2022-2023 Durham College
Annual Program Review (APR) Report

Faculty:

Program Title:

Program Code:

Credential:

Review Year: 2022-2023

Introduction and Purpose

It is essential that Durham College programs continuously improve and evolve as the needs and priorities of students, employers, communities and the institution change. The Annual Program Review (APR) is intended to be used by program stakeholders in pursuit of this objective. It is to be a collaborative process. Once completed and analyzed, the APR will help the program stakeholders establish priorities and identify any aspects of the program requiring immediate attention. The APR process supports regular program maintenance and contributes to the cumulative data to the internal Comprehensive Program Review process that occur every five to seven years at Durham College.

A **Critical Path** is provided and contains the pathway and milestones required for the APR process. The APR will be completed by June 15 of each academic year. A status update will be submitted within six months of the final report deadline. The **APR Report** contains three template sections**:**

Section A supports the *Executive Dean/Associate Dean Review* of the program. It contains suggested categories to consider during the APR process and will be completed by the Executive Dean/Associate Dean in collaboration or consultation with the Program Coordinator.

Section B is the *Program Curriculum Reflection*. The embedded categories and indicators will be used to think critically and reflectively about the program curriculum. Program data (e.g.: retention data student satisfaction data, PAC minutes, student feedback, etc.) should be considered, as appropriate. The Program Coordinator (or designate) will lead the reflection, working collaboratively with the Program Team.

Section C is the *Recommendations and Action Plans*. To complete, the Executive Dean/Associate Dean and Program Coordinator will draw from Sections A and B to build recommendations for program improvement and the action plans for implementation. Within 6 months of the submission of the APR Report (June 15), the Program Coordinator will submit an updated Action Plan or Status Update (using Section C) to the Faculty Dean/Associate Dean, who will forward to the Manager, Academic Quality Assurance, for approval by the Associate Vice President, Academic. Should the Action Plan require **Minor or Major** Program Change, please see forms on the CTL website.

Questions? Briar Jamieson, Manager, Academic Quality Assurance briar.jamieson@durhamcollege.ca T: 905.721.2000 ext.2244

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APR Critical Path and Milestones

Timeline	Role Responsible	Action / Task	Status
Winter/Spring	Executive Dean	Introduce the Annual Program Review (APR) process to Program Coordinators and Program Teams in spring communications.	
Spring	Executive Dean/Associate Dean	Complete **Section A** of the report.	
Spring	Program Coordinator and Program Team	Complete Program Curriculum Reflection (**Section B**) of the report.	
Spring	Executive Dean/Associate Dean and Program Coordinator	Review **Section A** and **Section B** to develop the Recommendations and Action Plans (**Section C**).	
June 15	Executive Dean /Associate Dean	Submit (by email) the completed/signed APR Report (with all three sections) and any Program Change forms to the Manager, Academic Quality Assurance.	
Summer	Manager, Academic Quality Assurance	Review APR Report for completeness. Provide feedback as needed.	
Summer	Associate Vice-President, Academic	Approve APR Report.	
Fall program team meeting	Program Coordinator and Program Team	Review APR Recommendations and Action Plans (**Section C**); discuss implementation and effectiveness to date.	
Feb/March	Executive Dean/Associate Dean and Program Coordinator	Provide APR Recommendations and Action Plans status update (**Section C)** to Manager, Academic Quality Assurance.	
Winter	Manager, Academic Quality Assurance	Review APR Recommendations and Action Plans status update (**Section C**).	
Winter	Associate Vice-President, Academic	Approve APR Recommendations and Action Plans status update (**Section C**).	

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Section A: Executive Dean/Associate Dean's Review (to be completed by the Deans)

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Categories to Consider	Yes/No/NA	Comments/Action Items/Evidence
Previous Annual Program Review		
1. Review APR Action Plan from previous year. Comment on status of any outstanding items and the effectiveness of implemented plans.		
Curriculum/Teaching and Learning/Resources		
2. Have faculty provided updates on their training/scholarly activities?		
3. Does this program include alternate delivery formats (e.g.: fast-track, weekend)? If so, do all delivery option consistently teach the same Program Learning Outcomes?		
4. Has the curriculum been reviewed for currency?		
5. Have the course outlines been submitted for approval/sign-off?		
6. Are there concerns/opportunities from the Student Feedback Questionnaire (SFQ) data?		
7. Have facilities/classroom/lab equipment/textbook/technology requirements been identified?		
8. Is there an overall, culminating learning opportunity (e.g. capstone course, capstone project) within this program?		

9. Is there experiential learning (field, work or clinical placement, co-op, applied research project) within this program?		
Outcomes/Influencers		
10. External factors – Are there any changes re: accreditation/legislation etc. for this program? Please comment on student success on licensing or accreditation exams.		
11. Is the Program Advisory Committee membership current and reflective of the cross section of the field? Has the PAC met at least twice this academic year (please provide dates)?		
12. Does the program have the required staff/faculty to support the program?		
Student Focus		
13. Have educational pathways been clearly identified for students and graduates?		
14. Have the Program-Level Areas for Improvement been addressed (reference Tableau server data, e.g., student satisfaction?		
15. What activities took place to gather and address student feedback or concerns?		
Enrolment/Applications/Financial		
16. Did the program meet its enrolment budget target (1st semester)?		
17. Are there any concerns with this program's retention numbers?		
18. What was the program's financial contribution to the College?		
19. What was the application conversion rate for this program?		
20. How many qualified applicants applied for this program?		
21. Has the program website content and publications been reviewed and updated (as needed)?		
Highlights		
22. Please highlight any program strength/accomplishments (awards, publications, etc.).		
23. Please highlight any program challenges.		
24. Please highlight new directions/goals for the upcoming year.		

Section B: Program Curriculum Reflection
(to be completed by Program Coordinator (or designate) and Program Team)

Faculty:

Program Title:

Program Code:

Delivery: [e.g.: full-time day, online, weekend]

Credential:

Review Year: 2022-2023

Program Coordinator and Team Members:

Category and Indicators	Yes/No/NA	Comments/Action Items/Evidence
Influencers & Communication		

1. Information about the quality of the curriculum has been collected from *these and other relevant groups* and their feedback has been considered when curriculum decisions and/or revisions are made:
    a.   Students;
    b.   Faculty;
    c.   Graduates;
    d.   Industry representatives (e.g. external PAC members); and
    e. Accrediting/regulatory bodies and professional associations.		

2. The following program elements have been explored:
    a.   Educational Pathways, both in and out;
    b.   Community partnerships;
    c.   Work Integrated Learning (WIL) and experiential learning opportunities (e.g. Field Placement, Clinical Placement, co-op) where applicable; and
    d. Applied research opportunities.		

3. Communications to students about field placements are sufficient. Website is accurate and up to date.		
4. The Program Guide includes information about Academic policies/procedures (e.g. academic integrity) and Program Learning Outcomes.		
Factors at the Program Level		
5. Program learning outcomes are in effect and are being communicated to the students.		

6. The program teaches and evaluates the essential employability skills.		
7. Courses have been offered in a sequence that is learner, program, and discipline appropriate.		
8. All courses in the program make consistent and effective use of DC Connect and/or other learning technologies.		
9. Program faculty regularly share best practices with colleagues and with other program teams.		

10. Program team communicates and consults regularly with one another:
   a. to ensure consistency of same course taught by different professors;
   b. to minimize redundancies and gaps between courses;
   c. to maximize the possibility of shared learning activities or assessments between courses; and
   d. to manage student workloads on a week-to-week basis.		

Factors at the Course Level		
11. All courses have course learning outcomes that accurately and specifically reflect demonstrations of student learning that will be assessed and evaluated in the course.		
12. Course content reflects current and future industry and professional association requirements and needs.		
13. Provisions for supporting learning for students with specific needs have been considered/implemented as per Academic Policies/Procedures.		
14. Resource materials including library resources (print and electronic) have been clearly identified and are accessible (UDL) to all learners.		
15. Student feedback on effectiveness and use of textbooks, software and course handouts/materials has been reviewed to support continuous improvement and student satisfaction.		
Teaching and Learning		
16. Faculty are engaged in reflective practice and professional development activities related to improving teaching skills and abilities.		
17. Faculty use a variety of methods, aligned with course and program learning outcomes, to engage learners.		
18. Learning activities and evaluation methods are aligned with course learning outcomes and are designed to assist the learner in achieving learning outcomes.		
19. Students have been provided with prompt, constructive and regular feedback on assignments, evaluations, academic grades and progress plus reporting of marks using DC Connect.		
20. Assessment and evaluation methods require students to perform real-world, complex tasks that demonstrate meaningful application of essential knowledge, skills and attitudes.		
21. Rubrics exist to support the requirements and grading of assignments.		

22. The program adequately prepares students for external exams or accreditation (if any).		
23. Program graduates have the knowledge, understanding, skills, and attitudes as intended by the program learning outcomes.		
24. If a Major Program Change was implemented this academic year, please comment on effectiveness.		

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Section C: Recommendations and Action Plans
(to be completed by Executive Dean/Associate Dean and Program Coordinator)

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Program Coordinator:

Category	Recommendation/Action Item/Follow-Up	Person/Role Responsible	Timeline to Completion	Status Update February/March
	(add additional rows as needed)			

To be completed by Executive Dean / Associate Dean:

Spring Submission:
The Executive Dean/Associate Dean has reviewed: **YES**   **NO**
Date of Dean's Review: _____

Six-Month Update:
The Executive Dean/Associate Dean has reviewed: **YES**   **NO**
Date of Dean's Review: _____