Program Name

Program Code

Program Quality Review

Academic Year 2023-2024

**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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***Note for web report template:***

The PQR report is completed collaboratively.

Sections – completed by the Program Quality Assurance Team

Sections – completed by the Faculty Lead or AC Online Facilitator

Sections – completed by the Chair or Academic Manager

# 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:  MTCU: |
| Campus |  |
| Delivery Format |  |
| Planned Intakes for 2023-2024 |  |
| Program Launch |  |

## Program Description and Success Factors

**Academic Year:** 2023-2024

**Program Description:**

## Previous Program Quality Review

**Instructions for Chair:** Provide a status (not started, in-progress, completed, cancelled, other) and comments for each action from the last PQR.

**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 (Optional)

A scan of [number] similar programs was completed. OR This optional PQR activity was not elected.

**Observations:**

* Observation 1
* Observation 2
* …

### Labour Market

**Top occupations:**

Ontario Graduates of MTCU [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]

### Governing Bodies and External Accreditations

**Current Affiliations:**

**Instructions for Team Lead:** Describe all current 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:

# 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 Fill Rate

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

[insert Level 1 fill Rate (Day 10) graph from PowerBI]

**Observations:**

* Observation 1
* Observation 2
* …

## Progression

### Withdrawals

The percentage of students who withdrew from a level, in comparison to the enrolment on Day 1

[insert Withdrawal Trend graph from PowerBI]

**Observations:**

* Observation 1
* Observation 2
* …

### 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 for field or clinical placement, etc. This does not include pre-requisites and co-requisites.

This program has the following program-level progression requirements:

* Requirement

# Stakeholder Feedback

***Collect and analyze feedback from stakeholders to inform program improvements. Look for themes and trends across inputs and groups.***

## Program Leadership

The Chair [Academic Manager] and PQR Team Lead provided the following feedback to inform the PQR:

* Point 1
* Point 2
* …

## Faculty

**Instructions for Chair:** Schedule a 1-hour meeting for 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):

* Point 1
* Point 2
* …

### Program Council Minutes

**Instructions for Team Lead:** Review the recent Program Council minutes. Identify any key points below.

A review of Program Council minutes from the last three years identified the following points to inform the PQR:

* Point 1
* Point 2
* …

### Ontario College Student Experience Survey Results Analysis

Respondents: # (2022) & # (2023)

The combined 2022 and 2023 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 the **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

### Program Advisory Committee PQR Discussion

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

### Program Advisory Committee Minutes

**Instructions for Team Lead:** Review the recent Program Advisory Committee minutes. Identify any key points below.

A review of Program Advisory Committee minutes from the last three years identified the following points 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 4 criteria described in the core courses (excluding general education courses and service courses). Review each course outline and consider the following criteria.

**Course Quality Criteria:**

1. The learning activities are clearly identified and the course has a variety of learning activities that help learners engage with the content.
2. The course has a variety of evaluation categories to help learners authentically demonstrate their acquisition of knowledge and skill.
3. Each CLR is mapped to the evaluation categories at least twice.
4. A Prior Learning Assessment and Recognition (PLAR) challenge method has been identified and is appropriate for the course.

Blank cell = Criterion met

R = Review course

| Course Code | Course Title | 1 | 2 | 3 | 4 | Comments |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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## Program Evaluation Analysis

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 |
| Assignments |  |  |  |  |
| Assignments - Journal / Reflective |  |  |  |  |
| Assignments – Written |  |  |  |  |
| Case Studies |  |  |  |  |
| Debate |  |  |  |  |
| Discussions / Discussion Forum |  |  |  |  |
| Essays |  |  |  |  |
| Field Trips |  |  |  |  |
| Exam |  |  |  |  |
| Exam - Midterm |  |  |  |  |
| Exam - Final |  |  |  |  |
| Participation |  |  |  |  |
| Physical Test / Skill Demonstration |  |  |  |  |
| Presentations / Performances - Group |  |  |  |  |
| Presentations / Performances - Individual |  |  |  |  |
| Project - Final |  |  |  |  |
| Project - Group |  |  |  |  |
| Project - Individual |  |  |  |  |
| Quiz(zes)/Test(s) |  |  |  |  |
| Quiz(zes) |  |  |  |  |
| Test(s) |  |  |  |  |
| Report |  |  |  |  |
| Research |  |  |  |  |
| Simulation Activities |  |  |  |  |
| … |  |  |  |  |
| … |  |  |  |  |

**Instructions for Team Lead:** Reflect on the variety and distribution of evaluation categories. Identify if the variety and distribution of the evaluation categories could be improved.

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) 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
* …

## Vocational Learning Outcomes

1. VLO 1
2. VLO 2
3. …

**Observations:**

* Observation 1
* Observation 2
* …

## 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.

## 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 is hybrid, put 14 hours in the Hybrid Course Hours column.

**POS Year: XXXX-XXXX**

| **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)* | **20%** | | |

## Program Hours

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

**Observations:**

* 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. |

| Course Code | Course Title | Type of Experiential Learning |
| --- | --- | --- |
|  | If identifiable |  |
|  |  |  |
|  |  |  |

**Observations:**

* Observation 1
* Observation 2
* …

**Co-op Department Observations:**

* 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:** 2023-2024

**Program Eligibility:**

* Requirement 1
* Requirement 2
* …

**Registrar’s Office Observations:**

* Observation 1
* Observation 2
* …

**Program Observations:**

* Observation 1
* Observation 2
* …

## Program Narrative and Website

**Instructions for Team Lead:** Review the following sections of the program webpage and identify any changes or improvements.

**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

**External Pathways**

| Receiving Institution | Receiving Program | External Pathway Description | Expiry Date / Renewal Intention |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Observations:**

* Observation 1
* Observation 2
* …

**Internal Pathways**

| Related Internal Program | Formal or Informal Pathway | Internal Pathway Description |
| --- | --- | --- |
|  |  |  |
|  |  |  |

**Observations:**

* Observation 1
* Observation 2
* …

# 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 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 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 |  |
| 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 (ex. Chair, Student Success Specialist, Associate Chair, Program Support Officer, Technician, Technologist, etc.). 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:

* Role 1
* Role 2
* …

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 / does not have] dedicated space. 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 / does not have] specialized equipment / specialized 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.***

## Proposed Program Changes

| Program of Study | Proposed Changes |  | Supporting Departments |
| --- | --- | --- | --- |
| Program Title |  | | Academic Development |
| Vocational Learning Outcomes |  | | Academic Development |
| VLO Mapping |  | | Academic Development |
| EES Mapping |  | | Academic Development |
| Program Hours |  | | Academic Development |
| Hybrid Hours |  | | Academic Development |
| General Education Elective |  | | Academic Development |
| Experiential Learning |  | | Academic Development, Experiential Learning and Innovation |
| Program of Study – Changes to Existing Courses |  | | Academic Development |
| Program of Study – Other Changes |  | | Academic Development |
| Admissions |  | | Academic Development, Registrar’s Office |
| Program Narrative and Website |  | | Academic Development, College Marketing |
| Pathways |  | | Academic Development, Learning and Teaching Services |

## Curriculum Actions

| Task # | Action and Description | Resources | 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. | Chair | Curriculum – Program of Study |
| C2 | **Complete program curriculum changes**  Academic Development supports the minor or major program modification. | Chair, Faculty SME | Curriculum – Program of Study |
| C3 | **Action**  Description |  | Curriculum - |
| … |  |  |  |

## Teaching and Learning Actions

| Task # | Action and Description | Resources | Category |
| --- | --- | --- | --- |
| TL 1 | **Complete course outline updates**  Following COMMS rollover complete course outline updates identified in Course Analysis and Program Evaluation Analysis sections for next academic year. | Chair, Faculty SMEs, LTS or AC Online Design Studio (if needed) | Teaching and Learning - Learning Activities, Assessments, and Resources |
| TL 2 | **Complete course development**    Complete revisions to existing courses and develop new courses as outlined in the Program of Study Action Items, following completion of the program changes. | Chair, Faculty SMEs, LTS or AC Online Design Studio (if needed) | Teaching and Learning – Course Development |
| TL 3 | **Action**  Description |  | Teaching and Learning - |
| … |  |  | Teaching and Learning - |

## Program Management Actions

| Task # | Action and Description | Resources | Category |
| --- | --- | --- | --- |
| PM 1 | **Action**  Description |  | Program Management - |
| PM 2 |  |  | Program Management - |
| PM 3 |  |  | Program Management - |
| … |  |  | Program Management - |

## Actions Deemed Not Feasible

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

# 

# Appendix A – Curriculum Documentation

## Vocational Learning Outcome (VLO) Mapping

[insert VLO mapping, legend, and VLOs]

## Essential Employability Skills (VLO) Mapping

[insert EES mapping, legend, and EESs]

## 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** | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Level 2** | | | | |
|  |  |  |  |  |
|  |  |  |  |  |