

Academic Development
Annual Report
2018-2019



TABLE OF CONTENTS

» Message from the Dean	3
» About Academic Development	4
» Team Members	8
» By The Numbers	10
» Business Plan Priorities for 2018-2019	12
» Major Projects & Achievements	14
» Continuous Improvement Initiatives	21
» New Spaces	23

MESSAGE FROM THE DEAN

I am very pleased to share the first annual report for Academic Development. I was compelled to produce this document for a number of reasons, not the least of which was to provide an opportunity to better communicate the skills, talent, and dedication of my team. At times, the work of this department can go unnoticed — we often work behind the scenes to support many academic initiatives, such as new programs or articulation agreements, and we celebrate when those initiatives are approved. But we rarely have an opportunity to recognize all of the team members who made those initiatives possible. So, this report also provides an opportunity to shine a light on the range of activities of this small but mighty team, a group that does so much to support academic excellence at Algonquin College.



Over the past couple of years, we have focused our efforts on listening to our stakeholders, our academic colleagues and students, and tackling issues both big and small, whether it is clarifying and simplifying processes or tackling enhancements to our Course Outline Mapping and Management System. A big transformative project we are looking forward to next year is the release of our Program Lifecycle Management System (PLMS). This system will provide information about our programs as never before — where new programs are in the approval process, the status and actions of Program Quality Reviews, and eventually, managing the Annual Curriculum Review process.

We are also excited to welcome new roles to Learning and Teaching Services. In particular, we are welcoming two Educational Developers whose sole purpose will be supporting the teaching development and excellence of our faculty. Additionally, we have added another LMS Training Specialist to additionally support faculty in their use of Brightspace and will be introducing support for Universal Design for Learning (UDL) through an Accessibility Learning Specialist. These roles combined with the existing support offered through Learning and Teaching Services will significantly increase the available support for the development of teaching and learning excellence.

I thank my team for all their hard work this year and look forward to the achievements ahead.

Maggie Cusson
Dean, Academic Development



ABOUT ACADEMIC DEVELOPMENT

The Academic Development department supports student success at Algonquin by fostering teaching excellence and supporting the quality and integrity of program curriculum at the College. We work with faculty and staff to evolve Algonquin's learning offerings for students at the program and course level in alignment with ministry and quality standards. Academic Development is comprised of the following groups:

- » Curriculum Administration
- » Program Development
- » Program Quality Assurance
- » Learning and Teaching Services
- » Pathways and Prior Learning Assessment & Recognition
- » Work-Integrated Learning

Curriculum Administration

Our program creation and review processes involve a number of curriculum administration and approval activities. We assist with:

- » Submitting new and modified programs through the Credentials Validation Service (CVS) and the Ministry of Training, Colleges and Universities (MTCU) for curriculum and funding approval.
- » Creating and modifying programs and courses in GeneSIS.
- » Attesting to and implementing new or revised program standards for Ontario College Credential programs.
- » Reviewing curriculum during the Annual Curriculum Review (ACR) process, in accordance with feedback from program stakeholders, College policies and Ministry directives.
- » Reviewing and supporting program publications on the College website and/or Ontario colleges.ca (OCAS).

Program Quality Assurance

Program Quality Assurance at Algonquin College provides a process for the ongoing formative and summative evaluation of College programs and the services that support learning and impact academic delivery. The College Program Quality Assurance model promotes institutional learning and renewal, guides decision-making and promotes accountability. The process aligns with initiatives of the Ontario College Quality Assurance Service (OCQAS) and the Postsecondary Education Quality Assessment Board (PEQAB).

The Program Quality Assurance (PQA) process is directed by Policy AA38 and has three elements: Annual Curriculum Review (ACR), Annual Program Mix Review and Program Quality Review (PQR).

Program Quality Review is a comprehensive cyclical program quality review process, normally conducted every five years for all programs. This process allows for each program to conduct a 'deep dive' in reviewing its curriculum, Key Performance Indicators, such as retention and graduation, and to set the vision for the next five years of the program. The curriculum outcomes of each program quality review are implemented through Annual Curriculum Review activities, while other outcomes, including equipment or resources needs are managed through other annual budget processes. During a Program Quality Review, each program is assessed against established quality criteria which include College strategic directions. Findings, recommendations for improvement, and an implementation plan are documented in a PQR report.

Program Development, Review, and Renewal

The Academic Development team supports the development, review, and renewal of high quality and industry-relevant academic programs for our learners. We provide leadership and consultative support in program development, review, and renewal activities, as well as professional development opportunities for Chairs, Program Coordinators and faculty related to program-level curriculum.

Our areas of focus include:

- » New program development, delivery, and renewal for all program credential types
- » Program modification
- » Implementation of new program standards
- » Curriculum analysis as part of Program Quality Review

Learning & Teaching Services

Learning and Teaching Services (LTS) provides leadership, professional development, and consultative support in course development, teaching and learning, and teaching with technology.

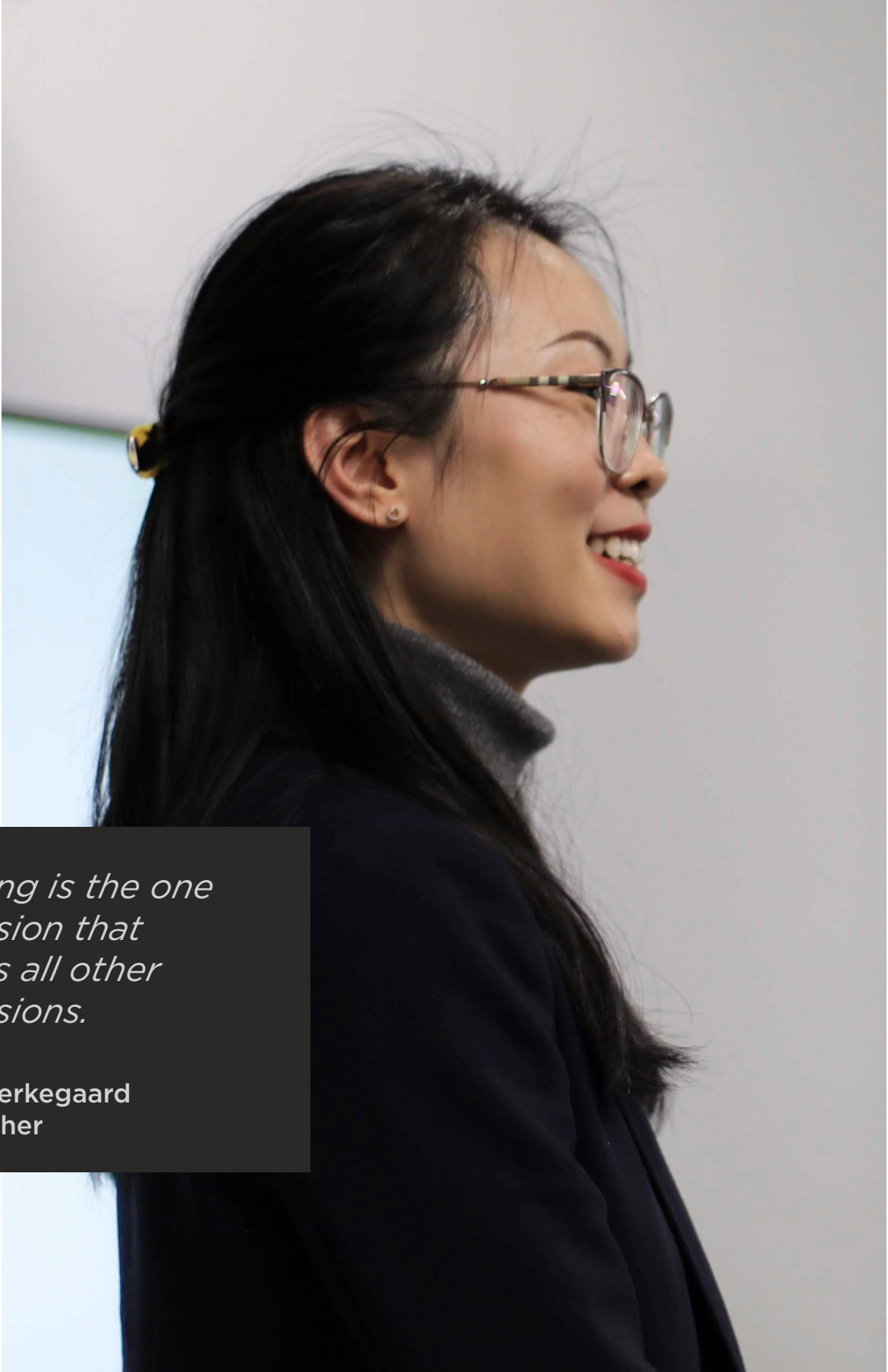
We support innovative and evidence-based approaches to teaching excellence and quality student learning.

Our areas of focus include:

- » Quality course design, development, and renewal practices
- » Innovative teaching
- » Strategic adoption and integration of educational technology to support effective learning
- » Learning Management System (LMS) faculty training

Pathways and Prior Learning Assessment & Recognition (PLAR)

The Pathways and PLAR department works with students and faculty to facilitate the granting of academic credit for students' prior experience. This is done through a variety of services, including PLAR (Prior Learning Assessment and Recognition), which recognizes students' work and life experience, credit transfer, which recognizes students' previous post-secondary experience, and pathways, which are formal articulation agreements allowing students to enter college and university programs with advanced standing.



Teaching is the one profession that creates all other professions.

Søren Kierkegaard
Philosopher



TEAM MEMBERS

Academic Development

C514

MAGGIE CUSSON

Dean, Academic Development
cussomm@algonquincollege.com

MAO KEO

Administrative Assistant
keom@algonquincollege.com

TRUDY PRICE

Administrative Assistant
pricet1@algonquincollege.com

Curriculum Administration and Quality Assurance

C430A

CAROLYN COTÉ

Acting Curriculum Administrator
(Leave replacement for Micheline Kraska)
cotec1@algonquincollege.com

SHANNON FINDLAY

Acting Program Quality Assurance
Administrator
(Leave replacement for Wilma Allan)
findlas@algonquincollege.com

WILMA ALLAN

Program Quality Assurance
Administrator
allanw@algonquincollege.com

MICHELINE KRASKA

Curriculum Administrator
kraskam@algonquincollege.com

Learning & Teaching Services

Employee Learning Exchange (ELX) C123

FARBOD KARIMI

Chair, Learning & Teaching Services
karimif@algonquincollege.com

REBECCA WAKELIN

Educational Developer
wakelir@algonquincollege.com

WANQING ZHANG

Educational Developer - Intercultural
Learning
zhangw2@algonquincollege.com

LOUISA LAMBREGTS

Educational Researcher/Educational
Technologist
lambrel@algonquincollege.com

JOSHUA GARBO

Educational Technologist
garboj@algonquincollege.com

MELISSA MALLOY

Curriculum Support Technology
Integration Specialist
smeltzm@algonquincollege.com

MELISSA STADDON

Special Projects Coordinator
staddom@algonquincollege.com

VANESSA TRAN

Curriculum Support Technology
Integration Specialist
(Leave replacement for Melissa Malloy)
tranv@algonquincollege.com

Pathways and Prior Learning Assessment & Recognition (PLAR)

Academic Student Success Centre, Student Central - C037

JESSICA BROWN

Academic Manager, Work Integrated
Learning and Pathways
brownj1@algonquincollege.com

RENAY DIXON

Transfer Pathways Coordinator
dixonr@algonquincollege.com

TESSA FOSTER

PLAR Coordinator
fostert@algonquincollege.com

ELIAN BOGERS

ONCAT Researcher
bogerse@algonquincollege.com

Program Development

C430A

JESSICA DEVRIES

Chair, Academic Development
devriej1@algonquincollege.com

STEPHEN MURPHY

Curriculum Consultant
murphys1@algonquincollege.com

LYNN CUMMINGS

Curriculum Consultant
cumminl@algonquincollege.com

ALANNA MACDONALD

Curriculum Consultant
macdona2@algonquincollege.com

SHANNA PASSMORE

14 Week Curriculum Support
Specialist
passmos@algonquincollege.com



SHOUT OUT!

STEPHEN MURPHY WINS 2019 NISOD AWARD!

The National Institute for Staff and Organizational Development (NISOD) Excellence Awards were established in 1991 to provide NISOD-member colleges with an opportunity to recognize individuals doing extraordinary work on their campuses. Using their own criteria, NISOD member colleges submit the names of individuals who have demonstrated an outstanding commitment and contribution to their students and colleagues.

We are happy to share that Stephen Murphy, who works in Academic Development as a Curriculum Consultant, was awarded a 2019 NISOD award. Stephen demonstrates excellence in facilitating all aspects of curriculum development and renewal. Through his expertise, friendly approach, sense of humour, he quickly develops trust and rapport with faculty and Chairs and translates complex processes into meaningful and manageable activities. He is a champion for academic quality, both at Algonquin and regionally through his leadership with Aligning and Building Curriculum, and his work builds faculty capacity, strengthens program delivery, and creates excellent learner experiences across the College.

BY THE NUMBERS

10

New Programs Developed

1 OCC; 2 OCD; 1 CC; 3 OCGC; 3 degrees

121

Courses Developed

April 1, 2018 to March 31, 2019

353

PLARs Processed

From April 1, 2018 - March 31, 2019
PLAR - Prior Learning Assessment and Recognition

32

PQRs Launched and Supported

PQR - Program Quality Review

6

Pathways Signed

1 renewal, 3 new with external partners

255

Brightspace PD Sessions Offered

8

ACIF Projects Funded

ACIF - Algonquin College Innovation Fund

30

Instructional Skills Workshop Graduates

Instructional Skills Workshops
3-day series

268

Curriculum Maps Supported

14-Week Curriculum Mapping

18

Teaching & Learning Development Sessions Delivered

April 1, 2018 - March 31, 2019

138

Faculty Attended Training

One-time workshops
Teaching to Support Women

83%

Satisfaction Score on LTS Training

April 1, 2018 - March 31, 2019



BUSINESS PLAN PRIORITIES FOR 2018-2019

PLAR and Pathways service models were updated to meet the goals of the Student Central initiative. Process improvements included more self-service options and dedicated drop-in hours as well as more cohesive service with other areas.

A **Curriculum Support Specialist** was hired in January 2019 to facilitate curriculum mapping for all programs. The revised curriculum maps, including those mapping activities initiated through PQR, program standard implementation, and program modification processes were completed by April 30 and entered into COMMS for 2019-20.

Tools for the **Work Integrated Learning (WIL) Quality Toolkit** have been developed and shared via Academic Development's new experiential learning website: www.algonquincollege.com/el

Research and feedback has been collected and is being summarized to inform the development of a **Learning Spaces Strategy** for Algonquin. The strategy will include a framework of guiding design principles to support active learning classroom redesign decision making.

1 new prototype classroom will be built for the Fall 2019 in the DARE District to support and showcase active learning practices.

A new **Annual Curriculum Review (ACR) Program Change Checklist** was developed and used by Departments in the 2019-20 ACR cycle.

A new LMS, **Brightspace**, was launched on September 4, 2018 and LTS provided training for all Full-time and Part-time faculty with teaching duties in Fall 2018 and Winter 2019.

MAJOR PROJECTS & ACHIEVEMENTS

ACTIVE LEARNING SPACES

Active Learning Spaces Strategy

In January, work began on researching and developing a strategy to evolve Algonquin's fleet of classrooms to include ones that support a continuum of active learning activities - from interactive lecture to collaborative interaction. An Active Learning Classroom Framework, comprised of guiding principles, has been drafted to support active learning space design conversations. Also, a new 50 seat prototype Active Learning Classroom will be built in DARE for use in Fall 2019. Feedback from faculty and students using the new classroom will be collected and active learning experiences will be showcased to encourage sharing of practices.

ARTICULATION AND CREDIT TRANSFER INITIATIVES

New Articulation Agreements Signed this Year

During the 2018-2019 academic year, we renewed one articulation agreement benefitting students in 2 of our programs. We signed three new articulation agreements creating opportunities for 11 of our programs; we also created two internal agreements creating opportunities for two of our programs. Agreements of note include an innovative pathway with Saint Paul University into their Honours Bachelor of Arts in Social Communication where students complete courses over the summer months and then complete their degree in an additional year of accelerated study after graduating from Algonquin College. We also signed a receiving pathway with College of the Rockies granting graduates of their Mountain Adventure Skills Training certificate exemptions in nearly half of the courses in our Outdoor Adventure Ontario College Diploma.

ONCAT Projects

The Ontario Council of Articulation and Transfer (ONCAT) enhances academic pathways and reduces barriers for students looking to transfer among Ontario's 45 public colleges and universities. ONCAT supports various projects aimed at creating and expanding credit transfer pathways and improving our understanding of student mobility and the student transfer experience.

oncat
Ontario Council on
Articulation and Transfer



caton
Conseil pour l'articulation
et le transfert – Ontario

2018-2019 ONCAT Projects

Development of local college-to-college degree pathways supporting francophone students: Algonquin and La Cite worked closely together to make progress toward developing pathways that enable our francophone students to transfer from Algonquin's Biotechnology Advanced Diploma program into La Cité's Bachelor Biotechnology as well as from La Cité's Business Administration program into Algonquin's Bachelor of Commerce program.

Expansion of pathways between Algonquin College and Carleton University: Algonquin and Carleton worked closely together to develop a pathway between our Law Clerk program and Carleton's Bachelor of Arts in Law program and have made significant progress toward creating a pathway between our Mechanical Engineering Technology Advanced Diploma program and Carleton's Bachelor of Engineering in Mechanical Engineering program.

Understanding profiles and pathways of university to college transfer students. University to college transfer students reflect approximately 20% of all student transfers in Ontario and that demographic is expected to continue to change. In an effort to better understand this population, Algonquin teamed up with three other colleges across Ontario to better understand data collection, practices of certain demographics and pathways of university to college transfer students.

Faculty fellows project. The Faculty Fellows Program is an award that supports student mobility and transfer initiatives in an effort to reduce barriers for transfer students in Ontario. Cath Kenney has worked closely with the department of Academic Development to recognize prior university learning for Communications 1 courses. This project has involved collaboration with colleagues across the College and local Universities to identify best practices and missing outcomes required to bridge the gap.

New Profiles of University to College Transfer Students

In the last decade, significant increases have been reported in college entrants with some previous university experience. Last year, an ONCAT research project was conducted to better understand data collection methods, practices of certain demographics, and pathways of university-to-college transfer students. The data collection process made apparent the challenging nature of collecting information about transfer students entering different Ontario colleges. Despite differences in the structure of student information systems and the quality of some indicators collected by OCAS, data of 13,226 university-experienced students from 4 participating colleges was analyzed. A summary report details the pathways of these student; additional funding will support another study to investigate the experiences and challenges of transfer students in the National Capital Region.

COLLEGE INNOVATION

Algonquin College Innovation Fund (ACIF)

Completed projects:

- » Teaching International Students: A Training Partnership – Rebecca Wakelin, Educational Developer
- » Driving the Change – Arlene Corrigan, Professor
- » Ignite Technology Academy – Matt Jarebek, Impact Coordinator, Applied Research
- » Preceptor Recruitment and Education Plan (PREP) – Sadie Barnett, Support Services Officer
- » Changemaker Institutions Launchpad – Kevin Holmes, Project Manager, SLiDE
- » AAADD Job Skill Project – Lianne Calderone, Adult Development Support Specialist
- » “We Saved You a Seat” Faculty Training – Sarah Gauen, Inclusion and Diversity Specialist
- » Innovating through Diversity Workshop – Sarah Gauen, Inclusion and Diversity Specialist

In progress projects:

- » Escape AC – Chris Martin and Angela Lyrette, Professors
- » Drummond School Outdoor Classroom – Jance Pinnock, Professors



EDUCATIONAL TECHNOLOGY INITIATIVES

Brightspace Launch

A new Brightspace LMS (Learning Management System) was launched September 2018. The system now hosts courses from daytime/full-time programs, as well as Centre for Continuing and Online Learning (CCOL) and Corporate Training that were previously delivered in separate systems. More than 34,000 courses were migrated from Blackboard and Canvas systems.

Brightspace Symposium

The LMS team invited faculty to participate in the Brightspace Symposium held at the Ottawa Campus on Thursday, Feb. 21. The event was presented by the groups who led the transition to Brightspace: Information Technology Services (ITS), Learning and Teaching Services (LTS), the Centre for Continuing and Online Learning (CCOL), and D2L. Guests included representatives from uOttawa, Collège La Cité, McGill University, Mohawk College, and eCampus Ontario. 147 registered in the event that showcased featured speakers, presentations and workshops. The keynote address was given by Shaun Iles, Professor and Educational Technology Facilitator for the School of Liberal Studies at Mohawk College. Attendees shared knowledge and discovered how Brightspace can help teachers reach learners at all levels.

NEW PROGRAM DEVELOPMENT AND MODIFICATIONS

New Programs & Program Modifications Approved

The College received approval for ten new Ontario College Graduate Certificates, Ontario College Diplomas, Ontario College Certificates and College Certificates during 2018-19. These are:

- » Business Fundamentals, Ontario College Certificate
- » Business – Agriculture, Ontario College Diploma
- » Interdisciplinary Studies in Human-Centred Design, Ontario College Graduate Certificate
- » Therapeutic Recreation, Ontario College Graduate Certificate
- » Film and Media Production, Ontario College Diploma
- » Addictions and Mental Health, Ontario College Graduate Certificate
- » Instructional Skills for Student-Centred Education, College-approved Certificate
- » 3 new degrees - stay tuned!

The following program modifications were approved:

- » New NSDP delivery of Early Childhood Education Ontario College Diploma at Pembroke
- » New online delivery of Computer Programmer Ontario College Diploma through Centre of Continuing and Online Learning
- » New online delivery of Criminal Justice Services Ontario College Diploma through Centre of Continuing and Online Learning

The following programs have new co-op options:

- » Office Administration – Executive, Ontario College Diploma
- » Business – Marketing, Ontario College Diploma
- » Business Administration – General Business, Ontario College Advanced Diploma
- » Energy Management - Ontario College Graduate Certificate
- » Environmental Management and Assessment - Ontario College Graduate Certificate

TEACHING EXCELLENCE INITIATIVES

Creating Success for International Students: Faculty Training Strategy

In keeping with our promise to be responsive to faculty needs, Learning and Teaching Services (LTS) worked in collaboration with the International Education Center (IEC) in June to deliver a 3 day workshop called Creating Success for (International) Students. This training session attracted 20 professors over the 3 days and it was clear from the evaluations that faculty wanted a larger more comprehensive training strategy from LTS. In the all of 2018, LTS developed the Creating Success for International Students Faculty Training Strategy to address this need. The strategy consists of 3 phases: data gathering, resource development, and deployment; these are slotted for Fall 2019. Delivered in collaboration with the Centre for Organizational Learning (COL), this training program includes 3-day intensive workshop, online resources, one-on-one consultations and more.

Instructional Skills Workshop (ISW)

Since launching the Instructional Skills Workshop (ISW) in the Fall of 2016, LTS has delivered 8 sessions to various faculty with a total of 40 participants receiving certification. This program, a staple of most faculty development programs across Canada, has gained popularity around the College. The LTS team received ISW certification in the winter. As such, LTS added an additional facilitator, Wanqing Zhang, and are looking forward to offering a greater number of sessions in 2019-20. This program is poised to become a faculty training staple of the new 3 breaks with the implementation of the 7-1-7 model. ISW involves bringing 4-5 professors together over 3 days and having them complete 3 micro teaching sessions. The sessions are recorded, and rich feedback is given after each session. Participants leave training with a certificate and the option of becoming facilitators.



Ideas in Education

Learning and Teaching Services hosted a speaker series with 13 Algonquin faculty and educational specialists on a wide variety of topics including: personalized learning, supporting writing across the curriculum, using homerooms in Brightspace, running online exams in Brightspace, gamification, design-based learning, gender inclusive classroom, student engagement, artificial intelligence in education, and teaching Black History and Biochemistry in one lesson: an exploration of privilege and racial learning accessibility.

Teaching to Support Women in Tech and Trades

The School of Technology and Trades recently launched an initiative called “We Saved You a Seat” in an attempt to increase the number of female students in 4 key programs and to raise retention rates of existing female students. Learning and Teaching Services (LTS) was brought in as the training partner to deliver training for all faculty teaching in these programs. The training covered topics such as gender barriers to participation in STEM programs, the importance of classroom management in gender diverse classroom, how to assess in ways that maximize student output, and understanding how to build equitable practices in classrooms. LTS launched a faculty needs survey and then developed a hybrid training program for faculty with 3 parts – one online and two in-class sessions. The workshops were well attended and the evaluations were overwhelmingly positive. This program may be offered again to provide more diversity training offerings for faculty.



Teaching and Learning Advisory Group

The Teaching and Learning Advisory Group (TLAG) was launched in February 2019 as a means to understand the teaching needs of Algonquin College faculty and the learning needs of students. Insight gained through TLAG will inform and advise the operations of Learning and Teaching Services (LTS). This faculty-level advisory group is made up of a representative from each school and institute within the College as well as one faculty representative from both the Perth and Pembroke campuses.

WORK-INTEGRATED LEARNING (WIL)

Work-Integrated Learning (WIL) and Career Ready Fund

Algonquin received funding for the 2017/2018 and 2018/2019 budget years through the Ministry of Training, Colleges and University's Career Ready Fund. Funding was shared between the academic, co-op, student services, and international areas. Eight Career Ready funded projects are now complete and 1 is substantially complete. These projects include:

- » **Curriculum Changes to Include WIL:** Funding was provided for nine projects that involved the creation of new and enhanced WIL experiences.
 - 4 New co-op streams totalling at least 140 new co-op opportunities per year;
 - 4 projects have been funded for other WIL, creating at least 145 new WIL experiences per year;
 - 1 project to augment at least 140 existing healthcare-related WIL experiences, and ensure a continued supply of preceptors.
- » **Development of a WIL Quality Toolkit:** A series of tools was developed to assist with the creation and evaluation of quality WIL experiences. The tools will be made available on the Academic Development website.
- » **WIL Tracking:** We have conducted an audit of WIL as well as the business requirements document to determine the best way to track WIL. Recommendations have been created to enhance our capacity to track WIL in programs and courses.

The Academic Manager of WIL has been working with programs to add co-op options to offerings for 2019-20.

CONTINUOUS IMPROVEMENT INITIATIVES

Changes to Course Development Process

A LEAN assessment of the course development process was conducted in spring 2018 and led to the re-design and re-deployment of an improved process. The focus shifted to building faculty capacity and ensuring quality course and program curricula. Academic Development continues to support new course development resulting from new program development and new program standards, Annual Curriculum Review, Program Quality Review, or program alignment.

Academic Development and LTS continue to work closely with departments to ensure the course development process is meeting their needs and welcomes all feedback.

Enhancements to Course Outline Approval Process and COMMS (Course Outline Mapping and Management System)

In 2018-19, we reviewed the course outline approval process utilizing the A3 lean methodology. Challenges to the current process, and ideas for enhancements were reviewed in concert with Coordinators and Chairs. As a result, the 2019-2020 COMMS Rollover included changes to better support both staff and students: automatic rollover of course outlines to ACSIS on the date of semester student timetable release (assisting students wishing to action possible course exemptions and PLARs), inclusion of a Work Integrated Learning (WIL) section, clarifying of sections on outlines and assessing which reporting features should be removed/added. We will establish a cross college COMMS committee for 2019-20 to seek continued feedback and enhancement recommendations.

Enhancements to new Co-op Program Planning

This year, as a result of recommendations made following the completion of an A3 on Co-op Enrolment Growth, Academic Development completed an A3 on programs with the Co-op department in order to better support the inclusion of co-op in existing and new programs. The following recommendations were made:

- » Ensure demonstrated industry demand and suitability for decisions regarding new co-op programs and streams.
- » Devise a new co-op programs prioritization framework that establishes annual targets with Deans through 2021-22.
- » Create a co-op program creation/conversion framework to assist meeting annual targets.

In addition, Academic Development supported a pilot project in which students were able to apply for both co-op and regular program options via OCAS for select programs for 2019-20.

Project Lifecycle Management System (PLMS)

A multi-year project is underway to build a system to automate workflows related to managing and tracking critical academic processes for stakeholders. The Program Lifecycle Management System (PLMS) will provide a single source of information for the status of programs undergoing the following academic processes: 1) New program development 2) Program modifications 3) Program suspensions 4) Program quality review (PQR) and 5) Annual Curriculum Review (ACR). PLMS offers a customized dashboard for faculty, Deans and Chairs to enter new program ideas, monitor timelines, and produce reports that present the status of academic processes. When fully implemented, PLMS will foster opportunities for collaboration across Departments and Schools by allowing view access to program ideas and program activities across the College. The integration with other systems will reduce duplication of effort and streamline workflows for stakeholders. Finally, PLMS will serve as a repository for final proposals and related Ministry documents; it will also archive the history of changes made to academic programs. PLMS has been built using Salesforce and will integrate with the Student Information System (GeneSIS), the Course Outline Mapping and Management System (COMMS), Sharepoint, and Microsoft Office.

The focus of this academic year has been preparing PLMS for Phase 1, Release 1 - New Program Development. Two briefing sessions were held with Deans and Chairs in early 2019. User experience testing was undertaken with a small group of stakeholders in February 2019. Additionally, two user experience sessions with a small group of Chairs were held and feedback was communicated with the Steering Committee to inform priorities for PLMS development in 2019/2020.

New Online Application Process for Prior Learning Assessment and Recognition (PLAR)

This year, efficiency and access to Prior Learning Assessment and Recognition (PLAR) was improved by implementing an online application process. Now, students can complete an online self-assessment to determine their suitability to challenge a course, and then submit their application through our website. This has allowed for better tracking of when requests come in as well as identification of the courses and academic departments that see the most PLAR challenges. Current trends show that the majority of PLAR challenges occur in the first month of the semester; furthermore, Community Studies is the academic department with the most PLAR challenges.

<https://www.algonquincollege.com/plar/apply-for-plar/>

Launch of New Internal Pathways Web Tool

Following the development of ACPathways (a Salesforce-based tool) and the culmination of internal pathways research, a holistic view of the internal transfer of credit opportunities is now available to graduates. According to provincial data, most students want to stay at their home institution to continue their studies (Colleges Ontario Profiles 2015). By posting information about Algonquin's internal pathways publicly, students can be informed of their opportunities for continued study and help them plan for their future success. Using this recently acquired data and new digital database, the Pathways team worked in conjunction with the marketing department to update Algonquin's degree pathways list. The list has been re-branded as the Find your Pathway Tool; this change acknowledges that students may transition into various types of credentials including (but not limited to) degrees. With this tool, students can select their program of study at Algonquin, refine their search by credential type and completion time, and receive all pathway options available via an alphabetized list of institutions. www.algonquincollege.com/pathways.



NEW SPACES

PLAR and Pathways Moved to the Academic Success Centre



In Fall 2018, PLAR and Pathways services moved to the Academic Success Centre in Student Central which is home to eight essential services and provides Algonquin students with streamlined support for:

- » Financial Aid
- » Program Admissions
- » International Student Support
- » IT Support for Students
- » Academic Advising and Support
- » Pathways and Prior Learning Assessment and Recognition
- » Test and Exam Services
- » Student Food Cupboard

Student Central places an emphasis on providing students with easy access to the help they need to get started and succeed at Algonquin. Pathways and Prior Learning Assessment and Recognition have been co-located with Academic Advising and Support in the new Academic Success Centre. This space welcomes students throughout the day and provides information about pathway opportunities, PLAR options, and how to connect with an academic advisor. The centre has a welcoming atmosphere and is piloting different student-centred initiatives such as drop-in sessions for information about degree pathways. The PLAR and Pathways welcomes you to drop by and see the new space in WC037.

Learning and Teaching Services Moved to the Employee Learning Exchange (ELX)



In June of 2018, Learning and Teaching Services (LTS) joined other service areas including Brightspace Support, ITS Support (for staff), Centre for Continuing and Online Learning (CCOL), and Centre for Organizational Learning (COL) with a new “one stop shop” service area for faculty and staff called the Employee Learning Exchange (ELX).

The ELX includes a training room for delivering faculty and staff professional development session. It also includes a sandbox classroom to allow faculty opportunities to try out teaching approaches and classroom designs that support active learning such as technology-enhanced group collaboration. All employees are encouraged to drop by for help and take advantage of the open work spaces to meet up with colleagues or complete individual work.



Visit our Academic Development Website
www.algonquincollege.com/academic-development