**GAS University Transfer (GSU) Program Review**

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| **Indicator**  **1.0 Industry Trends** | **Summary of Key Findings** |
| **1.1 Sectoral Standards and Industry Trends**  **Review / discuss:**   * New or emergent industry / sector themes or issues that may have a potential impact on program positioning * Industry / sector issues identified by the Program Advisory Committee * Recent labour market data or sector reports * Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation * Program alignment to labour market and sectoral trends | The University Transfer program prepares learners to successfully enter a Bachelor of Arts or Bachelor of Science (Psychology) major program at Trent University on an advanced standing basis. As stated in the 2005 proposal, the program’s aim was to enable learners to develop skills, knowledge, self-management, self-confidence and academic skills equivalent to those entering directly into their first year university program. The program was designed to give a coherent, multi-disciplinary overview of social sciences and liberal arts.  To fully understand the “industry” trends, one needs to consider the current status of transfer or pathway programs in Ontario.  Colleges Ontario (CO) produced a study in May 2009 entitled “Student Mobility Between Ontario’s Colleges and Universities”, examining the movement of students between post-secondary institutions and the focus on post-secondary education (PSE) pathways. The number of college students/graduates seeking university education has doubled in the last eight years prior to the study, yet Ontario has one of the lowest transition rates from college to university when compared to other jurisdictions (other Canadian provinces and the US). The study highlighted the need for increased access to transfer opportunities.  In a report by Andrew Boggs and David Trick (2009), “Making College-University Cooperation Work: Ontario in a National and International Context”, for the Higher Education Quality Council of Ontario, the authors discussed the possibilities of system-wide partnerships that facilitate the transfer of large numbers of students between institutions, particularly from college to university, and the concomitant need for leadership within the system to prevent institutional differentiation from impeding transfer. The Fleming UT program is a model of continued success, placing Fleming in a unique position of leadership to help forge a possible system-wide transfer protocol.  According to “A Case Study Analysis of Ontario CAAT Graduates Who Transfer to a University” (n.d.), research aligned with a number of key indicators evident among (for example) Fleming transfer students: they enter college understanding that it is a viable route to university; for the majority of these students, college is the only route to university because they did not meet university entrance requirements based on their pre-college credentials; and, the university-through-college route may provide access to university for families with limited post-secondary experience (first-generation university students) and for those from middle to lower socio-economic strata (students pay college tuition fees while earning university credits).  Appendix A includes a summary of research that was compiled to inform this section of the report.  From this review, it was concluded that the need to continue the strong working relationship with Trent University was warranted. However, it was also apparent that other partnerships, beyond the local university, was required to allow even greater opportunities for learners to make the transition from college to university. Moreover, market research revealed that other colleges were in the process of expanding their 1-year certificate university transfer programs into 2-year joint-diploma programs (i.e., Seneca College). Hence, Fleming must be more aggressive and strategic when forming future articulation agreements between our University Transfer program and other institutions. (See Recommendation #1). |
| * 1. **Program Advisory Committee Feedback**   **Review / discuss:**   * Key regional issues identified by the Program Advisory Committee that may not have emerged in labour market data * The Advisory Committee’s assessment of the response, or capacity to respond, to the above issues or trends | The following notes are from the Program Advisory Committee meeting when the University Transfer program was being introduced as a 1-year college certificate in Nov 30, 2004:   * Students who attended CIP [Career Information Programs] want to go to university but fear it; the UT program would give them another option. * Letter of Support presented at PAC meeting from Jane Anne Egan, Secondary Curriculum Consultant, PVNCCDSB, dated October 12, 2004: “The need for the ability to transfer between Colleges and Universities has increased with the changes to the Secondary School educational setting. The General Arts and Sciences [UT] program means that students can now investigate a College program, and then decide [that university is a possible pathway] upon their second year after experiencing a rigorous Liberal Arts program with Sir Sandford Fleming.” * Letter of Support presented at PAC meeting from Brenda Heeringa, Guidance and Career Education Facilitator, Crestwood Secondary School, dated September 22, 2004: “The liberal arts curriculum combined with Fleming’s flexibility in program delivery and outstanding record for student success equals more opportunities for students.” * These letters of support are presented in Appendix B.   With Fleming’s academic re-structuring in the Fall of 2007 and the introduction of the Dean role, the Program Advisory Committee for the entire suite of General Arts and Science programs was re-vitalized.  The most recent PAC meeting was held on October 25, 2011 and included representation from industry, school boards and Trent University (see Appendix C for minutes of this meeting). The committee discussed suggestions for improving retention in second semester. In addition, a Trent faculty member recommended that the program consider adding a mathematics course to assist in building core math skills prior to students transferring to the university.  The Dean distributed a copy of the Program Review summary which highlighted key areas of concerns and recommendations for the program (see Appendix C). A motion was made to endorse the program recommendations with the inclusion of specific exploration of the addition of a mathematics component. The motion was seconded and approved by all. (See Recommendation #15 and #16). |
| **1.3 Industry Liaison**  **Review / discuss:**   * Program initiatives to maintain involvement with the industry / sector such as field placement supervisions, clinical, faculty renewal, professional learning, other professional affiliations, or community-based projects | We very clearly need stronger and more specific ties to Trent University and with other university partners with whom we are trying building articulation agreements. We also clearly need opportunities for our faculty to engage in professional development and/or renewal to remain current with the trends and expectations of the university. (See Recommendation #4).  From Karen Maki, Director, Post-Secondary Partnerships, Trent University (see Appendix D), it was suggested that Trent University would send to the UT program coordinator any announcements of departmental and university-wide colloquia, symposia, guest speakers and training opportunities that may be of interest to UT faculty.  With regard to community-based projects (i.e. Service Learning) and/or field placement opportunities (i.e. Applied Learning), none currently exists in the UT program. However, in October 2011, college-wide discussions and comprehensive reviews pertaining to the wide range of applied learning experiences were initiated. The goal of this day-long event was to articulate and begin planning for how various applied learning experiences could be incorporated within every program at Fleming. This approach is part of the college’s branding and is consistent with our core promise - “Learn, Belong and Become”. The UT faculty has begun to discuss how this applied learning opportunity could be positioned within the UT program and the Dean has committed to ensuring that such an experience be in place for the program by Fall 2012. (See Recommendation #6). |

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| **2.0 Curriculum Development and Framework** | **Summary of Key Findings** |
| **2.1 Curriculum Framework**    **Review / discuss:**   * The program faculty’s approach to, and philosophy of, teaching and learning | There are six full-time faculty and several part-time faculty who teach in the one-year University Transfer program. Faculty approach their teaching commitments very seriously, and work from a platform of mutual respect, open communication, continuous learning, and passion for the subject matter. Applied research opportunities and both individual and team-based learning activities are core to the curriculum. The UT team encourages students to ask questions, to be present and engaged, and to be accountable and responsible for their learning. The program goal is to produce confident, qualified, graduates who are respectful of others, curious and possess a life-long interest in intellectual exploration and discovery.  Fleming’s University Transfer philosophy emerges from our college mission, vision and values. We aim for excellence in student learning by providing superior education and applied learning experiences to achieve and maximize the potential of every learner. We strive to enable students to succeed in the year-long University  Transfer program and to perform competently at a level appropriate to first-year university.  At the end of the program, graduates will be able to effect a smooth transition to second-year university and/or be successful in other academic pathways. |
| **2.2 Outcomes from Curriculum Renewal**  **Review / discuss:**   * Key outcomes from the Curriculum Renewal processes of the past few years * Progress to date in implementing the recommendations arising from Curriculum Renewal * Success of the changes implemented and the means by which they are being evaluated | There has been no formal Curriculum Renewal process but faculty regularly engage in informal curriculum renewal in an effort to maintain excellence and currency in course content and delivery (i.e. on a yearly basis). (See Recommendation #3).  The program team conducted a formal curriculum mapping project in Spring 2007 with the intention of ensuring a degree of inter-disciplinarity and alignment of vocational and course outcomes.  Original courses offered in the program were modeled on Trent’s equivalent courses; current versions of the Fleming UT courses have been checked against current versions of Trent courses through comparison of course outlines and course descriptions. (See Recommendation #17).  Although no formal curriculum renewal process currently exists, the UT faculty have been meeting with CLT on a regular basis to discuss curriculum during the current Program Review of the GAS-UT program. Appendix E is a compilation of their meeting minutes. Recommendation #3 will ensure that Curriculum Renewal occurs on an annual basis. |
| **2.3 Curriculum Map**   * Review the Program Curriculum Map and discuss the extent to which there is alignment of vocational and course outcomes * Review / discuss the distribution and progression of Vocational Learning Outcomes, Essential Employability Skills, and General Education themes across the curriculum.   **Submit an updated curriculum map as an attachment.** | The current curriculum maps can be accessed through the CLT shared folder at the following location:  S:\shared data\CLT\School of General Arts and Sciences\GAS SCHOOL PROGRAMS\General Arts and Science - University Transfer\_GSU\Program Curriculum Map  An updated curriculum map is included as an attachment to this document (Appendix F). |

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| **2.4 Curriculum Sequencing**  **Review / discuss:**   * The extent to which course content, levels of learning, and assessment methodology are successfully sequenced and aligned between courses and across semesters | The UT Faculty met during the 2010 Spring/Summer and Fall terms to review and revise current course descriptions, course aims, course learning outcomes, levels of learning, course sequencing and course assessments. Updates have been captured in the “Course Alignment Chart” documents which are stored at the following location:  S:\shared data\CLT\School of General Arts and Sciences\GAS SCHOOL PROGRAMS\General Arts and Science - University Transfer\_GSU\Program Review Reports\Course Alignment Charts by Course  The updated “Course Alignment Chart” documents are also included as an attachment to this Program Review document (Appendix F).  The GAS UT Faculty will identify which assessments will serve as “cross-over” assignments in the 2012 Spring/Summer semester. |
| **2.5 Delivery Mode**  **Review / discuss:**   * The *primary* modes used to deliver curriculum such as lecture, seminar, lab, applied project, field camp and web based or hybrid courses * The rationale for, and appropriateness of, these delivery modes in relation to program learning outcomes | Curriculum in the GAS UT certificate is currently delivered in a variety of modes, with an emphasis on lecture and seminar components for the majority of courses. During the Program Review process, the UT faculty suggested the consideration of alternate delivery modes such as online and hybrid versions of the UT program. (See Recommendation #13).  The courses are delivered as follows in semester one:  English Literature I– 1 hour lecture + 2 hour seminar  Language Composition – 1 hour seminar + 2 hour seminar  Early Modern Philosophy I – 1 hour lecture + 2 hour seminar  Critically Aware Thinking – 1 hour lecture + 2 hour seminar  Sociology I – 1 hour lecture + 2 hour seminar  Introduction to Psychology: Principles of Behaviour – 2 hour lecture + 2 hour seminar  In second semester, the courses are delivered as follows:  English Literature II– 1 hour lecture + 2 hour seminar  Advanced Composition – 1 hour seminar + 2 hour seminar  Modern Philosophy – 1 hour lecture + 2 hour seminar  Applied Research Portfolio – 2 hour seminar  Issues in Sociology – 1 hour lecture + 2 hour seminar  Dynamics of Behaviour – 2 hour lecture + 2 hour seminar (every other week)  Students also interact with WebCT to access lecture notes, complete tests and activities, engage in online discussions, retrieve course support resources, and access their course grades. Students are required to complete oral presentations and all courses include group work, individual written submissions and self-reflection.  Videos, other media and guest speakers are employed where appropriate.  The use of learning technologies (i.e., I-clickers”) is being used in some courses.  The GAS UT certificate is informed on a continual basis by program alumni, the Trent University Registrar’s Office and the GAS Program Advisory Committee members about the nature of the graduate pathways. The consistent message from these sources suggests the importance of producing graduates who can communicate in both oral and written formats, work both collaboratively and independently, anticipate and solve problems, take initiative, and be collegial. The GAS UT certificate places a high degree of emphasis on the development of both the requisite skills and the transferable skills that will enable students to succeed at university. Thus, delivery methods and learning opportunities that include practical applications, team-based learning, independent reading and research are used extensively within the program. |
| **2.6 Evaluation Methods**  **Review / discuss:**   * The program approach to learning assessment * The balance and frequency of assessment types across the curriculum and their appropriateness to course / vocational outcomes | As indicated in section 2.4 above, the GAS UT faculty met previously to align course learning outcomes, assessments and instructional strategies. Updates have been captured in the “Course Alignment Chart” documents (Appendix F). |
| **2.7 Curriculum and Diversity**  **Review / discuss:**   * Program strategies that support student diversity and promote understanding of diversity, including program culture / climate, curriculum content and approaches to teaching and learning | The program faculty recognize the importance of cultivating an awareness of and sensitivity to diversity. For example, both English and Sociology include substantial modules on race, class and gender. The GAS – UT faculty will continue to embed social justice, globalization, and sustainability themes within their curricula. This will become increasingly important as Fleming continues to expand and recruit to international markets.  Supporting student diversity in terms of preparedness for university is inherent in a pathway program. However, increasingly, accommodations for learning needs and cultural diversity are becoming more of an issue on the college as a whole. The teaching team has requested workshops to understand how they can support such a diverse student group. |

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| **2.8 Credentials Framework**  **Review / discuss:**   * The Ontario College Credentials Framework and the extent to which the program aligns with the provincial standards * The program’s current admission requirements and their suitability in relation to program rigour and student preparedness | | **Ontario College Credentials Framework**   |  |  | | --- | --- | | **Required criteria** | **Degree to which criteria are met** | | **1.0 Scope of curriculum outcomes: breadth and depth** | | | **1.1 Complexity of knowledge and vocational outcomes** | The standard has been met. Outcomes are interwoven and linked, steadily building skills in problem solving, research and critical thinking, enabling students to analyze complex issues and key philosophical debates. Culminating performance requirements are achieved by integrating vocational program outcomes and assessment activities through capstone learning and assessment experiences. | | **1.2 Essential Employability skills.** | The standard has been met again through an integrated and complementary approach. Courses have been matched against the new Essential Employability Skills currently outlined in the Minister's Binding Policy Directive "Framework for Programs of Instruction." | | **1.3 General Education** | The standard has been met, aligned to Fleming’s General Education policy requirements and the new approved General Education policy within the credentialing framework. | | **2.0 Typical duration for completion** | The standard has been met. Although the typical duration to achieve this credential is 2 academic semesters or approximately 600-700 instructional hours, it is understood that a range of hours may apply to the achievement of the program learning outcomes. The University Transfer program option is comprised of 540 hours of study. | | **3.0 Admission requirements** | The standard has been met as per the Regulations and Minister’s Binding  Policy Directives. |   **Minimum Admission Requirements**   * 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)   When (C) is the minimum course level for admission, (U) or (U/C) courses are also accepted.  [**Mature Students**](http://www.flemingc.on.ca/index.cfm/go/service/sub/admissions_mature.cfm)  If you are 19 years of age or older before classes start, and you do not possess an OSSD, you can write the Canadian Adult Achievement Test to assess your eligibility for admission.  Further discussions are required by the program faculty to determine whether students are prepared well enough to be successful within the UT program. Discussions will focus on the possible need for additional admission criteria. (See Recommendation #18). A summary of high school grades from applicants from 2007 to 2011 is presented in Appendix G for review.  Karen Maki, Director, Post-Secondary Partnerships, Trent University asked the following:  What do students need to be better prepared to enter university?   * Based on anecdotal feedback, managing the transition to significantly more independence and autonomy in the university setting (such as self management, program planning and course selection, exposure to a wider range of new disciplines, developing/expanding peer networks, and taking responsibility for personal success) continues to be one of the greatest challenges for students. We need to work together to address this. Possible initiatives include:   + Inviting UT students to Trent Open House events to introduce them to a range of disciplines   + Having a discussion regarding the purpose and content of the UT Info Session at Trent and discussing with students what they would like to see   + Conducting analyses regarding assessment testing results (Accuplacer) and whether they inform/predict student success   The 2006 to 2011 applications and registrations statistics for all colleges of one year GAS programs are collected currently under one number - #44700 - and are stored at:  S:\shared data\CLT\New Program Development\New Programs Research\All College Programs Applications, Registrations Data (see Appendix H).  Applications across all one-year programs have increased, on average, by 3%. Confirmations have increased by 8% overall.  Administrative members of the Heads of Interdisciplinary Studies (HOIS) - which is made up of the Ontario College Language & Communication Council (OCLCC), the Ontario Math Council (OMC) and the Ontario College Liberal Arts & Sciences Council (OCLASC) - met as a group in May 2011. HOIS reports to the Coordinating Committee of Vice-Presidents Academic (CCVPA) on an annual basis.    The mandate of OCLASC (which includes General Education & General Arts & Science) is to make recommendations and/or carry out projects on educational policies and objectives of a province-wide nature with respect to curriculum, assessment and evaluation, methodology, program standards, admission requirements and the promotion of student access to college (within and between colleges) and university partners, including credit transfer agreements, as well as other academic matters. At the May 2011 meeting, it was agreed by members of OCLASC that the first priority of this group was to undertake mapping exercises for all the programs that fall under General Arts & Science (GAS). The mapping will be conducted on all 1 year certificate, bridging and diploma and other pathway programs so that a clearer understanding of provincial levels could be determined. This report is anticipated to be reading for the next HOIS meeting scheduled for November 2011. Second, a sub-committee was formed to examine provincial outcomes of GAS programs and to update them as needed. The goal of this second priority was to align GAS program outcomes, admission standards and transfer agreements across the college system.  These initiatives are priorities of HOIS and OCLASC given the consensus that there is no consistent approach for students wishing to enter or transfer from college to college or college to university. At the time of this report’s preparation, no updated information was available.  In the Fall 2011 semester, incoming UT students were asked to complete an “Accuplacer” assessment which provides an index of students’ preparedness for college in terms of reading comprehension and writing skills. Students with Accuplacer scores less than 65 were considered “at risk” and in need of additional support. 5 out of 60 students who took the assessment had scores in this “at-risk” range. 34 out of 60 students (57%) were considered to be “college-ready” with Accuplacer scores in the “66 – 95” range. 21 out of 60 students (35%) had Accuplacer scores greater than 95 and were considered to be entering the program with solid foundational reading comprehension and writing skills.  Those students who were identified as having low scores on this assessment were advised to attend weekly “drop-in” session where the program coordinator could assist students with writing assignments. | |
| **2.9 Learning Pathways**  **Review / discuss:**   * Recent or anticipated initiatives that promote student pathways including high school articulations, dual credit, program laddering, dual diplomas, and university transfer, articulations, and partnerships | | The Dean of GAS has been exploring many partnerships and has initiated discussions with UOIT, Seneca and Carleton University. The plan is to continue forming partnerships and forging new articulation agreements in the new year. The discussions have been positive to date. (See Recommendation #1).  Seneca College has recently received MTCU approval to offer a 2 + 2 college/university program in partnership with the University of Toronto. Discussions have taken place in the Fall 2011 semester with Seneca to explore the possibilities of students completing 1 year of the University Transfer program at Fleming and then transferring to Seneca to do their 2nd year of college. Students would then have the opportunity to complete their degree at UofT.  As noted in section 2.8, OCLASC is currently gathering data that will be presented to CCVPA in November regarding a consistent process for students wishing to transfer from college to university province-wide.  Discussions will start in the winter with members of a local high school (KPRDSB) regarding the possibility of linking students in the International Baccalaureate (IB) program to the UT program at Fleming.  Discussions will also start in the winter with our local high school partners and Trent with regards to possibilities of UT program courses being offered as dual-credits. (See Recommendation #11).  Current Partnership Agreements:  **Trent/Fleming Partnership Agreements:** **Bachelor of Arts - Bachelor of Science**  Graduates of the General Arts and Science - University Transfer program with an overall 70% average and no grade less than 65% in any credit transfer course, are eligible to apply for advance standing admission into these degree programs at the second year level. Trent University will grant direct entry and assign four credits (of five required for the first year) towards the degree, and students must complete the additional credits required in the Trent program selected.  **University of Windsor Bachelor of Social Work or Bachelor of Arts** Graduates of the following Fleming programs are eligible to apply for admission to the Bachelor of Social Work or Bachelor of Arts degree programs.   * Law and Security Administration - Customs Administration or Law and Security - Security and Risk Management (formerly Fire, Safety and Security Management): Graduates with a cumulative average grade of B or better may receive credit equivalent to five courses (15.00 credits) towards a B.A. OR B.S.W. degree. Transfer credit is awarded for approved  courses with a minimum grade B- or better. * General Arts and Science – University Transfer: Graduates with a cumulative average grade of B may receive up to five semester courses (one semester) . For complete details refer to the Ontario College University Transfer Guide at [www.ocutg.on.ca](http://www.ocutg.on.ca/). | |
| **3.0 Student and Graduate Satisfaction** | | **Summary of Key Findings** |
| **3.1 Formal Measures of Student and / or Graduate Satisfaction**  **Review / discuss:**   * Key Performance Indicator results for the program with a focus on #s 4, 8, 9, and 11 * Program status and positioning in relation to the KPIs of other programs of a similar type (where applicable) * Feedback and summary report from Learning Support Services (LSS) summary * Themes or issues emerging from a review of course evaluation summaries | | In an examination of KPI data across the last five years (2006 – 2011) on 2 questions (Q#14 – Knowledge and skills that will be useful in your future and Q#26 – Overall quality of learning experiences) trends have shown variable rates of satisfaction.   * **On average**, 80.5% of students responded they were very satisfied/satisfied on Q#14 * **On average**, 90% of students responded they were very satisfied/satisfied on Q#26. (See Appendix I)   Data from the 2010/11 KPI Student Satisfaction Survey and a review of the data from the past five years suggest the percentages of student satisfaction in the GSU program are lower than those reported provincially on those items that related to the “Impact of Learning Experiences on Future” (See Appendix I). Numbers below are reports of students who are Very Satisfied/Satisfied  Q#4 – Includes topics relevant to your future success  GSU = 61.2% vs. 75% provincially (-13.8% difference)  Q#8 – Develops your ability to solve problems using math techniques  GSU = 18.8% vs. 60% provincially (-41.2% difference)  Q#9 – Develops your ability to work with others  GSU = 62% vs. 71.7% provincially (-9.7% difference)  Q#11 – Develops your computer skills  GSU = 22.2% vs. 56.1% provincially (-33.9%)  Although lower than the provincial average on the KPI questions above, it is important to note that specific math courses and/or computer skills are not part of the current GSU curriculum. Rather, a stronger emphasis is placed on critical thinking and writing as noted in the Program Vocational Learning Outcomes. (See Recommendation #5).  There were some KPI indicators where the GSU program scored higher than the provincial average. They were on the following KPI questions  Q#6 – Develops your writing skills (90.2% vs. 70.4% provincially – difference of +19.8%)  Q#7 – Develops your speaking skills (58% vs. 55.1% provincially – difference of +2.9%)  Q#10 – Develops your ability to solve problems (69.6% vs. 67% provincially – difference of +2.6%)  Q#12 – Provides you with opportunities to further your education about graduation (90% vs. 77.5% provincially – difference of +12.5%)  Q#13 – Provides you with the experience that will be useful to your future life outside of work (72.3% vs. 66.3% provincially – difference of +6%)  The 2010/11 KPI Student Satisfaction results on items related to “Teachers and Courses” suggest slightly higher trends when compared to the provincial averages. For example:  Q#15 – Teachers’ knowledge of their subjects  GSU = 94% vs. 87.9% provincially (6.1% difference)  Q#16 – Teachers are up-to-date in their fields  GSU = 96.1% vs. 85.1% provincially (11% difference)  Q#17 – Teachers’ presentation of the subject material  GSU = 84% vs. 74% provincially (10% difference)  Q#18 = Helpfulness of teachers outside of class  GSU = 70% vs. 67.5% provincially (3.5% difference)  The OVERALL quality of the learning experience in the GSU program was equivalent to the provincial average. 80.4% of students were very satisfied or satisfied with the program.  The greatest gaps were noted for lab/shop facilities and equipment (GSU = 26.3% vs. 65.4% provincially) and Quality of lab/shop learning (GSU = 42.9% vs. 59.7% provincially).  In terms of data provided by Learning Support Services, there have been requests for tutors and assistance for the psychology and philosophy courses. LSS has hired previous GSU graduates to assist students in the program. However, this service is limited to willingness of graduates to participate. (See Recommendation #2, #8 and #12).  Course completion rates were also investigated from Fall 2000 to 2010. English Literature I (48%) and Early Modern Philosophy (46%) had the highest percentages of non-completion rates within the program followed by Critically Aware Thinking (42%) and Language Composition (41%). |
| **3.2 Other Measures of Student and Graduate Satisfaction**  **Review / discuss outcomes from:**   * Student or graduate focus groups * Student Advisor observations / reports * Formal or informal discussions with students and graduates such as class councils, class representatives, individuals or delegations * Debriefing sessions following a field placement, clinical placement, or practicum | | Student focus groups (all documented and housed on the GAS homepage within WebCT) provide both individual and course feedback from student and program focus groups. Focus groups (captured either electronically, face-to-face or paper-based) have allowed for constructive feedback in courses and a starting point to make positive change to curriculum and delivery where and when appropriate. See Appendix J for samples of the focus group questions and responses.  Karen Maki, Director, Post-Secondary Partnerships, Trent University comments on other measures of Student and Graduate Satisfaction:   * Focus groups, co-led by Trent and Fleming, have been held at Trent University in the past, and have proven to be very informative.   Trent hosts the Fleming group each year (usually in February or March) for a campus tour and information session, providing lunch and an opportunity to meet and mingle with Trent faculty and UT grads currently at Trent. Perhaps these yearly sessions could segue into student focus groups with the UT grads in attendance. This would ensure regular feedback from a student focus group.  Student advisor information was also available for students in the UT program for Fall 2009, Winter 2010, Fall 2010 and Winter 2011 (See Appendix K). It was observed that UT students who had “coaches” (i.e., faculty who met face-to-face a minimum of twice a month) were retained at a higher level (65%) in comparison to students with advisors (52.1%). Fall 2010 GPAs were also higher when students were assigned to coaches vs. Advisors. |

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| **4.0 Employment Trends** | **Summary of Key Findings** |
| **4.1 Employment**  **Review / discuss:**   * Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data * Student preparedness for entry-level positions * Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages | A review of the graduate placement data gathered by Fleming Data Research suggests that overall, students are unavailable for work (See Appendix L). These statistics of course make sense given that the purpose of the 1-year certificate program is to create a pathway to university. Nonetheless, the data are provided below:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **# of graduates** | **# of surveys** | **Unavailable for work – continuing education** | **Unavailable for work – not seeking employment** | **Overall employment - # available for work** | **Overall employment # working** | | **Summer 06, Fall 06, Winter 07** | **33** | **19** | **18** | **0** | **1** | **1** | | **Summer 07, Fall 07, Winter 08** | **43** | **28** | **21** | **1** | **5** | **4** | | **Summer 08, Fall 08, Winter 09** | **40** | **27** | **26** | **0** | **2** | **2** | | **Summer 09, Fall 09, Winter 10** | **47** | **24** | **22** | **1** | **1** | **1** | |
| **4.2 Other Graduate Destinations**  **Review / discuss:**   * Alternative graduate destinations such as further education, international opportunities, volunteer service, or other experiences | With regard to pathway opportunities for GSU students within Fleming, from Fall 2007 to Fall 2009, 15% of students (35 / 236) moved from the University Transfer program into another Fleming Diploma Program. The program choices varied from health service areas (PSW, SSW, DA, PN) to Business and Law & Justice programs (see Appendix M).  Our own students often return to Fleming’s college programs as a pathway choice, sometimes even with the intention of returning to a university pathway. For example, one student completed the UT program but did not achieve articulation. She returned to Fleming’s Social Service Worker program and was very successful, qualifying for some course exemptions on the merits of her UT experience, fast-tracking through her SSW program, and then moving into U of Windsor’s BSW program with her UT and SSW credentials. |

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| **5.0 Strategic Positioning** | **Summary of Key Findings** |
| **5.1** **College Alignment**  **Review / discuss:**   * Program alignment with college priorities such as vision, mission, values, strategic plan, academic framework, and the educational mandate, and / or academic priorities of the School * Opportunities for new program initiatives based on Program, School, or community strengths and alliances | Learn Belong Become Core Promise –  This program clearly supports the strategic plan for the college, the academic business plan and the GAS business plan. Specifically, it provides a pathway opportunity for learners to smoothly and seamlessly transition to a second-year university setting. The UT program develops and nurtures essential learning and critical thinking skills that truly prepare learners for their future post-secondary studies. The program design, curriculum, assessments, academic rigour and faculty-student interactions set high expectations in order to ensure student and graduate success at university.  GAS has also approached staffing from the perspective of building a cohesive and consistent core program teaching team that consists primarily of full-time faculty.  University Transfer programs are an area of growth, particularly with the increasing number of grade 12 students who are not yet ready to attend university directly out of high school or who are not confident about where they are going and/or what they want to study. As commented upon earlier, there are opportunities to discuss initiatives with our high school partners to meet the needs of our community and our learners. (See Recommendation #11).  There are plans for a UT Speakers’ Series and/or conference (where scholars are invited to Fleming to present talks to the UT community and other interested parties).  Mentoring / coaching program between graduates of the UT program and current students are being put in place. The program coordinator is also working with a Fleming Student Life Officer to arrange mentoring for current UT students by UT grads at Trent. This is a great way to foster the connection between our university-bound students and others who have been successful in the program and currently enjoying success at Trent. Furthermore, it promotes a connection between the program and its alumnae (see section 7.1) (See Recommendation #2).  A comprehensive orientation package has also been developed for incoming students of the program that answers key questions in the initial weeks of the fall semester. Moreover, progress or “report cards” have been piloted this fall semester to provide feedback to students regarding their progress. These two initiatives are aligned with the school’s strategy to address retention. (See Recommendation #9). |
| **5.2 Competitor Programs**  **Review / discuss:**   * Key parallels and differences between this program and those of its closest competitors, where applicable * ’Value-added’ program distinctions and their attractiveness to prospective students | **Algonquin College: Global Studies (GAP Year): a 26-week Certficate program** that“prepares students for a successful transition into the next stage of their education and beyond. Students benefit from educational opportunities that are geared toward developing leadership qualities, lifestyle skills, international/cultural awareness and strategies for postsecondary academic success.” Program costs are in excess of $14 000 for two semesters.   * Focus on personal development, readiness for postsecondary education and global citizenship. Students participate in community service, outdoor leadership activities, international travel and academic course work for both college and university credit. * Students receive transfer equivalency credit from the **U of Ottawa** for the successful completion of **two courses, Principles of Psychology and Elementary Spanish**. Also, students participate in activities and events organized by the University of Ottawa and held on campus for introduction to the university community.   **Centennial College – General Arts and Science – Arts Program: a four semester Certificate program (one year without breaks or two years with breaks)** aimed at students who wish to consider a range of college programs, or are interested in a university arts degree program, are undecided about their career goals, do not possess the credentials for direct entry into university, and are unsure whether university is the right choice.   * Educational partners include **Athabasca U, Griffith U** (AUS), **Ryerson U,** and **York U**. * After one year (with at least a 3.0 GPA) a student may proceed directly into year 1 of a university arts program. * Course offerings are college level (Communications and Gen Eds, for example).   **Durham College – General Arts and Science – University Articulation**: **2-year Diploma program** articulating via two streams with **SUNY Potsdam** (NY) and **Trent U**.   * **SUNY Potsdam stream**: upon completion of the 2-year program (2.5 GPA), students are given credit for two years of university. Students proceed to SUNY Potsdam for two more years, completing a 4-year BA or BSc. There is an option for students (2.75 GPA) to remain another year at SUNY Potsdam for a Masters of Science in Teaching (MST); practicum arranged at Ontario schools. Curriculum at Durham partly composed of required courses and partly electives (some required by SUNY Potsdam). * **Trent U stream**: upon completion of the 2-year program (3.5 GPA), students are given four unassigned credits and credit for one 100 level course at Trent. All credits contribute to a 3-year general degree at Trent. Electives include a range of Arts, Social Sciences, and Science courses. * There is also an articulation with Davenport U for a Bachelor of Business Professional Studies.   **Fanshawe College** offers a number of degree pathways in various programs, partnering with a long list of universities (over 30; most in Ontario, some in other provinces, a few in the US, one in the UK, and a few in Australia). Interested students “are advised to contact the appropriate university and to consult with the admissions office at the receiving institution” regarding transfer credits.  **Humber College** also offers a number of degree pathways with an extensive list of university partners (over 60; many in Ontario, some in other provinces, a number in the US, a few in the UK and Australia). Each university offers clickable info on the web site where students can learn about the nature of the transfer agreement for their program at a particular institution. For example, a Humber graduate with >80% average in a 2-year Accounting Diploma program can receive 45 transfer credits for Algoma University College’s Bachelor of Business Administration program. Those with >70-79% will receive 30 credits, and those with >60-69% will receive 15 credits (30 credits are equivalent to one academic year).  **Niagara College** offers a similar transfer arrangement to the one above, partnering with a long list of universities (approx. 50; many in Ontario, some out of province, a few in the US, one in the UK, and some in Australia [Griffith U is a complete whore]). Each university offers clickable info on the web site where students can learn about the nature of the transfer agreement for their program at a particular institution. For example, students in the Recreation and Leisure Services program who maintain a 78% average can transfer into the Honours BA – Recreation and Business program at the U of Waterloo with 6 transfer credits (which may be the equivalent of two university courses).  **Seneca College – Liberal Arts (LAT): 4 semesters (2 years).** Similar to the Fleming program, with its focus on the Humanities and Social Sciences. The program is partnered with **York U** and **the U of Toronto**.   * **UofT**: For students with a 3.0 GPA at end of second semester; they enrol with the University Partnership Program. Students take one or more courses at U of T while completing their program at the college. Transfer credits earned in the Liberal Arts program combined with university credits earned through LAT allow students to enter the third year of a BA at U of Toronto at the Newnham Campus. * **York U**: For students with a 3.0 GPA at end of second semester; they enrol with the University Partnership Program. Students take one or more courses at York U while completing their program at the college. Transfer credits earned in the Liberal Arts program combined with university credits earned through LAT allow students to enter the third year of a BA at York U * If a student has previously attended university, he/she is not normally eligible for the partnership program with York.   **Sheridan College – General Arts and Science – University Profile: 2 years or 16 months continuous**.   * students who stay for one year earn a Certicate and possible university credits * students who stay for two years earn a Diploma and university credits * English Literature, Philosophy, Psychology, Sociology + range of electives. * Successful completion of the 2-year program allows students to enter third year at the following 6 universities**: Athabasca U, Bishop’s U, Canisius College** (NY)**, Daeman College** (NY)**, D’Youville College,** (NY)**, Thompson Rivers U, Simon Fraser U**. * In addition, although Sheridan has no formal agreement with **York U**, students are eligible for admission to second year if they successfully complete the University Profile (four terms) with a minimum 3.0 GPA. * Some programs require a higher GPA for admission or have supplementary application requirements * Students who apply after one year receive up to 2.5 credits |

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| **6.0 Enrolment Trends** | **Summary of Key Findings** |
| **6.1 Demand for the Program**  **Review / discuss:**   * Patterns in the number of program applicants, qualified applicants, and actual registrants over the past 6 years * Changes, if any, in the student demographic profile, including level of maturity, diversity, prior knowledge, technological literacy, work experience, and expectations * Impact, if any, of this changing student profile on program curriculum | There has been a decreasing trend of applications to the Fleming GSU program over the last 5 years. On the other hand, registrations to the program have been more variable (See Appendix N).   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 2007 | 2008 | 2009 | 2010 | 2011 | | Applications | 232 | 217 | 220 | 205 | 185 | | Registration | 84 | 71 | 92 | 86 | 90 |   In regards to trends of the student profile, from 2006 to 2011, the number of confirmed acceptances from non-direct students was higher than the number of confirmed acceptances of direct entry students (See Appendix O).   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | 2006 | 2007 | 2008 | 2009 | 2001 | 2011 | | Non-direct | 48 | 55 | 57 | 41 | 51 | 51 | | Direct | 35 | 44 | 41 | 40 | 41 | 29 |   The Durham Regional municipality and the Peterborough Country are the two largest areas that the program is drawing from.  There are approximately equal numbers of males and females confirming their acceptance to the program.  There is an increasing trend for students to confirm their acceptance to the program from the 19 to 21 years of age group versus younger or older age categories.  The trend for Fall Intakes (Semester 1) Registrations by Day 10 are as follows:   |  |  | | --- | --- | | Fall 2005 | 32 | | Fall 2006 | 73 | | Fall 2007 | 92 | | Fall 2008 | 86 | | Fall 2009 | 96 | | Fall 2010 | 100 | |

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| **6.2 Student Progression**  **Review / discuss:**   * Patterns of student success and retention on a semester by semester basis over the last six years * The effectiveness of any strategies adopted to improve student success and retention | Retention rates for students in the GSU program were compiled and available from 2005 -2009 in the Fleming Data Research site (see Appendix P).   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Fall Intake | Sem 1  (Day 10) | Return Sem 2 (Day 10) | % Return Sem 2 | % Retained within College | | 2005 | 33 | 24 | 73 | 73 | | 2006 | 71 | 46 | 65 | 65 | | 2007 | 90 | 68 | 76 | 78 | | 2008 | 87 | 49 | 56 | 57 | | 2009 | 95 | 63 | 66 | 66 | | Overall Total | 376 | 250 | 66 | 67 |   The UT faculty and our School are actively working on retention and success: expanded Orientation Protocol with the following:   * comprehensive Orientation Package featuring key program, college services, and articulation information * ‘in-house’ program advising * enhanced curriculum focused on ‘self culture’ (time management, prioritizing, critical awareness, post-secondary institutional behavior) * regular, timely progress reports * Dean-led informal student contact/discussion meetings * curriculum renewal with focus on interdisciplinarity (cross-over exercises and assignments) * increased opportunities for revision and re-submission of assignments * regular team meetings focused on student progression * drop-in writing labs * UT graduate/student mentoring   (See Recommendation #2, #8, #9, and #12).  According to Karen Maki, Director, Post-Secondary Partnerships, Trent University on the subject of tracking UT graduate progress:Statistical analyses have not been conducted, but it is noted that retention rates [of UT grads at Trent] are in very close alignment with direct high school entrants. There continues to be considerable variation across cohorts, making it difficult to make comparisons and draw conclusions about student performance overall. The need for a systematic approach to data collection and tracking is emphasized. (See Recommendation #14).  **University Transfer – How are they doing?**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Cohort 1**  **2006** | **Cohort 2**  **2007** | **Cohort 3**  **2008** | **Cohort 4**  **2009** | **Cohort 5**  **2010** | **Overall** | | Total in cohort | 8 | 23 | 42 | 26 | 48 | 147 | | # meeting AA (%) | 7 (88%) | 15 (65%) | 30 (71%) | 23 (88%) | 36 (75%) | 111 (76%) | | Year 1 average (cohort) | 60.4% | 62.8% | 65.8% | 68.4% | Not available |  | | Year 1 average (met AA) | 60.4% | 66.4% | 67.4% | 63.8% | Not available |  | |  |  |  |  |  |  |  | | Continuing students after year 1 | 6 (75%) | 14 (61%) | 35 (83%) | 19 (73%) | 38 (79%) | 112 (76%) | | Average of continuing students, yr 1 | 75.5% | 68.5% | 72.6% | 72.1% | 69.1% |  | |  |  |  |  |  |  |  | | Students graduated/still active in program, August 2011 | 5 (63%) | 14 (61%) | 27 (64%) | 18 (69%) | 38 (79%) | 102 (69%) | | Cohort average at August 2011 | 76.3% | 72.3% | 66.6% | 72.1% | 69.1% |  | |  |  |  |  |  |  |  |   **What are they studying?** (based only on cohorts 1-4)  66% are pursuing **one of the transfer credit subjects** (English, Psychology, Sociology, Philosophy) as a major or joint major  27% are pursuing a single major in **Psychology** (combined BA/BSc, general/honours)  45% are **exploring other disciplines**, pursuing a major or one joint major discipline outside of the 4 transfer credit disciplines  23% are pursuing a program **completely outside of the transfer credit disciplines**  19% are pursuing a **science (other than Psychology)** as a major or joint major  **Graduates to date**  21 students have graduated to date  75.5% is the average graduating average  5 graduates have achieved the President’s Honour Roll distinction with graduating averages >80%  *Compiled using data effective August 15, 2011* |

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| **7.0 External Relations** | **Summary of Key Findings** |
| **7.1 Alumnae**  **Review / discuss:**   * The type and range of alumnae involvement in the program * Current and future strategies to engage alumnae in the program | There are currently few alumnae involved in the UT program. The few that do return to the college do so very informally by way of visits with individual faculty they may have connected with.  Some alumnae are connected through LSS and tutoring services. Alumnae of the program who have achieved an 80% in their courses are hired by LSS to provide tutoring in UT courses. Availability of alumnae as tutors is contingent upon their willingness to offer their services. (See Recommendation #8).  There has been discussion to start a UT FaceBook page and discussions will begin in the winter with the marketing department to pursue this avenue of staying connected to alumnae of the program.  In the past, invitations have been extended to current program students to assist in Open House days and to Orientation.  At the October 2011 Program meeting, the UT faculty discussed the GSU webpage.This webpage needs to be revisited and should have sample essays, sample assignments and even a clear outline of what is required in the program. Perhaps a video interview with previous students talking about the UT program should be used to help provide a clearer picture of the program. Some summer development time should be set aside to work on the UT website and IT needs to be consulted to see what needs to be done to have this external site linked to the Fleming site. |
| **7.2 Community Relations**    **Review / discuss:**   * Significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience * Faculty, staff, and student involvement in volunteer projects and events * Contributions to the not for profit sector such as committee or board service by program-associated faculty and staff * Community recognition in the form of student bursaries, awards and scholarships | One full-time faculty member has solicited volunteers from the UT program to assist in a community-based event for children.  As noted earlier, discussions and planning for the incorporation of an applied learning experience within the program will take place in the winter to prepare for full implementation in the Fall 2012 semester. Faculty will consider whether there is a service learning project that the program/learners can see as being useful either within each course and/or across the term (i.e. students involved in organizing the Speakers’ Series and/or a mini conference, and/or enhancing applied research elements in the curriculum, as per Recommendation #6).    This past year (Spring 2011), a graduating UT student won the Peterborough Examiner Award. This is given to students within GAS programs who show excellent oral and written communication skills and who also achieve academic excellence.  This coming year (Spring 2012), GAS will host, celebrate and acknowledge UT students with awards for highest overall GPA or most improved as well as honours for discipline-specific courses. |
| **7.3 Program Advisory Committee**  **Review / discuss:**   * The distribution of Committee membership by constituency, sector, and / or region * The vitality of the Committee such as the frequency of meetings, and members’ level of participation, engagement, and turnover * The extent to which Committee operations are aligned with the Fleming College Advisory Committee Orientation Manual and Advisory Committee policy. | There are regularly scheduled PAC meetings to discuss the GAS suite of programs. We have had excellent participation, engagement and support from its members. All meetings are conducted following Fleming College’s guidelines for PAC.  There is representation from both local and Durham-region high school boards, faculty from Trent and local businesses within our community.  The PAC has agreed to meet once a semester.  All members of the PAC have received the Orientation manual and the College’s policy on membership to an advisory committee. |

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| **8.0 Program Resources** | **Summary of Key Findings** |
| **8.1 Human Resources**  **Review / discuss:**   * The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments * Profile of the Dean, faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education * Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments * Contributions to the professional community or industry by program-associated faculty and staff including board / committee service, research, and presentations / publications * Current staffing levels for the program in relation to program   numbers, curriculum, delivery modes and areas of specialization / generalization   * Hiring priorities over the next few years based on the above * Current professional development and renewal plans in relation to program or student needs | The University Transfer faculty consist of 6 full-time faculty. .  Currently, there are no sessional or cross-appointed faculty in the program. All faculty in the UT program meet the requirements for teaching at a university and have university teaching experience (within the last 10 years).  Previous part-time faculty have taught at both Trent and at Fleming during the fall and winter semesters.  A number of UT faculty have recently received distinctions/awards:   * Barbara Bond won the Pascal Award for Teaching in 2010. This award is given to a full-time faculty member within the college who has demonstrated teaching excellence. Barb was nominated by current Trent university students and former UT students. * Helen Bajorek-MacDonald was a finalist in the CBC Best Lecturer series. * Peter Lapp has just finished a 1-year secondment as Acting Principal, Trent in Oshawa. * Peter Lapp and Christopher Shields participated in CUCC Change Fund Project on Arts and Science University Transfer   In an effort to produce consistency in the program for the students and the curriculum, there is an effort to staff the program with full-time faculty. The full-time complement have taught in the program since 2004 and have established an effective and highly cohesive teaching team. They meet regularly to discuss student issues/challenges and work collaboratively on curriculum. Given the projected intake of students in the fall/winter semesters, it is not anticipated that other faculty would be required to teach in the program. The full-time faculty are strategically and deliberately assigned to teach multiple sections of students within their areas of expertise/specialization. This is an important and significant contributor to the program’s success.  Currently, there is a large pool of candidates who meet the requirements to teach in the University Transfer program should it grow beyond the 2 or 3 sections (n = 105) offered in a semester. Should the program expand to include a combined Arts and Science stream and/or a Math/Science stream, there are several full-time faculty with the credentials to teach at the university level. However, additional faculty may need to be recruited as well.  Faculty are eager to initiate professional development opportunities to maintain currency and connections to their academic disciplines. (See Recommendation #4). |
| **8.2 Physical Resources**  **Review / discuss:**   * Program costing information * Scope of current program resources such as laboratory equipment, software, library holdings, or tools essential to or which enhance program delivery or student learning * The adequacy of above resources in the context of program outcomes, program currency, and student numbers * Program specific external revenue such as sponsorships, grants, donations or gifts-in-kind * Other externally generated revenues, if applicable | Because the program is staffed exclusively with FT faculty, it is the most expensive program within GAS to run.  The physical spaces in the college have long been a contentious issue. Many classes are held in seminar rooms. For optimum course delivery, the program requires flexibility in classroom setup.  The Program Coordinator holds two-hour weekly drop-in writing labs, but securing a space in the college for this “non-teaching” activity has proven difficult. During the student focus groups that the Dean held this Fall 2011, the students specifically mentioned how useful the drop-in sessions are. (See Recommendation #12).  There has been a request for a GAS meeting area (i.e.sofas/chairs) where faculty and students can meet both formally and informally. |

File report in:

**S:\shared data\CLT\:*< School name*>: <*Program Name*>: Program Review Report**

Attach copies of existing and revised bench marks

Attach an updated Program Curriculum Map

**Based on an analysis of your key findings, identify areas that require attention.**

**Develop recommendations and an action plan that reflects the program’s priorities and its capacity to achieve them.**

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| **Program Review Action Plan** | **Responsibility** | **Timeframe** |
| **Recommendations:**   1. Expand articulation agreements to include other university and college partners. 2. Improve mentoring/support of students as part of retention and success strategies. 3. Facilitate curriculum renewal through strategic allocation of time during regular program meetings. 4. Support faculty teaching and disciplinary currency with a comprehensive PD plan. 5. Review relevance of KPI questions by program vocational learning outcomes. If KPI data not applicable to the program are affecting overall KPI results, consider context and method of KPI survey administration and data analysis. 6. Enhance applied research elements in the curriculum. 7. Consider expanding course offerings with electives (some options include History, Science, Economics, Social Justice, Cultural Studies, and Global Perspectives). 8. Increase involvement of and connection with program alumnae. 9. Continue the ‘semester-long’ integrated orientation approach as a key strategy to ensure students have a comprehensive transition into and understanding of the program. 10. Ensure a yearly curriculum renewal report is conducted that includes student and faculty feedback. 11. Review the possibility of UT courses being offered to high school students as dual credit. 12. Continue writing clinics and drop-in sessions for Writing and Composition. 13. Review the market demand and pedagogical implications for offering this program as an online option for students outside the usual catchment area. 14. Enhance the means to track progress of program alumnae with our university partner and beyond. 15. Consider offering math/science options for an alternate UT stream. 16. Consider offering an alternate combination arts and sciences UT stream for those students who are uncertain about their program interests and who want to keep their study options open. 17. Communicate annually with university partners to determine alignment between university and college equivalent courses. 18. Discuss the possible need for additional admission criteria in order to enhance retention rates. 19. Reconfigure and enhance the Articulation Agreement with Trent U to feature four assigned and one unassigned university credit. |  |  |