

Program Review Final Report

Program	110 Personal Support Worker
Ministry of Training, Colleges, Universities (MTCU) Vocational Standard	41469 (Appendix 1)
Credential	Ontario College Certificate
Dean	Paul Armstrong
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Program Review Membership	Donna Rawlin, Associate Dean Diane Van Meeteran, Program Coordinator Catharine Ozols, Curriculum Design Carmelinda Del Conte, Research and Planning Analyst Jaspreet Grewal, Course Outline/Program Review Support
Program of Studies	2010/11 (Appendix 2)
Final Analysis Session	June 2012
Date of Interim Status Report	June 2013
Date of Next Program Review	2017
Date Submitted to VPA Office	January 2013

For the Program**Associate Dean:****Date:** January 25, 2013**Dean:****Date:** January 25, 2013**Vice President Academic:****Date:**

Overall Findings by Program Review Component

Program Review Phase	Program Review Component	Met	Partially Met	Not Met	Evidence
Phase One Curriculum	Course Outlines	✓			CORE
	Curriculum Mapping Matrix	✓			Appendix 3
	Framework for Programs of Instruction	✓			Appendix 4
	Program Advisory Committee		✓		Appendix 5
	Curriculum Analysis				Appendix 6
	Focus Group/Electronic Survey	✓			Appendix 7 & 8
Phase Two Environmental Scan	Key Performance Indicators				Appendix 9
	Competitive Analysis				Appendix 10
	Student Success and Retention (Course Grades)				NA at time of Analysis Session
	Environmental Scan Notes				Appendix 11
Phase Three Program Quality and Strategic Initiatives	Quality—Curriculum and Content				Appendix 12 & 13
	Quality—Flexible Delivery				
	Quality—Flexible Operationally				
	Quality—Experiential Learning				
	Innovation—Applied Research				
	Innovation—Entre/ Intrapreneurship				
	Sustainability--Curriculum				
	Sustainability--Practices				
	PLAR				
	Learning Plans				
	eLearn				
	General Education				
	Student Feedback on Progress				
	Rethinking Assessment				Appendix 14

Summary of Findings

Introduction

Personal Support Workers (PSWs) are unregulated health care providers who work under the supervision of a regulated health professional, supervisor, or in the supported independent living environment under direction of the client. As entry-level workers, PSWs have the knowledge, skills, and attitudes necessary to provide personal care and home management services to clients in both community and institutional settings. They have demonstrated the ability to work as members of care/service teams; to interact and communicate effectively with clients, families, and care/service team members. As part of their supportive role, these workers make and report relevant observations to their supervisor and record these observations in an ongoing and timely manner. Graduates are responsible for working within the personal support worker role, and for knowing the limitations of the role and their personal strengths and weaknesses within the role.

The one year PSW Ontario College Certificate program at Mohawk College was approved for launch in 1997 and is currently offered at both the IAHS and Brantford campuses. In addition to theoretical studies, students participate in clinical placements in health care agencies of Brantford, Hamilton, Halton, Niagara and surrounding regions. Graduates who wish to progress in the health care field now have the opportunity to continue their education by bridging to Mohawk's Practical Nursing (PN) program. If they are successful in the PN program, graduates can then bridge into the collaborative BScN program. This provides an alternate pathway for those students who may have wanted to pursue the BScN program initially but did not meet the entrance requirements to go directly into the program from high school.

PSW programs evolved from the Health Care and Home Care Aid models offered prior to 1997 when the first set of PSW standards were introduced. These were revised by the Ministry of Training, Colleges and Universities (MTCU) in 2004 and in 2006, PSW programs offered in the Ontario College system moved to a 2 semester deliver from the previous 18 week model. However, the many private career colleges that offer the PSW program follow the shorter delivery model based on the 1997 standards. Mohawk's PSW program competes with a number of career colleges within the Hamilton market, selected high schools, and the 21 colleges that have Fall PSW intakes. Many colleges and career colleges also have January intakes and a few have intakes in May, as well.

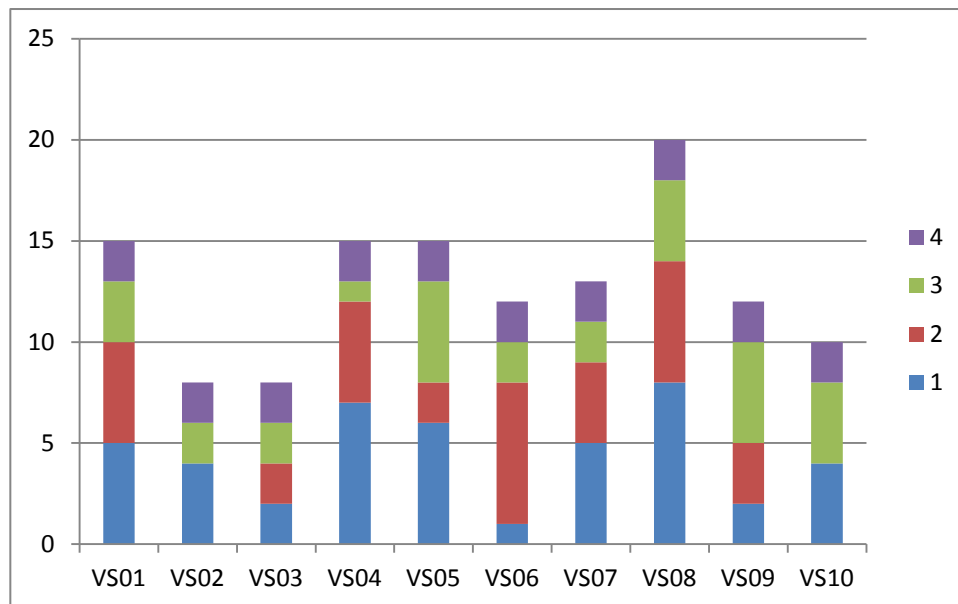
Data collection for Phase 1 and 3 of program review occurred in May 2011 workshops; Phase 2 and data analysis was delayed until June 2012 due to conflicting institutional priorities as well as teaching and vacation schedules. The final report was prepared for January 2013.

Phase 1- Curriculum

During the curriculum mapping process, each course outline was reviewed and revised as required, and also classified as Foundational (F), Specialized (S), or Integrational (I). Course learning outcomes were linked to relevant vocational standards and essential employability skills, and each link was then characterized (CH) by the degree to which it contributed to the graduate's ability to perform the outlined skill:

CH	Degree of Contribution
1	Minor
2	Moderate
3	Significant
4	Very Significant

The resultant Curriculum Mapping Matrix showed that the 2010/11 Program of Studies (POS) for the PSW program was compliant with MTCU's Vocational Standards (Figure 1).



2010/11 PSW CLO Links to Vocational Standards

All vocational standards and professional competencies have course learning outcomes (CLO) links from a variety of courses and show a progression of depth and complexity of learning. Approximately, 40% of CLOs contribute to the students' ability to accomplish the VS at a significant or very significant level.

There is no unplanned duplication of course learning outcomes (CLOs). Where duplication of CLOs does occur, it is in courses that build upon each other at increasing levels of depth and complexity. Patterns of emphasis (i.e. # of links to VS) relate closely to core or essential skills that run through the majority of courses in the program of studies (e.g. VS08 *Communicate effectively and appropriately using oral, written, and nonverbal methods.*).

One course in the Program of Studies (POS) does not link to VS. PSYC SS271 Developmental Psychology is a General Education course that provides breadth of learning beyond the vocational field of study as recommended in MTCU's Credentials Framework.

2010/11 PSW CLO Links to Vocational Standards

VS Code	Vocational Standard Statement	CLO Link Characterization				Grand Total	CLO Links @ 3 & 4	Significant / Very Significant
		1	2	3	4			
VS01	Act within the personal support worker role, under supervision and by following care/service plans and established policies and procedures.	5	5	3	2	15	5	33%
VS02	Participate as a member of care/service teams in both community and institutional settings.	4		2	2	8	4	50%
VS03	Use, under supervision, basic knowledge, care/service plans, and established policies and procedures.	2	2	2	2	8	4	50%
VS04	Provide client-centered and client- directed care under supervision and by following care/service plans and established policies and procedures, in both community and institutional settings.	7	5	1	2	15	3	20%
VS05	Make, collect, and report to the supervisor relevant observations in an ongoing and timely manner and record this information promptly.	6	2	5	2	15	7	47%
VS06	Support the client's personal care requirements by following care/service plans and established policies and procedures.	1	7	2	2	12	4	33%
VS07	Support the client's home management services by following care/service plans and established policies and procedures.	5	4	2	2	13	4	31%
VS08	Communicate effectively and appropriately using oral, written, and nonverbal methods.	8	6	4	2	20	6	30%
VS09	Assist in the promotion and maintenance of a safe and comfortable environment for clients, their families, self, and others.	2	3	5	2	12	7	58%
VS10	Perform the personal support worker role in an ethical manner and within the law.	4		4	2	10	6	60%
Grand Total		44	34	30	20	128	50	39%
		61%		39%				

The course load in this two semester health care program is heavy. In Semester 1, students build foundational skills across all VS and the majority of CLO links to VS (70%) are characterized as minor or moderate. In this semester, students examine the scope of practice in this unregulated and evolving field; learn practical hands-on skills; practice problem solving; and focus on patient safety in long term care settings.

Then, in Semester 2, students continue to strengthen their foundational skills (56% of CLO links are characterized as minor to moderate). While the focus in this semester is on home and palliative care, as the semester progresses, there is an increased emphasis on the mastery of skills required for all VS. Students practice skills application in simulated labs prior to participating in their practicum and consolidation courses. Higher levels of learning at significant and very significant levels occur in the

students' long term care and community practicum. Learning for all the VS comes together for students during their final placement where they are evaluated by preceptors. The majority of VS have $\geq 50\%$ of CLO links characterized as significant or very significant.

For the VS listed below, there are fewer CLO links at significant/very significant levels because it is difficult to accomplish the higher levels of learning in a classroom setting:

- VS01 Act within the personal support worker role, under supervision and by following care/service plans and established policies and procedures
- VS04 Provide client-centered and client-directed care under supervision and by following care/service plans and established policies and procedures, in both community and institutional settings.
- VS06 Support the client's personal care requirements by following care/service plans and established policies and procedures.
- VS07 Support the client's home management services by following care/service plans and established policies and procedures.

As for VS08, emphasis placed on building the students' foundational communication skills throughout the program has resulted in 70% of CLO links being characterized at the minor or moderate level. However, it should be noted that students adequately practice their communication skills at significant/very significant levels during Semester 2.

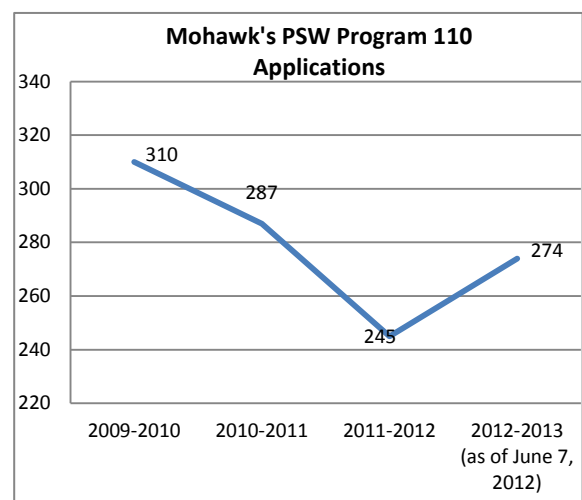
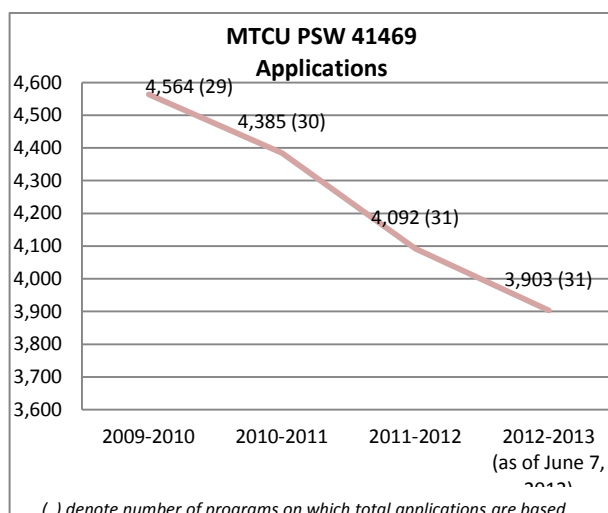
(See Appendices 1-8 for detailed Phase 1 documents.)

Phase 2 - Environmental Scan

The PSW program operates in a very competitive field. In Fall 2012, there were 58 different offerings in Ontario colleges; two have an Aboriginal orientation (St. Clair, St. Lawrence). Many colleges have January starts and some have May offerings as well. In addition to the Ontario college system, similarly titled programs are offered at private career colleges.

Applications

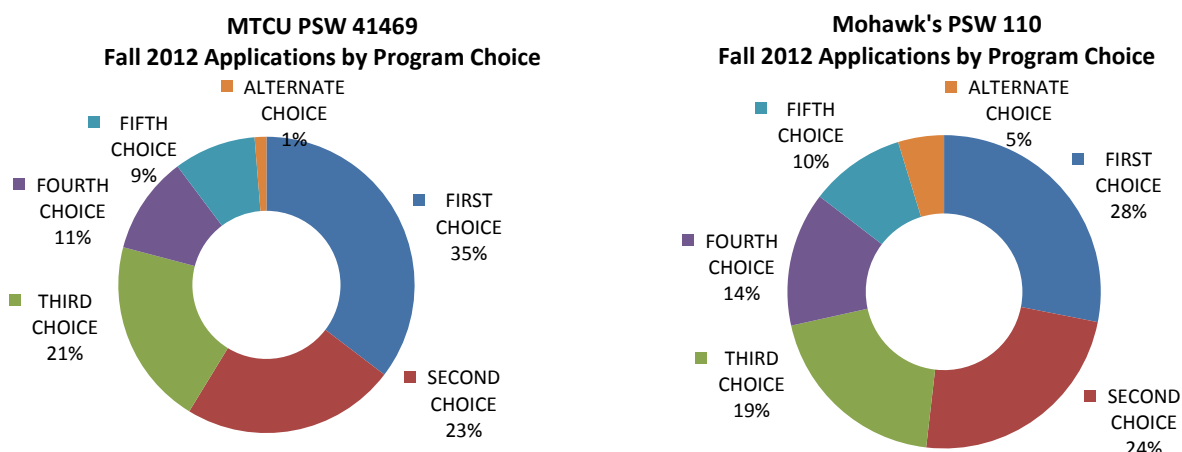
PSW programs in Ontario colleges are not oversubscribed; however, programs in larger urban centres tend to fill more quickly than those in smaller communities. The total applications to programs across Ontario have declined even as the number of programs has increased from 29 to 31. (It should be noted, however, that the number of applications in 2009/10 and 2010/11 may have been inflated by the Second Career initiative.)



While total applications across the system have decreased, applications to Mohawk's PSW program rose by 12% between 2011/12 and 2012/13. In 2012/13, Mohawk had a 7% share of total applicants. (It should be noted that in Fall 2011, the Mohawk program was waitlisted early which may have affected the total number of applicants that year.)

Lambton now offers a Pre-Practical Nursing pathway for PSWs on OCAS. Applications to this program have increased from 36 in Fall 2011 to 77 in Fall 2012. It should be noted, also, that Conestoga's PSW program is being aligned with the college's Practical Nursing and BScN programs.

Although PSW programs remain first or second choice for approximately 50% of applicants across the Ontario college system, the percentage of applicants who choose PSW programs as their first choice has declined from 45% in 2009/10 to 35% in 2012/13. For Mohawk, the decline in first choice applications was more significant, from 45% in 2009/10 to 28% in 2012/13. While, it may be that the Second Career program artificially inflated the percentage of first choice applicants in 2009/10 and 2010/11, this trend should be monitored in future.



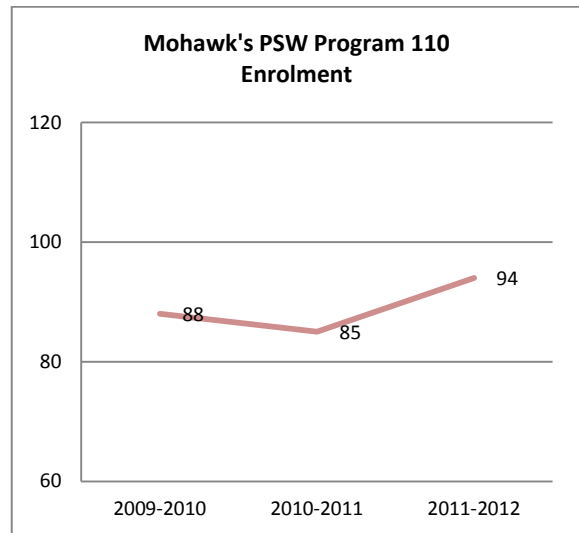
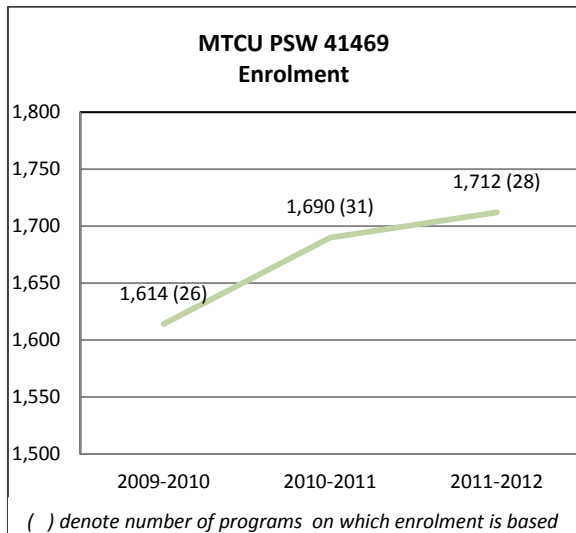
Applications by Term

While fall program starts for PSW programs continue to attract the most applicants, January program starts are also popular. Mohawk is one of the few colleges without an intake in January, and students from Mohawk's catchment area apply and go to other colleges during that time period (e.g. Conestoga, Fanshawe, and Sheridan).

Program Start	2009	2010	2011
Fall	4,564	4,385	4,092
Winter	2,609	2,202	2,009
Spring	177	205	374
Total	7,350	6,792	6,475

Enrolment

Since 2009/10, enrolment in PSW programs has increased both across the system and at Mohawk College. In 2011/12, Georgian, with 175 students, had the largest PSW program in the Ontario college system, followed by Lambton (125), Algonquin (119), Conestoga (104), and St. Clair (102). These 5 colleges accounted for almost 40% of enrolment.



The number of International students enrolled in PSW programs across the system has increased from 23 in 2009 to 119 in 2011, although most colleges have only a few International students enrolled with their Domestic cohort. In Fall 2011, the largest intakes of International students were at Lambton (29), Fanshawe (22) and Centennial (20).

Catchment Analysis

Mohawk College's PSW program tends to get about 50% of its applicants from outside its catchment, primarily from Conestoga, Fanshawe, Niagara, and Sheridan. While a significant number of students who enroll are from the Hamilton/Brantford area, Mohawk also gains students from the Sheridan, Conestoga, and Niagara catchments.

Demographics

The majority of PSW applicants and enrolled students are females and do not come to the program directly from high school. They tend to be ≥ 24 years old. There is a fairly even split between the number of students who are between 25-29 and ≥ 30 .

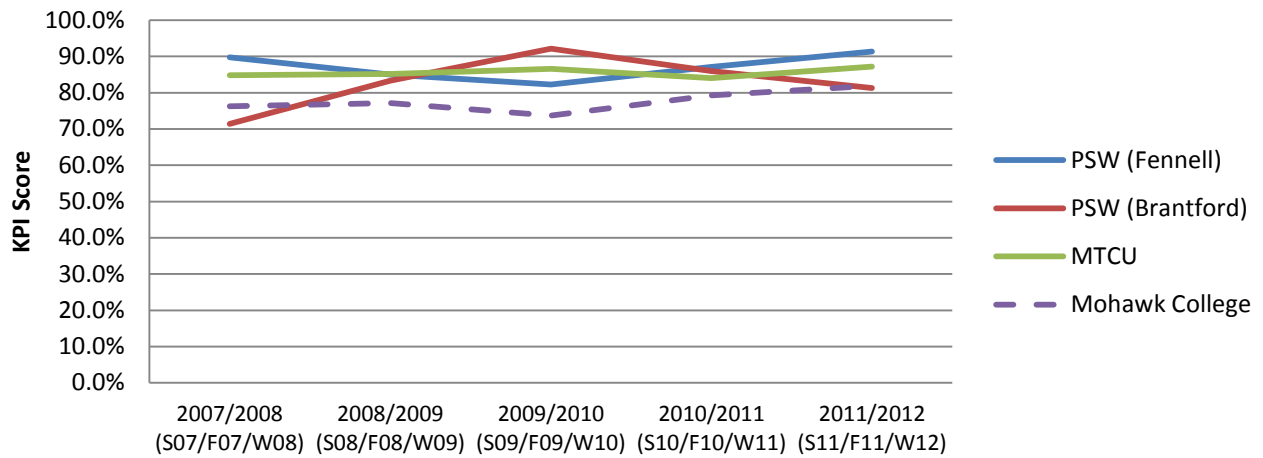
According to the 2011 Student Engagement Survey results, students enrolled in the PSW program have a number of risk factors; approximately:

- 90% are mature/non-direct students;
- 50% are first generation
- 50% have financial concerns;
- 50% expect to work > 15 hours/week;
- 33% have children or elder dependents;
- 30% have low reading, writing, and reading/writing scores;
- 25% have low career clarity.

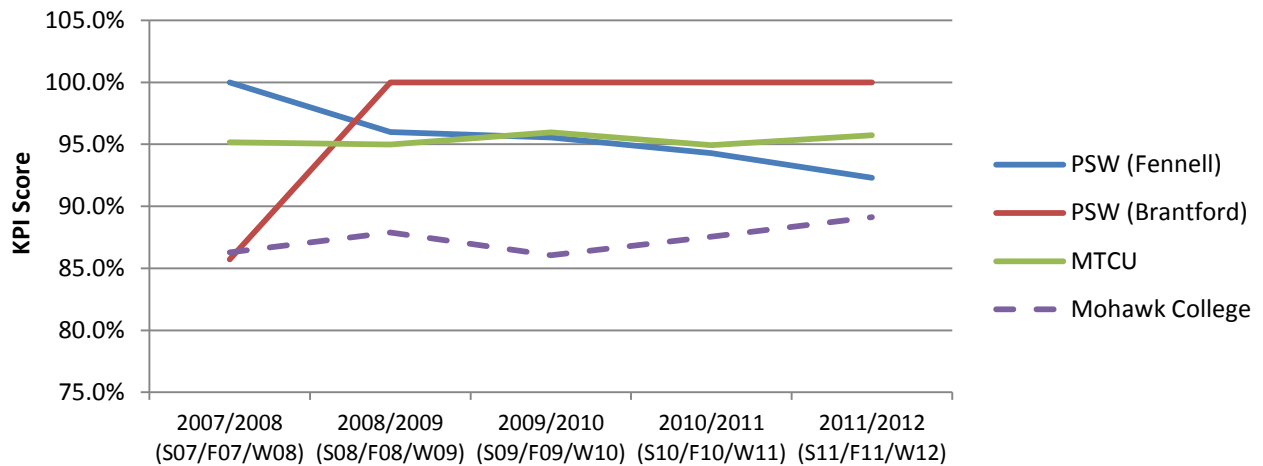
Key Performance Indicators

Students in the PSW program at both the IAHS and Brantford campuses are satisfied with the program, the knowledge and skills they gain, and their learning experience. Graduate rates for the program have been trending up and graduate satisfaction and employment rates continue to be strong.

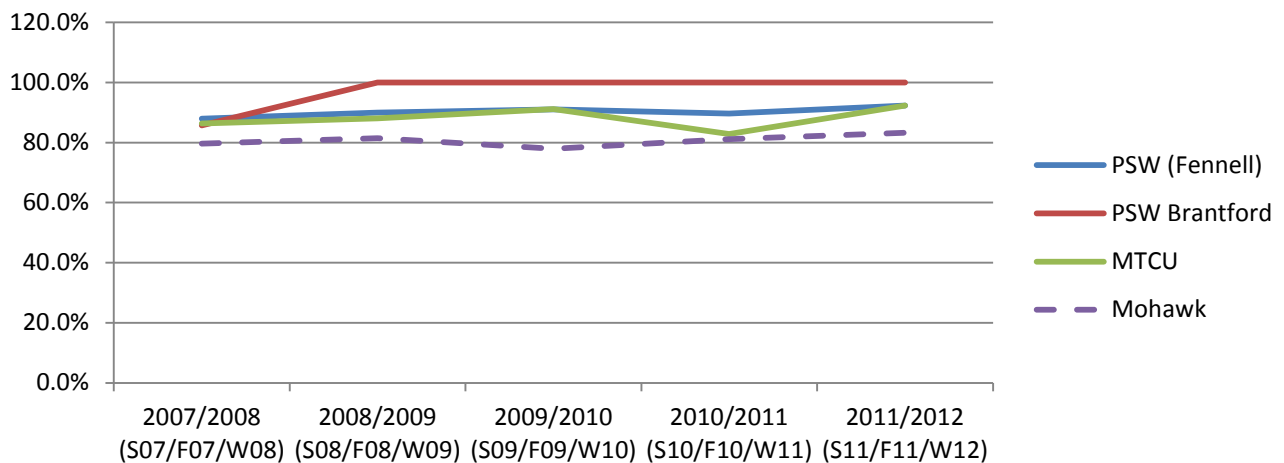
110 PSW KPIs - Overall Student Satisfaction



110 PSW KPIs - Q14 - Knowledge & Skills



110 PSW KPIs - Q26 - Learning Experience



(See Appendices 9-11 for detailed Phase 2 documents.)

Phase 3 - Program Quality and Strategic Initiatives:

All core courses in the PSW program have been reviewed and PLAR requirements established. Learning plans have been developed for all core courses, with the exception of the two Consolidation courses where student experiences vary weekly. Although general education courses are not required for an Ontario College Certificate program, students in the PSW take Developmental Psychology. In addition, PSW students also take the college-wide Communications course, LL041. These two courses can contribute to diploma or advanced diploma requirements should PSW graduates decide to pursue further education. As part of Phase 3, faculty completed the Rethinking Assessment exercise on HSCI 10046 Dementia and Mental Health course.

Many core courses in the program are web-facilitated or web-enhanced to offer more flexible delivery options. Faculty use on-line quizzes and Gradebook which provide quick and easy accessible sharing of results with students. Faculty are investigating ways to incorporate additional on-line content. The Communications course will be offered in an online format for students who do not require remedial supports.

At this point, the PSW program shares a Program Advisory Committee (PAC) with the Practical Nursing program. The PSW role is unregulated but significantly relates to regulated RPN and RN roles. The Advisory Committee Chair is a Long Term Care (LTC) Administrator and so has significant knowledge related to PSW trends and issues (LTC is large employer of PSW role). Moving forward, there is an opportunity for the development of a distinct PSW PAC, given the new interest in the PSW role in both health care acute and LTC agencies, and PQAPA recommendations in this regard.

As for links to the College's Strategic Priorities:

- The PSW program has a strong culture of providing experiential learning, especially in the Practicum and Consolidation courses.
- Faculty model sustainability practices in their teaching through increased use of eLearn for testing and providing feedback.
- Program faculty are investigating ways in which to increase flexible delivery through both eLearn and class scheduling and, also, developed a pilot program with Brantford General Hospital where 16 students received differentiated curriculum that enabled them to work in acute care in the hospital.

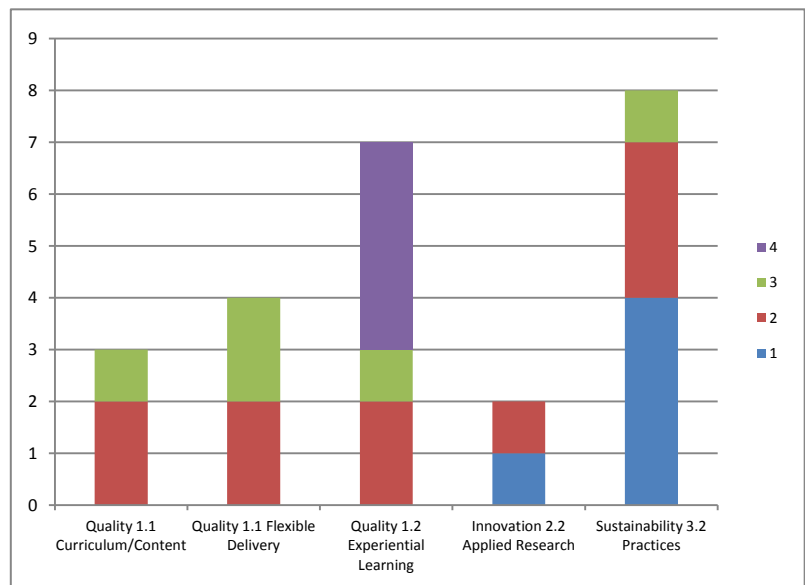


Figure 1 - Links to Key Strategic Priorities

While students have some opportunity to do research (e.g. Health and Illness 2, Dementia and Mental Health), the focus of this program for students to build the skills they'll be using on a day-to-day basis in the community or in long term care.

(See Appendices 12-13 for detailed Phase 3 documents.)

Commendations

The PSW program is an exemplar of 'living the vision' at Mohawk College. Faculty in the PSW program have embraced change by providing students with more flexible delivery options and differentiated learning opportunities, increasing enrolment by expanding into Brantford, and adopting a new model of delivery that led to a significant increase in program contribution margins. The program is highly valued by employers as evidenced through positive feedback from students and graduates during the focus group. There are a number of areas that the PSW program demonstrated best practices and leadership. They are the:

- Successful pilot program with Brantford General Hospital where 16 Brantford campus students received differentiated curriculum that enabled them to work in acute care in the hospital
- Significant improvement in program contribution margins while maintaining quality outcomes. Full and part time faculty helped develop a new model of delivery which:
 - took advantage of expansion opportunities into Brantford
 - makes the best use of faculty resources in larger classrooms
 - incorporates the use of technologists to support faculty during labs and skills testing
 - altered the type of student supervision provided during placement
- Standardization of clinical supports through online evaluation checklists which will enable the monitoring of placements on an ongoing basis, not just through a site visit.
- Increased focus on simulated and experiential learning, teamwork, peer evaluation.
- Use of the Gentle Persuasive Approach (GPA) which provides the opportunity for students receive a well-recognized certificate, attractive to local employers. This includes a partnership with the Alzheimer's Society to offer a real-life, interactive dementia tour for all students so they can experience living with dementia prior to GPA training. Participation in the Dementia Tour has been expanded to include Practical Nursing students as well.
- The incorporation of:
 - interprofessional practice into the curriculum. OT faculty teaches range of motion and demonstrate the kind of equipment students may encounter in their client's home
 - intraprofessional practice through the Dementia Tour and GPA training with PN students

Affirmations

Affirmations are declarations, which may/may not have evidence as a result of program review, that the program faculty identify are areas required to support program quality improvements. The areas identified include the need to:

- Recognize that, at the same time as the complexity of learning has increased for PSWs, the number of hours in the POS has declined from what it was for the former combined Health Care/Home Care Aide program.
- Continue to look for opportunities for diversity in clinical placements and/or develop simulations that will expose students to situations they may not encounter during placement (e.g. increase paediatric scenarios, problem solving within homes, etc.)
- Increase interprofessional educational opportunities within Health Science and Human Service program portfolio (e.g. EA role in schools, PSW work in community to support health needs).

Recommendations

The detailed recommendations that evolved from each phase of program review are summarized below:

- **Perform continuous curriculum quality enhancements**
 - Assess the possibility of combining practicum and consolidation hours for more consistency and flexibility. Perhaps consider a 7 week model, extending the practicum time into May if needed. Move some of the content so students do block placements versus 1 day/week in first 8 weeks of 2nd semester. Add simulations to add value.
 - Continue to emphasize the scope of practice and help students develop the skills to say 'No' when employers or clients try to push the boundaries.
 - Avoid medicalization of the program while recognizing that PSWs may be needed to help manage chronic illnesses (e.g. diabetes and insulin shots) in the home or may work in an acute care situation in a hospital setting (e.g. personal protective equipment, infection control)..
 - Examine opportunities for PSW students work with EA students within and across curriculum delivery to support blended experiential learning opportunities for school aged pediatric experience, both simulated and in practice/field placements.
 - Continue to add new learning technologies to support learning and enhance delivery
 - Increased use of blended learning to cover foundational learning in courses so students can focus on higher level learning in a more collaborative environment in class.
 - Increased use of online evaluation.
 - Focus on most commonly used skills and monitor future skills through the advisory committee and electronic surveys. Specific skills can be taught on-the-job.
 - Simulate paediatrics to help students problem solve and apply their skills in this area.
 - Pursue additional interprofessional opportunities for PSW students
 - Consider development of interprofessional courses.
 - Consider development of common health science semester so students enrolled can move into any health science program.
- **Increase awareness of the PSW to PN and BScN pathways**
 - Introduce PSW to PN concept at beginning and middle of PSW program so students have time to apply prior to Feb 1 equal consideration date.
 - Create links with Pre-Health program
 - Distinguish whether Pre-Health/GAS pathways are equivalent to high school.
 - Discuss health care career pathways with Pre-Health/GAS classes.
 - Create links with high schools that have high skills majors in health care and show the PSW pathway into PN and BScN.
 - Update website content
 - Mention bridging program to PN.
 - Add mention of Brantford Campus.

- Specify that program is 2 semesters long.
 - Mention that part-time options may be available.
 - Provide a link to CE page and a link back from CE to the FT PSW program
- Update OCAS information
 - Add Note: PSW is an entry point into the health care field with pathways into other professions.
- **Strengthen applicant pool and strategically increase enrolment**
 - Consider development of Aboriginal program with cultural content that feeds into PNAC.
 - Consider a January intake with a cap on enrolment re: lab facilities and clinical placements
 - Keep in mind the number of clinical placements available limits the number of students that can be in a practicum setting at a time.
 - Determine whether a letter is being sent to Pre-Health waitlist regarding PSW (especially for Brantford students).
 - Explore the potential for a PSW Ontario College Certificate completion in CE for students from career colleges or health care aides so they could access the PN pathway. Provide for flexible delivery by putting them in the post-secondary class and offering clinical placements during the summer.
- **Initiate a separate PAC for PSW**
 - To recognize the increased government focus on home health care, the need to protect the integrity of the PSW role in the face of business model/medicalization, and the Ministry of Health's new registry.
 - To advocate that all educational institutions (e.g. private career colleges) use the 2004 MTCU standards to provide for consistent and transferable training across the province.
- **Monitor competitive programs on an on-going basis**
 - Monitor Conestoga and Niagara PSW programs.
 - Monitor Lambton's PSW to PN program. Ascertain if they split students into two cohorts (e.g. PSW and PSW/PN).

5 Year Program Quality Enhancement Action Plan

Objectives	Action Strategies	Timelines	Responsibility	Status
Short Term (within the next 18 months)				
Consider expansion of Pilot Program with Brantford General Hospital	Increase intake into the Brantford acute care cohort Develop new clinical opportunities to place PSW students in acute care as a flexible clinical option for future	Ongoing New clinical site more likely once cohorts of new graduates working in PSW capacity on medical and rehab inpatient units	AD/Coordinator working with professional development staff at BCHS	Ongoing, new cohort 16 students starting consolidation experience in March 2013
Increase awareness of PSW as a pathway to PN and BScN programs	Update Mohawk College website content as outlined in Recommendations	Look at in May/June	AD/Coordinator with Katherine McCurdy	to be done
	Add Note to OCAS information as outlined in Recommendations	Look at in May/June	AD/Coordinator with Margeurite Bowerman	to be done
	Introduce PSW to PN concept to PSW students early in program and before Feb. 1	ongoing	AD/Coordinator	done in September 2012 and Jan
	Forge relationship with high schools that have High Skills Major in Health Care	Ongoing when possible	AD/Coordinator/ Recruiting	ongoing
	Strengthen links to Pre-Health program; advise students about career pathways via PSW program before Feb. 1	Done in Jan ongoing	PSW & Pre-Health ADs/Coordinators	Done in September 2012 and Jan 2013
Strengthen applicant pool and strategically increase enrolment	Explore opportunity for a January intake of students (with a cap on enrolment re: labs, placement, etc.)	Look at in May/June	AD/Coordinator/IR/CD	to be done once relocation of BF campus
	Determine if applicants on Pre-Health wait list are sent a letter re: PSW program (esp. Brantford)	Look at in May/June	AD/Coordinator/ Admissions	to be done
Perform continuous curriculum quality enhancements	Assess the possibility of combining practicum and consolidation hours for more consistency and flexibility	Look at in May/June	AD/Coordinator/PAC/ Practicum Coordinators.	to be done

	Continue to focus on most commonly used skills and monitor need to incorporate new skills in future	ongoing	AD/Coordinator/ Faculty	ongoing
	Avoid medicalization of scope of practice while continuing to pursue differentiated curriculum and flexible learning options	ongoing	AD/Coordinator/ Faculty	ongoing
	Continue to enhance eLearn component of individual courses so students can focus on higher level learning in class	ongoing	Coordinator/Faculty Faculty	ongoing
	Continue to look for opportunities for diversity in clinical placements	ongoing	Coordinator/ Faculty	ongoing
	Develop simulations that will expose students to situations they may not encounter during placement (e.g. increase paediatric scenarios, problem solving within homes, etc.)	ongoing	Coordinator/ Faculty	ongoing
Monitor competitive programs	Monitor Conestoga and Niagara PSW programs	Look at in May/June	AD/Coordinator/IR	To be done
	Monitor Lambton's PSW to PN program. Ascertain if they split students into two cohorts (e.g. PSW and PSW/PN)	ongoing	AD/Coordinator/IR	ongoing
Medium Term (within the next 18-36 months)				
Strengthen applicant pool and strategically increase enrolment	Consider development of Aboriginal program with cultural content that feeds into PNAC	Begin to look at in May/June	AD/Coordinator/IR/CD	Discussions started with SNP 2012
	Explore the potential for a flexible PSW Certificate completion in CE for students from career colleges or health care aides so they could access the PN pathway.	Work on this started Dec 2012	AD/Coordinator/IR/CD	ongoing
Increase interprofessional learning	Consider development of interprofessional courses	Begin to look at in May/June	Health Sciences ADs/ Coordinators	to be done
	Consider development of common health science semester so students enrolled can move into any health science program	Begin to look at in May/June	Health Science Dean / ADs	to be done

Initiate Program Advisory Committee for PSW program		Look at in May/June	AD/Coordinator/PAC	to be done
Develop an Annual Program Review Process	Utilize the annual program review process created in the short-term plan to monitor program quality.	May/June 2013	CD Team/AD	
Long Term (within the next 36-60 months)				
Monitor short-term and long-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	To be determined pending outcome of medium term objectives		
	Submit interim program quality report to Program quality area			
	Plan and prepare for Comprehensive Program Review			