

## Accreditation Audit Report

**Educational Institution:** ABC Polytechnic University      **Audit Team Visit Date:** January 1, 2016

**Program (, Option):** Environmental Protection Technology

**Accreditation Level:**

- Technician
- Technologist

**Type of Accreditation:**

- Initial Accreditation
- Subsequent Accreditation

**Recommendation of the Audit Team:**

- The program should be accredited for five (5) years.
- The program should not be accredited until non-compliant items are resolved through further investigation and/or submitted material by [insert date that is six months or less from the Audit Report Date].

<b>Lead Auditor's Name:</b>	Joe Blow	C.E.T.
<b>Auditor's Name:</b>	Jane Doe	AScT.
<b>Auditor's Name:</b>	Bob Jones	AScT.

### Accreditation Audit Summary

The assessment of the program is indicated by the letters in the 'Rating' column using the following code system:

<b>NC</b>	Not Compliant (Does not meet the Criteria)
<b>C</b>	Compliant (Meets the Criteria)
<b>NA</b>	Not applicable

**Important Note:** NC ratings must be resolved before accreditation can be granted.

**Part A: Program Background Information** (Does not affect accreditation decision)

Criteria	Submitted Yes/No/NA
A.1 Program History	Yes
A.2 Program Option Names and Descriptions	Yes
A.3 Program and Option Instructional Delivery Modes	Yes
A.4 Program Organizational Structure	Yes
A.5 Program Enrolment Numbers	Yes
A.6 Program Graduate Numbers	Yes
A.7 Program Graduate Employment and Further Education Numbers	Yes

**Part B: Student Policies**

Criteria	Rating
B.1 Admission Policies	C
B.2 Policies for Monitoring Student Progress	C
B.3 Academic Policies and Procedures	C
B.4 Student Transfer Policies	C
B.5 Co-op and/or Internship Policies	C

B.6 Graduation Requirements	C
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**Part C: Program Policies**

Criteria	Rating
C.1 Program Development Policies and Procedures	C
C.2 Program Continuous Improvement Policies	C
C.3 External Program Input	C

**Part D: Program and Course Information**

Criteria	Rating
D.1 Program Description Documents	C
D.2 Program Objectives	C
D.3 Course Outlines	C
D.4 Transcript and Diploma	C
D.5 Scholarship and Bursary Information	C

**Part E: Program Learning Outcomes**

Criteria	Rating
E.1 Program Discipline Learning Outcomes	C
E.2 Program General Learning Outcomes	C
E.3 Student Work	C
E.4 Technology Reports (for Technologist Programs only)	C

**Part F: Faculty**

Criteria	Rating
F.1 Faculty Qualifications (Program Discipline Learning Outcomes)	C
F.2 Faculty Qualifications (Other Faculty)	C
F.3 Faculty Workload (Program Discipline Learning Outcomes)	C

**Part G: Facilities, Resources and Other Student Support**

Criteria	Rating
G.1 Offices, Classrooms and Labs	C
G.2 Maintenance and Upgrade of Facilities	C
G.3 Health and Safety Procedures	C
G.4 Student Research and Library Resources	C
G.5 Student Academic Resources and Support	C
G.6 Student Career Resources and Support	C

## Unique Program Features

Co-op, fieldwork, and extensive research report writing experience

## Not Compliant Items

None

## Recommended Improvements

- Students should be given an opportunity to defend their capstone report or other reports and the results of their project.
- There should be a marking scheme or rubric for the Technical/Research Report.
- Encourage faculty members to register with related professional associations if they have not done so already.
- A comprehensive Health and Safety Plan should be developed for the labs. Material Safety and Data Sheets (MSDS) signs and binders should be displayed and kept in central locations where hazardous chemicals are used.
- Contract faculty teaching critical courses in the program should be consulted regarding changes to the program and kept up-to-date on policy and resources for faculty and staff.
- More effort should be made to ensure that Contract Faculty, students, and staff are aware of and understand the use of the Early Alert System.
- It would be useful to have a job developer for Co-op to help find more potential employers, especially for the winter term.
- A Terms of Reference should be written for the Advisory Committee (e.g. quorum, chair, role of students, members list who are in attendance and not present)

## Best Practices

- The Early Alert System to enable instructors to initiate support for students who are likely to fail.
- Changes to programs and courses are vetted by an active Faculty Council as a first step in institutional approval.
- A rigorous Internal Program Review is conducted every 5 to 7 years with support from the Office of Institutional Planning and Analysis and in this instance has been integrated with the TAC Accreditation Review.
- The Course Outlines have a consistent well-thought-out layout that include minimum lecture and lab content as well as learning outcomes.

- Faculty members are very active in program-related professional development.
- The Research Internship is an excellent opportunity for an international work experience.
- Library staff give students library instruction in research, citation and plagiarism, as well as an introduction to the research manager Zotero.
- A dedicated Co-op office helps student with work placements as well as entry level jobs upon graduation.
- Students receive a great deal of support outside of class time from the faculty and staff of the program.

## Accreditation Audit Detailed Report

### Part A: Program Background Information (Does not affect accreditation decision)

Criteria	Submitted Yes/No/NA
A.1 Program History	Yes
A.2 Program Option Names and Descriptions	Yes
A.3 Program and Option Instructional Delivery Modes	Yes
A.4 Program Organizational Structure	Yes
A.5 Program Enrollment Numbers (See Table 1)	Yes
A.6 Program Graduate Numbers (See Table 1)	Yes
A.7 Program Graduate Employment and Further Education Numbers (See Table 1)	Yes
Recommended Improvements:	
Best Practices:	

**Part B: Student Policies**

Criteria	Descriptors	
<p><b>B.1 Program Admission Policies</b></p> <p><b>Rating: Compliant</b></p>	.	<p><b>Compliant:</b> Policies related to program admission requirements based on secondary school courses and grades are documented and available to all applicants. Policies for other admission paths (for mature students for example) are documented and available to all applicants.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: none</p>	
<p><b>B.2 Policies for Monitoring Student Progress</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Policies used to monitor student progress each semester to ensure that pre-requisite course credits have been obtained are documented and available to all students.</p>
	<p>Recommended Improvements: More effort should be made to ensure that Contract Faculty, students, and staff are aware of and understand the use of the Early Alert System.</p> <p>Best Practices: Early Alert System to enable instructors to initiate support for students who are likely to fail.</p>	



<p><b>B.3 Academic Policies and Procedures</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Institutional and/or departmental policies on plagiarism, cheating, grade appeals, etc. are documented and available to all students.</p>
<p>Recommended Improvements: none</p> <p>Best Practices: none</p>		
<p><b>B.4 Student Transfer Policies</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Articulation and transfer agreements for the program and options are documented and available to all applicants and students.</p>
<p>Recommended Improvements: none</p> <p>Best Practices: none</p>		
<p><b>B.5 Co-op and/or Internship Policies</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> If the program or options include co-op or internship placements, clear processes and procedures are documented and available to students. The processes and procedures include how to: obtain a placement, get credit for the placement, ensure that the placement is relevant to the area of study, have the placement assessed, and find other options available if a placement opportunity is not possible.</p>

	<p>Recommended Improvements: It would be useful to have a job developer for Co-op to help find more potential employers, especially for the winter term.</p> <p>Best Practices: none</p>	
<p><b>B.6 Graduation Requirements</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Graduation policies related to passing grades for courses, overall program average grade, number of credits, etc. exist and are documented and available to all students.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: none</p>	

## Part C: Program Policies

Criteria	Descriptors	
<p><b>C.1 Program Development Policies and Procedures</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Timelines, institutional processes, and governance for program and course development are documented and available. Program and course changes are documented and understood by all faculty members and program administration.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: Changes to programs and courses are vetted by an active Faculty Council.</p>	
<p><b>C.2 Program Continuous Improvement Policies</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Policies for program continuous improvement are documented and available. Periodic program self-assessments producing recommendations that are used for changes that lead to improvements in the curriculum and/or student success are documented and available.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: A rigorous Internal Program Review is conducted every 5 to 7 years with support from the office of Institutional Planning and Analysis.</p>	

<p><b>C.3 External Program Input</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> A Program Advisory Committee exists. Names and contact information for the current Program Advisory Committee members are documented and available. Minutes from Program Advisory Committee meetings over the past three years are documented and available. Reports are provided from any other external bodies that reviewed the program over the past three (3) years.</p>
	<p>Recommended Improvements: A Terms of Reference should be written for the Advisory Committee (e.g. quorum, chair, role of students, members list who are in attendance and not present).</p> <p>Best Practices: none</p>	

## Part D: Program and Course Information

Criteria	Descriptors	
<p><b>D.1 Program Description Documents</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Sufficient printed and/or online calendar information, brochures, program handbooks, and web-based information about the program are available to anyone interested in learning about the program. The URL is provided for the program and program options.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: none</p>	
<p><b>D.2 Program Objectives</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Program objectives are a good fit for the mission statement of the Educational Institution.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: none</p>	

<p><b>D.3 Course Outlines</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Course outlines are available for all courses in the program and program options. All course outlines include: the course ID, course title, date of last revision, prerequisite(s), corequisites, course description, textbook(s) or other support materials, methods of assessment (assignments, tests, projects) and course outcomes.</p>
<p>Recommended Improvements: none</p> <p>Best Practices: The Course Outlines have a consistent well-thought-out layout that include minimum lecture and lab content as well as learning outcomes.</p>		
<p><b>D.4 Transcript and Diploma</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> An accurate and complete transcript and diploma are provided for the program and all program options.</p>
<p>Recommended Improvements: none</p> <p>Best Practices: none</p>		
<p><b>D.5 Scholarship and Bursary Information</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> A list is available in print and/or online of all available scholarships and bursaries, and their amounts, for new applicants to the program and current students. Application forms are also available with the list.</p>
<p>Recommended Improvements: none</p> <p>Best Practices: none</p>		

## Part E. Program Outcomes

For Criteria E.1 use Tables 2 and 3 which were completed by the Educational Institution as part of the Accreditation Self-Assessment Package.

For Criteria E.2 use Tables 4 and 5 which were completed by the Educational Institution as part of the Accreditation Self-Assessment Package.

For Criteria E.3 and E.4 use student work provided by the Educational Institution. For these Criteria complete Table 6 to evaluate the sample work provided.

Criteria	Descriptors	
<p><b>E.1 Program Discipline Learning Outcomes</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> The program courses enable students to achieve appropriate Discipline Learning Outcomes. TAC accreditation requires that the program have five (5) main Program Discipline Learning Outcomes.</p>
	<p>Recommended Improvements: Consider changing the Ecology course, BIOL 2322, so that the student work is more closely related to Environmental Protection Technology. This would make it a better fit for the Discipline Outcome, BSTY10 (Professional Reporting).</p> <p>Best Practices: none</p>	
<p><b>E.2 Program General Learning Outcomes</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> The program achieves all of the eight General Learning Outcomes specific to the technician or technologist level.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: none</p>	

<p><b>E.3 Student Work</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Student work, including tests, exams, assignments and technology reports (if applicable) contribute to the Program Discipline Learning Outcomes. Student work and marking schemes clearly match the Demonstrable Learning Outcomes listed in the course outlines.</p>
<p><b>E.4 Technology Reports (for Technologist Programs only)</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> A Technology Report is a required component of the program and is evaluated by the Educational Institution. If the Technology Report is completed by multiple project team members, there are documented processes in place to ensure an equal contribution by all team members. There is also evidence that this process for ensuring an equal contribution by all team members is followed.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: none</p>	
	<p>Recommended Improvements: Provide a marking scheme or rubric for the report and presentation. Students should be given an opportunity to defend their report and the results of their project.</p> <p>Best Practices: none</p>	



## Part F: Faculty

For Criteria F.1 use Table 8 which was completed by the Educational Institution as part of the Accreditation Self-Assessment Package.

For Criteria F.2 use Table 9 which was completed by the Educational Institution as part of the Accreditation Self-Assessment Package.

For Criteria F.3 use Table 10 which was completed by the Educational Institution as part of the Accreditation Self-Assessment Package.

Criteria	Descriptors	
<p><b>F.1 Faculty Qualifications (Program Discipline Learning Outcomes)</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> The program has documented policies and procedures for hiring qualified faculty for courses in the Program Discipline Learning Outcomes. There is documented evidence that the program follows these policies and procedures, including evidence of appropriate and relevant academic qualifications, teaching experience, work experience, professional certifications and professional development.</p>
	<p>Recommended Improvements: Encourage faculty members to register with related professional associations if they have not done so already.</p> <p>Best Practices: Faculty members are very active in program related professional development.</p>	
<p><b>F.2 Faculty Qualifications (Other Faculty)</b></p>		<p><b>Compliant:</b> The program has documented policies and procedures for hiring qualified faculty for other courses. There is documented evidence that the program follows these</p>

<p><b>Rating: Compliant</b></p>		<p>policies and procedures, including evidence of appropriate and relevant academic qualifications, teaching experience, work experience, professional certifications and professional development.</p>
	<p>Recommended Improvements: Contract faculty teaching critical courses in the program should be consulted regarding changes to the program and kept up-to-date on policy and resources for faculty and staff.</p> <p>Best Practices: none</p>	
<p><b>F.3 Faculty Workload (Program Discipline Learning Outcomes)</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> The program has documented policies and procedures about faculty teaching workload, preparation and assessment marking working, class sizes and lab sizes. There is documented evidence that the program follows these policies and procedures.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: none</p>	

**Part G. Facilities, Resources and Other Student Support**

Criteria	Descriptors	
<b>G.1 Offices, Classrooms and Labs</b>  <b>Rating: Compliant</b>		<b>Compliant:</b> The office space, classroom space, lab facilities, meeting rooms for faculty and students, office support and lab support staff are sufficient to meet the needs of the students and faculty.
	Recommended Improvements: none	
	Best Practices: none	
<b>G.2 Maintenance and Upgrade of Facilities</b>  <b>Rating: Compliant</b>		<b>Compliant:</b> Procedures and processes are in place to maintain and upgrade the tools, equipment, computing resources and laboratories used by students and faculty members in the program. These processes and procedures are documented.
	Recommended Improvements: none	
	Best Practices: none	
<b>G.3 Health and Safety Procedures</b>  <b>Rating: Compliant</b>		<b>Compliant:</b> Health and safety procedures for all facilities are documented and available. Processes for training students and staff in the health and safety procedures are documented and available. There is documented evidence that these student and staff training procedures have been followed. Health and safety warnings are clearly displayed in facilities as appropriate.
	Recommended Improvements: none	
	Best Practices: none	

	<p>Recommended Improvements: A comprehensive Health and Safety Plan should be developed for the labs. Material Safety and Data Sheets (MSDS) signs and binders should be displayed and kept in central locations where hazardous chemicals are used.</p> <p>Best Practices:</p>	
<p><b>G.4 Student Research and Library Resources</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> The library and online resources are sufficient for students to do the research required for their course assignments, their capstone or final year projects (if required) and technology reports (if required).</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: Library staff also give students library instruction in research, citation and plagiarism, as well as an introduction to the research manager Zotero.</p>	
<p><b>G.5 Student Academic Resources and Support:</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Course-related resources and faculty support are available to students in the program for coursework, homework, research and lab projects.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: none</p>	
<p><b>G.6 Student Career Resources and Support:</b></p> <p><b>Rating: Compliant</b></p>		<p><b>Compliant:</b> Resources, advisors and other institutional support are available for student career counselling and guidance.</p>
	<p>Recommended Improvements: none</p> <p>Best Practices: A dedicated Co-op office helps student with work placements as well as entry level jobs upon graduation.</p>	

## Site Visit Interviews

[If require additional space in boxes below, drag on bottom line of box to make bigger.]

### Current Student Interviews

1. Why did you choose this institution and/or this program?

- There is the opportunity for Co-op work experience.
- The program is accredited.
- The program offers extensive hands-on field experiences.
- The program is accredited and credits are transferrable to university.
- It is better than the program at than one at another local college because of the hands on experience.
- The program has small class size that students enjoy personalize-like teaching atmosphere.
- Courses offer a broad range of environmental spectrum.
- Program has a very good reputation in the environmental industry.
- The program has good foundation in science and public health industry.

2. Do you feel that your expectations have been met?

- Yes. The small class sizes have made it possible to get extensive help from faculty and staff in the program.
- The expectations have been met and the field work and laboratory exercises exceeded expectations.
- Yes. The small class sizes have made it possible to get extensive help from faculty and staff in the program.

3. Can you give an example of how a faculty member and/or administrator provided you useful support or assistance?

- One student was helped when a faculty member provided a reference letter for a job application and for an award application.
- Faculty members frequently make themselves available for help outside the class.
- Faculty/staff members are approachable and helpful to students.
- Rapport between faculty/staff/administrators with students are always good; easy to talk to.

4. Who is there for you to talk to about student issues? Is this help readily available?

- There are Academic Advisors to help with student issues
- There is an Early Alert System so that students at risk can obtain the required assistance
- Students can come to the Learning Centre and/or faculty members for course assistance.

5. Are course outlines available before each semester?

- Course Outlines are always available for each course plus specific Course Presentations from each instructor with more details about a specific instance of the course.
- Course Outlines are readily available before each semester.

6. Do your course outlines generally reflect what you learn in class?

- Course Outlines and Course Presentations reflect what is learnt in class.

7. What do you consider the strengths of this program?

- Hands-on learning experience, fieldwork, lab work and Occupational Health and Safety Training are all strengths that help students get jobs and succeed in their careers.
- The program schedule and co-op terms are flexible.
- The program prepares students to be employable after graduation.

8. What would you like to see changed for the program and/or the institution?

- Some courses and/or further education in Renewable Energy, Resource Management, Environmental Sustainability, and Cultural Shifts required to maintain a healthy planet.

9. How well do the lab facilities support the program?

- The labs have a good mix of old and new equipment. Sometimes the equipment in the labs is better than in the workplace.
- A new ICP (Inductively Coupled Plasma) mass spectrometer was recently acquired to reinforce the program's analytic tools in detecting trace metals and several non-metals in soil.

10. Are the study areas, library resources, online reference materials, etc. sufficient?

- The study areas and library resources are sufficient and are often open for extended hours when the students need to do research for projects.

11. What do you know about your Provincial Professional Association?

- The students know about their provincial professional association and many are already registered as student members.



## Alumni Interviews

### 1. Why do you remain involved with this Educational Institution and program?

- One alumnus was invited to join the Advisory Committee after three years of work experience.
- Alumni enjoy letting the institution know the current industry trends.
- They want to give back to the Educational Institution and program through mentorship, sharing latest trends in the industry; and provide co-op opportunities in their workplace.

### 2. Did this program prepare you well for your career?

- The lab and field work helps alumni find and succeed at related jobs.
- Yes. The co-op programs help the students apply the knowledge they learned in the classroom.

### 3. What are the major strengths/weaknesses of this program?

- Strengths of the program are Co-op, hands-on project work, liaison with other departments for student projects and opportunity for collaborative projects with the public/private sector, flexible program schedules and course-focus.
- The program is well known and respected throughout the environmental sector in the region, and good mentoring and networking opportunities are available to students and grads.
- Cohorts are not especially cohesive, compared with other business, health and technology programs at the institution. This is not a problem for either the students or the program, and it is generally accepted that such flexibility is an advantage rather than a difficulty.
- Weaknesses of the program are the lack of basic engineering plan interpretation; lack of knowledge in plant identification and dendrology (study of trees and shrubs); more emphasis on community/First Nations involvement or consultation process and environmental stewardship.

4. What would you recommend to improve the program?

- Make it easier for students to continue their education and obtain a Bachelor's Degree.
- Inclusion of a calculus course or higher math.
- Identify bridging courses to make transition to university level easier.
- Inclusion of specialty courses on: renewable energy, environmental sustainability, anthropogenic climate change, flood hazard and risk management, erosion and sediment control; landscaping or invasive species control; basic engineering drawing interpretation; on-line WHIMIS and relevant field safety courses; more emphasis on environmental sustainability and community environmental stewardship.

5. Was the institution/faculty/staff support a contributor to your success in the program?

- Faculty and staff provided sample reports and one-to-one support for the projects done in many of the courses.

## Faculty Interviews

1. Why did you decide to work at this institution?

- The job related well to my industry experience.

2. Do you have industry experience? If so, how has that helped you in your teaching career?

- Yes! was the common answer – This helped make the course content relevant when related to real-life job experience.

3. Have you recently participated in PD activities? How have they helped you provide a better learning experience for your students?

- Expect and accept regular instructional assessment through in-lecture audit and by (*department administrators*) and others, and welcome any feedback.

4. Give examples of how the institution and/or your program administration support your PD?

- Faculty members all have PD funding available to cover a portion of the cost.
- Contract faculty and Lab Technicians are not sure where to go for PD support.
- Good relationships are actively maintained with all management, faculty, staff, advisory committee members, graduates and employers.
- Professional development is encouraged, which provided funding (capped at 0.6 of cost) for this instructor's Master's thesis.
- New equipment is frequently acquired, both by donation and by purchase. Training for the optimum operation of such new items as an ICP has proven to be a challenge.
- Have never requested any PD support and is not familiar with PD availability or procedures.

5. What would you like to see changed/continue in the program, facilities, or the institution?

- It would be useful for to bridge to a Geography Science Degree being developed.
- Strong practical course content is emphasized, with theory supporting lab and field work rather than the reverse. Lab equipment is notably better than that at competing programs.
- Note: Relatively small course content changes are both possible and encouraged, but major program changes are difficult, mainly due to the already full curriculum load for students; significant additions must be offset by eliminations to maintain the two-year program structure. Changes are most often prompted by responses to regulatory changes from governments rather than to equipment or methodology changes by industry.
- Recently liaised with (*lab instructor*) to discuss possible changes in lab/lecture ratios to better prepare students for co-op work opportunities.

## Program Advisor Interviews

1. Why did you choose to become an advisor for this program?

- Advisors like to contribute to the program and make recommendations for change so that they can recommend graduates for their organization.
- Many were alumni and they wanted to let current students and faculty know the trends in the field
- Some alumni wanted to recruit graduates from the program.

2. How many meetings have you attended over the past three years?

- The number and meetings that were attended by advisors varied from 2 to 5 out of the 6 meetings.

3. Do you feel that the meetings are productive? If so, in what ways are they productive?

- The meetings were seen to be productive but members believed that there was often a consensus that was used to suggest a change but there were no rules about the need for a quorum or whether students had a say in decisions.

4. Do you feel that your ideas have helped to bring changes that benefitted the students in the program?

- The chemistry course was changed based on a recommendation by the Advisory Committee.
- The program managers maintain close ties with industry, and ideas and suggestions brought to Advisory Committee meetings by industry reps are invariably welcomed and often implemented, although seldom immediately.

5. What changes to the program and/or facilities would benefit the program?

- None mentioned

6. Have you or your company hired graduates from this program? If so, would your company hire more?

- Yes, graduates from the program have been hired by the companies of some of the alumni.

7. How do you feel that you benefit from being involved as an advisor?

- The Advisory Committee is a good way to stay on top of the changes in the program, to get to know the faculty members, to have input into changes, and to meet students in the program.

## Employer Interviews

1. Have you or your company hired graduates from this program?

- Yes, the company has hired graduates.
- The City has hired co-op students for certain projects.

2. If yes, how well have the graduates performed? What strengths did they have as employees? What weaknesses did they have as employees?

- The on-the-job training sessions are shorter due to the knowledge and skill set the graduates possess.
- Strengths: The graduates have the ability to learn quickly and easily adapt to the work environment. They apply technical skills learned from the program and thus require minimal supervision.
- Weaknesses: Lack of understanding in interpreting engineering drawing, symbols, specifications, etc. lack of understanding about community stewardship.

3. If yes, will you continue to hire graduates from the program when you have positions to fill?

- Certainly without a doubt, because they possess employable skills for the job.

4. If no, is there any reason you have NOT hired graduates of the program?

- There are some instances that the company do not hire graduates on the bases of: there's no funding/budget available for the new hire; the position requires higher/specialty skills set; and the position requires certain number of related experiences.

5. Based on what you know about both this program and the demands of working in this field, what would you recommend be changed about the program?

- There is a spike demand in the environmental industry for sediment and erosion control technicians; hydrometric and water quality monitoring technicians and in the energy renewable and environmental sustainability sectors. There is a need to incorporate these specialized topics/courses in the program to be more employable and competitive in the industry.

6. What are trends in the field or sector that the program administrators need to be aware of?

- Program administrators should be aware of high demands in the environmental sector for sediment and erosion control technicians during construction; water quality technicians and laboratory technicians on water and wastewater related research initiatives.
- Grads from this program are employed all across the local area, in many capacities in both the private and public sectors. Some grads find work in sectors which are not closely related to the program. Many, like the two interviewees, are in recruiting &/or management positions.



## Program Administrator and Educational Institution Administrator Interviews

1. Do you have any additional questions about the TAC accreditation process?

- Explanations were given regarding the number of years of accreditation, the requirement of an Annual Report, and the differences from the previous accreditation.

2. How will you promote the program's accreditation to prospective students and their parents?

- Accreditation would be useful for recruitment of students and for graduates seeking employment.
- Accreditation might make it easier to enable graduates to ladder into a new BSc in Environmental Geography that is being considered.

3. How will you promote the program's accreditation to employers?

- Graduates would be from an accredited program that had been reviewed by an external Audit Team and accredited based on meeting or exceeding industry standards.
- The provincial professional association would be able to accept graduates as certified members as AScTs after two years work experience.

## Auditor Declaration

As a member of the Audit Team for the **ABC Technology** accreditation for **ABC College**, I have reviewed this Accreditation Audit Report TACNAC 025 in detail and agree that it accurately reflects my evaluation of the program with respect to the TAC National Accreditation Criteria.

<b>Lead Auditor's Name and Signature:</b>	Joe Blow, C.E.T.		Date: January 10, 2016
<b>Auditor's Name and Signature:</b>	Jane Doe, AScT.		Date: January 10, 2016
<b>Auditor's Name and Signature:</b>	Bob Jones, AScT.		Date: January 10, 2016