National Program Accreditation Self Assessment Package

National Program Accreditation Self-Assessment Package

The National Program Accreditation Self Assessment Package provides TAC with the required information for review by the audit team to determine whether the program is compliant with the National Accreditation Components. The Package consists of the National Program Accreditation Self-Assessment Form and Supporting Tables and is to be completed by the educational institution.

National Program Accreditation Self Assessment Form

Supporting Tables

Table 1: Enrollment, Graduation and Graduate Data
Table 2: Discipline Learning Outcomes
Table 3: Contributing Courses to Discipline Learning Outcomes
Table 4: Student Work for Discipline Learning Outcome
Table 5: General Learning Outcomes
Table 6: Contributing Courses to General Learning Outcome
Table 7: Student Work for General Learning Outcome
Table 8: Faculty Qualifications
Table 9: Faculty Workload

National Program Accreditation Self Assessment Form

Instructions

1. Please input the requested information in the boxes provided, including relevant website links and attach additional documents as required.

2. Please complete each of the 9 supporting tables.

3. Please post the self-assessment form, supporting tables and other documents, in digital format to a secured institution website at least four (4) months prior to the date of the site visit.

4. Once the documentation is posted, please notify the Accreditation Coordinator and provide the username and password required for access to the secured site.

5. The Accreditation Coordinator will provide the names of the audit team should additional measures be required for audit team member access to the site.

6. Please maintain the site after accreditation is granted for the duration of the five year accreditation cycle. This will provide an accreditation history for your institution and staff to follow when it comes time for the next accreditation cycle.

Educational Institution Information

Please provide the information indicated below and enter it directly into this document.

Educational Institution Name: ABC College

Educational Institution Address:
1200 – 4th Avenue South
Nowhere, ON   M7K 5X2

Name and Title of Educational Institution President/CEO: Dr. Barry Franklin

Educational Institution Mission Statement:
"*To educate students and provide skilled and successful graduates.***"**

Program Name(s) (and Options) for which accreditation is being sought:

Program Name:
Architectural Engineering Technology (AET)

Concentration A:
Building Sciences

Concentration B:
Interior Design

Campus:
Perth Campus

Category of Accreditation:

a) Standard: _____   b) Joint Programs: _____   c) Aligned Programs: _____   d) Program Options: __X____

Type of Accreditation: Initial _____X_____   **Subsequent** _____

Submitted by:
John Coughlin, Dean
School of Engineering

Date Submitted:
November 6, 2017

Telephone Number:
416.691.8255

E-mail Address:
john.coughline@abccollege.ca

Key Accreditation Contact Information

Provide the contact information for the primary pre-visit contact person for the program(s).

Name: Dennis Cooper   **Title:** Program Head

Street Address: 1200 – 4th Avenue South, Nowhere, ON   M7K 5X2
Mailing Address: Same as above
Telephone Number: 416.691.8402
E-mail Address: dennis.cooper@abccollege.ca

National Accreditation Components

The National Accreditation Components are the set of standards by which an engineering technology or applied science program are measured against for the purposes of national program accreditation.

The standard is described next to each component, with the information required from the educational institution outlined below.

Component A: Program Background Information

Program background information is required for informational purposes only. It does not factor into the final accreditation decision.

Component A.1 Program History: The program has a documented history of educational delivery in the designated technician and technologist field.

Information Required:
   a) Provide a brief history of the program including key milestones.

The program was founded in 1979 by Sid Diamond, an architect from Ontario. It was initially intended to teach "draftsmen" to work in architectural offices. The program was based on the first two years of the University of Toronto degree program.

The first class graduated in 1981. A 1985 graduate, Dennis Noreen, realized that the program needed to teach drawing content along with the drawing skills. He returned as an instructor in the late 1980s and introduced courses in construction, building code and building structures.

The program was no longer simply a drawing program and became a construction program. Its reputation grew and graduates began to find work with home builders and construction companies, as well as architects. In the 1990s the

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program was first accredited by an organization called SETTS. It was accredited by CTAB in the 2000s.

In 2002, the student intake and staff were increased by 40% and two options were created: Building Technology and Interior Technology. The name of the overall program became Architectural Engineering Technology. The combined program received accreditation from the American Council for Construction Education (ACCE) as a two-year Associate Degree program in Construction Management.

In 2014, the two areas of concentration were renamed Building Science and Interior Design. Also a new "capstone" Project course was created and student projects were submitted to accrediting agencies. The capstone projects for both options were approved by CTAB, retroactive to 2014. In 2015, ACCE accreditation was renewed to 2021.

Component A.2 Program Option Names and Descriptions: The program has clear names and descriptions for all program options (e.g. accelerated or fast track, co-op).

Information Required:
    a) List and describe all options available for this program.

Architectural Engineering Technology

Concentration A:
        Building Sciences
        Co-operative Education

In the fourth and fifth semesters, the focus is on your chosen area. In **Building Science,** there is an introduction to commercial and institutional building construction with emphasis on construction detailing and methods, structural systems, environmental controls and building envelope (National Building Code – Parts 3 and 4).

Concentration B:
        Interior Design
        Co-operative Education

In the fourth and fifth semesters, the focus is on your chosen area. In **Interior Design**, there is an introduction to commercial and institutional interior construction with an emphasis on interior finishes, detailing and methods, space planning, lighting design and material selection (National Building Code – Parts 3 and 4).

Component A.3 Program and Option Instructional Delivery Modes: The program and option instructional delivery modes are documented.

Information Required:
   a) Describe the instructional delivery modes used in the program and all options (e.g. days, evenings, cooperative education, traditional lecture/laboratory, distance education, online web-based, hybrid online and class/lab etc.).

Instructional Delivery Modes:	Traditional lecture/laboratory Online delivery available for select courses Independent studies available for select courses Prior Learning available for select courses
Instructional Delivery Times:	Monday – Friday daytime
Co-operative Education: **Program Options:**	Three – four month co-operative work terms Not applicable One intake per year Courses are offered once in the corresponding semester

Component A.4 Program Organizational Structure: The program has a clear, logical and documented program administrative structure as illustrated in an organizational chart with descriptions of roles and responsibilities. A description of the relationship between the program administration and the institutional administration is documented.
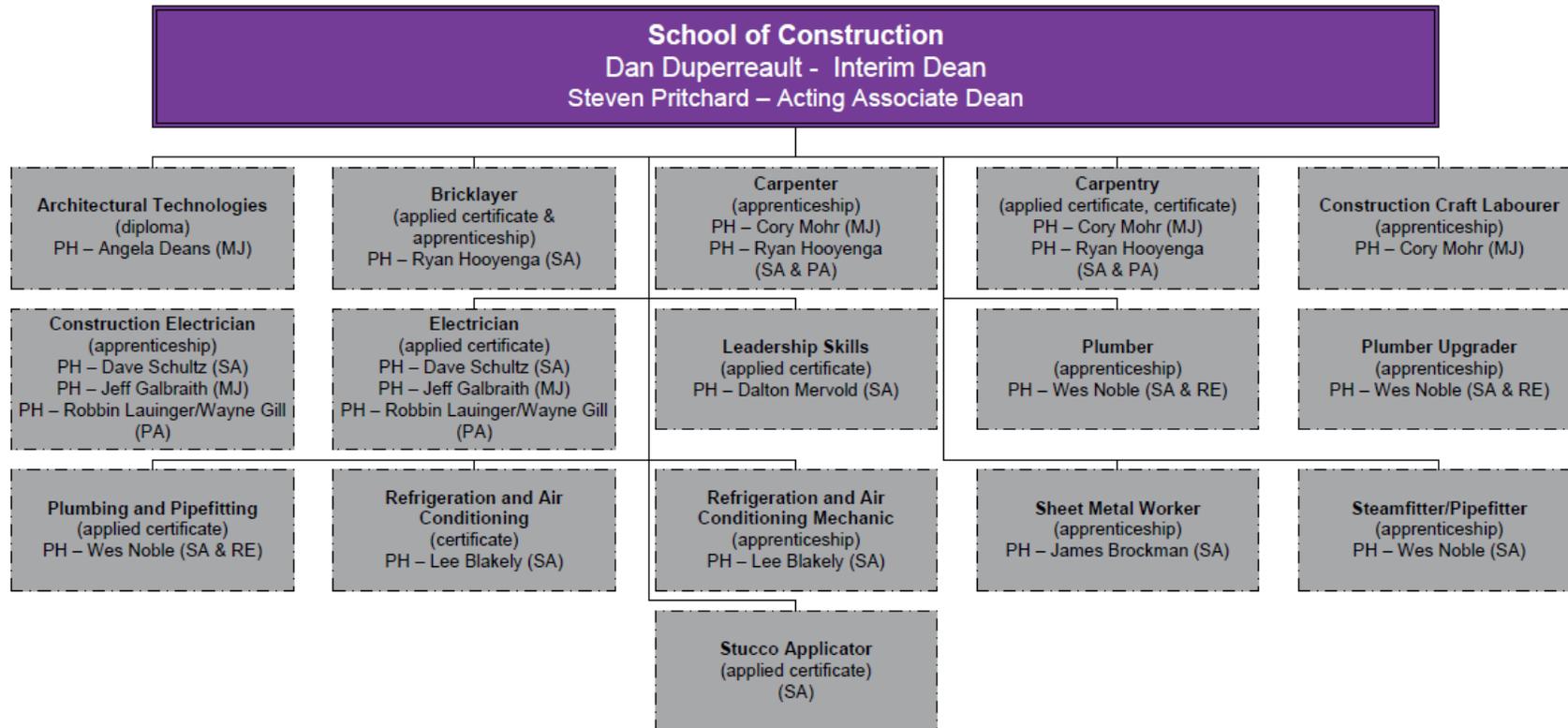
Information Required:

a) Describe and/or illustrate the administrative structure of the department/school/faculty in which the program resides (i.e. may use text and/or organizational charts).

b) Describe and/or illustrate the relationship of the program administration to that of the educational institution. (i.e. may use text and/or organizational charts).
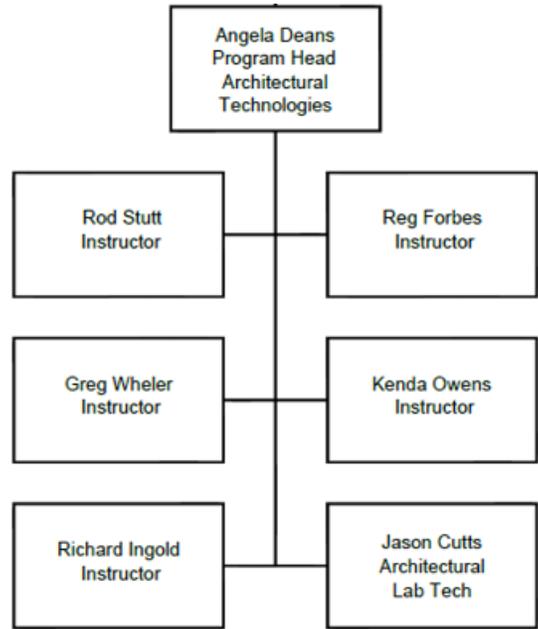
A.4 (a): ABC College Senior Management Organizational Chart:

(http://abcollege.ca/orgchart.aspx).

A.4 (b): School of Construction Organizational Chart

School of Construction
Dan Duperreault - Interim Dean
Steven Pritchard – Acting Associate Dean

Architectural Technologies
(diploma)
PH – Angela Deans (MJ)

Bricklayer
(applied certificate & apprenticeship)
PH – Ryan Hooyenga (SA)

Carpenter
(apprenticeship)
PH – Cory Mohr (MJ)
PH – Ryan Hooyenga (SA & PA)

Carpentry
(applied certificate, certificate)
PH – Cory Mohr (MJ)
PH – Ryan Hooyenga (SA & PA)

Construction Craft Labourer
(apprenticeship)
PH – Cory Mohr (MJ)

Construction Electrician
(apprenticeship)
PH – Dave Schultz (SA)
PH – Jeff Galbraith (MJ)
PH – Robbin Lauinger/Wayne Gill (PA)

Electrician
(applied certificate)
PH – Dave Schultz (SA)
PH – Jeff Galbraith (MJ)
PH – Robbin Lauinger/Wayne Gill (PA)

Leadership Skills
(applied certificate)
PH – Dalton Mervold (SA)

Plumber
(apprenticeship)
PH – Wes Noble (SA & RE)

Plumber Upgrader
(apprenticeship)
PH – Wes Noble (SA & RE)

Plumbing and Pipefitting
(applied certificate)
PH – Wes Noble (SA & RE)

Refrigeration and Air Conditioning
(certificate)
PH – Lee Blakely (SA)

Refrigeration and Air Conditioning Mechanic
(apprenticeship)
PH – Lee Blakely (SA)

Sheet Metal Worker
(apprenticeship)
PH – James Brockman (SA)

Steamfitter/Pipefitter
(apprenticeship)
PH – Wes Noble (SA)

Stucco Applicator
(applied certificate)
(SA)

A.4 (c): Architectural Engineering Technology Organizational Chart

Angela Deans
Program Head
Architectural
Technologies

Rod Stutt
Instructor

Reg Forbes
Instructor

Greg Wheler
Instructor

Kenda Owens
Instructor

Richard Ingold
Instructor

Jason Cutts
Architectural
Lab Tech

Component A.5 Program Enrolment Numbers: Enrollment numbers are documented.

Table 1 Enrollment, Graduation and Graduate Data

Task Required:
   a) Complete columns A, B and C in Table 1.

Instructions:
   1. Enter the current, past one and two and academic years in column A.

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2. Enter the number of new students admitted in column B and the total number of students in the program in column C for the current year, past one and two years (including options) and for the options separately further down in the table. It is recognized that admission to an option may or may not be in the first year.

- Refer to Table 1 in Excel spreadsheet *AET Table 1.*

Component A.6 Graduate Numbers: Program graduate numbers are documented.

Table 1 Enrollment, Graduation and Graduate Data

Task Required:
  a) Complete columns D and E in Table 1.

Instructions:
  1. Enter the number of graduates in column D and number of employed graduates in column E for the current, past one and two years (including options) and for the options separately further down in the table.

- Refer to Table 1 in Excel spreadsheet *AET Table 1.*

Component A.7 Graduate Further Education Numbers: Program graduate employment and further education numbers are documented.

Table 1 Enrollment, Graduation and Graduate Data

Task Required:
  a) Complete column F in Table 1.

Instructions:

1. Enter the number of graduates furthering their education in column F for the past one and two years (including options) and for the options separately further down in the table.

- Refer to Table 1 in Excel spreadsheet *AET Table 1.*

Component B: Student Policies

Each component will be rated as **Compliant (C)** or **Non-Compliant (NC)** by the Audit Team.

Component B.1 Program Admission Policies: Policies related to program admission requirements based on secondary school courses and grades are documented and accessible to applicants. Policies for other admission paths (i.e. for mature students) are documented and accessible to applicants.

Information Required:
   a) Provide the admission requirements for accepting new, including "mature", students into the program.
   b) Indicate where applicants can find this information.

The specific admission requirements for the Architectural Technologies program are:
   * Grade 12 with a minimum of 70% in Pre-Calculus 30*
     (*Previous SK mathematics requirement also accepted: Minimum combined average of 70% in Math A30, Math B30 and C30)
   * English Language Requirement - English is the language of instruction and examination at Saskatchewan Polytechnic. If your first or primary language is not English and/or your country is not exempt, you will need to provide evidence of your English speaking, listening, reading and writing skills. These skills are required to be successful in a Saskatchewan Polytechnic program.

     Saskatchewan students graduating from Fransaskois and French Immersion high school programs are not required to meet further English Language Proficiency requirements.

     Refer to our English Language Proficiency Requirements chart for details.

Special Admission
Applicants who do not possess the academic qualifications for a program may be admitted if evidence of probable success can be established through a special admission assessment. Interested individuals should still apply. Applicants are automatically considered for special admission. However, some specific admission requirements may

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still need to be met. Refer to the ACCUPLACER© cut scores for this program below, and review additional details concerning Special Admission.

ACCUPLACER©
90 Arithmetic
50 College Level Math
85 Elementary Algebra
85 Reading
85 Sentence

Admission Method:

First Qualified/First Admitted
The First Qualified/First Admitted (FQFA) process is used for the majority of ABC College programs. When we determine that you meet the program's admission requirements, you will be offered admission based on the date you fully qualify for the program. The earlier you provide the appropriate documents and information that qualify you for admission to the next intake, the earlier you might begin your studies. Your application, once qualified, is always considered for the next intake.

Applicants to programs with multiple intakes in an academic year remain in the application pool until the last intake for that academic year has begun. Programs using the FQFA process receive applications year round and maintain an application pool for each academic year. Qualified applicants who are not offered a seat must reapply for the next academic year.

Sponsored programs or programs targeted to specific groups do not accept applications year round or maintain an application pool.

See Admission Processes for more information about this method of admission.

General ABC College admission requirements are outlined on the web page at the following link (http://abccollege.ca/admissions/apply-and-register/admission-processes.aspx).

Component B.2 Policies for Monitoring Student Progress: Policies used to monitor student progress each semester to ensure that pre-requisite course credits have been obtained are documented and accessible to students.

Information Required:
   a) Provide policies related to students progressing within the program. Indicate where students can find this information.
   b) Provide the procedure which documents and ensures that students are meeting prerequisites.
   c) Provide the procedure when a prerequisite has not been met.

Policies for monitoring student progress are outlined in:

1) *ABC College Policy and Procedure Statement No. 1208: Grading Systems and Student Promotion.*

   This policy is available online at http://abccollege.ca/about/about-us/documents/policies/gradingsystemandstudentpromotion1208.pdf.

2) *ABC College Policy and Procedure Statement No. 1202: Academic Progress.*

This policy is available online at http://abccollege.ca/about/about-us/documents/policies/academicprogress1202.pdf.

Component B.3 Academic Policies and Procedures: Institutional and/or departmental policies on plagiarism, cheating, grade appeals are documented and accessible to students.

Information Required:
   a) Provide student academic policies and procedures which include grade appeals, plagiarism and cheating.
   b) Indicate where students can find this information.

Academic Policies and Procedures are outlined in the following *ABC College Policy and Procedure Statements:*
- *No. 1211: Student Conduct* - available online at http://abcollege.ca/about/about-us/documents/policies/studentconduct1211.pdf
- *No. 1210: Student Appeal* – available online at http://abccollege.ca/about/about-us/documents/policies/studentappeal1210.pdf
- *No. 1207: Grade Appeal* - available online at http://abccollege.ca/about/about-us/documents/policies/gradeappeal1207.pdf
- *No. 1208: Grading System and Student Promotion* - available online at http://abccollege.ca/about/about-us/documents/policies/gradingsystemandstudentpromotion1208.pdf

Component B.4 Student Transfer Policies: Articulation and transfer agreements for the program and options are documented and accessible to students.

Information Required:
a) Provide articulation agreements for accepting transfer students and transfer credits.
b) Provide provincially mandated articulation requirements related to the program.
c) Indicate where students can find this information.

Articulation Agreements:
- Bachelor of Technology degree program at Memorial University – Newfoundland.
- Bachelor of Interior Design degree program at RCC Institute of Technology, Yorkville University – New Brunswick
- * Bachelor of Science Major in Architecture (Post Diploma), Athabasca University – Alberta
- * Bachelor of Arts in Environmental Design, Montana State University – Montana, USA
     * students have historically received transfer credits; formal agreement is currently under negotiation

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Transfer Credit:
Many ABC College students benefit from transferring credit. All students may be eligible to transfer credit from or to another college or university. Transfer credits information is available online at
http://abccollege.ca/admissions/resources/transfer-credit.aspx.

Transfer credit options vary over time; this information is subject to change.

Component B.5 Co-op and/or Internship Policies: Policies and procedures for co-op and internships, including how to obtain a placement, get credit for the placement, ensuring placement is relevant to the area of study, placement assessment and options available if a placement opportunity is not secured, is documented and accessible to students.

Information Required:
   a) Describe support for work placement within the program and any requirements and processes required for students to obtain placements.
   b) Describe options available to students if a placement is not possible.
   c) If there is credit granted in recognition of co-op work, indicate the method of assessment of the workplace learning experience.
   d) Describe student support for developing resumes, interview preparation and placement coaching.
   e) Describe the collection process for placement data, feedback from employers and feedback from students used to provide students with better preparation for a co-op placement.

There is no co-op option.

Component B.6 Graduation Requirements: Graduation policies, including graduation requirements, passing grades for courses, overall program average grade, number of credits are documented and accessible to students.

Information Required:
   a) Provide the graduation policy.

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b) Describe the process for tracking and ensuring that each graduate completes all requirements for the program.

c) Indicate where students can find this information.

Graduation Requirements are outlined in *ABC College Policy and Procedure Statement No. 114: Credentials.*

This policy is available online at http://abccollege.ca/about/about-us/documents/policies/credentials114.pdf.

Student information regarding convocation at each campus location is available online at http://abccollege.ca/student-services/student-life/convocation-dates.aspx. Eligible students will receive an email invitation to their @abccollege.ca email accounts inviting them register to attend the ceremonies.

Component C. Program Policies

Each component will be rated as **Compliant (C)** or **Non-Compliant (NC)** by the Audit Team.

Component C.1 Program Development Policies and Procedures: Policies and procedures for program and course development, including timelines, institutional processes and governance are documented. There is documented evidence of program and course changes which are understood by all faculty and program administration.

Information Required:
  a) Provide policies and procedures for program and course, including timelines, institutional processes and governance.

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1) Program Development Policies and Procedures outlining Program Review policies and procedures are outlined in *ABC College Policy and Procedure Statement No. 115: Program Review.*

This policy is available online at http://abccollege.ca/about/about-us/documents/policies/programreview115.pdf.

2) Program Operating Procedures are available to all faculty members and program administration and are outlined in the *ABC College Program Operating Procedures Manual (POP Manual).*

If this information is required for accreditation, portions of this internal document may be made available during the site visit.

- All certificate and diploma programs are reviewed every 5 - 6 years. The program review process includes both and internal and external review.
  - The internal review process consists of a document analysis of the Student Satisfaction Survey results, the Program Summary data (cohort performance data and diversity metrics), Vitality Index review, Graduate Survey results, and Employer Survey results.
    - The program planning consultant and the program faculty review the data and identify areas for improvement. Program Advisory Committee (PAC) minutes are reviewed and industry trends are identified.
    - The faculty review their course outlines and learning materials.

- o The external review an analysis consists of the following consultations:
  - Faculty and PAC curriculum review.
  - Faculty and external stakeholders review the curriculum at the level of the learning outcomes.
- The program planning consultant synthesizes the results from the two interrelated consultations into a series of issues and recommendations.
- The program faculty review and revise their curriculum for the Architectural Technologies courses.
- The revisions are assembled into a Major or Minor Revision Proposal and submitted to Program Council or to Deans' Council.
  - o If the revisions are significant and sufficient to warrant a Major Revision Proposal, the program submits the revisions to Program Council for adjudication and endorsement.
  - o If the revisions are less significant (less than 20% of the program is changing), the proposed revisions are submitted to Deans' Council directly.
- Once the proposal is approved, the program head can apply to the Integrated Development Fund (IDF) for monies to revise existing courses or develop new courses.
- Approved course outlines are stored on myABCCollege and faculty have access to the approved course outlines for all the courses offered at ABC College.

Component C.2 Program Continuous Improvement Policies: Policies for program continuous improvement are documented. Periodic program self-assessments, producing recommendations that are used for improvements in the curriculum and/or student success, are documented.

Information Required:
  a) Describe the process that is used to periodically review and revise, as necessary, the program curriculum and facilities (e.g. feedback from program advisory committees, employers of graduates, current students and alumni).
  b) Indicate the outcomes of this process and provide a description of any changes that were made to the program in the past three years as a result of this process.

1) Program Development Policies and Procedures outlining Program Review policies and procedures are outlined in *ABC College Policy and Procedure Statement No. 115: Program Review.*

> This policy is available online at http://abccollege.ca/about/about-us/documents/policies/programreview115.pdf.
>
> 2) Program Operating Procedures are available to all faculty members and program administration and are outlined in the *ABC College Program Operating Procedures Manual (POP Manual).*
>
> If this information is required for accreditation, portions of this internal document may be made available during the site visit.

Component C.3 External Program Input: A Program Advisory Committee (PAC) exists. Policies and procedures regarding the establishment of a Program Advisory Committee, including the frequency of meetings, terms of members, are documented. Names and contact information for the current PAC members is documented. Minutes from Program Advisory Committee meetings over the past three (3) years are documented. Reports from any other external bodies which have reviewed the program over the past three (3) years are documented.

Information Required:
   a) Provide a list of current PAC members with contact information.
   b) Provide the minutes of any Program Advisory Committee meetings over the past three years.
   c) Provide reports from any other external body that reviewed the program over the past three years and contact information for the reviewers.
   d) Provide policies and procedures regarding the establishment of a Program Advisory Committee.
   e) Provide a summary of the results and analysis of any program surveys or evaluations from students, alumni and employers over the past three (3) years.

> Program Advisory Committee membership and meeting minutes can be found in the *C.3 External Program Input* subdirectory.
>
> *ABC College Policy and Procedure Statement No. 112: Program Advisory Committees* is available online at http://abccollge,ca/about/about-us/documents/policies/programadvisorycommittees112.pdf.

Component D. Program and Course Information

Each accreditation component will be rated as **Compliant (C)** or **Non-Compliant (NC)** by the Audit Team.

Component D.1 Program Description Documents: Printed and online calendar information, brochures, program handbooks and web-based information about the program are available to all interested in the program.

Information Required:
   a) Provide all external publications about the program.
   b) Describe the review process which ensures consistency in the program description documents and annual updates to reflect program changes.

The Architectural Engineering Technology program description is available online at http://abccollege.ca/programs-and-courses/programs/AET.aspx.

Component D.2 Program Objectives: Program educational objectives are documented and accessible to students. Program educational objectives fit the mission statement of the educational institution.

Information Required:
   a) Describe the program's (and all options) educational objectives. Indicate where students can find this information.
   b) Describe how the program's educational objectives are consistent with the mission of the institution (i.e. what are the core graduate competencies and career choices).

Mission Statement

The Architectural Engineering Technology program provides students with the highest quality preparation for employment and leadership in all aspects of Ontario's building design and construction industry.

Goals

We endeavour to become…
- the school of first choice for premier high school graduates and highly motivated university transfers.
- a program that challenges students to discover abilities and performance levels beyond their expectations.
- Industry's first choice for hiring students and grads.

We endeavour to provide…
- complete preparation to work in all aspects of residential design and construction.
- a comprehensive general introduction to all aspects of design and construction for commercial building types.
- the highest level of architectural drafting skills.
- specialized knowledge in residential, commercial and institutional building code, construction detailing and project management.
- leadership in sustainable construction practices.

Measurable Objectives

- <u>Program Design</u>: documented learning outcomes validated by industry.
- <u>Student Evaluation</u>: valid assessment of each student and learning outcome
- <u>Program Delivery</u>: active learning on the part of students.
- <u>Student Intake</u>: a full complement of new students each September.
- <u>Student Progression</u>: a high rate of student retention each semester.
- <u>Learning Resources</u>: a rich diversity of learning activities and resources.
- <u>Student Support</u>: students are able to make informed and intelligent decisions.
- <u>Employment</u>: full training-related co-op and graduate employment.
- <u>Industry Relations</u>: program grads become successful employers.

Component D.3 Course Outlines: Course outlines are documented for all courses, including those in program options, are accessible to students. Course outlines include the course ID, title, description, pre-requisites, co-requisites, objective, learning outcomes and grading scheme, required textbooks or other learning materials, instructional delivery modes, scheduled instructional contact hours, credits, relationship of course outcomes to program outcomes, policies and

procedures for submitting student work, grade required for successful credit, method of evaluation (assignments, tests, projects) and the date of last revision of the course outline.

Information Required:

a) Provide a course flow map.
b) Provide course outlines for all courses and program options.
c) Indicate where students can find this information.

- Refer to the *D.3 Course Outlines* subdirectory to review the Architectural Engineering Technology course outlines.
- Approved course outlines are stored on myABCCollege and faculty have access to the approved course outlines for all the courses offered at ABC College.
- Refer to *E.1 Program Map* subdirectory for the Architectural Engineering Technology program maps.

Component D.4 Transcript and Diploma: An accurate and complete transcript is provided to students at the end of each semester. An accurate and complete diploma is provided to students upon completion of the program.

Information Required:

a) Provide a copy of a transcript of a recent graduate for the program and any options.
b) Provide a copy of a diploma of a recent graduate for the program and any options.
c) Provide information on any changes taken place over the past three years and those planned over the next three years for diplomas or transcripts.

Refer to the *D.4 Transcript & Diploma* subdirectory to review the Architectural Engineering Technology transcripts and diplomas.

Component D.5 Scholarship and Bursary Information: Scholarships and bursaries are available to applicants applying to and students enrolled in the program. Scholarship and bursary information, including award criteria, application procedure and awarded amounts, is accessible to applicants and students.

Information Required:

  a) Provide scholarship and bursary information available to students.
  b) Indicate where the students can find this information.

Scholarships and bursaries information is available at http://abccollege.ca/admissions/resources/scholarships-and-awards.aspx.

Students are provided the following information on the ABC College website:

Students enrolled in a program starting 2016-2017 can apply for scholarships starting August 8, 2016.

Throughout the year, new awards are added. Students can apply in each application period.
  * August 5 to October 15
  * November 15 to November 30
  * January 10 to February 28
  * April 1 to May 15

Component E. Program Learning Outcomes

This accreditation component will be rated as **Compliant (C)** or **Non-Compliant (NC)** by the Audit Team.

Program Learning Outcomes are divided into two categories: Discipline Learning Outcomes and General Learning Outcomes. **Discipline Learning Outcomes** are specific to each technician or technologist discipline. **General Learning Outcomes** are the same for a technician or technologist regardless of discipline. For the accreditation process, General and Discipline Learning Outcomes are found in the Canadian Technology Accreditation Criteria (CTAC) at
http://www.technologyaccreditation.ca/National-Accreditation/National_Accreditation_Standards_-_CTAC

A **Course Learning Outcome** is a statement found in course outlines (or alternatively in the documentation for assessments such as projects, tests or assignments) that describes significant and essential learning that students have achieved and can reliably demonstrate at the end of a course.

Component E.1 Discipline Learning Outcomes: The program must show students have reliably demonstrated achievement of the program's five (5) most important discipline learning outcomes, specific to the technician or technologist level.

Table 2 Discipline Learning Outcomes

Task Required:
   a. Complete Table 2.

Instructions:
   1. Fill in educational institution name, program, option name(s), and date the table was completed. List program options if applicable. Complete a separate table for each program option if the information is different (e.g. different courses).

   2. List the name of all CTAC used (i.e. ARCTN 2015, CVTN 2015).

3. For each semester of the program, list the courses (will be shown as vertical text).

4. In the left hand column, list <u>all</u> relevant discipline learning outcomes (code, name and statement) reflected in the program.

    a. Discipline learning outcomes may be selected from any number of CTAC.
    b. Do <u>not</u> list all discipline learning outcomes from a CTAC if some outcomes are not relevant.
    c. If the program has a distinct focus not covered by existing program discipline learning outcomes, up to two customized program discipline learning outcomes may be created and listed to reflect the uniqueness of the program.
    d. Use the codes CUST01 and CUST02 to identify the custom discipline learning outcomes.
    e. Do not list a discipline learning outcome if it is not relevant to the program.

5. For each program discipline learning outcome listed, enter a "C" for each course which contributes to the learning outcome. Leave the cell blank if the course does not contribute.

6. Select and shade (grey fill) the rows of five (5) discipline learning outcomes which are the most important (considered the strengths of the program).

- Refer to Table 2 in Excel spreadsheet *AET Table 2, 5.*

Table 3 Contributing Courses to Discipline Learning Outcomes

Task Required:
a) Complete Table 3.

Instructions:
1. Fill in educational institution name, program, option name(s), and date the table was completed. List program options if applicable. Complete a separate table for each program option if the information is different (e.g. different courses).

2. List the first of the five (5) shaded program discipline learning outcomes (code, name and statement) identified in Table 2 on line <Program Discipline Learning Outcome name and statement #1>.

3. Complete columns B to F, listing each course identified with a "C" underneath the first program discipline learning outcome.

   a. Enter the courses in the order they are taught in the program.
   b. In column F, enter two course learning outcomes for each selected course. If the course learning outcomes are NOT found in your course outlines, please indicate where in your course materials they are found (for example in the documentation for a project, test or assignment).

4. Select and shade (grey fill) the culminating (most advanced) course for the first discipline learning outcome.

   a. This course should typically be in the final two semesters.
   b. The course learning outcomes should represent the appropriate level of learning for a technician or technologist, (see Technician Technologist Learning Levels on TAC website). For a technician program, the levels of learning should be application and analysis. For a technologist program, the levels of learning should be synthesis and evaluation.
   c. Do not select a "Capstone/Technology Report" course as one of the culminating courses.

5. Repeat steps 2, 3 and 4 for the remaining four discipline learning outcomes shaded in Table 2.

- Refer to Table 3 in Word document *AET Table 3.*

Table 4 Student Work for Discipline Learning Outcomes

Information Required:
   a) Provide graded student work which shows achievement of the selected course learning outcomes for the five culminating courses shaded in Table 3.

- Work must be from the graduating class at the time of the site visit unless such samples are not available. In these cases, student work should be from the previous graduating class so long as there have not been significant changes to the course.
- <u>All</u> student work, including but not limited to, exams, tests, quizzes, labs, assignments, projects, which shows achievement of the selected course learning outcomes, must be provided.
- Each selection (e.g. exam, project, assignment) must include the lowest, middle and highest passing marks.
- Each selection of student work must include a marking scheme. Multiple authored projects must include the mark matrix for each author.

b) Ensure that identifying information in the student work (student name and student number blank out any) is blanked out so that student privacy is not compromised.

c) Complete columns A and B in Table 4.

Instructions:

1. Complete columns A and B. Columns C and D are to be completed by the Audit Team.

2. Fill in educational institution name, program, option name(s) and date the table was completed. List program options if applicable. Complete a separate table for each program option if the information is different (e.g. different courses).

3. One table is to be completed for each culminating course.

4. List each of the 5 culminating courses (shaded rows in Table 3) beside the course name and number at the top of each of the 5 tables.

5. In column A, list the two course learning outcomes from Table 3. In column B, identify the type and name of the student work. Please ensure the name is the same as the electronic file so it can be easily reviewed.

- Refer to columns A, B and C of Table 4 in Word document *AET Table 4.*
- Refer to *E.3 Student Work* subdirectory to review the Architectural Engineering Technology student work.

Component E.2 General Learning Outcomes: The program must show students have reliably demonstrated achievement of all eight (8) of the general learning outcomes, specific to the technician or technologist level.

Table 5 General Learning Outcomes

Task Required:
   a) Complete Table 5.

Instructions:
   1. Select either Table 5Y for a technology program or Table 5N for a technician program.

   2. Fill in educational institution name, program, option name(s), and date the table was completed. List program options if applicable. Complete a separate table for each program option if the information is different (e.g. different courses).

   3. List the name of the CTAC used (i.e. PGLOY 2016 or PGLOY 2015 for technologists or PGLON 2015 for technicians).

   4. For each semester of the program, list the courses (will be shown in vertical text).

   5. For GY02 Mathematics, you are required to select 2.1 and 2.2 or 2.1, 2.2 and 2.3.

   6. For each general learning outcome listed, enter a "C" for each course which contributes to the learning outcome. Leave the cell blank if the course does not contribute.

      a. Contributing courses may include courses which are not specifically related by course name. For example, "technical" courses which require math may be selected as a contributing course to general learning outcome GY02 Mathematics.

   7. Select and shade (grey fill) up to three (3) cells containing a "C" in each row to identify courses which make the most significant contribution to the learning outcome.

- Refer to Table 5Y in Excel spreadsheet *AET Tables 2, 5.*

Table 6 Contributing Courses to General Learning Outcomes

Instructions:

1. Select either Table 6Y for a technology program or Table 6N for a technician program.

2. Fill in educational institution name, program, option name(s), and date the table was completed. List program options if applicable. Complete a separate table for each program option if the information is different (e.g. different courses).

3. List each shaded "C" course identified in Table 5 and complete columns B to F underneath the first general learning outcome.
   a. Enter the courses in the order they are taught in the program.
   b. In column F, enter two course learning outcomes from your course outlines for each selected course. If the course learning outcomes are NOT found in your course outlines, please indicate where in your course materials they are found (for example in the documentation for a project, test or assignment).

4. Shade (grey fill) the <u>one</u> course which contributes the most to the general learning outcome.

5. Repeat steps 2 and 3 for the remaining seven general learning outcomes listed in Table 5.

6. Leave GY02, 2.3 blank if not selected.

- Refer to Table 6Y in Word document *AET Table 6.*

Table 7 Student Work for General Learning Outcomes

Information Required:
a) Provide graded student work which shows achievement of the selected course learning outcomes for the courses shaded in Table 6.
   - Work must be from the graduating class at the time of the site visit unless such samples are not available. In these cases, student work should be from the previous graduating class so long as there have not been significant changes to the course.
   - All student work, including but not limited to, exams, tests, quizzes, labs, assignments, projects, which shows achievement of the selected course learning outcomes, must be provided.
   - Each selection of student work (e.g. exam, project, assignment) must include the lowest, middle and highest passing marks.
   - Each selection must include a marking scheme. Multiple authored projects must include the mark matrix for each author.

b) Ensure that you blank out any identifying information in the student work (student name and student number) so that student privacy is not compromised.

c) Complete columns A and B in Table 7.

Instructions:
1. Complete columns A and B. Columns C and D are to be completed by the Audit Team.

2. Fill in educational institution name, program, option name(s) and date the table was completed. List program options if applicable. Complete a separate table for each program option if the information is different (e.g. different courses).

3. One table is to be completed for each course.

4. List each of the courses (shaded rows in Table 6) beside the course name and number at the top of each of the tables.

5. In column A, list the course learning outcomes from Table 6. In column B, identify the type and name of student work. Please ensure the name is the same as the electronic file so it can be easily reviewed.

- Refer to columns A, B and C of Table 7 in Word document *AET Table 7.*
- Refer to *E.4 Technology Reports* subdirectory to review the Technology Reports for Architectural Engineering Technology.

Component F: Faculty

This accreditation component will be rated as **Compliant (C)** or **Non-Compliant (NC)** by the Audit Team.

Component F.1 Faculty Qualifications: Policies and procedures are documented for hiring qualified faculty. There is documented evidence that the program follows these policies and procedures, including required academic qualifications, teaching and work experience, professional certifications and professional development.

Table 8 Faculty Qualifications

Information/Task Required:
   a) Provide faculty hiring polices and procedures.
   b) Provide a copy of the most recent job posting for a faculty position.
   c) Complete Table 8.

Instructions:
   1. Complete columns A to J, listing each faculty member who teaches/has taught courses in the program during the past 3 years/

   2. Shade (grey fill) the name of the faculty member who currently teaches the culminating courses listed in Table 3 and the Capstone Project/Technology Report course listed in Table 6.

   - Refer to Table 8 in Word document *AET Table 8.*

Component F.2 Faculty Workload: Policies and procedures are documented for faculty teaching workload, preparation and assessment marking, class and lab sizes.

Table 9 Faculty Workload

Information/Task Required:

a) Provide polices and procedures relating to faculty teaching workload, preparation and assessment marking, class and lab sizes.
b) Complete Table 9.

Instructions:

1. Complete columns B to F for each faculty member listed in Table 8.

- Refer to Table 9 in Word document *AET Table 9.*

Component G: Program and Student Resources

This accreditation component will be rated as **Compliant (C)** or **Non-Compliant (NC)** by the Audit Team.

Component G.1 Offices, Classrooms and Labs: Office and classroom space, lab facilities, meeting rooms for faculty and students, office and lab support staff are sufficient to meet the needs of the students and faculty.

Information Required:
   a) List the facilities used by the faculty and students for the program that support student learning and the program curriculum.
   b) Describe the offices for administration, faculty members, meetings, office support staff, lab support staff and supporting equipment resources found in the offices.
   c) Indicate the number and types of classrooms and associated equipment typically used to teach students in the program.
   d) Provide a list of the lab spaces used by students in this program and equipment available to support student technical learning.
   e) Provide information on support provided to students to use these spaces to complete assignments and lab projects outside of scheduled class hours.
   f) Describe the review process of lab facilities and equipment to support the program.

Facility Assignments/Space Allocations	Space Overview	Equipment
Program Head – 4.127.04	Designated office space	Computer
Instructors (5) – varies	Designated office space	Computer
Lab Support – 4.113.01	Designated office space	Computer
Copy Room – 4.127	Common office space shared by all personnel	Photocopier
Meeting/Consultation – 4.113.03	Designated space for staff/student consultation and small meetings. Quiet study area.	Computers

Printing Room – 4.113	Designated space for student printing/scanning and drawing storage	Photocopier, printer, plotter, scanner, drawing storage units
Classrooms (2) – 4.128, 4.227	Designated lecture and work space	Manual drafting tables, desks, projector
Labs (2) – 4.129, 4.111	Designated space for student work space	Computer work stations (internet access, Autodesk software, graphic software, etc.), work tables, light table, cutting table, desks, projectors

Note:
- Students have access to classrooms and labs during campus operational hours (typically 6:00 a.m. through 11:00 p.m.). Access to general student population may be limited to some spaces during instructional hours, due to scheduled classes using those rooms.
- All facilities and equipment are evaluated at the end of each semester. Worn items are replaced as soon as possible.
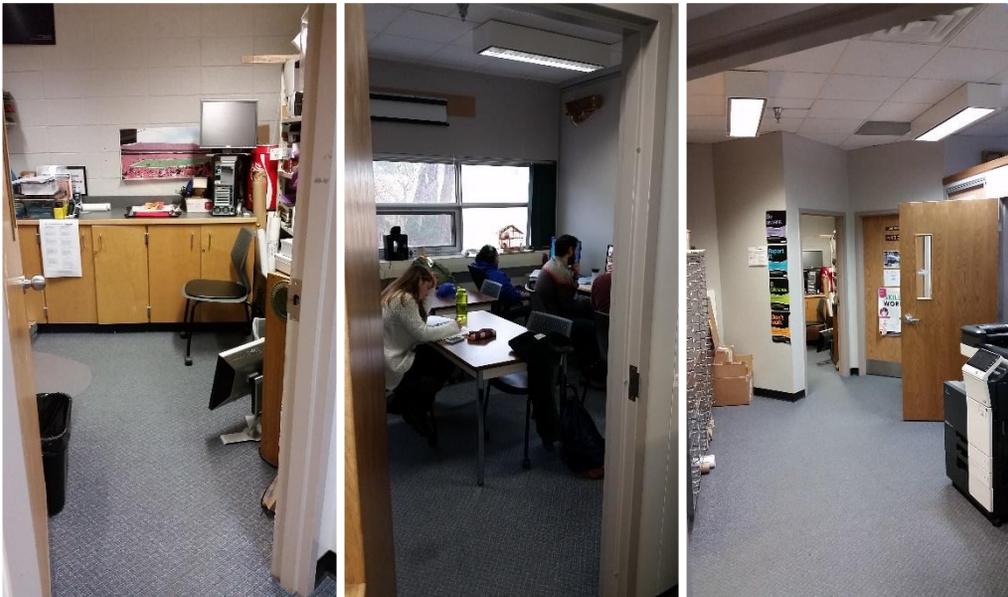
Top Row: Typical Instructor Office, Student Computer Lab, Student Model Lab, Lab Support Office

Bottom Row: Copy Room, Meeting/Consultation Room, Printing Room

Component G.2 Maintenance and Upgrade of Facilities: Procedures and processes are documented to maintain and upgrade tools, equipment, computing resources and laboratories used by students and faculty. There is documented evidence the procedures and processes are followed.

Information Required:
   a) Provide policies and procedures for maintaining and upgrading the tools, equipment, computing resources and laboratories used by students and faculty.
   b) Provide a list of upgrades completed to the facilities over the past three (3) years.
   c) Describe the review process and/or surveys used to provide recommendations for improvement of facilities.

Computer Upgrade Policy:

ABC College's computer upgrade policy is outlined in *ABC College Policy and Procedure Statement No. 803: Desktop Computer Evergreen.*

This policy is available online at http://abccollege.ca/about/about-us/documents/policies/desktopcomputerevergreen803.p

Component G.3 Health and Safety Procedures: Health and safety procedures for all facilities are documented and accessible. Processes for training students and staff in the health and safety procedures are documented and accessible. There is documented evidence that student and staff training procedures are followed. Appropriate health and safety warnings are clearly displayed in relevant facilities.

Information Required:
   a) Describe the health and safety procedures for the facilities that apply to the program.
   b) Describe the health and safety training procedures for students and staff and evidence that this training is implemented.
   c) Provide the name and contact information of the designated Health and Safety Officer on campus if applicable.

1) Health and Safety Policies and Procedures are outlined in *ABC College Policy and Procedure Statement No. 602: Health and Safety.*

   This policy is available online at http://abccollege.ca/about/about-us/documents/policies/healthandsafety602.pdf.

2) All Faculty, Staff and Students have access to Occupational Health and Safety software, Health and Safety Programs and Resources, Standards and all other OH&S information via a link available on the myABCCollege website.

   The Health and Safety website link is available at http://programs.abccollege.ca/luminis_content/health_safety/index.html.

3) Faculty and staff are trained as required.

4) Health and Safety Officer:

Lee Pearce
Manager Health, Safety & Security
ABC College | Perth Campus
lee.pearce@abccollege.ca |
P 416.691.8278| C 416.536.9288

Component G.4 Student Research and Library Resources: Library and online resources are sufficient for students to conduct the required research for course assignments, projects and reports.

Information Required:
   a) Describe the library (or online) resources available to support the needs of students and faculty in the program.
   b) Describe the process used by faculty to request and obtain library resources, books, electronic information and other library services relevant to the needs of the program.
   c) Provide a specific example of resources obtained through the above processes over the past three years.
   d) Describe the review process used to improve student access to research and library resources.

   • Refer to *G.4 Student Research & Library Resources* subdirectory for the library resources file.

Component G.5 Student Academic Resources and Support: Course related resources and faculty support are available to students for coursework, homework, research and lab projects.

Information Required:
   a) Describe the institutional support for students related to their studies, including the availability of advisors, tutors and counsellors.
   b) Describe the program and/or course-related faculty assistance and resources available to students in the program for homework, research and lab projects.

c) Describe the processes, procedures and schedules for students to obtain appointments with advisors and faculty members outside of timetable class hours.

d) Describe the review process that is used to address issues related to student needs for academic support.

Counselling Services:

Counsellors at each campus provide information and counselling services to prospective students and enrolled students.

Counsellors offer guidance and advice related to:
- Academic, financial and personal concerns
- Career development
- Program selection and admission advising
- Accommodation for students with disabilities

Throughout the academic year, Counselling in cooperation with Learning Services may offer workshops to help students succeed.

Counselling Services information is available online at http://abccollege.ca/student-services/support/counselling-services.aspx.

Counselling Services in Perth:
Counselling Services, Room 2.203
ABC College | Perth Campus
ABCCollegeCounselling@saskpolytech.ca | ABCcollege.ca
P 416.691.8311 or 416.691.8310

Learning Services:

Assistance is available for all ABC College post-secondary students.

Learning Services can help you:

- Refresh your academic skills
- Get help with basic mathematics
- Learn how to communicate more effectively
- Develop stronger writing skills

Learning Services personnel provide and/or arrange for the following services for Education Equity students:
- Adaptive technology
- Computer access
- Equity exam and academic accommodations
- Learning strategy development
- Tutorial support if available

Learning Services information is available online at http://abccollege.ca/student-services/academic/learning-services.aspx.

Learning Services in Perth:
> Learning Services, Room 2.113
> ABC College | Perth Campus
> LSpalliser@abccollege.ca |
> P 416.691.8422

Component G.6 Student Career Resources and Support: Resources, advisors and other institutional support are available for student career counselling and guidance.

Information Required:
a) Describe the institutional support for students related to their careers, including information on the availability of career counsellors.
b) Describe the career resources available to students.
c) Describe the processes, procedures, and schedules for students to obtain appointments with career counsellors.
d) Describe the review process that is used to address issues related to student needs for career support.

Student Employment Services (SES) provide the services needed to put ABC College students, graduates, and employers together.

Primary SES services may include:
- Communicating with potential employers about job opportunities
- Posting job opportunities as they become available
- Contacting students and graduates about job opportunities
- Arranging on-campus interviews and employer visits
- Providing students with information about potential employers, job search tools and trends in the labour market
- Hosting annual career fairs

Student Employment Services information is available online at http://abccollege.ca/student-services/support/employment-services.aspx.

Student Employment Services:
     Holli Bell
     ABC College | Perth Campus
     holli.bell@abccollege.ca |
     P 416.691.8305