|  |  |  |  |
| --- | --- | --- | --- |
| PQR | [Program Name] | | |
| Review Year | 2024-25 | Review Status | Launching |
| Launch Term |  | Date Updated |  |

|  |  |  |
| --- | --- | --- |
| Next Steps | Assigned to | Target Date |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Task | Report Section | Assigned to | Status |
| STAKEHOLDER FEEDBACK | | | |
| Schedule faculty reflection meeting | N/A | Chair |  |
| Facilitate & summarize faculty reflection meeting | 4.2 | Team Lead |  |
| Review recent PC minutes for awareness | N/A | Team Lead |  |
| Review student survey questions | N/A | Team Lead |  |
| Administer PQR student survey | N/A | Team Lead |  |
| Summarize PQR student survey | 4.3.1 | Team Lead |  |
| Add time to PAC agenda for PQR discussion | N/A | Chair |  |
| Attend PAC & summarize discussion | 4.4 | Team Lead |  |
| DATA ANALYSIS | | | |
| Review competitive analysis and identify key findings | 2.3.2 | Team Lead |  |
| Identify Governing Bodies and External Accreditations | 2.3.4 | Team Lead |  |
| Identify program progression requirements | 3.2.3 | Team Lead |  |
| Complete Course Analysis | 5.1 | Team Lead |  |
| Review Program Evaluation Analysis | 5.2 | Team Lead |  |
| Review curriculum information including appendices to prepare for the Curriculum Guided Reflection, add initial observations | 6 | Team Lead |  |
| Document hybrid hours on Program of Study table | 6.6 | Team Lead |  |
| Document PDI in table | 6.7 | Team Lead |  |
| PROGRAM MANAGEMENT | | | |
| Provide updates on previous PQR actions | 2.2 | Chair |  |
| Complete PAC membership table | 7.1.1 | Chair |  |
| Complete capacity to deliver and identify investments | 7.2 | Chair |  |

Program Name

Program Code

Program Quality Review

Academic Year 2024-2025

**Program Quality Assurance Committee Date: MM/DD/YYYY**

**Faculty Team Lead:** Name

**Academic Chair:** Name

**Dean:** Name

**Curriculum Consultant:** Name

**Program Quality Review Coordinator:**  Name

We acknowledge the Anishinaabe Algonquin people whose traditional unceded unsurrendered territory is where this publication was produced.

**PQR Report Sign-off**

All participants sign through Adobe e-sign to acknowledge the end of the PQR process.

[insert signature section]

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# Executive Summary

## Program Quality Review

A [Program Quality Review (PQR)](https://www.algonquincollege.com/academic-development/our-services/quality-assurance/program-quality-review/) is a comprehensive program self-study, scheduled every five to seven years. It is an opportunity for the faculty to conduct an in-depth exploration of the program to confirm what is working well and to identify opportunities to improve. The outcome of a PQR is a set of action items to support the renewal of the program, to be implemented over the two years following the completion of the PQR.

## Program Code Program Name (Credential Abbreviation) PQR Findings

**Program Strengths**

* Strength 1
* Strength 2
* …

**Areas for Improvement**

**Curriculum**

* Action 1
* Action 2
* …

**Teaching and Learning**

* Action 1
* Action 2
* …

**Program Management**

* Action 1
* Action 2
* …

# Program Purpose, Background, and Context

***Reflect on the purpose of this program and the outcomes of the previous PQR, if applicable. Consider the program within the context of the Ontario College system, labour markets, and external bodies.***

## Program Information

|  |  |
| --- | --- |
|  | Program Information |
| Credential Type |  |
| Program Title |  |
| Program Codes | Algonquin College:  APS:  MCU: |
| Campus |  |
| Program Page Link |  |
| GeneSIS Delivery Format |  |
| Program Modality |  |
| 2024-2025 Planned Intakes |  |
| Approved Launch Date |  |

## Previous Program Quality Review

This is the first PQR for the program.

[OR]

**Instructions for Chair:** In [PLMS](https://algonquincollege.lightning.force.com/lightning/o/PLM_Program__c/list?filterName=00B3b000009y5HgEAI), review previous PQR actions and provide a status update and comments for each action from the last PQR.

The Program Lifecycle Management System (PLMS) is the system of record for PQR actions, status updates and supporting comments. The table below provides a high-level summary of the previous PQR actions and statuses.

**Review Year: XXXX-XXXX**

| PQR Action | Status | Comments |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Environmental Context

### Ontario College System

**Enrolment comparison (full-time):**

[insert chart from environmental scan]

**Observations:**

* Observation 1
* Observation 2
* …

### Competitive Analysis

**Instructions for Team Leads:** Review the competitive analysis. Summarize the key findings below.

A scan of [number] similar programs was completed.

**Observations:**

* Observation 1
* Observation 2
* …

### Labour Market

**Top occupations:**

Ontario Graduates of MCU [code] – Full-time related or partially related:

[insert chart from environmental scan]

**Job outlook:**

Projections for the next five years for [NOC codes and names]:

[insert graph from environmental scan]

[insert details from environmental scan]

**Graduate Employment Data:**

KPI Graduate employment data (2020 - 2022) data for [Program Name, Campus].

[insert KPI Satisfaction Program Grad/Employer graph from PowerBI]

**Observations:**

* Observation 1
* Observation 2
* …

### Governing Bodies and External Accreditations

**Current Affiliations:**

**Instructions for Team Lead:** Describe all current program affiliations with governing bodies and external accreditations.

**[Name of Organization]**

* Type of Affiliation: [voluntary or mandatory]
* Website link: [URL]
* Details:
* Value to the Program:
* Next Review Year (if mandatory):

**[Name of Organization]**

* Type of Affiliation: [voluntary or mandatory]
* Website link: [URL]
* Details:
* Value to the Program:
* Next Review Year (if mandatory):

**Future Considerations:**

**Instructions for Team Lead:** Identify any new affiliations that should be explored and describe the value to the program.

**[Name of Organization]**

* Website link: [URL]
* Details:
* Value to the Program:

[OR] This program is not currently considering future external affiliations.

### Industry and Regulatory Influences

**Instructions for Team Lead:** Describe all current industry or regulatory requirements that impact your program that are not Governing Bodies or External Accreditors.

**[Name of Organization/Influence]**

* Type of Influence: [e.g., regulation, certification, licensing exam requirements]
* Website link: [URL]
* Relationship to the Program:

**Future Considerations:**

**Instructions for Team Lead:** Identify any new affiliations that should be explored and describe the value to the program.

**[Name of Organization]**

* Website link: [URL]
* Details:
* Value to the Program:

[OR] This program is not currently considering additional affiliations.

# Enrolment and Progression

***Consider how learners are enrolling and progressing through the program.***

## Enrolment

### Total Enrolment

Historical enrolment in all levels

[insert Enrolment Trend (All Levels) graph from PowerBI]

**Observations:**

* Observation 1
* Observation 2
* …

The proportion of international students compared to total enrolment.

[insert Enrolment Trend (Intl Proportion) graph from PowerBI]

**Observations:**

* Observation 1
* Observation 2
* …

### Level 1 Attrition

Number of students registered in Level 1 on Day 1, Day 10, Audit Day, and Final Day, compared to Reg Max and Projection

[insert Level 1 Attrition graph from PowerBI]

**Observations:**

* Observation 1
* Observation 2
* …

## Progression

### Course Failure Rates

The following courses had a failure rate of 25% or higher over the past five years:

[insert Course Quality Metrics report from PowerBI]

**Observations:**

* Observation 1
* Observation 2
* …

### Program Progression Requirements

**Instructions for Team Lead:** Identify any program progression requirements below, beyond the standard progression requirements outlined in AA39.

* [Policy AA39 Program Progression and Graduation Requirements](https://www.algonquincollege.com/policies/)

Program progression requirements may include minimum grade point average (GPA), successful completion of certain courses in a level, minimum passing grades(s), non-course requisites, field or clinical placement requirements, etc. This does not include pre-requisites and co-requisites.

Program progression requirements entered in GeneSIS:

* Requirement

This program has the following program-level progression requirements:

* Requirement

[OR] This program does not have any program progression requirements.

**EXAMPLES:**

*This program has the following program-level progression requirements:*

* *there is a minimum progression requirement of 65% or higher required in course ABC.*

*This program has the following program-level placement progression requirements:*

* *Criminal Record Check - Vulnerable Sector Check (VSC)*
* *CPR (BLS) Certification*
* *Non-Violent Crisis Intervention*
* *Mask Fit Testing*

**Observations:**

* Observation 1
* Observation 2
* …

# Stakeholder Feedback

***Review*** [***Stakeholder Engagement Guidelines***](https://algonquinlivecom.sharepoint.com/:b:/s/ProgramQualityReviewSpecialistResources/EZTUak51Xm5KqTP1TH51oa0BdGTsIO87oOLKl1IEyNNACQ?e=EKQJmd)***. Collect and analyze feedback from stakeholders to inform program improvements. Look for themes and trends across stakeholder groups.***

## Program Leadership

The Chair [Academic Manager] and PQR Team Lead [and Program Coordinator if not the lead] provided the following feedback to inform the PQR:

* Point 1
* Point 2
* …

## Faculty

**Instructions for Chair:** Schedule a 1-hour meeting for all FT and OTFT faculty and assign a note-taker. Compensate OTFT faculty at the meeting rate. Schedule the meeting to ensure that as many faculty as possible can participate.

**Instructions for Team Lead:** Meet with faculty and ask what is working well with the program and what are the areas for improvement. Summarize the discussion below, including the number of faculty that attended.

Faculty provided the following feedback to inform the PQR (meeting with X participants):

* Point 1
* Point 2
* …

## Students

### PQR Student Survey

**Instructions for Team Lead:** Review the survey results. Summarize the key points below.

Students provided the following feedback to inform the PQR (survey with X respondents):

Response Rate: # of respondents

Domestic: # International: #

Students **agreed** positively (*yes or somewhat yes)* that the program:

* Matches what they expected to learn (#%)
* Uses a variety of learning activities (#%)
* Uses different types of graded evaluations (#%)
* Has a manageable workload (#%)

There are varying levels of **satisfaction** with elements of the program, with respondents stating they were *satisfied or somewhat satisfied* with:

* The balance of individual and group work/assignments (#%)
* Brightspace course set up (#%)
* Learning resources (e.g. textbooks, software, etc.) (#%)
* Learning spaces (classrooms and labs) (#%)
* Physical resources (equipment, instruments, supplies, tools, machines, hardware) (#%)

There are varying levels of **awareness** of Experiential Learning (EL):

* # respondents recognize the program as having EL (# participated; # have not participated)
* # respondents did not see EL in the program, while # were unsure

Student written feedback included:

* Feedback 1……
* Feedback 2….
* ….

*(Themes/takeaways from any of the written responses from additional information questions. Can be grouped by topic or overall sentiment from comments.)*

* E.g. Respondents find the course load overwhelming, noting it is adversely affecting their ability to learn material and manage deadlines.
* E.g. Respondents felt this program did not meet their expectations and feel they will require further academic investment to attain employment.
* E.g. Respondents appreciate the faculty and leadership in this program.
* E.g. Respondents felt group work was difficult or too frequently employed.

### Ontario College Student Experience Survey Results Analysis

Respondents: # (2022), # (2023), # (2024)

The combined 2022, 2023, and 2024 survey results were analyzed and the following was identified to inform the PQR.

|  |  |
| --- | --- |
| **Teaching and Learning Experience** | |
| INSERT CHART | |
| **Strengths:** Students indicated that all **or most of their courses** met the following statements | **Opportunities for improvement:** Students indicated that **few or none of their courses** met the following statements |
| * .. * .. | * .. * .. |

|  |  |
| --- | --- |
| **Program Related Knowledge and Skills** | |
| INSERT CHART | |
| Students reported the **strongest agreement** that the program has improved their ability to… | Students reported the **strongest disagreement** that the program has improved their ability to… |
| * .. * .. | * .. * .. |

|  |  |  |
| --- | --- | --- |
| **Engagement & Experience** | | |
| **Student Engagement** | **Instructor Engagement** | **Overall Experience** |
| % of students who rated their own engagement as excellent or very good. | % of students who rated their instructors/professors/facilitator engagement as excellent or very good. | % of students who rated their satisfaction with their overall experience as very satisfied or satisfied. |
| INSERT CHART | | |

## Program Advisory Committee

**Instructions for Chair:** Immediately following PQR launch, ensure PQR is added to next PAC agenda (suggested as a 1-hour agenda item), and that the PQR Team Lead is invited.

**Prior to PAC Meeting:**

* Alert the PAC that the program is currently undergoing a PQR and ask them to review the program website in advance. Provide link to [PQR Website](https://www.algonquincollege.com/academic-development/our-services/quality-assurance/program-quality-review/) for information.
* Prepare questions with Team Lead to help encourage discussion. **We do not recommend being overly prescriptive, as you want to allow the subject-matter expertise of the PAC to be reflected.** If needed, prompts could include future employment opportunities, major changes in industry that may impact the program’s curriculum, satisfaction with graduates and their skillsets, whether the VLOs are meeting industry needs, do they feel there is enough WIL and hands-on opportunities, are there curriculum or content gaps that should be addressed/refreshed, etc.

At the meeting, facilitate discussion with PAC, encouraging open feedback from members to help inform the PQR.

**Instructions for Team Lead:** Attend the PAC meeting and summarize the PAC feedback below. Or, if you cannot attend review the minutes and summarize the PAC feedback below.

The Program Advisory Committee provided the following feedback to inform the PQR:

* Point 1
* Point 2
* …

# Teaching and Learning

***Reflect on how the learning activities and assessments support the achievement of the course learning requirements.***

## Course Analysis

**Instructions for Team Lead:** Refer to the [**Course Analysis Guidelines**](https://algonquinlivecom.sharepoint.com/:b:/s/ProgramQualityReviewSpecialistResources/EdwMYwxS9jhKsE4HqZcj_A0BTmU_9h7ZvKYMw2h421EQ1Q?e=jXMNRt) on the PQR Teams site. With those guidelines, reflect on teaching and learning related to each of the 5 criteria described in **core courses** (excluding communication 1 and general education courses). Review each course outline in [**COMMS**](https://www.algonquincollege.com/comms/)and consider the following criteria.

**Course Outline Analysis:**

1. No single component of a course evaluation or category of course evaluation counts for more than 40% of the final grade ([AA13 Assessment and Evaluation of Learning](https://www.algonquincollege.com/policies/aa13/)).
2. Each CLR is mapped to the evaluation categories at least twice.
3. Each EES is mapped to the evaluation categories at least twice.
4. The learning activities are varied, describe how students will learn, anddo not include assessments.
5. A Prior Learning Assessment and Recognition (PLAR) challenge method has been identified and is appropriate for the course ([AA06 PLAR](https://www.algonquincollege.com/policies/aa06/)).

Blank cell = Criterion met

R = Review course

| Course Code | Course Title | 1 | 2 | 3 | 4 | 5 | Review Reason |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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## Program Evaluation Analysis

**Instructions for Team Lead:** Below in a summary of the evaluations listed in your course outlines. Reflect on the variety and distribution of evaluation categories.

The prevalence of evaluation categories used in courses within each level is indicated with Xs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Evaluation Categories | Level 1 | Level 2 | Level 3 | Level 4 |
| Application of Theory |  |  |  |  |
| Assignments (all types) |  |  |  |  |
| Case Study(ies) |  |  |  |  |
| Discussions/Discussion Forum |  |  |  |  |
| Essays |  |  |  |  |
| Exam (Midterm and/or Final) |  |  |  |  |
| Field Exercises/Trips |  |  |  |  |
| In-class Work |  |  |  |  |
| Lab Activity(ies) |  |  |  |  |
| Participation |  |  |  |  |
| Physical Test/Skill Demonstration |  |  |  |  |
| Presentation(s)/Performance(s) |  |  |  |  |
| Project(s) |  |  |  |  |
| Quiz(zes)/Test(s) |  |  |  |  |
| Report |  |  |  |  |
| Self/Peer Evaluation(s) |  |  |  |  |
| Simulation Activities |  |  |  |  |
| … |  |  |  |  |
| … |  |  |  |  |

**Across the program:**

* [there are OR there are not] a variety of different evaluation methods for students to demonstrate their understanding.
* the evaluations used [are OR are not] reflective of activities students will perform in industry.
* the variety and distribution of the evaluation categories in the program [is appropriate OR could be improved].

**Observations:**

* Observation 1
* Observation 2
* …

# Curriculum

***Complete a Guided Reflection with a Curriculum Consultant and identify areas for improvement, based on stakeholder feedback and best practices in curriculum design.***

See [Appendix A](#_Appendix_A_–_1) for Program Maps, Course Descriptions, and Course Learning Requirements.

[Program website URL]

Program Standard [Y/N]:

Program Standard [URL]

Program Standard Last Updated: [Year]

## Program Title

[Program Title]

**Observations:**

* Observation 1
* Observation 2
* [As a program standard, we must align to the standard title, no change proposed.]
* [Based on MCU Program Standards 2024-2027 plan, this standard is/is not scheduled to be reviewed/developed imminently.]

## Vocational Learning Outcomes

1. VLO 1
2. VLO 2
3. …

**Observations:**

* Observation 1
* Observation 2
* [As a program standard, we must align to the program standard vocational learning outcomes (VLOs), no change proposed. ]

## Vocational Learning Outcomes Mapping

**Observations:**

* Observation 1
* Observation 2
* …

## Essential Employability Skills Mapping

**Observations:**

* Observation 1
* Observation 2
* …

OR This credential does not have an Essential Employability Skills requirement.

## Course Learning Requirements (CLRs)

**Observations:**

* Observation 1
* Observation 2
* …

## Program of Study

**Instructions for Team Lead:** Identify the hybrid hours in the program at the course level. For example, if a course is 3 hours per week (42 hours total) and 1 hour per week is hybrid, put 14 hours in the Hybrid Course Hours column.

**POS Year: 2024-2025**

| **EL\*\* / Gen Ed\*** | **Level** | **Course Code** | **Course Title** | **Total Course Hours** | **Hybrid Course Hours** | **Clinical/ Field Placement Hours** |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 |  |  |  |  |  |
|  | 1 |  |  |  |  |  |
|  | 1 |  |  |  |  |  |
|  | 1 |  |  |  |  |  |
|  | 1 |  |  |  |  |  |
|  | 1 |  |  |  |  |  |
|  |  |  | **TOTAL LEVEL 1 HOURS** |  |  |  |
|  | 2 |  |  |  |  |  |
|  | 2 |  |  |  |  |  |
|  | 2 |  |  |  |  |  |
|  | 2 |  |  |  |  |  |
|  | 2 |  |  |  |  |  |
|  | 2 |  |  |  |  |  |
|  |  |  | **TOTAL LEVEL 2 HOURS** |  |  |  |
|  | 3 |  |  |  |  |  |
|  | 3 |  |  |  |  |  |
|  | 3 |  |  |  |  |  |
|  | 3 |  |  |  |  |  |
|  | 3 |  |  |  |  |  |
|  | 3 |  |  |  |  |  |
|  |  |  | **TOTAL LEVEL 3 HOURS** |  |  |  |
|  | 4 |  |  |  |  |  |
|  | 4 |  |  |  |  |  |
|  | 4 |  |  |  |  |  |
|  | 4 |  |  |  |  |  |
|  | 4 |  |  |  |  |  |
|  | 4 |  |  |  |  |  |
|  |  |  | **TOTAL LEVEL 4 HOURS** |  |  |  |
|  |  |  | **TOTAL PROGRAM HOURS** |  |  |  |
|  |  |  | ***Hybrid %***  *Total Hybrid hours ÷ (Total Program hours – Clinical/Field Placement hours)* | **#%** | | |

## Program Delivery Information (PDI)

**Minister’s Operating Procedure:** [Funding Approval of Programs of Instruction Procedures](https://www.tcu.gov.on.ca/pepg/documents/FundingApprovalofProgramsofInstructionProcedures.pdf)

**Instructions for Team Lead:** Identify, by level, the total hours within each PDI category. The total row should align, by level, with the program of study hours.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ministry PDI Categories | Level 1 | Level 2 | Level 3 | Level 4 |
| Classroom instruction |  |  |  |  |
| Laboratory/workshop/fieldwork |  |  |  |  |
| Independent (self-paced) learning |  |  |  |  |
| One-on-one instruction |  |  |  |  |
| Clinical placement |  |  |  |  |
| Field placement/work placement |  |  |  |  |
| Small group tutorial |  |  |  |  |
| Co-op work placement - Mandatory |  |  |  |  |
| Co-op work placement - Optional |  |  |  |  |
| TOTAL |  |  |  |  |

## Program Hours

The program hours [do / do not] align with the Ontario Qualifications Framework.

**Observations:**

* Current program hours of ### [exceed/are within/are below] the OQF range for an [OCC/OCD/OACD/OCGC] of #-#.
* Observation 1
* Observation 2
* …

## Hybrid Hours

The hybrid hours [meet / do not meet] the College target of 20%.

OR This online delivery does not have a hybrid hour requirement.

**Observations:**

* Observation 1
* Observation 2
* …

## General Education Electives

This credential requires [1 / 3] general education courses.

OR This credential does not have a general education requirement.

* Course 1: [elective pool or mandated ABCXXXX]
* Course 2: [elective pool or mandated ABCXXXX]
* Course 3: [elective pool or mandated ABCXXXX]

**Observations:**

* Observation 1
* Observation 2
* …

## Experiential Learning

|  |  |
| --- | --- |
| Type of EL | Description |
| Clinical Placement | Scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting. |
| Co-operative Education Work Placement *(Mandatory or Non-Mandatory)* | A Cooperative Education program formally integrates a student’s academic studies with scheduled hours of work experience. Usually the student alternates classroom learning with periods of experience in career-related fields. |
| Fieldwork: Workplace Simulation | Students complete a project or activity that simulates a real-life experience. |
| Fieldwork: Learning Enterprise | Learning enterprises combine real clients with simulated workplace environments that are created on an Algonquin campus or learning environment. |
| Fieldwork: Community Service Learning | Scheduled or volunteer experiential learning opportunities intended to enhance students’ work and personal development by bringing them together with community partners to address local public social issues and community needs. |
| Field/Work Placement | Scheduled hours of activities that take place in person or remotely with a workplace and are intended to give student hands on experience. Students are monitored by a workplace supervisor. |
| Other EL: Capstone/Major Project | Experiential projects undertaken by students as a culminating activity within their program or a major part of a course. These projects do not involve industry or community partners. |
| Other EL: Entrepreneurship | Students leverage resources, space, mentorship and/or funding to engage in the early-stage development of business start-ups and/or to advance external ideas that address real-world needs for academic credit. (CEWIL Canada) |
| Other EL: Industry or Community-Based Project | Scheduled or unscheduled hours of activities that allow students to work with employers in order to provide a hands-on work experience.  *(includes Applied Research)* |
| Other EL: Performance | Students participate in or lead public performances and productions and gain end-to-end, experience. |

**Program Work Integrated Learning (WIL) Code in GeneSIS:**

* XYZ

**Based on the WIL information above, do you feel:**

* the type of WIL in GeneSIS [does or does not] reflect the WIL in the program.
* the WIL in the program [is appropriate OR could be improved].
* there [are or are not] challenges in delivering the identified WIL opportunity.

**Observations:**

* Observation 1
* Observation 2
* …

**Co-op Department Observations:**

**Student-to-Position Ratio:**

* For every student there are 3.3 co-op positions available

**Types of Co-op Jobs and Employers:**

* Employer - Role
* Employer – Role
* Employer - Role
* Employer - Role
* Employer - Role
* Employer - Role

**Challenges or Opportunities:**

* Observation 1
* Observation 2
* …

## Program of Study – Changes to Existing Courses

The following changes have been identified for existing courses:

* [Course Code, Course Title]:
* [Course Code, Course Title]:
* …

## Program of Study – Other Changes

The following changes have been identified:

* Change 1
* Change 2
* …

## Admission Requirements

**Academic Year:** 2024-2025

**Minister’s Binding Policy Framework:** [Admissions Criteria](https://www.tcu.gov.on.ca/pepg/documents/AdmissionsPolicy.pdf)

**Program Eligibility:**

* Requirement 1
* Requirement 2
* …

**Registrar’s Office Observations:**

* Domestic applications have/have not waitlisted in 1/both/either of the previous 2 intakes.
* International applications have/have not waitlisted in 1/both/either of the previous 2 intakes.
* Observation

**Program Observations:**

* Observation 1
* Observation 2
* …

## Program Narrative and Website

Program webpage link

**Program Overview and Success Factors Observations:**

* Observation 1
* Observation 2
* …

**Careers and Pathways Observations:**

* Observation 1
* Observation 2
* …

**Additional Information Observations:**

* Observation 1
* Observation 2
* …

**Tuition and Fees Observations:**

* Observation 1
* Observation 2
* …

## Pathways

Program pathway details can be found in [Appendix B](#_Appendix_B_–_1)

**Number of internal pathways:** #

**Number of external pathways:** #

**Observations:**

* Observation 1
* Observation 2
* …

## Program Relationships

**Related Program:**

**Credential:**   
**Type of Relationship:**   
**Notes:**

**Related Program:**   
**Credential:**

**Type of Relationship:**   
**Notes:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Name (####X)** | | | | **Related Program Name (####X)** | **Related Program Name (####X)** |
| **Level** | **Course Code** | **Course Title** | **Total Course Hours** |
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|  |  | **TOTAL LEVEL 1 HOURS** |  |  |  |
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|  |  | **TOTAL LEVEL 2 HOURS** |  |  |  |

# Program Management

***Assess the program in terms of policy compliance and capacity to deliver.***

## Program Governance

### Program Advisory Committee (PAC)

Program Advisory Committee is a [standalone or cluster PAC with program X, Y, Z] and [is / is not] compliant with policy AA01.

#### Recent PAC Meetings:

* Date
* Date
* Date
* …

#### Program Advisory Committee Membership:

**Instructions for Chair:** Complete the table below and identify if membership renewal is needed.

| # | Name | Title | Organization |
| --- | --- | --- | --- |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
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| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |

**Observations:**

* Observation 1
* Observation 2
* …

### Program Council (PC)

Program Council is a [standalone or cluster PC] and [is / is not] compliant with policy AA03.

#### Recent PC Meetings:

* Date
* Date
* Date
* …

**Observations:**

* Observation 1
* Observation 2
* …

## Capacity to Deliver

### Human Resources – Faculty

**Instructions for Chair:** Complete the table below. Identify if the current complement is sufficient and identify any challenges with hiring or retaining qualified faculty.

|  |  |
| --- | --- |
| Faculty Classification | Number |
| Full-time Faculty (dedicated) |  |
| Full-time Faculty (shared) |  |
| Other-than-full-time Faculty |  |
| Total |  |

The current complement of faculty [is / is not] sufficient to successfully deliver this program and there [are / are no] challenges with hiring and retaining qualified faculty.

**Observations:**

* Observation 1
* Observation 2
* …

### Human Resources – Program Administration and Support

**Instructions for Chair:** Identify the other roles that oversee and/or provide support to this program (examples have been provided below – please add or remove as applicable). Identify if the supports are sufficient and identify if there are any challenges with hiring or retaining staff.

The following roles provide administrative and operational support for this program:

* Chair
* Associate Chair – Part-time Faculty
* Student Success Specialist
* Academic Advisors
* Budget Officer
* Program Support Officer
* Administrative Assistant
* Placement Coordinator (Faculty role)
* Technician
* …
* …

The current complement of program administration and support resources [is / is not] sufficient to successfully deliver this program.

**Observations:**

* Observation 1
* Observation 2
* …

### Space

**Instructions for Chair:** Identify if the program has dedicated space and identify any challenges or investments needed.

The program [does have / does not have] specialized space (e.g. labs, storage, etc) that is reserved to facilitate delivery of the program. There [is / is not] sufficient, suitable space to deliver this program.

**Observations:**

* Observation 1
* Observation 2
* …

### Equipment and Technology

**Instructions for Chair:** Identify if the program has specialized equipment and/or specialized technology and identify any challenges or investments needed.

The program [does have / does not have] specialized equipment/technology. There [is not / is] a need to invest in equipment and technology.

**Observations:**

* Observation 1
* Observation 2
* …

# PQR Outcomes and Actions

***PQR Actions are to be completed in the two years following the review. Progress is monitored in the Program Lifecycle Management System (PLMS). Adjustments to the actions are at the discretion of the Dean and Chair/Academic Manager.***

## Proposed Program Changes

| Program of Study | Proposed Changes |  |
| --- | --- | --- |
| Program Title |  | |
| Vocational Learning Outcomes |  | |
| VLO Mapping |  | |
| EES Mapping |  | |
| Course Learning Requirements |  | |
| Program Hours |  | |
| Hybrid Hours |  | |
| General Education Elective |  | |
| Program of Study – Changes to Existing Courses |  | |
| Program of Study – Other Changes |  | |

## Curriculum Actions

| Task # | Action and Description | Category |
| --- | --- | --- |
| C1 | **Plan and schedule program curriculum changes**  Chair to reach out to Chair, Academic Development.  Academic Development assesses the scope of change and determines the change process. | Curriculum – Program of Study |
| C2 | **Complete program curriculum changes**  Academic Development supports the minor or major program modification. | Curriculum – Program of Study |
| C# | **Review Experiential Learning**  Copy and paste action items verbatim. | Curriculum – Experiential Learning |
| C# | **Consult with Registrar’s Office**  Copy and paste action items verbatim. | Curriculum – Admissions |
| C# | **Revise Program Narrative**  Copy and paste action items verbatim. | Curriculum – Monograph and Website |
| C# | **Consult with Pathways Team**  Copy and paste action items verbatim. | Curriculum – Pathways |
| … |  |  |
| … |  |  |

## Teaching and Learning Actions

| Task # | Action and Description | Category |
| --- | --- | --- |
| TL1 | **Complete course outline updates**  Following COMMS rollover complete course outline updates identified in [Course Analysis](#_Course_Analysis) and [Program Evaluation Analysis](#_Program_Evaluation_Analysis) sections for next academic year. | Teaching and Learning - Learning Activities, Assessments, and Resources |
| TL2 | **Plan and schedule course development**  [AC Online Design Studio] Learning and Teaching Services supports the development of new courses and revision of existing courses. | Teaching and Learning – Course Development |
| TL3 | **Action**  Description | Teaching and Learning - |
| … |  | Teaching and Learning - |

## Program Management Actions

| Task # | Action and Description | Category |
| --- | --- | --- |
| PM1 | **Action**  Description | Program Management - |
| PM2 | **Action**  Description | Program Management - |
| PM3 | **Action**  Description | Program Management - |
| … |  | Program Management - |

## Actions Deemed Not Feasible

| Action and Description | Rationale |
| --- | --- |
| Action  Description |  |
|  |  |

# 

# Appendix A – Curriculum Documentation

## Vocational Learning Outcome (VLO) Mapping

The graduate has reliably demonstrated the ability to:

[insert VLOs, VLO mapping]

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level 1** | | | | | | | | | | | | |
| **Course Code** | **Title** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
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| **Level 2** | | | | | | | | | | | | |
| **Course Code** | **Title** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
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| **Level 3** | | | | | | | | | | | | |
| **Course Code** | **Title** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
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| **Level 4** | | | | | | | | | | | | |
| **Course Code** | **Title** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
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**Legend**

|  |  |
| --- | --- |
| **Assessment Levels** | |
| T | Taught |
| A | Assessed |
| CP | Culminating Performance |

## Essential Employability Skills (EES) Mapping

Essential Employability Skills

The graduate has reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize and document information using appropriate technology and information systems.
7. Analyze, evaluate and apply relevant information from a variety of sources.
8. Show respect for diverse opinions, values, belief systems and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions and consequences.

[insert EES mapping]

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level 1** | | | | | | | | | | | | |
| **Course Code** | **Title** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
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| **Level 2** | | | | | | | | | | | | |
| **Course Code** | **Title** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
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| **Level 3** | | | | | | | | | | | | |
| **Course Code** | **Title** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
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| **Level 4** | | | | | | | | | | | | |
| **Course Code** | **Title** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
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**Legend**

|  |  |
| --- | --- |
| **Assessment Levels** | |
| T | Taught |
| A | Assessed |
| CP | Culminating Performance |

## Course Curriculum Table

[Insert Course Curriculum Table]

| Course Code | Title | Hours | Course Description Pre & Co Requisites | Course Learning Requirements *Upon successful completion students will have demonstrated an ability to:* |
| --- | --- | --- | --- | --- |
| **Level 1** | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
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| **Level 2** | | | | |
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# Appendix B – Pathways

<https://www.algonquincollege.com/pathways/list/>