certifications](#) (CRCON)
- [Cyclical Program Review](#) (CPR)

ANNUAL PROGRAM REVIEW

Goals of Annual Program Review (APR)

- 1.) To provide a structured opportunity for annual reflection on program quality, program needs, and program direction.
- 2.) To establish and implement a program improvement plan for the program, in response to the findings of the review.
- 3.) Store and track the implementation of changes in curriculum and delivery within the program of study.

Annual Program Review (APR) Process

Annual Program Review (APR) is a systematic process where under the guidance of the program coordinator (or designate) as delineated in the Baseline Coordinator Duties), the program team completes an Annual Program Review, which consists of four deliverables:

- 1) Annual **curriculum map** of program vocational learning mapped to the courses within the program of study using: Teach, and/or Reinforce, and/or Assess.
- 2) Completion of the **Curriculum Mapping Reflection**.
- 3) Completion of the **Annual Program Review Report** which is a fillable template and includes several questions and a brief reflection on program currency and relevancy.
- 4) Completion of the **Program Improvement Plan** which details all updates as result of the mapping and reflection activities.

To facilitate APR, published program data, current curriculum mapping and reflection are reviewed with input collected from key stakeholders in the program.

Storage

All Annual Program Reviews are stored centrally in the Academic Quality Office.

Schedule

All programs are required to complete an annual program review unless otherwise approved by the Academic Quality Office.

Timing	Event(s)
Winter	Coordinators and faculty are invited to attend workshops on orientation to curriculum mapping, program curriculum review
Winter	Annual review is identified on the spring workloads for Program Coordinators
May- June	Ongoing support for curriculum mapping and review for CPR
June	Submission of completed 'Annual Program Review' from the Program Coordinator which includes four deliverables 1.) Updated Curriculum Map 2.) Curriculum Mapping Reflection 3.) Annual Program Review Report 4.) Program Improvement Plan
June	The Academic Quality Office performs an audit on compliance and review of all submitted annual program reviews.
Sept- November	Academic Quality Office prepares an annual 'Program Review Report', with recommendations from annual and cyclical program reviews with priorities, investment. Recommendation to the Program Implementation Committee for major program changes if applicable.
December-March	Vice President Academic Excellence, in conjunction with the Academic Quality Office, and the school Dean reviews completed program reviews and implementation plans with focus for College-wide quality assurance, strategic and college/school priorities
May-June	Program Improvement items are implemented based on prioritized resources from the Vice President Academic down to the school level.
June	An annual 'Program Quality Assurance Report', created by the Academic Quality Office and approved by the Vice

Timing	Event(s)
	President Academic Excellence will be presented to the Board of Governors for review.

Resources

Curriculum Mapping

Program Review Website

CYCLICAL REVIEW OF CONTINUING EDUCATION COURSES AND CERTIFICATIONS (CRCON)

Goals of CRCON

- 1.) To provide a structured opportunity for reflection on quality, resources, and suitability for Continuing Education courses/certifications every 3-5 years.
- 2.) To establish and implement a program improvement plan for the course/certifications in response to the findings of the review.
- 3.) Store and track the implementation of changes in curriculum and delivery within the courses/certifications.

Cyclical Review of Continuing Education Courses/Certifications (CRCON) Process

Program Quality Review ensures that all Continuing Education Courses/ goes through a comprehensive review every three to five years, following the approach to the Cyclical Program review with some modifications.

Each cyclical program review is built from the following processes:

- 1) Synthesis of Internal and External data as available, such as Quality Matters
- 2) CRCON Review Report which includes an in-depth reflection and analysis to maintain currency and relevancy in the industry by identifying changes, and gaps in the course/program, as well as future directions
- 3) Detailing all updates as result of the mapping and review exercise on the Program Improvement Plan

Storage

All Cyclical Review of Continuing Education Courses/Certifications are stored centrally in the Academic Quality Office/

Schedule

Continuing Education courses/credentials are reviewed according to a defined schedule, normally every 3-5 five years. The schedule is revised annually, in consultation with the Continuing Education Department, Academic Schools, and the Academic Quality Office as appropriate.

Resources

Program Review Website

CYCLICAL PROGRAM REVIEW

Goals of Cyclical Program Review (CPR)

- 1.) To maintain program vitality, relevancy and currency, consistent with Fleming College's commitment to delivery high quality programming
- 2.) To assess the program against established quality criteria in order to determine whether the program meets or exceeds College and Ontario College Quality Assurance Service (OCQAS) standards (for Ontario College Credentials) using an established template linked to these criteria.
- 3.) To establish and implement a program improvement plan for the program, in response to the findings of the review.
- 4.) Store and track the implementation of changes in curriculum and delivery within the program of study.

Cyclical Program Review (CPR) Process

Cyclical Program Review (CPR) follows a systematic process, and is outlined in Figure 1. After the Program Review Leader (PRL; generally the program coordinator or designated faculty) has been identified to conduct the review, information pertinent to the program is collected and entered into the template, allowing an initial evaluation of the program against established quality criteria. The program information that is reviewed includes: published and internal documentation, program data, current curriculum mapping, and input collected from key stakeholders in the program – faculty, students, and external stakeholders.

Once the review is complete, all findings and recommendations for improvement are captured in a report. An implementation plan for the recommendations is drawn up, with an update on the actions provided to the Vice President Academic Excellence. The CPR conducts the CPR, with assistance from the Chair and program faculty.

Note that this guide is written to provide assistance with each of the main components of CPR:

- Document Review
- Data Review
- Curriculum Mapping

CPR Deliverables

CPR has five deliverables:

- 1.) Curriculum Map
- 2.) Curriculum Mapping Reflection
- 3.) Cyclical Program Report
- 4.) Program Improvement Plan

These four deliverables are produced under the leadership of the Program Review Leader, under supervision of the school Chair

Schedule

Programs are reviewed according to a defined schedule, normally every 3-5 five years. The schedule is revised annually, in consultation with the Academic Schools, and aligned with other Quality Assurance requirements.

The CPR schedule is published at:

<https://department.flemingcollege.ca/pcr/schedule-of-reviews/>

Timeline

Timing	Event(s)
May	Confirmation of Programs to undergo CPR
November	Team Leaders identified by Chairs during workloading process
January	Program Review Leader orientation (Overview to process)
January-April	Ongoing support for CPR
May	Orientation to curriculum mapping, program curriculum review
May- June	Ongoing support for curriculum mapping and review for CPR
June	Submission of completed program review deliverables from the Program Review Lead: 1.) Updated Curriculum Map 2.) Curriculum Mapping Reflection 3.) Cyclical Program Review Report 4.) Program Improvement Plan
Sept- November	Academic Quality Office prepares an annual 'Program Review Report', with recommendations from annual and cyclical program reviews with priorities, investment, and highlights. Recommendation to the Program Implementation Committee for major program changes if applicable.

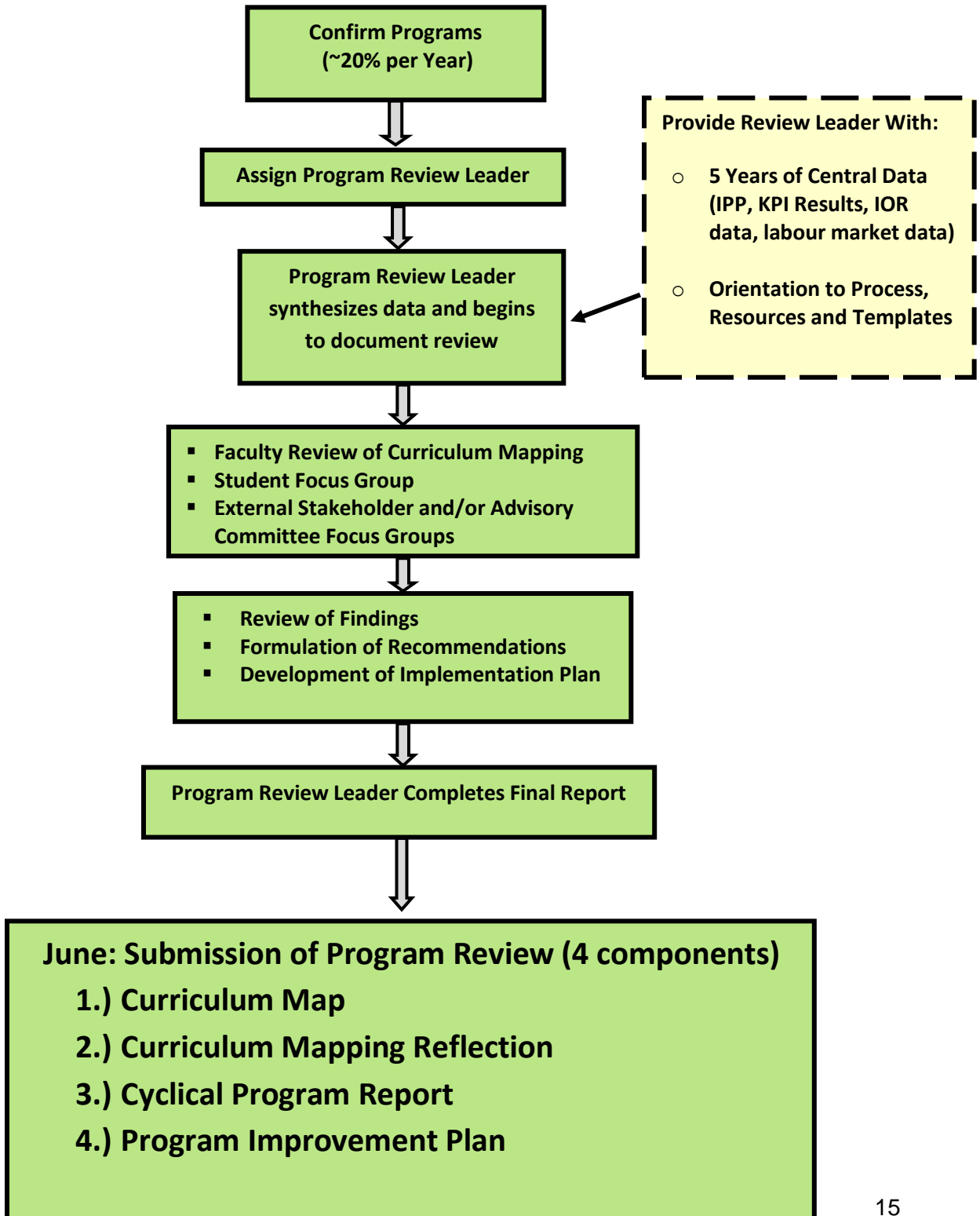
Timing	Event(s)
December-March	Vice President Academic Excellence, in conjunction with the Academic Quality Office, and the school Dean reviews completed program reviews and implementation plans with focus for College-wide quality assurance, strategic and college/school priorities
May-June	Program Improvement items are implemented based on prioritized resources from the Vice President Academic down to the school level.
June	An annual 'Program Quality Assurance Report', created by the Academic Quality Office and approved by the Vice President Academic Excellence will be presented to the Board of Governors for review.

Note that Cyclical Program Review, from initial schedule to implementation of is a two year process.

Year 1 September-June: Cyclical Program Review (CPR)

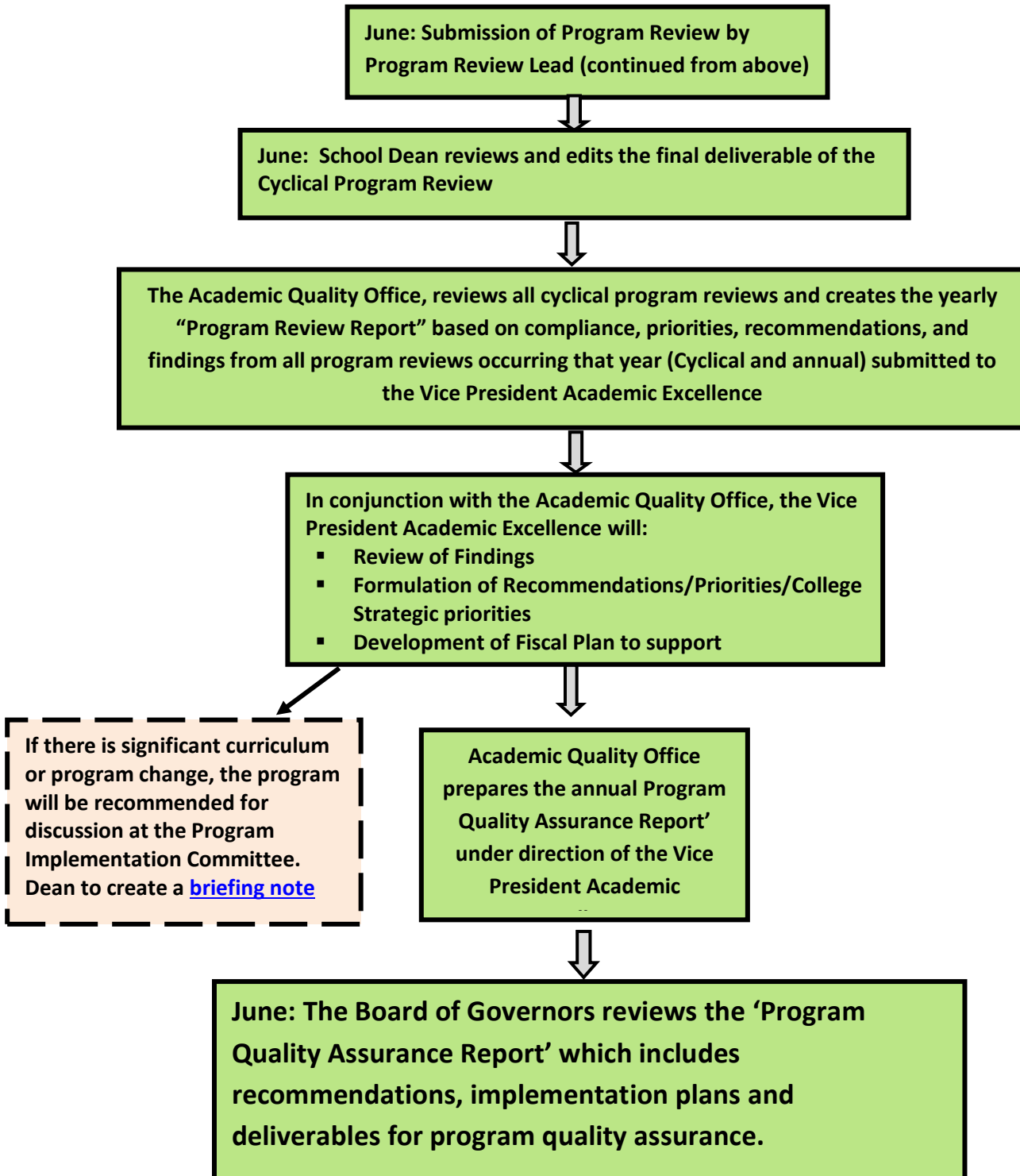
Timeline for Program Review Leader

(Figure 1)



Year 2 July-June: Cyclical Program Review (CPR)
Timeline for College Program Quality Assurance Process

(Figure 2)



Roles

Academic Quality Office

Cyclical Program Reviews are coordinated by the **Academic Quality Office**.

The responsibilities of the **Academic Quality Office** include:

- ensuring the College is compliant with Ministry and Credential Verification Services (CVS) requirements regarding Program Quality Assurance.
- identifying programs for Cyclical Program Review.
- consulting with major academic constituencies College-wide regarding Program Quality Review.
- preparing documents related to Program Review.
- planning and organizing orientation/training workshops for PRL.
- supporting the Program Review process.
- meeting regularly with PRL during the review process to monitor progress and provide guidance.
- facilitating evaluation of the Program Review process.
- reporting to the Vice President Academic Excellence on the progress of Program Reviews
- arranging archiving of the final report and providing access to all reports to the VPAAE.

Program Review Leader (PRL)

The Program Review Leader is generally the program coordinator or a faculty member who is assigned to conduct Program Review.

The responsibilities of the Program Review Leader include:

- attending meetings scheduled by the Academic Quality Office.
- attending orientation/training workshops
- reporting to the Chair regularly on the status of the Program Review.
- analyzing data and incorporating the results of the analysis in the final CPR report.
- convening meetings of the program faculty team.

- organizing curriculum mapping and other such activities with the program faculty team
- submitting the final report to the Dean, who will review. (The Academic Quality Office then forwards the report to the Vice President Academic Excellence)

Dean

The responsibilities of the Dean include:

- supporting the Cyclical Program Review process.
- reviewing the final Cyclical Program Review report.
- following up regarding results and recommendations included in the report.

Academic Chair

The responsibilities of the Chair include

- identifying each Program Review Leader (PRL) for programs identified to be in the next cycle of CPR. It is preferred that a full-time professor or coordinator is assigned.
- providing release time for the PRL as outlined in the CPR process
- convening a Student Focus Group.
- Convening/supporting an External Stakeholders / Advisory Committee Focus Group.
- meeting regularly with the PRL and monitoring progress.
- sending an email to all program faculty inviting them to participate in the PRL process for curriculum mapping to all program faculty
- providing the relevant budget code for all expenses.
- collaborating in the development of the final recommendations and implementation plan, ensuring adequate budgetary support for those recommendations that are to be implemented immediately (i.e. within one year) and consideration of those recommendations for which funds are not currently available.
- facilitating the implementation of the final recommendations.
- tracking progress on the implementation plan

Program Implementation Committee

If major changes to the program/curriculum are highlighted, the program may be referred to the Program Implementation Committee which is a discussion body for all key stakeholders involved in major program change. Deans are encouraged to use the [template](#) for briefing notes prior to attending a meeting of the Program Implementation Committee

Release Time

Program Review Leaders are entitled to receive the following release time for the duties and responsibilities associated with Cyclical Program Review:

Winter: 4 hours/week

Spring: 22 hours/week

*There may be exceptions, modifications, to this formula. Where an program person is not available to conduct the CPR, an alternative may be assigned to the role. Before the CPR commences, the Chair, in consultation with the Academic Quality Office, identifies a PRL and negotiates a contract with remuneration. CPR expenses are charged to the program budget code with the exception of travel.

Orientation

Orientation for Program Review Leaders (PRL) is scheduled where possible outside of classroom contact weeks to minimize the impact on teaching. PRL orientation includes an orientation to the overall process (before the winter term), and curriculum mapping exercises (spring). Ongoing support and guidance is provided by the Academic Quality Office.

Upon completing the orientation process, each PRL is able to:

- evaluate a program against identified criteria
- map curriculum to validate that the program of study meets current Ministry and Credential Verification Services (CVS) requirements
- analyze program data and make inferences based on trends
- analyze curriculum maps to identify gaps and redundancies
- formulate realistic and attainable recommendations to improve quality where needed

Need Assistance?

Contact the Academic Quality Office at any time with questions about
Program Review:

Quality Assurance Coordinator, Office C2117.1, ext. 1440

programreview@flemingcollege.ca

THE FINAL CYCLICAL PROGRAM REVIEW REPORT – AN OVERVIEW

The final output of the CPR is a complete package which is submitted to the Office of the Vice President Academic Experience. This report follows a standard structure:

Cyclical Program Review Report

This detailed analysis, synthesis, and reflection are categorized by the template to clearly articulate the findings of the review and link to OCQAS standards. The outcomes of the document and data review are provided, along with the highlights from each of the focus groups and other research. The recommendations are stated, and any observations or non-implementable recommendations are noted.

The Appendices

The appendices to the main report carry the information collected during the review process. This information will be referenced within the main document.

Appendix A: Curriculum Mapping (stored on Program Review Website but referenced as Appendix A)

- 1) Curriculum Map
- 2) Curriculum Mapping Reflection

Appendix B: Program Improvement Plan

The recommendations that are to be implemented are captured in a template, and are linked, as far as possible, to the pillars of the College Strategic Plan. Each action item must have a realistic completion date. The implementation plan is a living document – it is carried forward year over year and updated annually until action items are completed or closed during Annual Program Review in subsequent years.

DOCUMENTS INVOLVED IN PROGRAM REVIEW

The following documents must be reviewed by the Program Review Leader, in conjunction with the Chair and program faculty to ensure that the information contained therein is complete, accurate, unambiguous, current, that it conforms to Ministry and College Standards, and that pertinent information is readily available for applicants and students to allow them to make informed decisions about program choice.

- Program Information
- Program Advisory Committee Meeting Minutes
- Pathways
- Reports from External Accreditation or Licensing bodies
- Program Learning Outcomes
- Program of Study
- Course Outlines

These documents are referred to when evaluating the program against the quality criteria.

Program Information

Admission Requirements should ensure that students are adequately prepared to enter the program (i.e. that they have the foundational knowledge needed on which to base their learning) without unnecessarily limiting access to a program.

College Eligibility is Ministry mandated and is usually standard for postsecondary programs - Ontario Secondary School Diploma, or at least 19 years of age.

Program Eligibility is determined by the department and should reflect any necessary knowledge and skills that the students must have prior to entering the program, for example a specific level of mathematics or science. Mature students may be required to meet the program eligibility even though they are 19 or older and do not have a high school diploma. Proven competency in English is a College-wide requirement.

Fees and Expenses should list all relevant program expenses to allow students to plan their financial commitment. Fees and Application Information are supplied by the Office of the Registrar.

Program Advisory Committee Meeting Minutes

Minutes of Advisory Committee meetings for the past 5 years are reviewed to ensure that

- Advisory Committee meetings occur on a regular basis, and in accordance with *Policy 2-202 Program Advisory Committees*
- issues raised at Advisory Committee meetings are captured, and have an action plan to address these issues.
- there is a feedback mechanism in place to ensure a proposed timeline for any resolution.

The review of the minutes may also help identify agenda items for the upcoming focus groups.

Pathways

Established agreements for further study currently in place for the program, for example, articulation agreements, are reviewed to ensure that curriculum changes made since the last issue have been reflected within the agreement. The final CPR report should include a list and brief description of any such agreements that exist with other postsecondary institutions. If no such agreements currently exist and graduates from the program regularly seek further education, it may be prudent to recommend in the CPR final report that an articulation agreement be considered. Also review any other pathways (e.g. program specific Specialist High Skills Majors (SHSM) or Dual Credit initiatives).

Reports from External Accreditation or Licensing Bodies

If applicable to the program, information on the success or otherwise of graduates obtaining licenses or external accreditation should be collected and noted against quality criteria. This information may also be summarized in the *Executive Summary* and *Conclusions* sections within the CPR final report.

Program (Vocational) Learning Outcomes

The current ministry approved program Vocational Learning Outcomes (VLOs) are stored on the Program and Curriculum Review Website. VLOs are reviewed during Curriculum Mapping.

Program of Study

The **Program of Study** is published and is the foundation of the College's contract with an applicant. It outlines the learning opportunities that student can expect in return for paying tuition.

Course Outlines and Course Section Information

Course outlines and Course Section Information are reviewed by the course owners each year as part of Annual Program Review using the course feedback survey, with the output of this review utilized within CPR. Course outline review will be discussed further in the Curriculum Mapping section of this document. To note:

- a course outline must be developed for each and every course offered in the program.
- all sections of the course outline must be reviewed.

Course outlines and course section information for full-time Ontario College are integrated into the course outline system through Evolve.

DATA REVIEW

Program specific data must be reviewed by the Program Review Leader, with support of the Chair, to gain an understanding of the program trends before focus group meetings are held. This aids with evaluation and setting the agenda for focus group meetings. The following data are provided, when available, for Program Quality Reviews, and are provided to each Program Review Leader as prepopulated infographics derived from reports generated in Institutional Research.

Fleming Program Data

Program Efficacy Review (PER) is two-staged assessment process that analyzes Fleming's postsecondary programs to determine program demand and quality. This annual review objectively reviews academic programs based on key variables for each stage of the assessment process. Copies of the Tier I Assessment and Tier II assessment can be found in the accompanying Document Library on the page.

- Tier I Assessment – external program demand, program quality (includes SMA3 performance metrics and criteria), and financial performance
- Tier II Assessment - labour market alignment, resource and marketing investment, method of delivery, pathway opportunities, program uniqueness, and industry engagement

PER Process

1. All traditional post-secondary programs will be reviewed using the Tier I assessment tool.
2. Results of the Tier I assessment will be reported to Deans and Vice-President Academic (VPA) for review. These results will also be posted in the accompanying Document Library on this page.
3. Low performing programs identified by Deans and VPA will undergo further analysis using the Tier II assessment tool.
4. A program that does not have a low Tier I score, but one with significant shortfalls with respect to one or more of the metrics and targets will be addressed within program review.

5. Results of the Tier II assessment will be documented and reported to Deans and VPA for review.
6. Programs that are recommended for suspension or cancellation by Deans and VPA will require the development of suspension/cancellation plans. These plans will be incorporated into program and school operational plans.
7. Programs that are recommended for mitigation/remediation will require mitigation plans. These plans will be reviewed as part of the annual PER process in the following year.
8. A full *Mitigation and Sun-Setting Report* will be presented to Senior Management Team and Board of Governors for approval of recommendations.

Specific metrics are used in a holistic and multi-year process that analyzes programs and informs resource allocation on the basis of a common set of criteria that is applied to all programs. Each program is given an PER score relative to all other programs based on the following metrics:

- (40%) External demand (applicants, conversion rates, enrolment, retention rate)
- (40%) Quality (experiential learning, institutional strength/focus, graduation rate, graduate employment rate in a related field)
- (20%) Financial (CTO margin and net income)

In the CPR template, the IPP data will be prepopulated, ensure to review following data:

- PER Score: This is an overall score composed of all metrics in percentile ranking with other Fleming programs. Identify trends.
- Contribution to Overhead: A recommended CTO is 35% with increasing numbers meaning that the program has a larger contribution to the overhead at Fleming College
- KPI: examine trends in Key Performance indication of Student Satisfaction
- Enrollment: comment on trends in enrollment
- Conversion rate: This is the number of applications that convert into actual students.

- **Retention rate:** This is the number of overall students retained in the program.

Retention rate: A more detailed breakdown of retention by semester and year. Discuss trends in the data.

Demographic Data: This provides a breakdown of the enrollment within the program by age and also by gender.

Day 10 Enrollment Data: Multiple years of actual enrollment are provided Day 10, the deadline for registration in order to review trends in admissions and enrollment. These data should be reviewed in the context of specific constraints of the individual program, for example, the maximum registration allowed, or any physical (space) constraints. Items of concern for a program include volatile changes in program enrollment, declining enrollment, or overcapacity.

CURRICULUM MAPPING

Analyzing the mapping of a program's curriculum to its Program Standards is an essential part of APR and CPR. Building on the course outline reviews conducted as part of annual curriculum review, it provides the opportunity to review cumulative effects of changes made to the program's curriculum over the last five years, determine whether it meets the requirements of the Program Standards, and plan for updates to the program. The exercise of performing this analysis is called Curriculum Mapping.

Program Standards

Since 1993 the Government of Ontario has been developing system-wide program standards for postsecondary programs in colleges across Ontario. Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard contains the following elements:

- Vocational Standard (Vocational Learning Outcomes) – VLOs
- Essential Employability Skills - EES
- General Education requirement

Learning outcomes represent culminating demonstrations of learning and achievement. They describe performances that demonstrate significant integrated learning by graduates of the program has been achieved and verified. Learning outcomes are interrelated and cannot be viewed in isolation of one another.

Vocational Outcomes: Program Standard/Description

The Vocational Standard captures the vocationally specific learning outcomes which apply to each diploma and certificate program. Vocational standards apply to all similar programs offered by colleges across the province.

Not all programs have a vocational standard. In this case, the College will have established a program description by creating customized Vocational Learning Outcomes, and these are reviewed and used for mapping purposes.

Note that that all Ontario College Credentials offered at Fleming College must formally embed the Sustainability VLO: *“Students will be able to explain the interconnections between the broad principles of sustainability - which include*

human health and well-being, ecological health, social issues, and secure livelihoods- in order to support a better world for all generations.”

Essential Employability Skills

Essential Employability Skills relate to the essential employability skills (previously known as Generic Skills) needed for both career and personal success (communication skills, numeracy skills, thinking and problem-solving skills, information management skills, interpersonal skills, and personal skills). They are expressed as learning outcomes. There are eleven Essential Employability Skills learning outcomes which apply to each program:

1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. execute mathematical operations accurately.
4. apply a systematic approach to solve problems.
5. use a variety of thinking skills to anticipate and solve problems.
6. locate, select, organize, and document information using appropriate technology and information systems.
7. analyze, evaluate, and apply relevant information from a variety of sources.
8. show respect for the diverse opinions, values, belief systems, and contributions of others.
9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. manage the use of time and other resources to complete projects.
11. take responsibility for one's own actions, decisions, and consequences.

General Education Requirement

The General Education Requirement relates to the requirements for general education courses that provide all learners with choice and breadth of experience beyond the vocational areas. General education courses cover areas of general interest and are divided into five themes:

Theme 1 - Arts in Society

Theme 2 - Civic Life

Theme 3 - Social and Cultural Understanding

Theme 4 - Personal Understanding

Theme 5 - Science and Technology

The Essential Employability Skills and General Education Requirement apply only to Ontario College Certificate, Diploma and Advanced Diploma programs. Apprenticeship and Graduate Certificate programs are not required to meet these standards. Degree programs also have different standards to meet with respect to breadth courses. For details on each credential, refer to the **Credentials Framework** in [Appendix A](#) of this guide.

Figure 2 illustrates how Ontario College Credentials fit within the Credentials Framework, and the interdependency between the Program Standards and the entirety of the courses within that program.

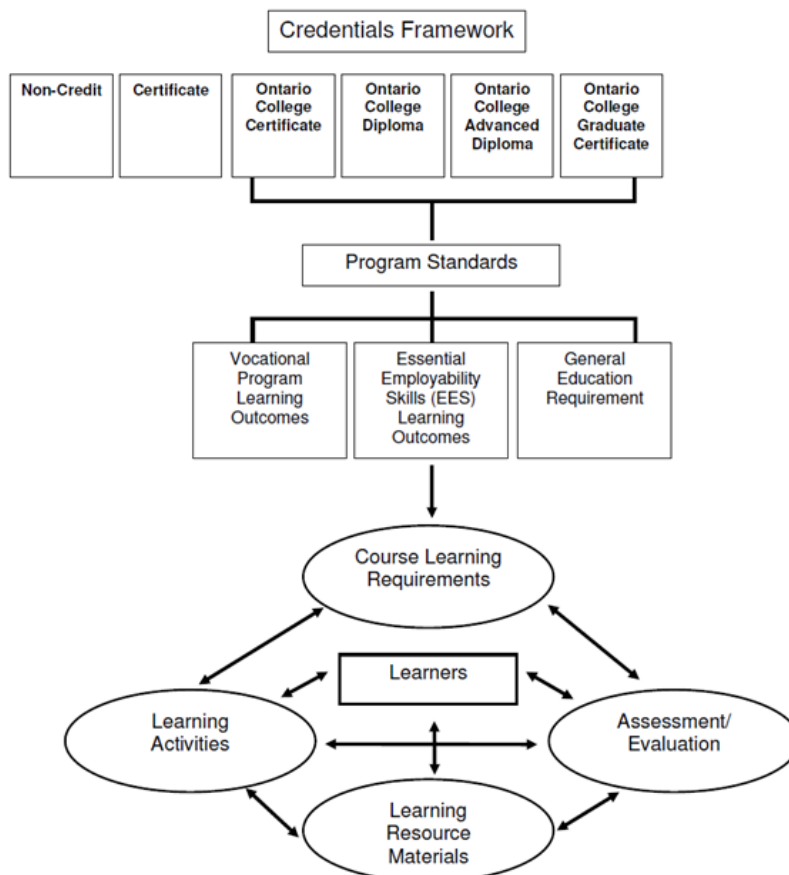


Figure 3: Credentials Framework, adapted from Minister's Binding Policy

Purposes of Curriculum Mapping

A curriculum map can be used to

- provide an overview of the curriculum for the total program
- document curriculum and the inclusion of standards for accrediting/credentialing groups
- identify opportunities in the program for learners to demonstrate learning outcomes at the required level
- serve as a planning tool to ensure that all program standards are developed within the program¹
- identify areas of redundancy where content is more than adequately covered
- identify paths that learners can follow to meet graduation requirements
- help faculty, learners and others “situate” courses and learning experiences within the program curriculum

¹ Some programs were established and approved prior to Program Standards being introduced into the College system. If this is noted as part of CPR, a plan needs to be initiated to develop the VLOs.

Performing Curriculum Mapping

At Fleming College, course outlines for courses which form part of an Ontario College Credential are housed within the Course Outline Management System, as part of Evolve.

Table 1 provides the guidelines used to categorize teach (T), reinforce (R), assess (A) for each learning outcome

Teach	<ul style="list-style-type: none">• Do you provide instruction/learning opportunities in this skill in your course?• Is this skill identified in one or more course learning requirements?• Do you devote a significant amount of time to facilitating student development of the skills and knowledge embedded in the outcome?
Reinforce	<ul style="list-style-type: none">• Do you review and/or emphasize material previously taught in other courses?• Do you strengthen or support this skill/knowledge learned previously through activities?
Assess	<ul style="list-style-type: none">• Are there assignments, tests or projects which are designed to allow you to evaluate or assess student performance of this outcome or some of its elements?• Do you, in your evaluation of student performance, verify that this particular outcome (or a significant component of it) has been achieved?• Is this outcome reflected in your course outline in the course learning requirements and/or embedded knowledge and skills, and in the evaluation of the course outline?

Table 1: Guidelines for Teach, Reinforce, Fleming College

Course Outline Review

Each year, course owners are expected to formally review their course outlines and course section information and update courses as necessary to reflect changes made in the course content. In addition, all faculty are to reflect on the course delivery using the **Course Feedback Survey** tool as part of **Annual Course Review**. The course teacher uses this review to reflect on the course outline, identify areas which may require strengthening, and to determine whether the course is meeting College requirements (Policy Curriculum Excellence and Procedure Course Outline). Updates may include changes to course learning requirements, learning activities, or assessment methodologies.

In the CPR year, all course outlines are provided to the Program Review Leader ahead of the faculty consultation and curriculum mapping activities in the spring. The PRL builds on the course teachers' observations to formulate discussion points for the faculty focus group in preparation for curriculum mapping.

Each course teacher needs to assess each course against the five evaluation elements pertaining to course learning requirements, program outcomes, learning activities and resources, evaluation methods, and prior learning assessment and recognition (PLAR) to determine whether:

- There is congruency between the course learning requirements and the program learning outcomes (Note this is for VLOs and EES outcomes.)
- There is a match between course learning requirements, course learning activities, and learning resources
- Learning methods are published and are matched to the learning requirements
- Evaluation methods allow students to demonstrate the course learning requirements
- PLAR opportunities exist and are based on course learning requirements

Vocational Learning Outcomes, Essential Employability Skills – Reviewing the Map

At the faculty focus group(s), the Program Review Leader facilitates the review of the Vocational Learning Outcomes maps (by Program and by Level) using the [Curriculum Mapping Reflection](#). This analysis is included in the final CPR report in appendix A.

Student Focus Group

Planning the Student Focus Group

The Chair, through the Administrative assistant invites students to participate in the focus group meeting. It is recommended that 20-30 students be invited, depending on the size of the program. There should be fairly equal representation from all years and all sections/groups. Students should respond to the invitation, allowing time to find an alternate if the student cannot attend. Students can be selected randomly from a class list – e.g., every fourth or fifth student, depending on the size of the class. Faculty *are not* invited to the meeting. Note that Chair through the Administrative assistant will prepare the minutes for the meeting which s/he has facilitated to be included in the report.

Time Frame for the Meeting

The working part of the meeting should be about two hours in length. Refreshments should be available at the beginning of the meeting to minimize interruptions once the meeting commences. All elements of the discussion should be recorded during the meeting.

Writing the Student Focus Group Minutes

The focus group leader will prepare the report for the meeting which s/he has facilitated, using the transcriptions of the discussion notes as the basis for the report. The final report will include

- the agenda, date and time of the meeting.
- the number of students, and their current academic level (it is not necessary to list the actual names or the participants, level is important as it provides context for the responses)
- a summary of the meeting - highlights, key findings, and recommendations.

The intent is to give the reader a clear understanding of the input and viewpoints of the attendees of the meeting, without the heavy overhead of verbatim minutes.

Student Focus Group Instructions

Facilitator Instructions:

As a minimum standard, the following questions should be used during all student focus groups. The target groups are upper semester students only, not first semester. Additional questions may be included at the discretion of the Chair of the program.

Please stress with the students that you are collecting feedback about the curriculum, their learning experiences and how it can be improved, not about faculty teaching the courses. If students offer faculty performance related feedback, redirect these to the Chair of their program and do not record these responses in your report.

1. Learning Experience

What do you think are the highlights of your learning experience so far in your program?

What are some best practices in teaching that have helped with your learning?

What are some of the challenges you have encountered in your learning process?

2. Teaching Methods:

Please provide some examples of best practices in classroom management strategies that you have experienced so far in your program.

Please provide some best practices that your teachers have used to keep you engaged in the learning process.

Thinking about the learning resources (textbooks, required equipment/tools, software) that you have purchased for the program, are they meeting your learning needs?

Comment upon the scaffolding of curriculum, does curriculum from one semester to another reinforce and build on concepts?

3. Evaluation, Assessment and Feedback:

Is there a variety of assessment types (tests, assignments, quizzes, practical testing, essays etc.)?

What type of feedback from your faculty do you find the most useful?

Please provide some examples of best practices in evaluation/assessment in your various courses?

4. Reflection

What would you consider to be the strengths of your program?

What would you consider to be a weakness of your program?

Please provide any additional suggestions that would help to improve your program.

INDUSTRY ALIGNMENT REVIEW

Purpose: One of the priorities of the Fleming College Strategic Plan (2019-2024) is that academic programming will be responsive to the needs of industry. The purpose of this document is to describe the Industry Alignment Review process and to provide guidelines and criteria for the selection of external reviewers and the evaluation deliverable.

Scope: An Industry Alignment Review complements and expands the existing efforts of the program team during Cyclical Program Review and is described in the Program Review Framework linked to Operating Procedure 2_213D Program Review. Industry Alignment Review does not supersede, and does not replace, the required Program Review processes described in Operating Procedure 2_213D Program Review.

Definitions:

Cyclical Program Review: is a comprehensive review process whereby every 3-5 years, program information is analyzed and a reflective report and an improvement plan is generated with deliverables. During cyclical review, programs are presented with unbiased Labour Market data (provided by the Fleming Library), Program Efficacy Review Metrics, student satisfaction, retention data etc., (provided by the Strategic Planning and Development Department), Student Satisfaction), as well input from the Program Advisory Committee.

Industry Alignment Review: An evaluation prepared by an external reviewer that provides an unbiased and current insight from industry to the core of the program curriculum, which is useful in charting the direction of the program.

Industry Alignment Reviewer: An external industry expert who can provide a current assessment of key elements of course curriculum, including alignment to industry certifications (and their relevancy) as well as program vocational learning outcomes and alignment to courses.

Industry Alignment Report: The Industry Alignment Reviewer will produce a document which provides an evaluation of key program elements, including learning outcomes, skills, technology, resources, certifications, and curriculum, as appropriate.

Program Advisory Committee (PAC): Every program of instruction (or cluster of similar programs) will have an active, voluntary program advisory committee which provides recommendations and guidance on topics that directly impact the success of students and graduates.

Program Advisory Committee members: Members of the program advisory committee may be selected from employers, graduates, business/industry leaders, or representatives from professional and accrediting bodies and agencies.

Program of Instruction: is a group of related courses leading to a degree, diploma or certificate awarded by the College.

1.0 Industry Alignment Review Process

1.1. Identifications of Programs for Industry Alignment Review

- 1.2. An evaluation prepared by an external reviewer provides insight from industry and generally, though not exclusively, Dean's may request an Industry Alignment Review for programs that may have:
 - Certifications/accreditations that need to be periodically reviewed for relevancy to the program
 - Technology and equipment that need to be periodically reviewed for relevancy to the program
 - Non-academic requirements or skills that need to be periodically reviewed for relevancy to the program
 - Assist the program team in providing different perspectives for future program direction
- 1.3. In consultation with the Academic Quality Office, and at the discretion of the school Dean, potential programs are identified for Industry Alignment Review in conjunction with existing college processes and established timelines such as: cyclical program review and program efficacy review.
- 1.4. The School Dean, in consultation with the Academic Quality Office will prepare a contract with a deadline for the Industry Alignment Review to be completed.

2.0 Industry Alignment Reviewer Selection Process

- 2.1. Once a program has been confirmed and approved for Industry Alignment Review in consultation with the Academic Quality Office, the School Dean will begin the selection process for an Industry Alignment Reviewer.
- 2.2. At the discretion of the Dean, the Industry Alignment Reviewer may be selected from:
 - one of the existing PAC members, or
 - may be from outside the PAC on the PAC's recommendation, or
 - may be a former PAC member, or
 - be someone outside of the PAC, selected by the Dean
- 2.3. The following recommendations should be considered in the selection process for the Industry Alignment Reviewer:
 - recognized as a leader within the field of work
 - actively working in the field with at least 10 years of progressive experience
 - have a broad set of skills and knowledge across the scope of the field of study
 - regional, and/or national, and/or international sector employment
 - credentials and designations as appropriate for the field of study, with preference given to higher credentials and designations
 - preferably not an alumni or former employee.
- 2.4. Upon selection of a potential Industry Alignment Reviewer, it is recommended that the Dean interview each candidate with the method subject to their discretion, to determine suitability.

3.0 Industry Alignment Review Deliverable

- 3.1. The Academic Quality Office will provide the Industry Alignment Reviewer with a package containing the current Academic Plan and priorities, Program Vocational Outcomes, Curriculum Mapping, and all Course Outlines for the program.
- 3.2. The Academic Quality Office will provide education and training to the Industry Alignment Reviewer on the Industry Alignment Review process.
- 3.3. The Industry Alignment Reviewer will be compensated for 20 hours at the faculty rate for the completion of the contract, and submission of the Industry Alignment Report.
- 3.4. The Industry Alignment Report must be completed and submitted to the Dean within the prescribed deadline.
- 3.5. A copy of the Industry Alignment Report will be stored on the Program Repository.

4.0 Industry Alignment Review Requirements

- 4.1. Evaluate the current physical resources for the program (space allocation, labs, equipment).
 - Are these adequate to prepare graduates for work in the industry?
 - Are there any suggested additions/deletions/alterations to physical resources of the program?
- 4.2. Evaluate the current software/technology/equipment resources for the program.
 - Are these adequate?
 - Are there any suggested additions/deletions/alterations to software/technology resources of the program?
- 4.3. Evaluate the current certifications/accreditation standards (if any) used in the program.
 - Are there any suggested additions/deletions/alterations to certifications/accreditation standards?
- 4.4. Evaluate the current vocational learning outcomes of the program.
 - Are there any suggested additions/deletions/alterations to the program vocational learning outcomes (not that if the program has a MCU standard, VLOs can only be added, not modified).
- 4.5. Evaluate the course descriptions and their relationship to the program Vocational Learning Outcomes in terms of their relevancy to graduates working in industry
 - Do the program courses (by evaluation of the descriptions), provide current and relevant training for graduates?
 - Are there any suggested additions/deletions/alterations to the program courses?
- 4.6. Evaluate the course learning outcomes and how they link to the course description and the program vocational learning outcomes.
 - Do the course learning outcomes (by evaluation of the statements), align with the course description and program vocational learning outcomes?
 - Are there any suggested additions/deletions/alterations to course learning outcomes?

GLOSSARY AND LIST OF ACRONYMS

AODA	Accessibility for Ontarians with Disabilities Act
CAAT	Colleges of Applied Arts and Technology
KPI	Key Performance Indicators
MAESD	Ministry of Advanced Education and Skills Development
OCAS	Ontario College Application Service
OCQAS	Ontario College Quality Assurance Service
PLAR	Prior Learning Assessment and Recognition
CPR	Program Quality Review
PRL	Program Review Leader
CVS	Credential Verification Services

APPENDIX A – THE CREDENTIALS FRAMEWORK

Extracted from the “Minister’s Binding Policy Directive [“Framework for Programs of Instruction” found here](#)

This framework represents the *minimum* provincial requirement for credentials to be awarded and applies to all programs of instruction, regardless of funding source.

	Non-Credit	Certificate	Ontario College Certificate ▼	Ontario College Diploma ▼	Ontario College Advanced Diploma ▼	Ontario College Graduate Certificate ▼	Applied Degree
1. Scope of Curriculum Outcomes: Breadth and Depth							
1.1 Complexity of Knowledge and Vocational Outcomes	Locally determined	Complexity of knowledge may focus on preparing graduates to begin postsecondary studies or may focus on targeted vocationally specific skills.	Meets all specific vocational learning outcomes as defined by provincial program standards , where these exist. Breadth, depth, and complexity of knowledge would prepare graduates to perform in a range of varied activities or knowledge application situations where the range of contexts in which the choice of actions required is usually clear, and complexity in the	Meets all specific vocational learning outcomes as defined by provincial program standards , where these exist. Breadth, depth, and complexity of knowledge cover the planning and initiation of alternative approaches to skill and knowledge application across a broad range of technical and/or administrative requirements; coordination; and	Meets all specific vocational learning outcomes as defined by provincial program standards , where these exist. Breadth, depth, and complexity of knowledge involve analysis, diagnosis, design, planning, execution, and evaluation across a broad range of technical and/or management functions. Opportunities may exist for new/additional applications of technical, creative,	Meets all specific vocational learning outcomes as defined by provincial program standards , where these exist. Breadth, depth, and complexity of knowledge would enhance the ability of graduates to perform a more specialized range of activities, most of which would be complex or non-routine. Leadership and guidance may be involved when organizing self or others, as well as when contributing	Degree level standards established by the Postsecondary Education Quality Assessment Board (PEQAB) are applied by PEQAB when it makes recommendations to the Minister under the authority of the Post-secondary Education Choice and Excellence Act, 2000.

3.0 Programs
Framework for Programs of Instruction
Minister's Binding Policy Directive

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
			<p>range of options to be applied is limited. Complexity of knowledge prepares graduate for further postsecondary studies. Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.</p> <p>Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with</p>	<p>evaluation. Performance of a range of skills, with associated knowledge, showing substantial depth in some areas where judgment is required in the planning and selecting of appropriate equipment, services, or techniques for self and others.</p> <p>Applications involve participation in the development of strategic initiatives, as well as personal responsibility and</p>	<p>or conceptual knowledge to practical and/or real world situations. Performance of a significant range of skills associated with fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contributions to the development of a broad plan, budget, or strategy are involved, as is accountability for self and others in achieving the outcomes for a team.</p> <p>Applications of skill and knowledge involve significant judgment in the planning, design, and technical leadership and/or guidance functions</p>	<p>to technical solutions of a non-routine or contingency nature. Performance of a prescribed range of skilled operations that includes the requirement to evaluate and analyze current practices and develop new criteria, and may include the provision of some leadership and guidance to others in the application and planning of skills.</p> <p>Applications may involve some complex or non-routine activities involving individual responsibility or autonomy and/or leadership and</p>	

3.0 Programs
Framework for Programs of Instruction
Minister's Binding Policy Directive

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
			others as part of a group or team.	autonomy in performing complex technical operations or organizing others. Applications may include participation in teams, including teams concerned with planning and evaluation functions. Group or team coordination may be involved.	related to products, services, operations, or procedures. The degree of emphasis on breadth as against depth of knowledge and skills may vary, with most weighting placed on depth.	guidance for others as part of a team or group. The qualification may involve broadening the skills individuals have already gained in a postsecondary program of instruction, or developing vocational knowledge and skills in a new professional area.	
			▼ Portions of the above section are reproduced by kind permission of the Australian Qualifications Framework Advisory Board to the Ministerial Council on Education, Employment, Training and Youth Affairs, Australia.				

3.0 Programs
Framework for Programs of Instruction
Minister's Binding Policy Directive

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
<i>1.2 Essential Employability Skills</i>		<i>Locally determined</i>	Graduates have achieved the basic fundamental, personal management, and teamwork skills to get, keep, and progress in a job-of-choice, or to enter further postsecondary studies. There is an appropriate depth of achievement, consistent with the essential employability skills learning outcomes, identified for this level of credential.	Graduates have achieved the basic fundamental, personal management, and teamwork skills to get, keep, and progress in a job-of-choice. There is an appropriate depth of achievement, consistent with the essential employability skills learning outcomes, identified for these levels of credentials.		<i>Locally determined</i>	

3.0 Programs
Framework for Programs of Instruction
Minister's Binding Policy Directive

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
<i>1.3 General Education</i>		<i>Locally determined</i>	Locally determined, however it is desirable that graduates at this level will have been engaged in learning that incorporates some breadth beyond the vocational field of study, especially in programs of instruction intended to lead to further postsecondary study in a related field.	Consistent with the general education policy for colleges of applied arts and technology, graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically involve students taking 3 to 5 courses (or the equivalent) designed discretely from vocational learning opportunities. This learning would normally be delivered using a combination of required and elective processes.		<i>Locally determined</i>	
<i>2. Typical Duration for Completion</i>		<p>Specific design, delivery, and duration of curriculum is locally determined and may vary among programs and disciplines, recognizing that some colleges may use a system other than hours (e.g., credits) to determine program completion.</p> <p>It is understood that a range of hours may apply to the achievement of program learning outcomes leading to any particular credential.</p> <p>This framework outlines the typical duration of a program at this level for students entering with the minimum admission requirements.</p>					

3.0 Programs
Framework for Programs of Instruction
Minister's Binding Policy Directive

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
		<i>Locally determined</i>	Typically the duration to achieve this credential is 2 academic semesters or approximately 600 to 700 equivalent instructional hours.	Typically the duration to achieve this credential is 4 academic semesters or approximately 1200 to 1400 equivalent instructional hours.	Typically the duration to achieve this credential is 6 academic semesters or approximately 1800 to 2100 equivalent instructional hours.	Typically the duration to achieve this credential is 2 academic semesters or approximately 600 to 700 equivalent instructional hours.	
3. Admission Requirements	<i>Locally determined</i>	<i>Locally determined</i>	Admission requirements are established in O. Reg. 34/03 and Minister's Binding Policy Directive on Admissions Criteria.			Ontario College Diploma, Ontario College Advanced Diploma, Degree, or equivalent	
4. Name of Credential	<i>Locally determined, excluding the use of the words contained in any provincially approved</i>	Certificate Certificat	Ontario College Certificate Certificat d'études collégiales de l'Ontario	Ontario College Diploma Diplôme d'études collégiales de l'Ontario	Ontario College Advanced Diploma Diplôme d'études collégiales de l'Ontario – niveau avancé	Ontario College Graduate Certificate Certificat post-diplôme de l'Ontario	

3.0 Programs
Framework for Programs of Instruction
Minister's Binding Policy Directive

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
	<i>credential titles. May use such terminology as Attestation, Award, Statement, etc.</i>						

APPENDIX B – Program Implementation Committee Briefing Note

Fleming College

PROGRAM IMPLEMENTATION
COMMITTEE
Briefing Note

This briefing note will be presented to the Program Implementation Committee for information and/or discussion and/or endorsement

Subject: Subject
Prepared By: Your name
Action: Information/Discussion/Endorsement
Date: Date

OVERVIEW/ISSUE

Text here

BACKGROUND

Text here

CONSIDERATIONS

Text here

ACTION ITEMS

Text here

CONCLUSION /RECOMMENDATION(S)

Text here

Attachment(s):

APPENDIX C – Curriculum Mapping Reflection (See website for fillable form)

Curriculum Mapping Guide and Reflection for Annual and Cyclical Program Review

This guide has been prepared to facilitate the analysis and review of the Vocational Learning Outcomes and Essential Employability Skills used in the curriculum mapping process.

Essential employability skills (EES) regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning. The essential areas where graduates must demonstrate skills for knowledge are: communication, numeracy, critical thinking, problem solving, information management, interpersonal and personal.

Vocational learning outcomes (VLO) are a set of program specific learning outcomes that capture learning that is done at the program level across all semesters. These are broad statements that include the expectations of what students must achieve by the end of the program. VLOs may be determined by the Ministry through a consultative process and are used by all similar programs within the college system or, in the case where vocational standard outcomes do not exist, the program will create their own. *Note that Course Learning Outcomes support program Vocational Learning Outcomes.

Steps for Curriculum Mapping:

**Many of the files used in Program Review (Report templates, curriculum mapping, etc.) are MS Office 365 Documents. When using the 365 version of this document, these will automatically save as you populate and update on the website directly, you do not need to download.*

Step 1: Locate the most recent version of your program specific curriculum map from your program curriculum review webpage:

<https://department.flemingcollege.ca/pcr/programs/> .

Step 2: Locate the tab for the current year which should have updated courses for the program of study.

Step 3: a) Download your school specific "Master VLO" excel file by clicking on the following link, and locating your school:

<https://department.flemingcollege.ca/pcr/resources/program-curriculum-maps/>.

b) Within the excel file, locate the tab “ALL PROGRAMS – EES”. These are the 11 EES that you must use during curriculum mapping. *You may copy these EES directly onto the curriculum map, or simply use as a reference during mapping.*

c) Locate your program code within the tabs. These are the VLOs that you will use during curriculum mapping. *You may copy these VLOS directly onto the curriculum map, or simply use as a reference during curriculum mapping.*

Step 4: Locate the “Course Outline Summary Data” in the Resources tab on the Program Review webpage, and download the report for your program. This will assist in pulling relevant course learning outcomes and learning sequence information for the mapping activity.

Step 5: Review course information with your program team and map each VLO and EES on the curriculum map document (Step 1) by using either “Teach, Reinforce, or Assess” as applicable.

Step 6: Answer questions 1-16 in this document and provide comments where necessary.

Step 7: Use the information in this guide to help populate your annual or cyclical program review templates.

Step 8: Once the curriculum map, mapping guide and reflection, annual (or cyclical) program review template is completed, complete the program improvement plan (available in Resources tab) for this year.

When do you use “teach” vs. “reinforce” vs. “assess”?

Teach (T): You should be able to answer 'yes' to the following questions:

- Do you provide instruction/learning opportunities that are reflected in the course learning sequence in the outcome?
- Do you devote a significant amount of time to facilitating student development of the skills/ knowledge embedded in the outcome?

Reinforce (R): You should be able to answer 'yes' to the following questions:

- Do you review and/or emphasize material previously taught in other courses?
- Do you strengthen or support this skill/knowledge learned previously through activities?

Assess (A): You should be able to answer 'yes' to the following questions:

- Are there assignments, tests or projects which are designed to allow you to evaluate or assess student performance of this outcome or some of its elements?
- Do you, in your evaluation of student performance, verify that this particular outcome (or a significant component of it) has been achieved?
- Do students receive feedback on their ability to perform this skill?
- Is this outcome reflected in the evaluation section of the course outline?

Example of a Completed Map

We have provided an example of a completed curriculum map for a certificate program involving two semesters. With your downloaded file, *you may change the format of your map to suit your preference provided that the mapping of VLO, EES, and College Sustainability VLO is completed.*

*Note that General Education Elective is not mapped to VLOs or EES.

Program Name - GAS Environmental and Natural Resource Studies Option Program Code - GSN Date Updated June 2018			Vocational Learning Outcomes											Essential Employability Skills											College Sustainability VLO
Course #	Course Name		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	
Semester 1	ECOS 13	Ecosystem Skills		R		RA	TA			R	TRA	TRA	TRA		R					RA					
	ENVR 20	Ecology and Environment	R	RA		RA				TRA	TRA	TRA	TRA	R	R				R			RA	R	R	R
	COMM201	Communications I		TRA		R				R	R			TRA	TRA				R	TRA					
	MATH 103	Principles of Mathematics for E & N R Studies	TRA			RA					RA	R					TRA	TRA	RA				R	R	
	APST 96	Field Camp		TRA	R	TRA	R	R			TRA	R	TRA	R	R			R	R				TRA	R	TRA
	ORGB15	Career and Environmental Workplace Essentials		R		TRA		TRA	TRA					T	R			R	TA	R		TRA	TRA	R	R
Semester 2	Course #	Course Name	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	
	GEOM 122	Geospatial Data Techniques	R	RA	TRA	R	TRA			TRA	R		TRA	TRA			RA	TR		TRA					
	NATR 8	Skills for Stewardship and Sustainability		RA	TRA	TRA				TRA	R	TR		TRA				R	TRA	TRA	TRA	TRA	R	R	TRA
	MATH 63	Applied Math in Natural Resource Sciences	TRA				R				RA	R	TR				TRA	TRA	RA		TRA		R	R	
	SCIE 142	Introduction to College Chemistry	TRA	TRA	R	R					R			TRA	TRA	TRA	TRA	TRA	R		TRA		R	R	R
	GNED	General Education Elective																							

The product of mapping will help you identify gaps in the curriculum, note that VLO #6 for this program is only taught and assessed one time within the program. This would become a focus for discussion in the annual review and improvement plan.

Curriculum Mapping Reflection

<p>1. Are all Vocational Learning Outcomes provided on the Master-VLO form accurate and current? If applicable, please provide comments in the white space.</p>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
<p>2. Are all current courses represented on the curriculum map for this year? Please comment on any changes in curriculum delivery from the previous year.</p>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
<p>3. Are there at least two instances of teaching (T), reinforcement (R), and assessment (A) for each of the Vocational Learning Outcomes present in the curriculum map? Provide comments as necessary.</p>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
<p>4. Does the program map show any instances of assessment (A) with no previous or associated teaching (T) for any of the Vocational Learning Outcomes within the semester? Provide comments as necessary.</p>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
<p>5. Does the program map show a reasonable balance of teaching (T), reinforcement (R) and assessment (A) of VLOs across all semesters in the program? Provide comments as necessary.</p>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer

6. Are there any semesters/terms where the curriculum appears to be particularly heavy for students in teach, reinforce, assess? Provide comments as necessary.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
7. Do the course learning requirements, learning activities and/or assessment strategies in the course outlines reflect the VLOs that are attached to the course? (i.e., Is it possible to visualize the performances based on the content of the course outlines?) Provide comments as necessary.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
8. Are all Essential Employability Skills represented on the curriculum map in at least two courses?		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
9. Are there at least two instances of teaching (T), reinforcement (R) and assessment (A) for each of the Essential Employability Skills? Provide comments as necessary.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
10. Does the program map show an appropriate distribution of teaching (T), reinforcement (R) and assessment (A) of Essential Employability Skills in the program? Provide comments as necessary.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer

<p>11. Have you connected with the GAS Discipline Coordinators (or associated faculty leading courses) for mapping the VLOs and EES for courses delivered by the School of GAS? These courses must be mapped to program VLOs and EES. *General Education courses are NOT included in the map. Provide comments as necessary.</p>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
<p>12. Is the College-wide Sustainability VLO mapped within the program curriculum? “Students will be able to explain the interconnections between the broad principles of sustainability - which include human health and well-being, ecological health, social issues, and secure livelihoods- in order to support a better world for all generations.” Provide comments as necessary.</p>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
<p>13. Are you making changes to the program VLOs? Provide comments as necessary.</p>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
<p>14. Are there any curriculum gaps that were identified through the mapping process? Provide comments as necessary.</p>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to Answer
<p>15. Identify any curricular strengths realized through the mapping process. Provide comments as necessary</p>		
<p>16. Provide any additional comments as necessary.</p>		

