School of General Arts and Sciences

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# 1.0 Industry Trends

## 1.1 Sectoral Standards

PHS is an Ontario College Certificate (OCC) program that allows successful applicants to progress to university studies, specifically Bachelor of Science (B.Sc.) Nursing or other B.Sc. undergraduate programs. Industry/sector themes can be discussed in terms of 1. Trends in Preparatory Health Science certificate programs across the province and 2. Sector & Industry Trends in the desired vocation of (registered) Nursing.

Preparatory Health Science (MTCU 41601) in Ontario

There are currently 22 PHS-type programs offered by 20 Colleges in Ontario (SeeAppendix A\_PHS Offerings MTCU Spring 2015).

Recent efforts by the Heads of Health Sciences to standardize core Pre-Health curriculum has resulted in a Ministry MOU in which the majority of colleges will offer a revised “Pre-Health Sciences Pathway to Diplomas and Degrees” program that aligns with the suggested standards. 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” is included in Appendix B\_Provincial MOU.

Fleming will offer this revised Pre-Health science program starting in fall 2016. Proper marketing and communications regarding standardization can potentially increase enrollment in PHS as potential students recognize the ease of transfer between institutions and numerous pathway opportunities.

Sector & Industry Trends in Nursing

Research conducted by Fleming library staff focused on registered nursing as a vocation and compiled data on the labour market, employment requirements, educational competitors, essential skills profile, and industry outlook (see Appendix C\_LMI and Program Research). Relevant to the PHS pathway program is the consistently low unemployment rate for registered nurses (e.g. 1.3% in 2012 compared to the national average of 7.2%). In addition, a labour shortage of registered nurses is projected for 2013-2022 with the acknowledgement that “labour supply will remain clearly insufficient to meet the labour demand”. In terms of industry regional job trends for registered nurses, the projected outlook indicates a significant increase in the number of jobs available (i.e., *ca*. 15%).

The essential skills profile of nursing professionals outlined in the library research is important for PHS as it can be considered in conjunction with essential employability skills to better prepare our students for university studies and their eventual vocation. The core courses of Math, English, Biology, and Chemistry in particular can benefit from review of the essential skills detailed for numeracy, literacy, problem solving, and working with others.

Note that the last program advisory committee (PAC) that discussed the PHS program and GA&S certificate programs was held in late 2012. An overview of PHS was provided as part of the Dean’s updates. PAC membership has been reestablished and will likely combine discussions of PHS and other GA&S certificate programs (i.e., GHS and UT).

## 1.2 Industry Liaison

Since PHS is a pathway program, it does not have specific ties to an industry. The majority of the ties are with other academic institutions.

The strongest tie is with Trent University. An information session about the Trent-Fleming School of Nursing is conducted in the first semester for interested students.

Additional, more specific ties, with Trent could help to guide and strengthen our curriculum and better prepare students for entry into the B.Sc.N. program. In spring of 2014, the program coordinator had a meeting with some Trent-Fleming School of Nursing faculty to discuss student preparedness. This meeting provided good feedback. Additional meetings and discussion would be beneficial.

In addition to the faculty-to-faculty links between the PHS and B.Sc.N. program, stronger connections with Trent for the purposes of data collection on PHS students through the application and acceptance process, as well as through the students’ academic career, would provide important data about the success of the PHS program in preparing students for success in their future studies.

There is a consistent effort from the program coordinator to establish ties with other institutions and increase the potential pathways for PHS graduates. See Section 2.8 Learning Pathways for details.

In addition to the involvement with other academic institutions, there are some opportunities for industry involvement with the PHS program. For instance, in the Fall 2014 semester, the program coordinator was contacted by a representative from the local chapter of the Registered Nurses Association of Ontario (RNAO). RNAO was hosting a talk from Tilda Shalof, who authors a book that the PHS students read in their English course. When the RNAO chapter was organizing the talk, they specifically considered how to make the talk accessible for students (considerations included location and price). They contacted the program coordinator to share an invitation to the event and encouraged PHS students to attend. This is a relationship that could be strengthened and built upon. It could be beneficial to have guest speakers from RNAO discuss nursing jobs, opportunities and education with interested PHS students.

Overall, it is noted that while there are some well-established ties between Fleming and Trent, there are many other opportunities for the PHS program to get involved with other academic and industry partners.

# Curriculum Development

## 2.1 Curriculum Framework

The PHS program delivers four core subject areas to students over two semesters. These include Biology I & II (SCIE9 & 10), Chemistry I and II (SCIE131 & 132), English I and II (COMM19 & 20), as well as Prep. Health Math (MATH20) and Data Management (MATH21). Core courses serve as Gr. 12 U-level secondary school equivalencies for Chemistry, Biology, English, and two Math credits to satisfy Trent admission requirements for B.Sc.N (or B.Sc.) undergraduate programs. Course delivery patterns, thoughtful curriculum design, and consistent full-time staffing are all important contributors to maintaining a learner-centered approach in PHS curriculum. Faculty dedication and a small, consistent program team allows for the quality of courses to be maintained and for ongoing personalized learning and support for PHS students. Provided below is a brief summary of PHS curriculum and other notables by subject area.

Biology I/II (SCIE9/10):Biology is delivered in both semesters as a one hour lecture and two hour lab per week. Students prepare for lecture by pre-lecture D2L quizzes and engage with a case study/scenario that they respond to in the next lab period. Students work in groups to complete applied lab work that directly relates to lecture and course content. Students are responsible for bringing lab handouts to class and for completing and self-assessing the pre-lab component. Student work is assessed by faculty with meaningful feedback provided to students to help them improve their reading comprehension, writing, and overall understanding of Biology.

Chemistry I/II (SCIE131/132): Chemistry I in the first semester is delivered as two - one hour seminars and a one hour applied lab. The seminar setting allows for students to work in a smaller group to complete math-related examples and receive more individualized faculty support. As the semester progresses, students are prepped for the transition from seminar to lecture delivery that will occur in semester two. Seminar activities are assessed over the semester to encourage attendance and engagement. The one-hour lab component gives students the opportunity to practice basic lab skills and gain practice in maintaining a lab notebook. The self-assessment of pre- and post-lab entries encourages self-motivation to complete tasks and encourages time management. Chemistry II is delivered as a one-hour lecture and two-hour lab. Students are expected to take more responsibility for learning material and completing example questions on their own (outside of lecture). Lab time in semester two becomes more rigorous as experiments and tutorial sessions are longer and require students to complete them by the end of class. Two formal lab reports are submitted by students that are assessed for adhering to lab report guidelines, scientific writing, and APA-style referencing. Both chemistry courses include weekly D2L quizzes that test students’ knowledge of basic chemistry concepts as they are introduced.

English I/II (COMM19/20): English I & II have been thoughtfully developed to prepare students for university-level English by focusing on transferable skills such as reading, writing, comprehension, research, and scholarly discourse. English I is delivered as two - one-hour seminars and a one-hour computer lab. Students keep a calendar of assessments and a weekly schedule to gain practical experience in time management and self-regulation. Students also reflect on their academic goals, anticipate potential challenges, and generate a personalized action plan. They learn more about themselves through a learner profile and make ongoing connections between their learning and desired vocation. PHS students’ natural interest in science is utilized as communication skills and content is routinely related back to Science. English II is delivered in a blended format with one hour online and two hours of seminar time. More independent work is expected as students transition to an online environment to participate in discussion posts. Students read a non-fiction literary work and complete a research essay to further develop the required University-level reading, writing, and research skills. Socratic seminars in English II also helps students develop critical thinking and oral communication skills.

Prep. Health Data Management (MATH21): This first semester math is delivered as a one-hour computer lab and two one-hour seminars. Online pre-labs allow flexibility in the amount of time a learner needs to spend learning to use Excel (e.g. students new to Excel can watch the video as many times as they like, those comfortable with it can view only once and move on to training/assessment). In-class work time allows for practice with theoretical and lab concepts. Some flexibility is built in to the schedule so that the timing of topics can be adjusted based on student need.

Prep. Health Math (MATH20): Second term PHS math is delivered as three one-hour seminars with a natural progression to more advanced math concepts as the semester progresses. Students complete worksheets and engage in open-book quizzes to master concepts and gain confidence in test writing. The seminar time allows for students to work individually and receive help from faculty in class.

In general, personalized learning and support is maintained by the program team with regular check-ins among faculty to assess individual student progress and to identify those at risk.

## 2.2 Outcomes from Curriculum Renewal

Over the past couple of years, there have been key themes that emerge in the Action Items from the Curriculum Renewal Process. Steps are taken each year to address these areas, but additional work is needed:

Program Integration and Teaching Team

In order to improve the student learning experience, a consistent faculty team is required for the program’s core courses (biology, chemistry, math and English). This will allow for long-term planning and development of the courses, integration between different courses and a consistent advising model in the program. In this program, the integration of the courses extends beyond the linking of curriculum topics between courses to an overall program theme of preparation for university studies.

The PHS program is staffed with a consistent program team as much as the development of workloads allows. Over the past two years, there has been a regular full-time faculty leading the English, math and chemistry courses. The biology courses have been taught and lead by a mix of full-time and contract faculty.

In the Winter 2015 focus groups, students noted that they appreciate having the same teacher for the second part of a course (e.g. English II, Chemistry II, Biology II) since they are already aware of the teacher’s expectations and teaching style. The students feel a steeper learning curve when adjusting to a new teacher for the second part of a course. Further details and comments can be found in Appendix D\_Focus Group Feedback Winter 2015.

The consistency of the program team from year to year is beneficial for the faculty members and program coordinator as well. It allows for long-term planning and integrated development of the courses and program.

Alignment to Standards

The PHS program was designed to prepare students for admission into the Trent-Fleming School of Nursing. To do this, the core courses are required to meet the 12 U level expectations of the secondary school curriculum. Faculty are aware of this expectation, and the courses are regularly mapped to the secondary school curriculum.

In addition to the content required, the goal of the program is also to teach the students the learning skills they need to be successful in their college program while also preparing them to enter a rigorous and academically challenging university program.

The courses in the PHS program are regularly reviewed and continuously updated to achieve these outcomes. In addition, the program will need to match the updated Program Learning Outcomes with the implementation of the Provincial Pre-Health MOU in Fall 2016 (Appendix B). A separate review is currently underway to map the courses and program to the MOU and plan for any curriculum changes that will need to occur for Fall 2016. Details can be found in Appendix E\_Curriculum Changes.

Course Specific Renewal

In addition to aligning courses to the 12 U curriculum and planning for alignment to the Pre-Health MOU, courses are continuously updated to ensure they are meeting the needs of all students and also challenging students to achieve a high academic standard. Recent changes in Biology II (SCIE 10), English I and II (COMM 19 and COMM 20), and Chemistry II (SCIE 132)

In Biology II, which focuses on the study of body systems, the labs were updated to utilize an on-going rat dissection to study each system. This gave students experience with dissection and also helped highlight the variability in body systems in actual specimens. These labs were well received by students who felt that being able to do the dissection (as opposed to viewing a demonstration) helped them to understand and learn the course content. Further student comments can be found in Appendix D.

In English I and II, the curriculum was previously focused on reading fiction and creative writing and was thus similar to 12U English or Writer’s Craft courses. Since these courses were developed, the student demographic has changed, and now at least half of incoming students typically have 12U English. In response to this trend, the curriculum was updated to make it more specifically focused on the needs of pathway students who typically require substantial practice to bring their reading and writing skills to an academically-oriented university level. To this end, the first half of COMM 19 is now focused on preparation for success in PHS: time management, critical reading, note-taking, coping with tests and exams, and critical thinking. The second half is focused on reviewing the writing process and composition skills and culminates in a personal essay. COMM20 consolidates university-level reading and writing skills by focusing on research and scholarly discourse through the in-depth study of a major work of literary non-fiction, currently *The Immortal Life of Henrietta Lacks*, and culminates in a research essay. COMM20 is also a blended course, so students participate in intensive weekly online writing practice in order to become familiar with the core reading and writing skills required for success at university. They also participate in weekly Socratic seminars in order to reinforce critical thinking and oral communication skills in preparation for university-level seminars.

In Chemistry II, some of the hands-on Chemistry labs were replaced with tutorials. These tutorials employ a mix of computer simulations (PhET) to illustrate chemistry concepts (often at a molecular level) as well as structured problem-solving. Students are encouraged to work with each other to develop a strategy for solving complex chemistry question and calculate a reasonable answer. In addition to guiding the simulation, the instructor provides guidance and encouragement to the students throughout the problem-solving session. The simulations allow students to understand chemistry concept and principles at a deeper level, and solving complex problems will prepare them for the expectations of university-level science courses.

Graduate Pathways and Tracking

It is challenging to track students once they complete the PHS program. Many do move on to the B.Sc.N. program at Trent University; however, student goals change during the program and some students enter the program planning on applying to fields other than nursing. In order to make the program marketable to a wider audience assist as many graduates as possible in achieving their academic goals, it is important to have a variety of pathways that graduates of the PHS certificate can follow.

The program coordinator is regularly seeking out additional programs that will accept the PHS certificate as meeting its admission criteria. Examples include the B.Sc. for biological majors at the University of Guelph and the B.Sc. at Trent University. These, and additional, pathways should be confirmed and marketed to students through the program page. Additional details about the pathways available to students and challenges in tracking graduates can be found in Section 2.8 Learning Pathways, Section 4.2 Other Graduate Destinations and Appendix F\_Graduate Pathways Options.

A number of health science programs at other colleges, for example Medical Radiation Technology, require physics as an admission criteria. With the suspension of the GSP program, there is no longer a post-secondary physics available to students. To assist students with this admission criteria, an Academic Upgrading physics course is being developed and should be available to students in Fall 2015.

## 2.3 Curriculum Sequencing and Alignment with Standards

The PHS program is an Ontario College Certificate that meets or exceeds the framework criteria outlined by the MTCU. Specifically, we exceed the general education requirements by offering students a choice of two general electives (and two program electives) over the course of two semesters. We are a little light on program hours with 540 hours in total which falls below the recommendation of 600-700 hours as confirmed by the Ministry.

Current admission requirements are currently an OSSD with the majority of credits at the College (C) and Open (O) level, including: 2 College (C) English courses (Grade 11 or Grade 12),

2 College (C) Math courses (Grade 11 or Grade 12), and 2 different Grade 11 or 12 College (C) Science courses (Biology, Chemistry or Physics). Biology is recommended but not required for admission.

The current admission requirements are suitable for the rigour of the program and the majority of students are adequately prepared to enter and succeed in the PHS program. Chemistry could also be recommended (but not required) as one of the two different sciences to better prepare students for the rigour and math-oriented nature of the PHS chemistry curriculum.

Details of the secondary school credits and average grades that students are entering the program with can be seen in Appendix G\_F13\_Secondary School Credits and Appendix H\_F14 Secondary School Credits.

The PHS assessment and topic maps (Appendix I\_Assessment Map and Appendix J\_Topic Map) do indicate a consistent assessment methodology and sequencing across core courses. When alignment cannot occur, the program team is still aware of the topics being covered in other courses so that explicit links between curricula can be communicated to students. The transition from first semester to second is generally a smooth one for students due to the design/flow of core courses and consistent faculty teaching within both semesters.

## 2.4 Curriculum Map

Refer to Appendix K\_Curriculum Map for the updated PHS curriculum map. It is also housed in the GAS shared directory, file path: S:\shared data\GAS\GA&S Program Related\PHS\Program Review 2014-15\Appendix Items.

Note that this Curriculum Map represents the current state of the PHS curriculum and will be updated with the new program Vocational Learning Outcomes for the Fall 2016 Academic Year. When this is completed, the map will be expanded to indicate whether each VLO and EES is taught, reinforced or assessed in each course.

The PHS curriculum map reveals a strong alignment of vocational and course outcomes. The map also indicates that Essential Employability skills are consistently met as the program curriculum attempts to build these transferable skills in students as they prepare for university pathways.

Students have a choice of general education themes over the two semesters of study. One general education course is taken each semester, which exceeds MTCU requirements.

## 2.5 Delivery Mode

Curriculum in the PHS program is currently delivered in a variety of modes. The primary mode is a lecture plus lab or seminar for the majority of the core courses. Many courses also include an online component through D2L. Some of the program and general electives are delivered entirely online.

The mix of delivery modes is meant to support students as they begin the college program and also to prepare them for university level studies. It is felt that the delivery modes used achieve this goal. For example, student have increased support in chemistry in semester 1 (all small group seminars) and experience learning in a larger lecture and more intensive lab in semester 2. The amount of online work is also increased in semester 2 with the hybridized English course.

The structure of the core-courses is as follows:

Semester 1:

SCIE131 Chemistry I: 2 – 1 hr seminars, 1 hr lab

SCIE9 Biology I: 1 hr lecture, 2 hr lab

MATH21 Data Management: 2-1 hr seminars, 1 hr computer lab

COMM19 English I: 1-2 hr seminar, 1 hr lab

Semester 2:

SCIE132 Chemistry II: 1 hr lecture, 2 hr lab

SCIE10 Biology II: 1 hr lecture, 2 hr lab

MATH20 Preparatory Health Math: 3 – 1 hr seminars

COMM19 English II: 1-2 hr seminar, 1 hr seminar \*course has been hybridized, not all seminars in class

Lectures are typically used to deliver theoretical content while labs and seminars are used so that students can apply their learning in smaller groups. These applied learning experiences are also designed to have a health-science focus to meet the VLOs.

Educational technologies are used throughout the program. All courses are run through D2L and, at a minimum, students find updates about the course, learning materials and grade updates through the Course Page. The biology and chemistry courses also utilize D2L for pre- or post-lecture quizzes to provide students with concept checks and practice questions with immediate feedback. The second semester English course (COMM 20) has been hybridized so students interact with discussion posts online. It has been noted that students put a lot of thought into these posts and engage with each other in meaningful ways. The Data Management course (MATH 21) in first semester utilizes Captivate Software Training videos for pre-labs. These teach the students the basic skills they need to complete the upcoming lab in Excel. These videos have demonstration, training and assessment portions to guide students through the content.

Visualizations and simulations are used throughout the second semester chemistry (SCIE 132) tutorials to help students understand the concepts being utilized in the tutorial questions.

## 2.6 Assessment and Evaluation Methods

The core courses in this program use regular, low-risk assessments to provide students with frequent feedback. Throughout the program, there is an increase in the number of higher-risk assessments (e.g. cumulative mid-terms and exams) to help prepare students for university level learning.

Students are also encouraged to self-assess their work. For example, students are required to check their labs against posted solutions and show their corrections in semester 1 chemistry. The goal is to get students to use feedback successfully and to develop good habits for future courses.

Although students have small assessments in many of their courses each week, an effort is made to spread out the larger assessments (Appendix I).

Small quizzes and seminar activities are used to provide students with regular, formative feedback. These are low-risk assessments, but are worth a small amount of marks to help encourage completion of the assessments.

Lab assessments include case studies, lab reports, lab quizzes and lab notebook and safety checks. These assess student learning with regards to curriculum content, lab techniques and safety.

Assessments in English I and II help develop learning skills (e.g. time-management activity and presentations) as well as assessing the curriculum outcomes.

## 2.7 Curriculum and Diversity

The students in the PHS program have a diverse range of previous educational experience and learning needs. Some students have just completed high school while some have taken other post-secondary programs or have been working.

The support and development of all learners is essential in a pathway program. By having a consistent program team throughout the two semesters, faculty are able to build strong relationships with students so that they are better able to identify and respond to student needs.

Since students are in many classes together, they develop a peer-support system. However, there can also be a feeling of competition among the PHS students for the reserved seats at Trent. To continue to build a supportive an inclusive learning environment, additional program-events could be considered. Currently, students get together for group information sessions about applying to Trent, but additional sessions where students help each other (e.g. study skills, exam preparation sessions) could be considered.

The program coordinator will continue to make students aware of extra-curricular events that promote a positive program and college environment. Many of the extra-curricular events at the college can be included on the students’ Co-Curricular Record (CCR).

The choice of electives in the PHS program can also help to support an inclusive and positive learning environment. Choices such as GNED 108 – Pursuit of Happiness are well received by students and can help support an awareness of mental health. Introduction to Indigenous Studies (GNED 49) can also be considered as an offering that will help broaden student perspectives. Each semester, the program coordinator identifies General Elective courses that they believe would be beneficial to students in the program. This choice will include a consideration of courses that will promote an understanding and appreciation of diversity.

## 2.8 Learning Pathways

The PHS program has an agreement with the Trent-Fleming School of Nursing. Graduates from the PHS program with a minimum 75% program average can apply to reserved seats in the Trent-Fleming B.Sc.N. program. There are up to 20 seats reserved in the B.Sc.N. program each year. While 75% is the minimum required average, the cut-off average is typically in the mid-80% range since the program is competitive. Students who don’t meet the cut-off average, but do meet the requirements for admission into B.Sc. will be given an alternate offer. It is possible for students who enter the B.Sc. to apply to transfer into B.Sc.N. after one year at Trent.

The usual cut-off average for acceptance into the Trent-Fleming B.Sc.N. is usually significantly higher than the marketed average of 75%. The transfer agreement and required grades should be discussed with the Trent-Fleming School of Nursing and updated in marketing materials if appropriate.

While the agreement with the Trent-Fleming School of Nursing is the only formal agreement for the program, there are other universities that will accept PHS graduates. Since each institution determines their own admission criteria, this list can change. See Appendix F for details. This list should be regularly reviewed, and new contacts should be made to expand the pathways for PHS students. It is not uncommon for a student in the program to decide that they are no longer interested in pursuing nursing, so a range of pathways will increase the options for these students.

It would be beneficial to have formal agreements with more institutions. Currently, students are advised to check with any institution that they are interested in attending to make sure they meet admission criteria. If there were additional formal agreements that could be included on the website and marketing materials, then more students could be attracted to the program.

Students in the PHS program also apply to other programs at Fleming. Depending on the program they go in to, they may be able to get some transfer credits from either their core courses or electives.

While there are no dual-credit or high-school articulations with the PHS program, an effort is made to communicate with our high-school partners. The program coordinator has presented at sessions with local guidance counsellors to make them aware of the program and its pathways. However, there is anecdotal evidence from students coming into the program that their guidance counsellor was not aware of the program or was not aware of the differences between the PHS and the General Arts and Science – College Health Science Option (GHS) programs. The program information should be communicated regularly to the high-schools. It may also be beneficial to share the information with Math and Science department heads.

# 3.0 Student and Graduate Satisfaction

## 3.1 Formal Measures of Student and / or Graduate Satisfaction

KPI Results:

KPI graphical analysis from 2011-2015 can be reviewed from the file PHS\_KPI ProgramReview\_2011\_2015, file path: S:\shared data\GAS\GA&S Program Related\PHS\Program Review 2014-15\Appendix Items\KPI Data.

Overall, there is significant variability in the number of respondents over the last five years. The low and variable sample size must be considered when reviewing the KPI data, with acknowledgement that the 13/14 Student Satisfaction and Engagement Survey changed significantly from previous years. There are also concerns with inconsistent delivery methods with the survey. In the 2015 survey, the person administering the survey did not give the students any information or explanation about the survey, was distracted with a cell phone during the survey and was not responsive to student questions.

KPI4 - Graduate satisfaction with generic and vocational learning outcomes: The 5-year average (2010-2014) of students very satisfied or satisfied in this category was strong at 80%, above the system average of 72%. There is currently no data available for the 2015 review year.

KPI8 - Student satisfaction with learning experience: The 5-year average (2010-2014) of students very satisfied or satisfied with the learning experience was 66%, well below the system average of 74%. Data available for 2015 indicated only 54% of respondents were very satisfied or satisfied, noting that only 19 students completed this portion of the survey. Upon review of the specific questions posed to students in the survey under this category, the 2011 and 2013 reporting years showed the largest differences between Fleming and the system (See file PHS\_KPI detailed 2010\_2014.pdf, file path S:\shared data\GAS\GA&S Program Related\PHS\Program Review 2014-15\Appendix Items\KPI Data.

KPI9 - Student satisfaction with teachers: The 5-year average (2010-2014) of students very satisfied or satisfied with teachers was 72%, lower but comparable to the system average of 75%. Data available for 2015 indicated only 54% of respondents were very satisfied or satisfied, noting that only 19 students completed this portion of the survey.

KPI11 – Graduate satisfaction with the program: The 5-year average for this category was 84% which is similar to the 85% system average. There is currently no data available within this category for 2015.

Gap analysis is an efficient way to note any significant differences between the PHS program and Fleming’s overall KPI results. Based on Data from 2011-2014, gap analysis for PHS indicates improvements in KPI8 (satisfaction with learning experience), KPI9 (satisfaction with teachers), and the total gap compared to the college. Refer to the file PHS\_KPI Gap Analysis\_2011-2014, file path S:\shared data\GAS\GA&S Program Related\PHS\Program Review 2014-15\Appendix Items\KPI Data.

KPI Comparisons with other Colleges:The most currentKPI review of programs is from the 2013/14 academic year with graduate data reported for the previous 2012/2013 academic year. Analysis of this data for KPI4, KPI8, KPI9 and KPI11 are briefly summarized here.

KPI4 - Fleming’s PHS program was 12.96% below the system average for graduate satisfaction with generic and vocational learning outcomes for those that took the program in 12/13. Fleming had the 5th lowest score of the 20 colleges that offer a PHS program.

KPI8 - Students at Fleming in 2014 reported a satisfaction with learning experiences that was 3.74 % higher than the system average. Fleming had the 7th highest score of the 20 colleges with a PHS program.

KPI9 - Fleming had the highest percentage of students satisfied with teachers in comparison to all other colleges that offered a PHS program. This represented a 19.71% difference between our score (95.08 %) and the average system score (75.37%).

KPI11 - Students who graduated from the program in 12/13 reported an 80.13 % satisfaction with the program, which was 6.58 % lower than the system average. Fleming had the 4th lowest score of the 20 colleges that offer a PHS program.

For more information, refer to the file PHS\_KPI Review of Programs\_2014, file path S:\shared data\GAS\GA&S Program Related\PHS\Program Review 2014-15\Appendix Items\KPI Data.

Library/Resource Centre Services:

A significant number of students access tutoring and other supports through the Library and Tutoring Centre. Their satisfaction with these services is measured with the KPI Survey. In 2015, 82% of surveyed students rate these services as important. The survey indicated that 73% of the students were satisfied or very satisfied with these services. For more information, refer to the file Library and Resource Centre Services, file path S:\shared data\GAS\GA&S Program Related\PHS\Program Review 2014-15\Appendix Items\KPI Data.

The PHS chemistry and biology courses are two of the “high demand” courses for tutoring offered through The Learning Centre. Details can be found in Appendix L\_Learning Centre Usage. Since so many PHS students access these services, it is important that the program faculty and coordinator maintain a close connection with The Learning Centre to provide materials and support to the tutors and to help facilitate scheduling based on students’ availability and assessment schedule.

## 3.2 Other Measures of Student and Graduate Satisfaction

**Focus Groups:**

Focus groups with PHS students were conducted in Fall 2014 and Winter 2015 to capture feedback on course delivery, assessments, e-learning & resources, applied learning, program connections & information, semester transition, and perceived level of difficulty. Included below are some highlights of the feedback. Please refer to Appendices D and M for the transcripts of the feedback sessions for any additional details.

General course feedback: The majority of students like the variety of lectures, seminars, and labs within the program. Many prefer a seminar setting over a lecture but most recognized the lecture as a common university delivery mode.

When asked to comment on suggested Biology changes, the majority voted for rotating labs/tutorials and increased hours in Biology. It was also noted that there was a learning curve involved when instructors changed from first to second semester with the preference being the same teacher for both terms. The addition of rat dissections in Biology II was well received by students with only the stink of the rats being a drawback.

Students liked the addition of biweekly tutorials into Chemistry II but thought that they should be worth more than 2% each. Some minor challenges associated with the formal lab reports have already been addressed by faculty. Many students did not feel that submitting the labs by the end of class in Chemistry II was reasonable.

It was noted that some of the chem/bio labs were similar to those completed in high school and this will be addressed.

Very limited feedback on Math was provided except to confirm the re-sequencing of Math 21 to the first semester (occurred in ~ 2009/10). Students noted the increased level of difficulty moving from MATH21 (fall) to Math20 (winter).

The majority of feedback on English was provided for English II. Students really enjoyed the Socratic seminars and were very positive about the assessments in both semesters, particularly the personal and research essays.

Assessment and feedback: Students were unanimously positive re: the mix of assessment types within the PHS program. Many commented on the development of self-management skills with small weekly assessments and various self-assessments for pre- and post-labs. Written feedback on submitted work was also noted to be helpful in improving skills. In content-heavy courses such as chem and bio, some students would have liked time to review/spend on weak areas after testing. The due dates of labs in chem and bio were noted and many vocal students preferred to have more time to review their answers before submission. The majority of students were able to locate electronic feedback on D2L.

E-learning/resources: Current biology and MATH21 texts were most frequently used with chemistry and English I texts not used as much because course notes and other resources were sufficient.

Students accessed D2L at least once a day by a variety of means (laptop, smartphone, etc.). Students were comfortable with printing resources from D2L and felt that hard copies were supplied by instructors when appropriate.

Only a small percentage of students were bringing laptops/tech to class. Many said it would be a distraction and others noted that they were not aware that they could bring tech. Many said that they would worry about their laptop/tablet if used in the lab.

Applied learning: Students recognized the value of the labs and noted the connections to lecture and seminar content. Other lab-related comments can be found throughout the feedback.

Academic readiness: Students agreed that the admission requirements for the PHS program were appropriate and they all felt ready to be in PHS as well as in College.

Workload and university preparation: Students noted the small, regular assessments are useful as a way to stay on track but recognized that this different than university. Many students agreed that this form of assessment can help them develop motivation and study skills for university. Some indicated that the workload is not balanced across the program with some weeks of no assessments followed by lots of them. The PHS program team will review assessment map to identify heavy weeks. Overall, the majority of students felt that the PHS program was preparing them for university and that attending college was a good transition from high school.

**Anecdotal Evidence**

Although there is not a strong connection to previous graduates in the program, some PHS graduates do return to discuss their progress in their next program (usually students are returning from Trent’s B.Sc.N. program). From this limited sample, there is a sense that students feel well-prepared for the challenges of their next academic program. Some have commented that they don’t feel they would have been successful without first having completed the PHS program.

To quantify this feedback, data needs to be exchanged with Trent University so that we can have a better understanding of graduate satisfaction and success as they move into the Nursing program.

Graduate satisfaction is not limited to those who follow the expected pathway of entering the Trent-Fleming School of Nursing. Graduates of the program often use their time in the PHS program to help decide what education and career path they would like to follow.

In this program, the Program Coordinator takes on the Student Advisor role for all students. This provides students a contact person to discuss their progress and academic goals, the program or challenges in adjusting to college-life with. The program coordinator will assist directly if possible or will direct the student to the appropriate service.

During the program, students appreciate the approachability of the program coordinator, faculty and staff. This accessibility allows students to voice concerns or feedback throughout the semester. Since students are given many opportunities to give course and program feedback, these concerns can be addressed while students are still in the program instead of only being addressed for the next cohort. For example, when some students expressed that they were still unsure about the process for applying to universities and colleges after the presentation from Trent University, additional information was posted to the D2L Program Page for all students to access. Long term plans were also made to include more detail about the application process in future presentations.

# 4.0 Employment Trends

## 4.1 Employment

Graduate employment data is not necessarily meaningful for the PHS program. As a pathway program, employment is not a goal for our graduates upon completion. Since PHS is a pathway program, the majority of graduates move on to another post-secondary program and may be working full or part-time in an unrelated job at the time of the survey.

## 4.2 Other Graduate Destinations

The majority of the students in the PHS program intend on pursuing further education. Additional details about possible pathways can be found in Section 2.8 Learning Pathways.

Unfortunately, the tracking of students once they leave the PHS program is still a challenge. It is difficult to track students once they leave the institution due to systems challenges and Freedom of Information concerns.

An informal survey was done at the end of the 2015 academic year. Details can be found in Appendix N\_2015 Graduate Destinations. Of the graduating students, an equal proportion was moving on to other studies at Trent as at Fleming. Of the graduates, 30% had been accepted to the Trent-Fleming B.Sc.N. program while another 30% had been accepted to various programs at Fleming College. At the time of the survey, some students (17%) were still awaiting offers. A few students (8%) had accepted offers at other colleges or universities.

This survey highlights important information about the PHS students. First, many students change their mind about their academic pathway during the program. A number of students who entered the program intending on applying to a B.Sc.N. program discovered that they enjoyed the college experience and had interest in other areas. They then chose to apply to other programs (both within and outside of the field of health sciences). It is important that the PHS program provides a number of alternate pathways for these students and clarifies opportunities for transfer credits within Fleming College. Academic advising from the program coordinator is also important in helping students identify alternate pathways. This advising can also help identify students who want to switch programs early to move into their program of choice for second semester. In this cohort, 8% of the students initially enrolled in the program had switched to another program (GHS) for second semester.

Similar data should be collected each year to identify any trends in where students are applying and accepting offers to. This will help inform curriculum decisions as well as any informal pathways that could be strengthened and marketed.

# 5.0 Strategic Positioning

## 5.1 College Alignment

PHS is a pathway certificate program that allows graduates to move into diploma, advanced diploma, and university nursing or science-based programs. The full-time staffing and consistency of teaching teams has provided the opportunity for courses and curriculum to be thoughtfully revised to include ample applied experiences, technology-enhanced learning, and universal design principles.

## 5.2 Competitor Programs

There are 20 other colleges in Ontario that offer a Pre-Health program designed to lead to entry to university level health science programs (Appendix A). Many of these are specifically geared towards entry into a B.Sc.N. program.

With the current standardization of Pre-Health Sciences through a provincial MOU, the curriculum in all of these programs will be very similar. Colleges are still able to customize their curriculum and differentiate their program.

Currently, the PHS program includes 2 math courses – a functions course (Math 20) and a statistics course (Math21). With the MOU, the functions course is not required, and the amount of content on numeracy will need to increase. If the Functions content can be retained in the program as well, then there are more possible pathways for PHS graduates. Currently, students can be accepted at the University of Guelph for a B.Sc. in a biological major with the Functions course (Math 20) included. With the suspension of the GSP program, more students are looking to the PHS program to get them the credits they need to apply to science programs at university other than the B.Sc.N. Their pathway options are increased if the functions course is retained.

With so many colleges offering similar programs, it is essential that Fleming is able to highlight the program distinctions and appropriately market the program.

Information gathered from students in the 2014 academic year indicates that the many of the students chose the program because it was close to home. However, we do get a number of students who choose to commute from areas where similar programs are offered (e.g. 401 corridor, Toronto). These students are choosing Fleming’s PHS program because of the reserved seats at Trent University in the B.Sc.N. program. Many other colleges with Pre-Health programs do not have agreements with reserved seats.

Other reasons students chose the program included referrals from friends and family members and a desire to be in a smaller city at a smaller school.

This information helps to guide marketing strategies. It is clear that while many of our students come from the Peterborough area, the program should also be marketed in other regions. Points to highlight include the reserved seats in the B.Sc.N program at Trent University, the small class sizes and availability of faculty, and the use of labs during the science courses. Increasing the number of pathways for students will also increase the marketability of the program.

# 6.0 Enrolment Trends

## 6.1 Demand for the Program

Demand for the PHS program has been fairly consistent since its launch in 2003. A significant 54% decrease in enrollment for the 2014/15 academic year is noted but coincided with the PHS program being omitted accidentally from the 2014 marketing Viewbook. Student numbers for the previous year (13/14) were at an all-time high and additional potential students were actually waitlisted.

The last winter intake of PHS was in January 2011 after a significant decline in this enrollment compared to the previous two years. The table below indicates the fall and winter intake numbers for PHS since the 2008/09 academic year.

|  |
| --- |
| PHS enrollment for fall and winter intakes - 2008-2014 |
| Year | Fall | Winter |
| 2008/09 | 56 | 30 |
| 2009/10 | 47 | 28 |
| 2010/11 | 67 | 11 |
| 2011/12 | 60 | - |
| 2012/13 | 59 | - |
| 2013/14 | 65 | - |
| 2014/15 | 35 | - |

For additional information on applicant, confirmation, and registration numbers for Fleming and across the system for PHS, see Appendix O\_Enrollment Comparison

Entry into B.Sc.N. programs remains competitive, but the enrolment in the PHS program is variable. Many students don’t have the grades or admission criteria they need to get into a B.Sc.N. program, so the goal should be to fill the PHS program (60 students) each year. This enrolment goal can also be supported by increasing and advertising the possible pathways for graduates.

The PHS program needs to be regularly marketed. Engagement of local high schools – through presentations to guidance counselors and math/science department heads – is important, but marketing should also reach beyond this demographic. A number of students in the program are returning to school from other careers with the goal of transitioning to university.

In the 2015/2016 Viewbook, no information was provided about the PHS program. The program was included in the General Arts and Sciences program list, but no additional information was given. All other GA&S programs were highlighted (see page 25 of the Viewbook). With two similar programs at the college (PHS and General Arts and Science – College Health Science Option, or GHS), marketing needs to differentiate the programs and promote each one. It would also be beneficial to have the program marketed on Trent University’s B.Sc.N. program website. Discussions with Marketing should be occur so that a marketing plan can be developed and implemented.

Faculty in this program have noticed a change in the student demographic profile. As mentioned previously, a portion of the students are mature students returning to school. These students tend to struggle in different ways than the students entering directly from secondary school.

The mature students tend to already have the work-ethic required to succeed, but may struggle more with subjects that they have not encountered recently (e.g. chemistry, math). Supporting these students generally means reaching out to make them feel included and letting them know what resources are provided to support their learning (e.g. tutoring sessions). These students may also require more help with utilizing the LMS and other learning technologies.

It is noted that the students coming in from secondary school are coming in with a wide range of courses and levels (U/C) that meet the admission criteria. Some have taken University Stream courses in secondary school while others have taken College or Mixed level credits. Some have taken credits very similar to the PHS courses (e.g. taking MDM 4U is very similar to the material in MATH21) while others have not. Details can be seen in Appendices G and H. This means that in each course, there is a wide range of abilities and experiences. This leads to challenges in the curriculum, since the students must first be taught the skills they need to cover the required 12 U level content in the courses.

It is also noted that many students are also working while attending school and a number also have families that they are caring for. This leads to challenges with time-management for students. Promoting sessions on time-management through The Learning Centre may assist these students.

It also appears that there is an increase in the number of students accessing Counseling for both personal counseling and to receive academic accommodations. For example, in the 2014 Academic Year, 22% of the students in semester 1 of the program notified the program coordinator that they were receiving accommodations through Accessible Education Services.

## 6.2 Student Progression

Retention data collected by Fleming Data Research (FDR) shows the retention of PHS students from Semester 1 to Semester 2. The current report includes data up to the 2013 Academic Year (See Appendix P\_PHS Retention Data). The average retention for the PHS program in Academic Years 2009 to 2013 was 80%. Students may choose to switch programs at the beginning of the Winter semester. If students switch into the next semester (i.e. Semester 2) of another program, then they are considered retained within the college. The average retention of PHS students within the college for Academic Years 2009 to 2013 was 83%. These values are slightly higher than the College averages (76% and 79% respectively).

Overall, student retention in the PHS program has increased over the last five academic years. The 3-year total provides the retention averaged over the three most recent academic years (2011 to 2013). The PHS 3-year total is 84% with 86% being retained within the college.

Student retention is based on a number of things in this pathway program. First, it is important that students are in the right program for their academic and career goals. The College Health Science (GHS) program is similar to the PHS program, but it prepares students for entry into college-level health science programs such as Paramedic and Practical Nursing. Often, there are a few students at the beginning of the semester who are in the wrong program. Attempts are made to identify these students early and help them to switch within the first ten days of the program. If students decide at the end of the first semester that they are better suited to the GHS or another program at the college, the program coordinator works with them to help them switch programs and determine transfer credits. In these cases the students are not retained within the program but are retained at the college level. This may not be reflected in the Retention Data if the student moves into the first semester of a new program.

For the students in the PHS program, a number of program strategies are put in place to encourage student success and improve retention. These build upon the regular support that students receive in their courses.

The program team (faculty teaching the core courses) meets early in the first semester and to develop a progress report. This allows the program coordinator to provide every student an idea of their overall progress in the program through a personalized email. At this time, information about the available supports is shared with all students through email and on the D2L Program Page. This includes information about Counseling Services, Financial Aid, Accessible Education Services, The Learning Centre and faculty availability. The program coordinator also requests meetings with all students who are struggling in their courses so that a specific success strategy can be developed. Additional progress reports are provided to students throughout the program.

The program coordinator also provides students who are struggling with information about withdrawing from courses and which courses are available in the Winter and Spring semesters (face to face or online). Ideally, this allows students a chance to remain in the program and complete the certificate within the academic year.

# 7.0 External Relations

## 7.1 Alumnae

Very few alumnae are involved in the PHS program. Connections to previous students are informal and often with individual faculty. Occasionally, former students will return to discuss their experiences in their first year or semester at Trent.

Some alumnae remain at Fleming in other programs and also speak to their former PHS faculty members and coordinators about their experiences. Occasionally these students work for The Learning Centre as tutors for the PHS courses.

At the end of the Winter 2014 semester, students were asked on an exit survey if they would like to be contacted in the future for marketing purposes. A record of these students and their contact information was retained by the program coordinator. This process was not repeated in the Winter 2015 semester. A formal process should be implemented so that consent for contact is recorded in accordance with the Freedom of Information Act and consent is documented and recorded in an appropriate location.

Strengthening ties with alumni could be an asset for marketing the program. Having previous alumni return and speak about their experiences could also serve to motivate current students.

## 7.2 Community Relations

The PHS information session with the Trent-Fleming School of Nursing is the most recurring event for students. This is offered every fall and facilitated by the Nursing Enrolment Advisor from Trent University.

Through the program page on the Learning Management System (Desire to Learn, D2L), students are informed about other events at the school or in the community that they may be interested in participating in or volunteering at. Examples include academic opportunities such as the Open House days at Fleming and Trent, College Information Program (CIP) Events, Job Fairs, Training and PD opportunities at the college. Opportunities to get involved in the community, such as the local ReFrame film festival are also promoted to students.

As mentioned previously, there has been some interaction with the local chapter of RNAO when students were invited to attend a RNAO hosted talk by author Tilda Shalof.

The Margaret Pearson and Margaret D. Davis Memorial Student Bursary is offered each year to eligible PHS students who apply and meet the requirements. The current value of this scholarship is $1180.

## 7.3 Program Advisory Committee

Typically, a single PAC meeting is held for all of the GA&S Pathway programs. Recently, a number of challenges have delayed the organization of a PAC meeting for the GA&S programs including frequent changes in school administration and difficulties finding appropriate members to advise on the Pathway programs.

A number of new members have committed to serving on the PAC and are ready to engage in this committee. A meeting will be scheduled to occur before Week 8 in the Fall 2015 semester. See Appendix Q\_PAC Membership for details.

# 8.0 Program Resources

## 8.1 Human Resources

<insert costing>

## 8.2 Physical Resources

<insert costing info>

The most used physical resource for the PHS program is the lab space. Lab space is required for the biology and chemistry courses. Computer lab space is required for the first semester math course.

The science lab space is heavily used by GAS programs (GHS and PHS) and the BTF program. The lab space is also used for the Museum program. The primary lab space is the Chemistry Lab, room A3-160. The capacity of the lab is 30 students, so to accommodate all classes it is timetabled all day from 8 am to as late as 9 pm. This still cannot accommodate all students, so the Pharmacy Lab (B2-329) is also used for some Biology labs. See Appendix R\_Lab Schedules for details. Using the Pharmacy Lab in addition to the Chemistry Lab room presents a number of logistic issues for lab set-up and storage since there is no storage space available for biology materials in the Pharmacy Lab. All materials must be brought to the lab and returned to the Chemistry Lab Storage room after the lab is finished. This also presents challenges when the same equipment (e.g. hot plates) is required in both lab rooms at the same time.

If the PHS program is able to increase its enrolment, then the limited lab space will become an even greater issue. Solutions to make better use of the lab space (e.g. alternating lab and tutorial weeks between chemistry and biology) should be investigated.

Within the labs, the program uses equipment that occasionally needs to be replaced due to breakage (e.g. glassware) and a number of consumables that are regularly purchased. The majority of the consumables are used in the chemistry courses, but the addition of the rat dissection in Biology II has added an additional, regularly occurring, program cost.

In the computer labs, students require access to Microsoft Excel which is provided by the college. Adobe Captivate software was purchased by the School of General Arts and Sciences for faculty use to prepare the pre-labs that students use. This was a one-time cost that added value to the program.

The library provides a number of resources to students in the PHS program. Many faculty members place textbooks on reserve for students. The library also created and maintains the program’s LibGuide which provides links and information related to the program courses. The LibGuide can be found at <http://flemingcollege.ca.libguides.com/prephealthsci>.

The program does not currently have any externally generated revenue such as grants, sponsorships or donations.  In the Fall 2014 semester, a Funding “wish-list” was created with the Advancement and Alumni Relations Office (see Appendix S\_ Funding Template).  Once it has been prioritized by upper administration, this provides the Advancement Officers with specific details and requests to share with potential donors

# 9.0 Action Plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommendations:** | **Responsibility** | **Timeframe** | **Notes** |
| 1. **Curriculum**
 |
| * 1. Curriculum grids must be updated to reflect projected changes in course hours and delivery for the Fall 2016 intake.
 | * Coordinator
 | June 26, 2015 |  |
| * 1. Complete the required documentation and curriculum changes to align to the Pre-Health MOU for Fall 2016.
		1. Complete forms for CVS and MTCU with updated program descriptions and hours.
		2. Complete the mapping of individual courses to the MOU standards and updated VLOs.
		3. Update course curriculum to align to MOU standards and updated VLOs.
		4. Share program updates and changes to curriculum with faculty in the Trent-Fleming B.Sc.N. program.
		5. Get feedback on the changes from the Trent-Fleming B.Sc.N. faculty after the Fall 2016 cohort has went through the first year of the B.Sc.N. program.
 | * GA&S Chair/Dean
* Coordinator
* Program Faculty
* Program Faculty
* Coordinators
* Coordinators
* Trent Faculty
 | June 26, 2015June 26, 2015Majority by F2016, some in semesterSpring 2016Spring 2018 |  |
| * 1. Consider adding an extra hour to the chemistry courses (SCIE 131 and SCIE 132). The cost of this option will need to be determined (with 2x1hr lecture and 1x2hr lab) and communicated with the BTF program before a decision is made.
 | * GA&S Chair/Dean
 | The costing and a decision by May 2016 so changes can be made to the Curriculum Grids for Fall 2017. | Detailed rationale can be found in Appendix E\_Curriculum Changes  |
| * 1. Change SCIE 131 labs to skills based labs (1 hour lab time)
 | * Chemistry faculty
 | Prepare for implementation F2016 |  |

|  |
| --- |
| 1. **Physical Resources**
 |
| * 1. Investigate options for improving the use of the current lab space or adding additional lab space (and storage).
 | * Coordinator
* Bio/chem faculty
* Administration
 | Begin assessment of space F2015Decisions by spring 2016 if changes required on 2017/18 grids | Without more lab space/time, the program cannot grow. |
| 1. **Program Connections**
 |
| * 1. Work with Alumni Relations to develop stronger connections with PHS alumni. Some students could present to the current cohort in the fall semester with advice and strategies (e.g. after Week 8). These students could also act as a support group for students who move on to Trent’s B.Sc.N. (and possibly other institutions/programs)
 | * Coordinator
* Alumni Relations
 | Begin meetings in F2015 |  |
| * 1. Create a speaker session for students with speakers from different health science fields to discuss careers, education etc.
		1. Determine if this can/should link in with COMM 19 as students do their personal essay and research careers.
		2. Find appropriate speakers and contact them to see if they are interested. Once connection to leverage here is the local RNAO chapter.

Contact: Deana Ruddell-Thomson M.Sc.N./NP-PHC  RNAO executive member Peterborough Kawartha Victoria Chapter <deanabeana\_1@hotmail.com>* + 1. Organize and present the session
 | * Coordinator
* Coordinator
* Comm faculty
* Coordinator
* Program Team
* Coordinator
 | Fall 2015OngoingPossibly Fall 2016 | This can increase student engagement and exposure to possible careers. Specific speakers could be found based on student interests identified in COMM19 essays. |

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| --- |
| 1. **Marketing**
 |
| * 1. Meet with Marketing to share information gathered in program review and develop a marketing plan.
 | * Coordinator
* Marketing
 | Early Fall 2015 |  |
| * 1. Continue to update the PHS program page with pathway options for graduates.
 | * Coordinator
* Marketing
* David Baker for Pathways Website updates
 | Ongoing |  |
| * 1. Connect with the appropriate staff at Trent to determine the feasibility of including a link to the PHS program on the Trent B.Sc.N. website
 | * David Baker
 | Fall 2015 |  |
| * 1. Work with Marketing and/or Student Recruitment to share program information with Secondary School Math and Science department heads.
 | * Coordinator
* Marketing
 | Late Fall 2015 |  |
| 1. **Student Pathways**
 |
| * 1. Work with FDR to develop a regular system for tracking PHS graduates who remain at Fleming (e.g. an annual report in May for the previous Fall intake).
 | * Coordinator
* FDR
 | Initial meetings in late F2015.Process in place May 2016 |  |
| * 1. Work with David Baker (Fleming) and Trent’s Office of Institutional Planning & Analysis (OIPA) to develop a regular system of data collection on PHS students who progress to Trent. This should include the number of applications and acceptances (and cut-off averages) to Trent (B.Sc.N. and other programs) as well as a tracking of former PHS students’ success at Trent.
 | * Coordinator
* David Baker
* Trent (OIPA)
 | Initial meetings in late F2015.Process in place or initial data gathered by May 2016. |  |
| * 1. Review the Admission Agreement for the Trent-Fleming School of Nursing to determine the appropriateness of a 75% program average and update marketing materials as required.
 | * GA&S Chair/Dean
* B.Sc.N. Dean
 | Finalized by Spring 2016 for Fall 2016 intake |  |

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| --- |
| 1. **Student Pathways Continued**
 |
| * 1. Formalize and document admission policies for PHS graduates.
 | * GA&S Chair/Dean
* B.Sc.N. Dean
* David Baker
* Others as delegated
 | Fall 2015 to be confirmed by February 2016 | The reserved seats agreement has not been formally documented. To ensure continuity and transparency, the policy and procedure should be documented and shared between the schools and programs. |
| * 1. Identify opportunities to track PHS alumni at institutions other than Fleming and Trent. Determine if there is a possibility of doing this with Alumni Relations.
 | * Coordinator
* Alumni Relations
 | Meetings in Winter 2016 |  |
| * 1. Continue to find programs that will accept PHS students and formalize current agreements (e.g. University of Guelph)
 | * Coordinator
* David Baker (pathways)
 | Ongoing |  |