

Program Advisory Committee Meeting Minutes

Program Name: Pathway (GHS, GSU, PHS)

Meeting Date: Jun.-1-17 Time: 9: 00AM / Location: 599 Brealey Drive, Peterborough, ON K9J 7B1

Attendees: See attached checklist.

Recorder: Cristina Sad

Agenda Items

1) Call to Order—Welcome and Introductions

Silvana Macdonald, Associate Dean and acting chair, called the meeting to order at 9: 00 AM. Silvana welcomed everyone to the brand new Pathway (GHS, GSU, and PHS) Program Advisory Committee, followed by committee members' introductions. The committee hasn't met for 3 years due to several changes in school leadership.

2) Role of the Program Advisory Committee and Conflict of Interest

A document outlining the role of the Program Advisory Committee was previously distributed. The committee typically meets once a year where feedback, directions and ideas about the programs are shared.

Silvana reminded members to hand in the Authorization for the Collection of Personal Information and Expense Report forms.

Action Required: No Conflict of Interest declared

3) Chair's Role

The chair's role was explained. It is the chair's role to run the meeting and keep track of time. All meeting documentation and agenda items are prepared by the school office with support from Cristina Sad, Academic Administrative Assistant.

4) Approval of the Agenda

Agenda was accepted as circulated with item 4) Chair's nomination being moved to the last item of the agenda.

Follow up Required/Motion:

Moved by Ryan Sisson and seconded by Olivia Anderson that the agenda be APPROVED, as circulated. CARRIED

5) Program Updates: Coordinator's Report

Program coordinators provided a quick overview and updates of the programs.

1) General Arts & Science – University Transfer - GSU (Dennis Vanderspek)

GSU is a one-year program designed to ladder students into 2nd year university pathways. According to the established articulation agreement with Trent University, students need to achieve an overall 70% average. If successful in meeting the academic standards of the articulation agreement, the student would receive 5 credits. UT courses are taught at a university level in small classrooms and in a hands-on format. The goal is to get

students ready to enter into their second year of university. Current students are encouraged to pick a pre-requisite course during the summer before entering university.

Angela Pind informed the committee that as part of the formal 5-year program review process, GAS is currently working on a university science stream.

Trent statistics on graduation rates at the end of 4 years of study show that Fleming UT graduates have about the same or slightly higher graduation rate compared to students who attend Trent directly from high schools.

When students join the UT program, they say they don't feel prepared. The University Transfer team talks to students about numerous pathway possibilities beyond university and work closely to prepare them for any pathways they decide to pursue.

Trent and Carlton guarantee a specified number of credits through established articulation agreements. In cases where students require help getting into institutions other than Trent or Carlton, the program coordinator will speak with other universities. Admission will depend on their marks.

David Baker will formulate articulation agreements with other universities, however most of our students go to Trent. We provide a strong foundation in Human and Social Sciences.

A suggestion to align the college end date with the high school end date was made by a committee member. This enrolment/marketing strategy has been used in the past however feedback from students have indicated that it provides too short of a turn-around time for students entering a program at Trent in September

2) Pre-Health Sciences Pathway to Certificates and Diplomas (formerly named: General Arts and Science – College Health Science - GHS (Susan Hyndman)

This program is designed as a pathway for students who are interested in college programs in health sciences, biological or chemical sciences (i.e. Nursing (PN), Biotechnology Technologist – Forensics (BTF)).

Applicants are often missing an admission requirement or their grades are not high enough to get them into programs such as Paramedics or Nursing.

The program prepares students with knowledge and skills in communications, math, human anatomy, biology and chemistry necessary to succeed in related college programs.

Depending on the new program of study, graduating students are granted between 2 to 6 credits towards their next diploma. There are reserved seats for GHS graduates in high demand programs such as Paramedics and are awarded on overall GPAs.

Recent changes to the program were made to align with program objectives mandated by the Ministry of Advanced Education and Skills. These changes were made on a provincial level.

GHS is the largest program in our School with 90-120 students being admitted in the fall and 30 students in the winter. Twenty percent of these students find a different pathway. The learning environment and volunteer advising connect students with faculty promoting a personalized experience while investigating other options.

Increased exposure of students to other programs at the college will create awareness of other areas to explore. GHS students do not have this program as their first choice, but as an alternate option for programs they could not get in.

Students feel they are well prepared and ahead of their direct entrance peers.

The GHS has a maximum capacity of 30 students per section due to the Chemistry lab capacity restrictions. The program will have 3 cohorts of 30 students with acceptance of applications until the 10th day of classes if there are seats available.

GHS student representatives shared that the investment they make by taking courses in this program is paid back because they are eligible to receive several transfer credits. In turn, they benefit from a lighter workload and can concentrate on core program courses that are more challenging. Students are warned that a reduced workload may affect their OSAP status. Students learn to manage their time, to be a college student, are comfortable with the college environment, and, consequently, are less stressed.

Faculty advise students early on regarding when and if to withdraw. Students are sometimes advised to withdraw to protect their transcript/academic record. Some students will leave the program; others will stay and concentrate on courses they will need in their program of choice.

3) Pre-Health Sciences Pathway to Advanced Diplomas and Degrees (formerly named: Preparatory Health Sciences - PHS (Erin Kirk)

The goal of this certificate program is to develop the competencies needed for application to the Trent-Fleming Bachelor of Science in Nursing program, for application to science degrees, or to advanced diploma programs at Fleming College (i.e. Massage Therapy).

The program receives between 40-60 applications.

We currently have agreements with Trent and Algoma University, with no-transfer credits.

Applicants do not typically have the admission criteria or have been away from school too long and want to get into science by using the PHS program as a transition.

When students graduated, 37 had already received an offer at Trent or elsewhere. The majority will take Nursing.

Jason Bialkowski, PHS Student Representative, shared he didn't take U level courses in high school. PHS professors were helpful and provided him with skills to get into Nursing at Trent. He suggested that a Pharmacology unit be added to the curriculum in chemistry, where basic types of drugs and their effects are taught. He also mentioned that students do not realize how competitive nursing is. He suggested that an official admission number of seats at Trent be established so that students can rely on. This would help with retention.

Fleming is trying to secure a fixed number of seats at Trent. It would be helpful for prospective and current students to know that the program is competitive but there's a fixed number of seats available to Fleming students.

Ryan Sission stressed the importance of agreements, their structure and the impact on students coming from high school, who deal with a lot of stress and anxiety for not having high enough grades to get into a program.

Trent is honest about the competitiveness of the program. He asked that coordinators elaborate on resilience to be built early into Fleming courses.

Angela Pind explained that students receive information about curriculum expectations and other support services. The student advising component supports students in using accessible education and tutoring, if required. They also receive information about mental health issues and anxiety. These pieces were documented during program review. Faculty is also aware of the environment students are in. They create the right tools to support students, where making mistakes is allowed.

Silvana Macdonald added that resilience is also an issue in high school, where students are stressed about their next steps. The GAS school is interested in hearing how we can support students coming to Fleming, by reaching out and supporting them, providing them with information on getting ready, and existing pathways.

Trent seats and guaranteed number of credits are based on academic, overall, and course by course performance. Seats in the Nursing program are not guaranteed. There's an average of 80 students trying to get in and they have to pass the CASPer test.

The CASPer test is an online screening tool designed to evaluate key personal and professional characteristics that identifies successful students and graduates. It generates a lot of anxiety in high school students. GAS is interested in incorporating this piece in the curriculum. There's interest in knowing if the test is the same for GHS graduates or high school students.

7) Student Feedback

Erin Burns, a current student in the Paramedics program, loved the GHS program and was impressed with professors, their availability to students and resources available to her. As a mature student, she was not sure about the program but she feels the program prepared her well for her current program. She mentioned that the computer courses requires effort from students and is not necessarily easy.

Mallory Scott, a UT graduate, never had support in high school. The UT program was the first good experience she's had. She spoke of the phenomenal support from faculty and how the program gave her confidence and preparedness to go to Trent. The program is fast-paced but she learned about how to be a student and manage time while producing her best work. She supports the program by talking to others, especially those who have been away from high school for a while.

Tina Hart recommends the GHS program. She suggested that Fleming morphs it into an event or activity already existing in high schools. She suggests a session that covers what to watch for, cost, study time, and expectations – The Good, the bad and the ugly. Her class received a visit from students in PN. It was very informative to learn directly from students in the program. They gave her useful information about keeping up with marks and expectations. Pathways programs prepare students for what to expect and the professors are great.

Olivia Anderson spoke about the GHS program and how important it was helping with her career in nursing. Professors care about how well you are doing, there's personalized experience, where students receive positive feedback and follow-up on aspects to improve. The program gets students in a college mind set and teaches them to manage deadlines. Initially, she thought the program was a money-grabber, but soon realized the material connects very well to nursing. The delivery has a full cycle of learning connected to all study subjects.

Angelica Rumbaoa thought she was going to waste her time in the program, however, the competitiveness in the program pushes students to give their best. She enjoyed receiving feedback and follow up on averages. Pathways programs help students understand and discover what they want to do. She was able to drop 2 courses from a 7-course workload in order to focus on important courses in her nursing program.

8) Opportunity for Future Pathways

School board representatives were asked if high school students are aware of transfer programs. The feedback received was the following:

- Acronyms are confusing and a handout would be beneficial
- Program is a viable option
- Reach out to the Head of Science Council, parents night (sem. 1 and 2)
- Heads of English, Math, Science Conference: there will be a challenge with attendance
- Grades 8 – 9 students need to have first-hand experience at Fleming (i.e. student for a day to explore opportunities and decide where their interests are by joining lectures to sit on, science topics, etc.)
- Cost of bussing is high. Dual Credit experience with students is a good option
- Fleming should target grade 11 students or reach to them in the beginning of grade 12
- Fall Pathways Day targeting non-traditional groups

GAS is interested in knowing if there are high school students who are not meeting entrance requirements or not thinking about university that would consider more support after high school.

Trent's approach to offer students re-direct/alternative offers to Fleming's General Arts and Sciences University Transfer certificate program has been useful in the past. Ryan will confirm if this is still the case and if students will need to apply separately through OCAS.

- Students are looking at their marks in February/March and realizing they do not have marks, or there are life events that will interfere with their decision
- January 13, February 1 deadlines – students will take their options more seriously and a visit from Fleming will be beneficial 10-15 minutes before lunch time
- Fleming should tag with an activity students are already doing (i.e. technology class). Guest speakers, such as a graduate student sharing with students what they were worried about would be welcome
- Use "building resilience at college" as a building block
- OSAP speakers in grade 12

Students made a recommendation to have pathway students shadow scenarios in their program of choice. Susan Hyndman announced this has already been incorporated for the fall (3rs. sem. students).

School board partners were asked about their learning system in high schools. There's a range of platforms being used. The majority are not using learning management systems but Google classroom.

At Fleming, students are prepared for hybrid learning in addition to various learning platforms (i.e. D2L). They also use the Portal to access information such as grades, timetable changes, deadlines, etc.

Trent would like to know how many students they are losing because they do not know how well prepared they are and what percentage qualifies for admission at Trent.

9) College Update: Dean's Report

The Dean's report was pre-distributed and is attached to the minutes.

The committee was invited to attend the School of General Arts & Sciences graduation ceremony on June 6th at the Wellness Centre.

10) Chair's nomination

Silvana requested that members come forward if they have an interest in being nominated as chair. As per Program Advisory Committee Orientation Guide, the Chair of the Committee is to be an external member. She'll follow up with an email to partners.

ACTION REQUIRED: Silvana will follow-up with committee members about committee member interest in the Chair's position.

11) Next Meeting and Adjournment

Next Meeting Date: early March, 2018. A Doodle poll will be sent to the group. We'll try to book a tour of the college's renovated labs and new learning environments.

MOTION: Moved by Margie Hickey and seconded by Veronica Anderson that the meeting be adjourned at 10:58 a.m.

Attendance List

Program Name: Pathway (GHS, GSU, PHS)

Meeting Date: Jun.-1-17 Time: 9: 00AM / Location: 599 Brealey Drive, Peterborough, ON K9J 7B1

Name	Company	Position	Attendance
Allan Cook	Thomas A. Stewart Secondary School	Head of Guidance	<input checked="" type="checkbox"/>
Angela Pind	Fleming College	Faculty, GAS	<input checked="" type="checkbox"/>
Angelica Rumbaoa	Fleming College	Student Representative	<input checked="" type="checkbox"/>
Bo Staude	KPRDSB	Head of Guidance	<input checked="" type="checkbox"/>
Chris Warren	Clarington Central Secondary School	Lead Teacher, Science	<input checked="" type="checkbox"/>
David Baker	Fleming College	Business Intelligence Analyst, Pathways Coordinator	<input checked="" type="checkbox"/>
Debbie Miller	KPRDSB	Pathways Consultant	<input type="checkbox"/>
Dennis Vanderspek	Fleming College	Coordinator, University Transfer	<input checked="" type="checkbox"/>
Erin Burns	Fleming College	Student Representative	<input checked="" type="checkbox"/>
Erin Kirk	Fleming College	Coordinator, Pre-Health Sciences Pathways to Advanced Diplomas	<input checked="" type="checkbox"/>
Helen Patterson	Bowmanville High School	Lead Teacher, Science	<input checked="" type="checkbox"/>
Hugh Hodges	Trent Univeristy	Chair, Cultural Studies & English Literature	<input checked="" type="checkbox"/>
Jason Bialkowski	Fleming College	Student Representative	<input checked="" type="checkbox"/>
Jenny Leahy	Holy Cross Catholic Secondary School	Secretary	<input checked="" type="checkbox"/>
Mallory Scott	Fleming College	Student Representative	<input checked="" type="checkbox"/>
Margie Hickey	Curriculum Chair: Guidance	Holy Cross C.S.S.	<input checked="" type="checkbox"/>
Margaret Murray	Holy Cross Catholic Secondary School	Student Success Consultant	<input checked="" type="checkbox"/>
Olivia Anderson	Fleming College	Student Representative	<input checked="" type="checkbox"/>
Ryan Sisson	Trent Univeristy	Coordinator, Articulation and Transfer Pathways	<input checked="" type="checkbox"/>

Name	Company	Position	Attendance
Sandra Dupret	Fleming College	Dean	<input type="checkbox"/>
Silvana MacDonald	Fleming College	Associate Dean	<input checked="" type="checkbox"/>
Susan Hyndman	Fleming College	Coordinator, Pre-Health Sciences Pathway to Certificates and	<input checked="" type="checkbox"/>
Tim Moloney	Holy Cross Catholic Secondary School	Principal	<input checked="" type="checkbox"/>
Tina Hart	Fleming College	Student Representative	<input checked="" type="checkbox"/>
Veronica Anderson	Fleming College	Student Representative	<input checked="" type="checkbox"/>

FLEMING COLLEGE

General Arts & Sciences Advisory Committee

SUBJECT:	Dean's Report School of General Arts & Sciences	AGENDA ITEM - # 9
PRESENTED BY:	Silvana Macdonald, Associate Dean	
ACTION:	For Discussion / Information	

BACKGROUND

The Deans/Principal's report is presented as a means to provide Program Advisory Committee members with a brief overview of some of the recent activities and/or initiatives that have occurred – from both a school and college-wide perspective. Further clarification regarding any of the information contained within the report will be provided at the meeting.

PROVINCIAL UPDATES

Colleges Ontario is celebrating 50 years of providing training and post-secondary education in the province. There are 24 colleges across the province and over two million students have graduated since 1967. The college plays a leading role in technological innovation and partnerships with business, industry and communities as they promote economic prosperity. As all colleges turn 50, we will be celebrating our history, but most importantly, our pathways into the future.

The provincial government has joined the celebration with a \$50 million allocation to colleges in the province that is being distributed over the next few months. Fleming College has received close to two million dollars of this funding.

COLLEGE/CAMPUS NEWS**Construction**

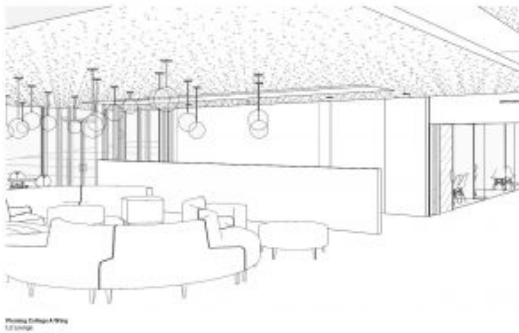
Recommendations brought forward from Educating Consulting Services Corp.'s multi-phased plan looking at space on the Sutherland Campus are being actioned this spring. The college will be renovating A Wing and D1129 in the Kawartha Trades & Technology Centre. Below is an excerpt from the college's Project, Planning and Construction portal page:

A Wing Renovation

The "A" Wing at Sutherland Campus was constructed in 2 stages in the early 1970's. Many internal renovations have taken place since initial construction, however the character has essentially remained, and little consideration has been given to the exterior envelope and related systems. The existing lab, classroom and general circulation spaces are dated and worn, and the exterior envelope of the building routinely experiences ingress of water and cold/ warm air dependent on exterior weather conditions. This project will employ sustainability and energy focused improvements to the building envelope,

lighting, power and electrical systems. Development and renovation of health, culinary, science and justice related lab spaces along with renewed circulation, social, classroom and office spaces will result in versatile, flexible, and dynamic spaces for ongoing College Academic activities.

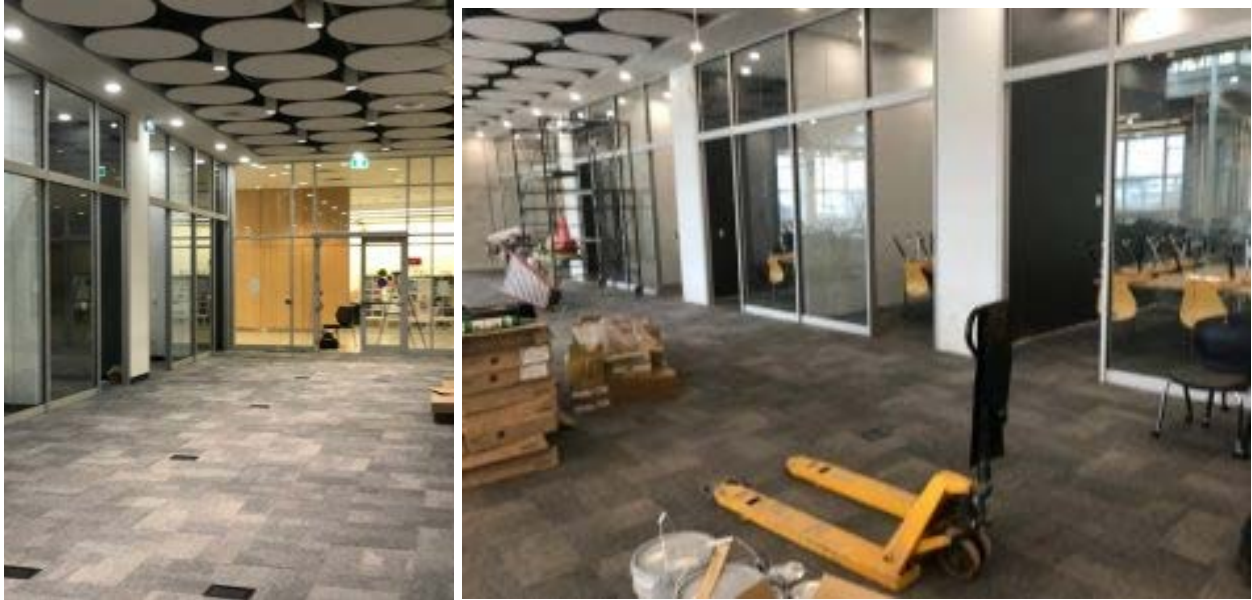
The college received \$6.2 million from the Government of Canada and \$1.4 million from the Province of Ontario. Fleming College provided an additional \$4.9 million for the project at the Sutherland Campus, for a total investment of \$12.5 million from all parties.



KTTC Room D1 129

The D1129 Sutherland Campus renovation will bring this large open area into a modern, multi-functional space that can not only enhance academic activities, but become a flexible and a dynamic conference center for school and public use.

- D1129 is a beautiful open, bright and inviting space for our students and staff
- The hidden walls allow for flexible study spaces and conference center



The Frost campus' Geology and Environmental Sciences areas are also scheduled for renovations this spring. Below is a description of the upcoming renovations that align with the Frost Campus' master plan:

Geo Center & Environmental Sciences

The Geology and Environmental Sciences areas at Frost Campus have essentially remained in their initial state since construction in the early 1970's. Very few minor renovations or upgrades have taken place in these areas of the building. The existing laboratory, classroom and general circulation spaces are dated

and worn, accessibility between floors is a challenge, and the general access to this portion of the building does not present well and is not easily visible. This project is intended to address these and other needs by creation of a new exterior entrance, and an interior renovation creating versatile, flexible, dynamic learning labs and spaces for College Academic activities.

The college received \$2.3 million from the Government of Canada Fleming College will provide an additional \$2.3 million for the project, for a total project value of \$4.6 million.



In addition to the funds received from provincial and federal governments, the Ontario government also provided \$1,777,000 towards new equipment and learning resources at Fleming College. The funding allocation is a part of the government allocation of \$50 million to celebrate the half-century milestone of Ontario's community college system.

SCHOOL UPDATES

Enrollment

Overall, college enrollment for 2016-17 has remained steady with overall targets being reached; Incoming students increased, while returning students decreased.

Fall = 5757 students (-1.8%)
Winter = 5,933 students (+3%)

International student enrolment targets continue to be surpassed year over year, with students attending Fleming from more than 25 different countries; these results reflect a growing Fleming profile and reputation.

Overall, full time enrollment numbers for programs within the School of General Arts & Sciences were met in the pathway programs and fell slightly short of target for our University Transfer program.

Part of the success of meeting enrollment targets is a result of the college's Open House, which takes place twice annually; early November and April. Our spring Open House is the larger of the two and this year on April 1, we welcomed over 1,100 registered guests at all three campuses.

Pre-Health Sciences Pathway to Certificates and Diplomas (GHS)

Coordinator's Report

Date and Time: May 2017

Enrollment Updates

Enrollment in the GHS program has remained relatively consistent over the past 7 years (Figure 1). An annual target for Fall intake is usually set at 90 students. Since the Science courses have a laboratory component section sizes for these courses must be capped at 30 students each. Consequently, it is most efficient to plan for 90 students or over 110.

A Winter intake of the program was offered from 2013 to 2015 with an average intake of approximately 12 students. The Winter intake was suspended for the 2016/17 year as early enrollment numbers and retention rates into Semester 2 were low.

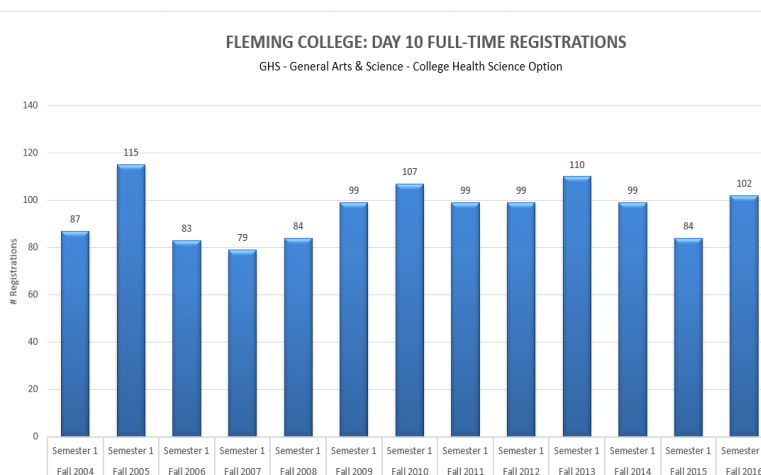


Figure 1: Number of Students Registered in Fall intake at Day 10 from 2004-2016

As of May 10 2017 there were 95 confirmed acceptances to the GHS program for Fall 2017 (Figure 2). This is down from 113 at the same time in 2016. This number will fluctuate over the summer months as students on waitlists for oversubscribed programs receive offers of admission while others wait until closer to September to commit to a pathway program.

Pre-Health Sciences (Certificates and Diplomas) (GHS)							
Domestic	90	95	113	-15.9%	563	548	2.7%

Figure 2: Number of confirmed acceptances for Fall intake 2017

As reported in data collected by the Pre-Health Sciences Coordinators group, the nearby competitor colleges have greater enrollment in their Pre-Health Science Pathway to Certificates and Diplomas programs (Algonquin – 280, Centennial (120 Fall, 120 Winter), Conestoga (210). Various recruiting strategies have been implemented by the Fleming program team (see below), but applications and enrollment in the program remains relatively consistent.

Since the full program redesign implementation in 2013, reported student retention has remained to the 80% range. (Figure 3 and 4). The retention data reported by the college does not take into account students who were retained by the college, but entered Semester 1 of another program. This is a regular occurrence in the program as students may receive offers of admission to programs with a January intake (ie. PN). Also of note is the fact that students may have chosen to repeat Semester 1 by entering the Winter intake of the GHS program. These occurrences, and the fact that

a number of students will receive offers of admission to college health programs that are not conditional on completion of the GHS certificate, are reflected in typical reported graduation rates of 54% (2015).

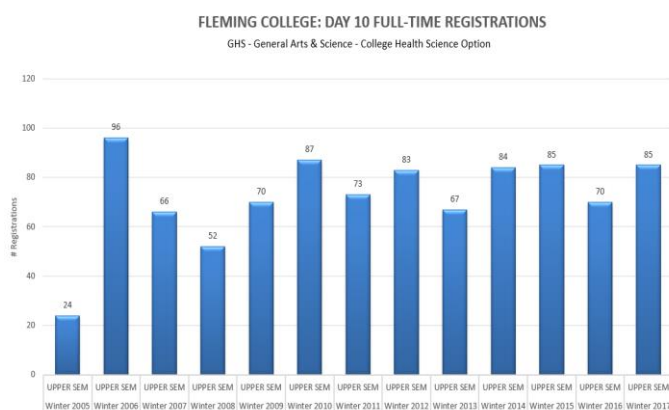


Figure 3: Number of registered students in Semester 2 for 2004-2016

Gen Arts & Science - Coll Hlth Sci Opt		Sem 1	Sem2	% Ret	% Retained
Fall					
	Fall 2011	96	76	79.2 %	1 80.2 %
	Fall 2012	97	67	69.1 %	0 69.1 %
	Fall 2013	111	81	73.0 %	0 73.0 %
	Fall 2014	99	80	80.8 %	0 80.8 %
	Fall 2015	84	68	81.0 %	0 81.0 %
Fall Total		487	372	76.4 %	1 76.6 %
Winter					
	Winter 2013	43	10	23.3 %	0 23.3 %
	Winter 2014	29	14	48.3 %	0 48.3 %
	Winter 2015	30	11	36.7 %	0 36.7 %
	Winter 2016	17	11	64.7 %	0 64.7 %
Winter Total		119	46	38.7 %	0 38.7 %

Figure 4: Student Retention rates

KPIs & Student Satisfaction Updates

Key Performance indicators for the reporting years have continued to be positive since the full implementation of program changes (2013/14) (Figure 5). Program specific data for the 2015/16 year was not available at the time of this report.

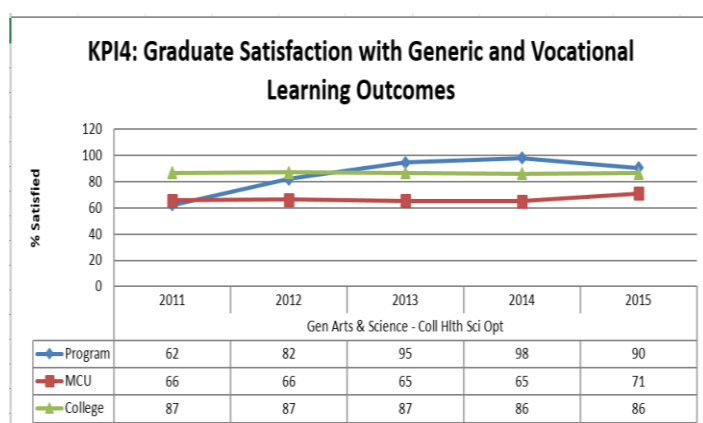
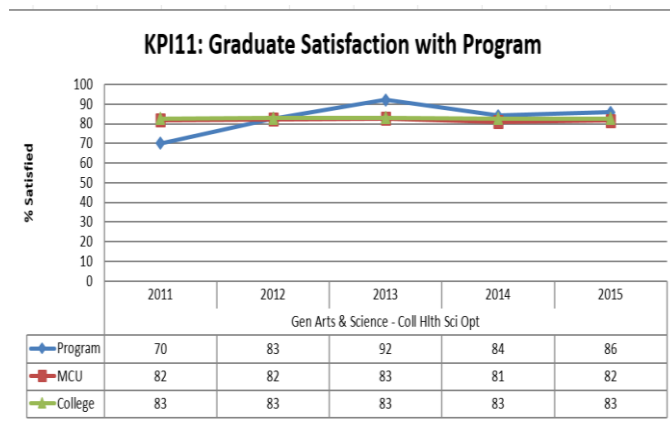
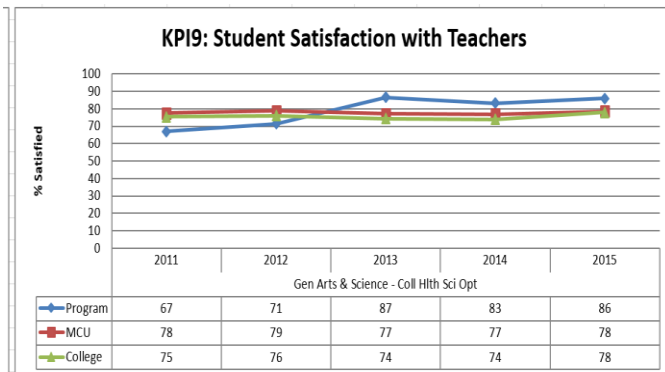
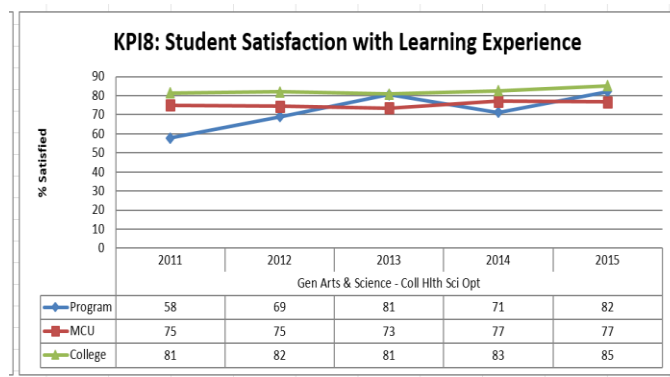


Figure 5: Key Performance Indicator results for 4 Main KPI questions from 2011-2015

Graduation, Open House, Seminars & Fairs

The Pre-Health Science program coordinators (both streams) have visited local high schools independently and have participated in several outreach events with the college pathways team. At all events information regarding the pathway programs has been well received and provided needed clarification regarding the multiple pathway programs offered by Fleming College. The effectiveness of these outreach strategies is questionable as the number of contacts at each event has been low. College Open Houses are held twice a year with the GHS coordinator and faculty in attendance. The majority of inquiries at these events are the result of PMD and PN program coordinators advising students to consider a pathway program prior to entry into these more rigorous health programs.

Field Placement Updates

N/A

Program Updates *(Follow-up on suggestions from previous PAC meetings, Success Strategies implemented, Program Renewal, Program Review, etc.)*

Background

The GHS program is a pathway program designed to provide learners with the opportunity to prepare for entry into college health science certificate and diploma programs. Fleming College reserves 25% seats in the following programs for GHS graduates with a minimum of 70% overall program average: Paramedic, Practical Nursing, Occupational Therapist Assistant/Physiotherapist Assistant, Health Information Management, Pharmacy Technician. All students who have applied to one of the listed programs and are not accepted (based on GPA and/or admission requirement deficit) receive alternate offers to the GHS program. Reserved seats are also available in the Fitness and Health Promotion, Mental Health and Addiction Worker, Pre-Service Firefighter and Social Service Worker programs.

The admission requirements for the program are 2 College (C) English courses (Grade 11 or Grade 12) and 1 College (C) Grade 11 or Grade 12 science course (Chemistry, Physics or Biology). Detailed information regarding program courses and admission requirements can be found on the [Pre-Health Sciences Pathway to Certificates and Diplomas](#) program page.

Historically, there have been no MTCU Vocational Learning Outcomes for the Pre-Health Science program. Recently (July 2016), the Ministry approved a Program Standard with six Vocational Learning Outcomes (VLOs) and associated Elements of Performance ([Pre-Health Sciences Program Standard](#)). The objective of the standards is to increase mobility between colleges for Pre-Health students.

The last Program Advisory Council (PAC) meeting, in which minutes include discussion of the GHS program, occurred in 2012. During this meeting the significant changes to the GHS curriculum and design which had been implemented were outlined. The Hlth273 course was of particular interest to the Pac members with one suggesting that it would have potential as a dual credit course. While these program modifications meant that the GHS program was well situated to meet the new standards, some modifications to GHS curriculum were implemented in the 2016/17 year. The most significant changes occurred within the Human Biology, Chemistry and Mathematics curriculum for the 2016/17 academic year. A comparison of the GHS curriculum with science and math course exemplars created by the Pre-Health sciences group indicated that, with the exception of some topics in our math courses, the GHS course content exceeded that of the exemplar outlines.

Program Strengths

In addition to meeting the Ministry Standards, a goal of the program is teach and reinforce the learning skills students need to be successful in this program while also preparing them to enter a more rigorous and challenging college health science program.

The overall objective of the 2012/2013 GHS program renewal was to provide an integrated, supported student learning experience within the GHS program which incorporates applied learning experiences. The GHS program faculty are dedicated to student success. The teaching team meets regularly to discuss student issues, progress and curriculum challenges. The integration of course topics between the program courses and maintenance of a small program teaching team has been well received by students. The linkage of topics across courses enhances student engagement and relevance of curricula. In addition, several GHS faculty voluntarily participate in a system of student

advising. Each GHS student is assigned a faculty advisor. Students are encouraged to contact their advisor with questions and/or concerns during the semester. An important retention strategy used in this advising model is the generation of progress reports which indicate student progress and attendance in each course and personalized meetings with students who are at risk for success.

Applied, career focused learning opportunities are offered across the courses. Many of these experiences occur in Professional Issues in Health Sciences (Hlth 273) and Integrating Theory and Practice (Hlth 274). In these courses students develop LinkedIn professional profiles, complete Positive Space Level I certification, develop a professional portfolio, utilize Lynda.com, interact with Fleming's Human Resources department and complete a volunteer placement (15 hours). As a result of student feedback and administrative concerns, the volunteer placement opportunity will not occur in 2017/18. The Hlth273/274 courses are undergoing renewal during Spring 2017 with an increased focus on career preparation and the integration of additional qualifications (ie. First Aid, CPR, WHMIS). An increased emphasis on cross program experiences has been implemented over the past two years. Students have the opportunity to participate in multiple mock scenarios with the PMD students, act as clients for FHP students, complete laboratory activities in our Chemistry lab and in our Pharmacy lab. The laboratory components of the science courses help to differentiate the Fleming program from others as not all Pre-Health programs (10 of 24) offer students hands-on laboratory experiences.

The curriculum in the GHS program is ladderred such that the first semester students are gradually introduced to technology enhanced learning and are guided by faculty with respect to the use of e-based learning resources. All courses require students to navigate and engage in learning activities within the Desire2Learn platform. In second semester, students are required to complete two hybrid courses (Hlth274 and Comm202). Students have the opportunity to choose to complete their General Education course requirement through an online course offering.

Program Planning and Future

A program improvement plan is developed during the Spring of each year to identify and plan for program enhancement. The actions identified in the plan are selected by the program team based on student course evaluation feedback, KPI results, program team initiatives and college academic and strategic plans. The current focus of development is the provision of additional opportunities to expose students to career opportunities and other programs across the college.

With the new Ministry Standards, the Certificates to Diploma program is no longer the pathway program for the Massage Therapy and Biotechnology programs. It is not clear what impact this change may have on GHS enrollment. In addition, each year several GHS students apply to Veterinary Technician/Assistant programs at other colleges. Until this academic year the GHS program was the accepted pathway program to these programs. However, with the advent of the new standards, the admission requirements for these programs have become quite variable across the colleges. For example, Sheridan College now requires a 70-72% HOAE test result and 12U equivalents for English, Math and Sciences while Northern College is still accepting GHS graduates. It is expected that this variation will result in challenges with respect to student pathway program choice advising.

It is important to note that not all of the Ontario colleges are offering both Pre-Health Science pathway programs. Ten of the twenty-four colleges offer only the Pre-Health Science Pathway to Advanced Diplomas and Degrees program (including Fanshawe, Cambrian, Georgian, Humber). There does not seem to be a clearly defined policy regarding ranking or preferential admission of students to programs such as PMD or PN based on the pathway stream taken. Currently, at Fleming College seats are reserved for GHS students in the PMD and PN programs, but are not reserved for students in the PHS program. Consequently, a student interested in these programs at Fleming would be advised to complete the GHS program. However, we do not yet know how GHS students are being considered at other colleges offering only the Advanced Diploma to Degree stream. These types of questions will be raised by the Coordinators at the annual Pre-Health Sciences Coordinators Meetings in May 2017 in an attempt to obtain clarification.

Offering a Winter intake of the program will be revisited for Winter 2018. It has been proposed that this intake be utilized by the Fleming Health programs (ie. PN, PMD) as an opportunity for students in these programs who are struggling or are unable to progress to a subsequent semester (ie. did not achieve a prerequisite needed for advancement) to improve their learning skills and rejoin the program in a subsequent semester. In the past, students choosing this option have not been required to complete the program (or even part of) resulting in poor attendance and completion rates. The suggestion that reentry into a Health program be conditional upon completion of all or part to the GHS program will be put forward.

GSU/University Transfer

Coordinator's Report

May 23, 2017

Enrollment Updates

Background

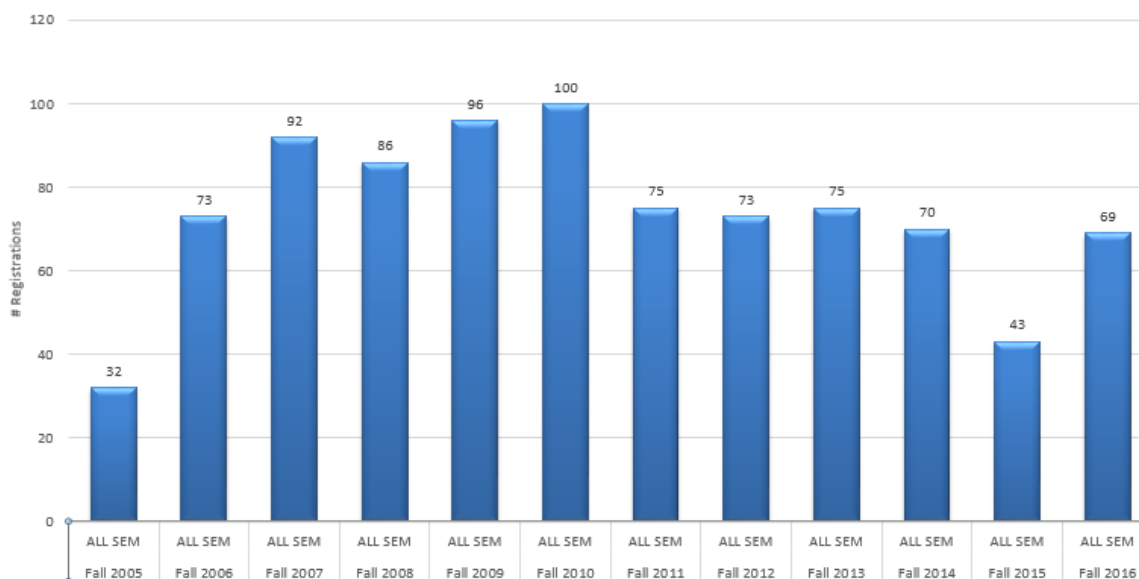
To contextualize updates to enrollment, it is important to bear in mind the four primary goals of the GSU/University Transfer program:

1. To facilitate transition to second-year university via a mechanism of advanced standing. Students who achieve an average of at least 70% earn guaranteed admission to Trent or Carleton and five university credits, equivalent to a standard first-year university experience. Students may also apply to other universities or bring their credits to other college programs.
2. To enable students to develop academic skills, knowledge, self-management, and self-confidence equivalent to students entering directly into first-year university.
3. To provide a cohesive, but not exhaustive, multi-disciplinary survey of social sciences and humanities disciplines.
4. To provide a pathway for students to make informed choices between college and university.

Since the program's inception in 2005, GSU has been generally well-subscribed. Excepting the anomalous pilot and double-cohort years (2005 and 2010), average Fall enrollment is 75.2 students. Fall enrollment (again excepting the two odd years) varies from 43 to 96. The most recent data (2016) shows a 60.4% jump in enrollment from the previous year. One challenge has been January enrollment: on average, 26 students start GSU each January, but this group experiences much higher attrition than the Fall cohort. It is not unusual for a January intake group to be halved by the Spring/Summer semester. This has been flagged as an issue for program planning and design.

FLEMING COLLEGE: DAY 10 FULL-TIME REGISTRATIONS

GSU - General Arts and Science - University Transfer



Two further challenges to enrollment involve marketing of the program and changes to transfer programs at the provincial level. When University Transfer was first conceived, in 2004, it was the first program of its kind (one year of college, taught at university level, transferable to one year of university with five credits and guaranteed admission) in the province. Now, Trent alone has 53 other transfer agreements with college partners. Most notably, Durham College now offers a program identical to GSU in terms of length, transfer credit, and performance standard.

At the provincial level, college-university transferability has evolved from a series of improvised agreements, like GSU, to a policy vision articulated by the Minister of Training, Colleges, and Universities in February of 2011. A web-based portal, OnTransfer, was established by the Ontario Council on Articulation and Transfer (also founded 2011) to connect students with transfer options. It is important to note that a full formal policy defining, standardizing, and regulating college-university transfer has not emerged. Its eventual appearance, however, seems inevitable, and one of GSU's long-term strategic priorities is to position itself in preparation for that eventuality. Against this backdrop, it is remarkable that GSU's enrollment trend has been as steady as it has been.

A pattern of irregular decline may also be attributable in part to challenges with marketing the program. GSU's core selling points – one year program, five transferable credits, guaranteed admission, university-level instruction, multiple pathways, cheaper tuition etc. – is a bulky message to convey in a pamphlet. Moreover, the program is frequently confused with Preparatory Health Science and General Health Science as an unfortunate consequence of MTCU naming conventions for pathway programs in General Arts and Science. To offset these challenges, the program needs to reach out directly to high school guidance counsellors and teachers, who are in the best position to advise direct entrants from high school. The program also needs more substantial representation in Fleming's marketing materials, such as the program guide, which historically has undersold the program. International students may find the program more attractive if strong mechanisms are in place to support English Language Learners.

The most recent data available (May 12, 2017) reveals growth in applications for the Fall semester:

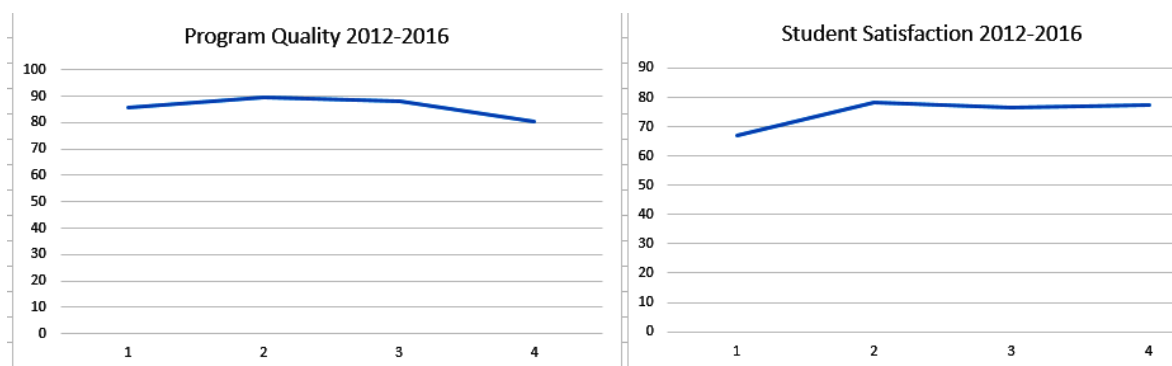
	2016	2017	Change
Confirmed	33	32	+3.1%
Open Offers	22	15	+46.7%
On Hold	6	4	+50%
Total Applications	Domestic: 124 International: 5	Domestic: 97 International: 2	+27.8% +150%

These numbers are quite positive, and GSU additionally also experiences a late-summer “bump”; it is not unusual for a 20% surge in enrollment to occur between the last week of August and the end of the add/drop period in September. This phenomenon has never been sufficiently investigated, but should be: if students are discovering GSU at the last minute, that is both a problem and an opportunity for marketing of the program.

KPIs & Student Satisfaction Updates

KPI results show that GSU consistently scores above the system average, and recent data vary little from historical averages. The program review process, when complete, will, however, analyze any emergent patterns.

It should be noted that KPI participation rates are wildly uneven, and hence conclusions from the data should be carefully contextualized. As an overview, however, a summary of capstone questions from the Key Performance Indicators (2012-2016) appears below. As a pathway program, two of the five capstone questions are not relevant for GSU (preparation for future career, facilities and resources). Of the remainder, two are useful as indicators: program quality, and student satisfaction. The following charts reflect change from the academic years 2012-13 to 2015-16:



The apparent strange trend – that program quality is declining while student satisfaction is increasing – is likely an artifact created by fluctuating KPI participation rates.

Graduation, Open House, Seminars & Fairs

University Transfer continues to be represented at Open House at Fleming as well as at Trent University. In addition to reaching out to prospective students via these traditional methods, GSU and other GAS programs have also attended several career/pathway/parent-teacher nights at local high schools. More direct contact with high schools is badly needed, however. The program coordinator also regularly attends the College Fair in Toronto.

Field Placement Updates

N/A

Program Updates (Follow-up on suggestions from previous PAC meetings, Success Strategies implemented, Program Renewal, Program Review, etc.)

Challenges Addressed

The University Transfer program has evolved continuously since its inception in 2004 as the first program of its kind in the province. Since the last program review, there have been a number of significant improvements:

1. Delivery pattern for Psychology normalized with other GSU courses.
2. Second half of the second-semester Critical Thinking course re-developed as a student-led symposium to facilitate opportunities for co-created learning experiences.
3. Second-semester Sociology now blended (one hour online + two hour seminar).
4. Writing and Composition has increased support for other courses via shared and overlapping assignments.
5. Philosophy has been completely redesigned to foreground a more engaging thematic, issues-based approach (rather than a chronology).
6. First-semester English has replaced the first essay with strongly scaffolded formative assignments in close reading and reflection.
7. Second-semester English is in the process of incorporating a new two-month unit of more contemporary and culturally diverse readings with an emphasis on issues in science and technology.
8. Articulation agreements with the University of Guelph and the University of Toronto (Scarborough) are in process.
9. Increased involvement of and connection with program alumnae.
10. Increased provision of program information and orientation information during the critical 10-day add/drop period, and a more streamlined diagnostic instrument to help students make an informed choice about enrollment in the program.

-
11. Some marketing materials, including the program page, have been heavily revised by the program coordinator to highlight the program's advantages.
 12. The process of transferring to Trent is now much smoother. Students now complete a transfer form with Trent representatives rather than completing an external application. Apart from simplifying the application process, this arrangement helps foster a relationship with Trent that is both more familiar and more efficient.
 13. The faculty pool has been expanded with the addition of a number of qualified contract faculty.
 14. As part of the current program review, faculty have committed to reducing the total assessment burden of the program while adding opportunities for more diverse modalities of teaching and learning.

Challenges Going Forward

It is expected that the current program review, when complete, will generate actionable items for the next calendar year. Some have already been identified. The short list below reflects high-level issues connected to the program mandate; comparatively minor issues of improvements to curriculum and texts, etc., will appear in the full program review document.

1. Expand articulation agreements with new university partners.
2. Address marketing challenges and strengthen outreach to local high schools.
3. Strengthen early-redirection mechanisms and support models to address challenges with retention and graduation/transfer rate.
4. Collect data and undertake a thorough market scan to assess the viability of a science option, perhaps partnering with Preparatory Health Science as a de facto science stream.
5. Address the challenge of low enrollment in the January intake. This may also require addressing the related challenge of helping students who fail a course in the Fall semester: without a January intake, these students would need an additional year at Fleming to fulfil prerequisite requirements.
6. Consider alternate delivery methods, particularly fully online course options.
7. Position the program strategically to meet provincially-mandated changes to transfer policy.

Pre-Health Sciences Pathways to Advanced Diplomas and Degrees (PHS)

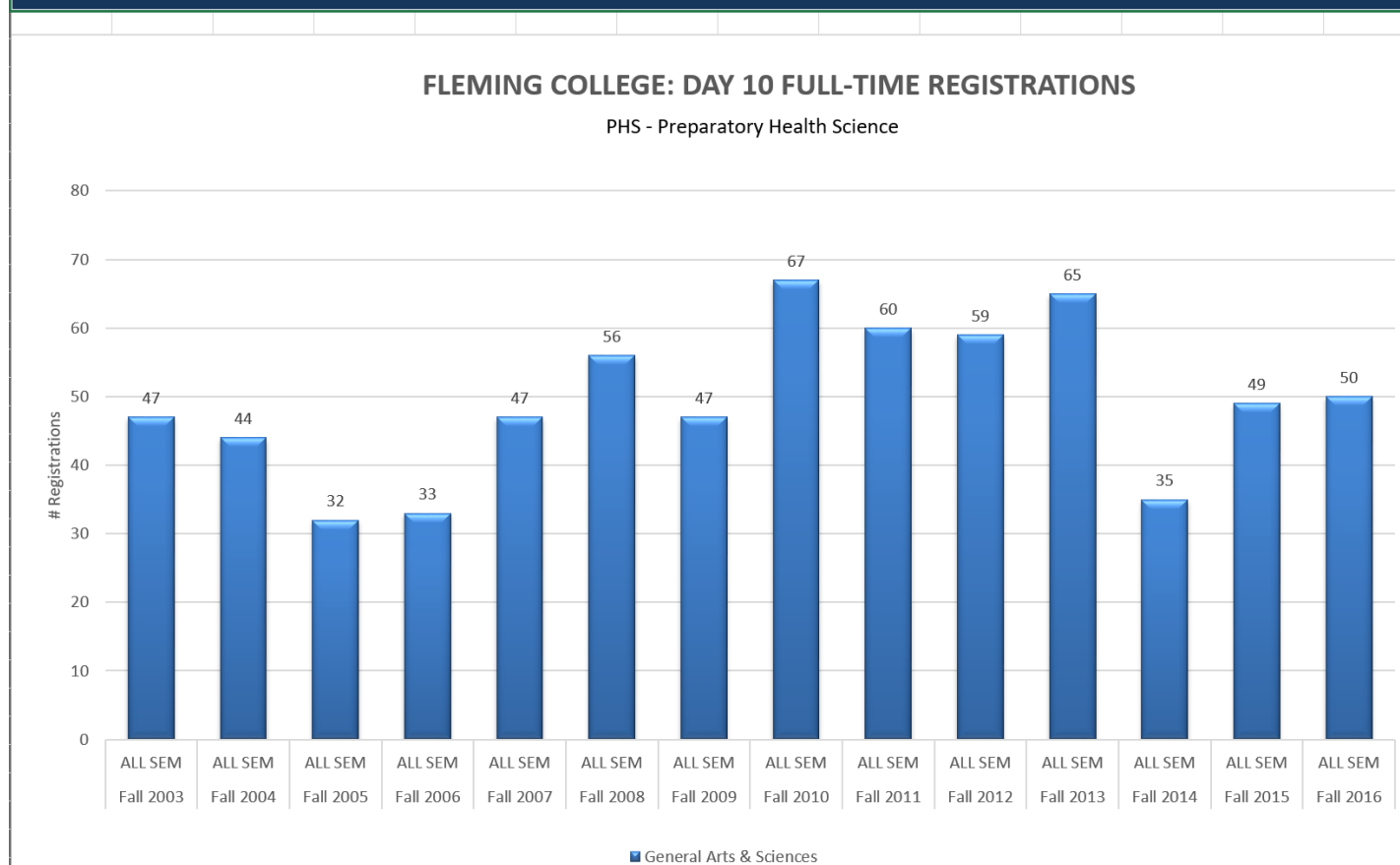
Coordinator's Report

Date and Time: 5/11/2017 12:00 AM

Enrollment Updates

The PHS program has one intake in the Fall semester. Typically, the program has about 40-50 students. The chart below shows the Day 10 Full-Time Registration since Fall 2003. From the Fall 2011 to Fall 2015 intakes, retention average at about 79% for students retained in the program from semester one to semester two. Retention within the college averaged at about 81% (Enrollment and Retention data provided by the Institutional Research Office).

Fleming College Day 10 Full-time Registrations by Program



Current Application Status for 2017 Academic Year

Fall 2016 vs. Fall 2017 Application Status Summary Report (Semester One)

General Arts & Sciences

	Target Day 10	Confirmed			Open Offers			Waitlisted			On Hold			Refused			Withdrawn			Total Applications		
		2017	2016	% Change	2017	2016	% Change	2017	2016	% Change	2017	2016	% Change	2017	2016	% Change	2017	2016	% Change	2017	2016	% Change
		Pre-Health Sciences (Diplomas and Degrees) (PHS)																				
Domestic	50	37	51	-27.5%	35	27	29.6%	0	0		29	9	222.2%	37	19	94.7%	122	82	48.8%	260	188	38.3%
International	0	0	0		0	0		0	0		1	0		0	0		1	0		2	0	

KPIs & Student Satisfaction Updates

The KPI data for the 2016/17 Academic Year was unavailable at the time of this report. The data for the capstone questions relating to the program for the previous three academic years is shown below (provided by the Institutional Research Office).

Question 13: OVERALL, your program is giving you knowledge and skills that will be useful in your future career.

Question 14: The OVERALL quality of the learning experiences in this program

Row Labels	% Satisfied - Program	% Satisfied - Fleming	Program Count	SSFL Count
Overall	73	78	31	3746
Q13	70	87	31	3746
2013/14	81	87	41	3730
2014/15	58	89	19	3731
2015/16	72	86	32	3776
Q24	75	81	31	3746
2013/14	88	79	41	3730
2014/15	63	83	19	3731
2015/16	75	80	32	3776

There is quite a bit of variability in both the scores and the number of respondents each year. Once challenge noted with the KPI survey in pathway programs is the phrasing of the questions asking about preparation for the students' "future career". Most pathway students are being prepared to enter another academic program, and for the purposes of this survey, they should consider that when answering this question. Effort is made to clarify this question for students before the survey, but that messaging may need to be reinforced when the survey is distributed.

The last focus group for the PHS students occurred in the 2014/2015 Academic Year. It is likely that there will be focus groups in the 2017/18 Academic Year to get student feedback on the curriculum changes.

Graduates of the program occasionally send unsolicited feedback once they enter their next academic programs. In Fall 2016, some very positive feedback was sent in from a graduate who realized the value of each of the classes in the PHS program after a month or two in the BScN program at Trent. In this past academic year, the PHS students had a presentation from two recent graduates who offered their advice on how to be successful in the PHS program and its applications to the BScN program. This presentation was well received and will be repeated next year.

Graduation, Open House, Seminars & Fairs

The program coordinator attends Fleming's Open House events to promote the program. Marketing materials (program website, postcards, etc.) were updated with new quotes from recent graduates for the 2016 Academic Year.

The Pathway programs (UT, GHS and PHS) also reach out to local high schools to inform high school students and staff about the programs. This year, Marketing is planning on connecting with local guidance counsellors just before the date (May 26) when the "not accepted" letters go out to students. This communication will remind the guidance counsellors about the pathways that UT and PHS offer into university programs. Marketing at this time may help capture students who weren't previously interested in the programs.

The PHS and GHS programs have now new names (Pre-Health Sciences Pathways to...) based on the Program Standards. These names may be confusing for applicants, so we are developing ways to help ensure that students are applying to and registered in the correct program for their academic goals. Strategies include updating our Pathway "flowchart" and plans to send out an email/letter to confirmed students during the summer to help confirm whether or not they are in the correct Pre-Health Science Pathway.

Field Placement Updates

N/A

Program Updates *(Follow-up on suggestions from previous PAC meetings, Success Strategies implemented, Program Renewal, Program Review, etc.)*

Curriculum Updates

The most recent changes to the PHS program have come about due to the Provincial Standardization of Pre-Health Programs. This began with an ONCAT project to help improve students' ability to move between colleges. During this project, the Pre-Health coordinators from across the province worked together to determine what curriculum is needed in the Pre-Health Streams and developed Exemplar course outlines for math, chemistry and biology. A Program Standard was developed by the ministry and published in July 2016. The Program Standard can be found here <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/health/prehealthadv.pdf>.

Curriculum updates in PHS have ensured that our courses map to both the Pre-Health exemplars and the Program Standard. Additional hours were added to the Math, Biology and Chemistry courses in the 2016 academic year. These courses are all 4 hours/week now (up from 3 hours/week). The additional time allowed some topics to be added and allows for faculty to spend additional in-class time helping students with the content and foundational skills necessary for success.

Student Success

Since the PHS program is relatively small (40-60 students), the program coordinator takes on the task of acting as an academic advisor for all the students. The other faculty members supply grade updates once or twice a semester so that the coordinator can email students a progress report and request meetings to discuss success strategies if needed.

This program is designed to help students gain the foundational knowledge necessary to enter into university level science programs and help them develop the learning skills that they will need to be successful in their next program. Learning skills such as time management and study skills are taught, reinforced and modelled in the PHS courses.

Pathways

The goal of most students in the PHS program is to get into the BScN program at Trent University; however, students do come in with goals of other science programs as well. Some students use the program to help define their interests and determine an academic and career goal. The coordinator and the Pathways team are regularly working on finding and formalizing additional pathways for PHS students. Two such agreements are currently underway.

Current pathway agreements with Trent University and Algoma University can be found here: <https://flemingcollege.ca/programs/pre-health-sciences-pathway-to-advanced-diplomas-and-degrees#transfer-agreements>

Informal agreements also exist, for example the University of Guelph will accept PHS students into their BSc (biological sciences) programs and a number of other institutions accept PHS students into their BScN programs (e.g. Brock, Lakehead, Laurentian, UOIT)