**Curriculum Renewal:**

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

| **Program Coordinator:** | **Erin Kirk** | **School:** | **General Arts and Sciences** |
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| **Program Code:** | **41601** | **Date Completed:** | **In Progress (2013-2014)** |
| **Program Name:** | **Preparatory Health Science (PHS)** | | |

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| **A. Analysis of Indicators**  Note: data is **not** recorded in this section of the template.  **Reflect on, and discuss, the following indicators in the context of the curriculum and program:** |
| 1. **Industry / Sector Trends**    1. Are there new or emergent *industry or sector* related issues and trends identified over the past year and their potential impact on the program? *Yes*   Initiatives from Heads of Health Science Pre-Health Sciences Project 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”. In summary, this project hopes to standardize all pre-health science programs at the course level so that all pre-health programs are standardized.  The PHS group feels that this initiative is not appropriate for PHS as this program has a distinct MTCU code (separate from General Arts and Sciences Prep programs) and must meet secondary school Grade 12U equivalents to allow students to pathway into BSc.N. programs.   * 1. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program?   PAC meeting minutes: PHS program was not discussed  No major recommendations but work is in progress to tentatively formalize an articulation agreement with Trent (Erin Kirk working with Karen Foster from Trent to document admission criteria and process).   * 1. What information / observations have been generated via faculty and staff professional development, engagement in sectoral and profession associations, and involvement in community and employer networks connected to the field?   Many PHS students take the program to enter into non-Nursing programs such as X-ray technician.   * 1. Are there new or changing employment trends in the industry or sector? *No*   “All twenty-four colleges in Ontario offer a Pre-Health Sciences Programs using a variety of titles. Some offer programs that are explicitly for admission to diploma studies, and some are explicitly for admission to degree level studies particularly nursing.” (Heads of Health Science Pre-Health Sciences Project Report, 2013, p. 3)   * 1. What are the curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness?   ***(for PHS, interpret this as curriculum issues/strengths identified by Trent re: PHS graduate readiness)***  Conclusions from a 2012 Trent University report entitled “An analysis of CAAT Transfer Students’ Academic Performance at Trent University”, show that, in general, CAAT transfers perform as well as those entering high school. There was no specific mention of PHS graduates and their performance at Trent in B.Sc. or B.Sc.N. programs .  Action Plan (for 2014 CBD period?):   1. Lisa Stefaniak has connected with Molly Westland to for her take on what students need in terms of writing skills for Trent, connect with English I/II curriculum. Using this and info from Ron Schepper’s 2013 CBD project, Lisa continues to develop and update the English curriculum to increase student readiness for university. 2. In 2014 CBD, Erin will connect with Trent Nursing faculty that teach Math or Math-related topics to ask whether our PHS graduates are prepared 3. In 2014 CBD, Erin will get outlines from Trent for biology and chemistry (contact at Trent: Kim English) |
| **2. Curriculum Development**   * 1. Have there been any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, assessment practices, applied learning experiences, e-learning / blended learning? If yes, please provide details.   **Curriculum changes from 2013 CBD (focus on core courses only):**  **Chemistry I/II (SCIE 131/132):** *Kari Draker-Fortis*  Learning sequences reflects more time dedicated to 12U equivalent topics, particularly Organic Chemistry in Chemistry II (SCIE 132). Course parallels those proposed for Chemistry for Health Sciences (Heads of Health Sciences Pre-Health Sciences Project, pp. 48-51).  AODA-compliant resources packages were prepared for Chem I (seminar notes and labs) and Chem II (labs only).  **Biology I/II (SCIE 9/10):** *Susan Hyndman*  SCIE 9/10 reviewed to ensure 12U equivalency.  Labs reviewed with new applied lab activities included based on 12U equivalency assessment.  **Preparatory Health Data Management (MATH 21):** *Erin Kirk*  Learning outcomes reviewed to confirm 12U equivalencies.  Health Science examples integrated into content.  On-line pre-labs generated using Captivate and posted on D2L.  **Preparatory Health Math (MATH 20):** *Clive Russell*  Curriculum revision and additions.   * 1. Does the current curriculum align with the college’s e-learning strategy which strives to have all Fleming graduates experience e-learning in each semester of their program? *Yes*   All courses are web-facilitated as a minimum. Chem and Math courses utilize other e-learning tools (Mastering Chemistry and Captivate) and are now considered web-enhanced.  Students also have a choice of on-line General Education and Program Elective courses.   * 1. Are there any recent or anticipated initiatives that promote student pathways including dual credits, partnerships with high schools, program laddering, and university transfer / articulations, continuing education?   In the future, there may be potential to reserve seats in the new kinesiology program at Trent. Initial communications say no (it is a program aligned with UIOT for high school applicants only) but program hasn’t run yet and changes to admission may occur depending on enrollment, etc.  Contact has been made with Lakehead University to determine if they will accept PHS students into nursing. This will be followed up in 2014 CBD.   * 1. Are there any new competitor programs and/or re-positioning of existing programs? *No*   2. Are there any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year? *Yes*   Initiatives from Heads of Health Science Pre-Health Sciences Project 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”. In summary, this project hopes to standardize all pre-health science programs at the course level so that all pre-health programs are standardized.   * 1. What is the progress made from the last curriculum renewal initiative?   Ongoing updates with core courses well aligned with current 12U curriculum (see section 2.1).  Progress made to increase amount of e-learning in courses, starting with transition from minimal LMS use to web-enhanced courses. |
| **3. Applied Learning**   * 1. Does the current program contain a discrete Applied Learning opportunity for students? If yes, which category of Applied Learning is fulfilled? No, only in-class applied learning (labs)   \_\_\_ Field Work (Indirect Supervision)  \_\_\_ Field Work (Direct Supervision)  \_\_\_ Co-op  \_\_\_ Applied Project / Applied Research Project   * 1. In the 2013/14 academic year, Fleming College will ask all programs with Applied Learning opportunities to align to an agreed upon framework. To confirm program alignment, please complete the appropriate Applied Learning Framework Checklist and attach it to this document. After completing the checklist, please answer the following: Is the program in alignment with the Applied Learning Framework? If no, what are the strategies in place to bring the program into alignment?   Phase II (tentative only) of the applied learning implementation plan will hopefully include an additional category to recognize *in-class* applied learning.     * 1. If the answer to 3.1 is no, are there plans to create a discrete Applied Learning opportunity for students within this program? Why or why not? *No*   PHS is a pathway program so core courses have set content and delivery patterns (although there is ample applied learning in the form of labs).  Perhaps a selection of general education or program electives can serve as a discrete applied learning opportunity (future action item to review GNED, program elective choices?). |
| **3. Student and Graduate Satisfaction**  3.1 Key performance indicators # 4, 8, 9, and 11 (see **Appendix of Curriculum Guide** for a description of these).  ***Table 1: PHS KPI analysis for 2013 Reporting Year***   |  |  | | --- | --- | | KPI Indicator | Benchmark Gap | | KPI#4: Graduate Satisfaction, Learning Outcomes | +20.53 | | KPI#8: Student Satisfaction, Learning Experience | -15.93 | | KPI#9: Student Satisfaction, Teachers | -2.20 | | KPI#11: Graduate Satisfaction, Program | +2.02 |   *BENCHMARK GAP is Program Difference minus the College Difference. If the Benchmark Gap is positive, Fleming's program difference is above the college difference and the program does not have to increase its performance on this KPI. If the Benchmark Gap is negative, Fleming's program difference is below the college difference and the program needs to increase its performance on this KPI by the value of the Benchmark gap.*  3.2 Review and discuss student retention on a semester by semester basis over the past year.  Fall to winter semester: 4 students left the program: 2 left to work, 2 switched to other programs; 2 students joined the program with advanced standing to finish the certificate. |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. |
| *(Update as appropriate based on discussions with teams)*   * **Strengths:**   Required 12U content complemented with pre-nursing/health care-related examples, assessment.  EE and transferable skills embedded in core curriculum.   * **Challenges:**   Lack of dedicated (smaller) program team with established course leads makes integration of content across core courses more difficult as well as meetings and discussions re: student progress.  Lack of any real advising model used in GAS, lack of follow-up re: Week 4 reporting, etc.  Lack of compensation for part-time faculty to act as advisors  Many faculty also teach in the GHS program and are advising those students as well |
| **C. Action Plan**    Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion. **What resources are required to complete the action plan, i.e., software, equipment, and training?** |
| * CONSIDER: Add Introduction to Psychology, SOCI36 (face-to face delivery) as a required course in first semester. This allows smother transition into GHS if applicable and gives students only one choice in first semester (easier than current two choices) * Add Physics as a program elective choice for students wishing to move on to X-ray technician (discuss options with GHS program) * Add practical science as a program elective in semester 1 * Update alternate pathways for PHS students (i.e., check links, add info, etc.) * Continue alignment of Math and English course to current 12U curriculum * Analyse previous Accuplacer results for PHS students (Math and Comm) * Formalize articulation agreement with Trent * Review hybridization pilot project from English II; revise sequencing in English I and II to accommodate changes   From section 1.5:   * Connect with Molly Westland to for her take on what students need in terms of writing skills for Trent, connect with English I/II curriculum. Get info from Ron Schepper’s 2013 CBD project to connect with Trent Professors re: level of English/communications required (Lisa?). * Connect with Trent Nursing faculty that teach Math or Math-related topics to ask whether our PHS graduates are prepared.   **See CBD planning sheet for PHS** |
| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. |
| * Communications with Trent re: Kinesiology program |
| **E. Attach an updated Program Curriculum Map to your report** |
| Please file an updated Program Curriculum Map in folder named Program Curriculum Map.:  **S:\shared data\CLT\School Name\Program Name\Program Curriculum Map** |