**Curriculum Renewal:**

**Analysis and Action Plan Template 2014/15**

| **Program Coordinator:** | **Val Bolsterli** | **School:** | **STT** |
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| **Program Code:** | **MTCU 44900** | **Date Completed:** | **Winter 2015** |
| **Program Name:** | **Welding Techniques (WTQ)** | | |

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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. Identify any new or emergent *industry or sector* related issues and trends over the past year that will impact your program?   CWB has plans to nationalize apprenticeships and this will have an impact on curriculum.   * 1. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of your program?   WTQ PAC meeting scheduled for Feb. 2015.   * 1. What information / observations have been generated via faculty and staff professional development, engagement in sectoral and profession associations, or involvement in community and employer networks connected to the field?   Coordinator hopes to attend CWB conference in 2015.  CWA: Fleming now has on-line space that summarizes WTQ and future WFT programs. AWS also has summary of Flemings welding program.  Statement of physical demands for WTQ program description was not approved by management. |
| **2. Curriculum Development**   * 1. Identify any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, and/or assessment practices.   MECH253 and MECH254 are now combined to deliver revised MECH254 to students.   * 1. Does the current curriculum align with the college’s e-learning strategy which strives to have all Fleming graduates experience technology enhanced learning in each semester of their program? Identify courses where possible.   Ongoing efforts to use D2L platform in classroom and lab-based courses. CNST159 is a blended course.   * 1. Does the current curriculum align with the College’s Strategic Plan to *“infuse sustainability across the curriculum and across the student experience so that graduates understand and address sustainability issues.” (Goal 3.3)* Please identify which courses/experiences in the students’ program that sustainability issues are addressed.   A WTQ program outcome is to “Apply sustainable practices in the welding industry”. Refer to the program map in the shared CLT file to identify which courses satisfy this outcome.   * 1. Identify any recent or anticipated initiatives that promote student pathways including partnerships with high schools, program laddering, university transfer / articulations, or continuing education?   MECH254 is offered as a dual credit but there are issues because the hours are much less than 60 hrs. for high school students. Is the dual credit course really the same as the college-delivered MECH254?  Welding courses were offered off-site last academic year on a local reserve.   * 1. Identify any new competitor programs and/or re-positioning of existing programs?   No new welding programs were launched in 2014.   * 1. Identify if there are any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?   Potential for national accreditation for welders. |
| **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?   \_\_\_ Field Work (Indirect Supervision)  \_\_\_ Field Work (Direct Supervision)  \_\_\_ Co-op  \_X\_ Applied Project / Applied Research Project  GMAW I (MECH260) and Applied reading for welders (CNST162) has an applied project chared between the two courses.   * 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? |
| **4. Student and Graduate Satisfaction**  4.1 Comment upon this year’s Key performance indicators (KPI # 4, 8, 9, and 11) regarding student and graduate satisfaction (\*reference Fleming Data Research website)  WTQ KPI analysis for 2014 Reporting Year   |  |  | | --- | --- | | KPI Indicator | Benchmark Gap | | KPI#4: Graduate Satisfaction, Learning Outcomes | -6.66 | | KPI#8: Student Satisfaction, Learning Experience | -13.02 | | KPI#9: Student Satisfaction, Teachers | -11.89 | | KPI#11: Graduate Satisfaction, Program | -16.19 |   *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.*  4.2 Review and discuss student retention on a semester by semester basis over the past year.  ~ 64 students in SEM1; 10% dropped program at start of semester; 5-10% were unsuccessful in SEM1. |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. |
| ***(update as appropriate based on discussions with teaching team)***  **Strengths:**   * Curriculum aligns with bothMTCU program standardsand Level I apprenticeship outcomes * Full-time program coordinator to oversee program and communicate with contract faculty teaching team * Year one WTQ program ladders into year two WFT diploma program   **Challenges:**   * Curriculum needs to be developed for entire second year WFT diploma program * Teaching team changes from term to term with late contract hires for both delivery and development of curriculum |
| **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?** |
| ***(update as appropriate based on discussions with teaching team)***   * **course binders (hard copy or electronic) for WTQ curriculum exists on SKTR shared folder on S drive (2013 action item complete).** * **ongoing review of first year WTQ curriculum; revisions to current assessments, creation of multiple choice questions for D2L quizzes, addition of e-learning resources; increased use of D2L; assess AODA compliance for all course materials** * **PRIORITY: development of second year WFT courses** * **Ongoing efforts to generate a “roadmap” to align second year curriculum and learning outcomes to MTCU standards and Level II and III apprenticeship outcomes** * **Work with IT/Admin. to make sure that AUTOCAD is installed in computer labs and workshops (if applicable) in KTTC; AUTCAD is on faculty computers to generate assessments and make teaching materials look more professional.** * **Suppliers to follow-up re: equipment training for CNC (computerized numerical control) robotics in KTTC; building issues noted.** |
| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. |
| * **Welding space needed for fabrication. Where will this go in KTTC?** |
| **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** |