

**Program Quality Assurance
Process Audit**

ALGONQUIN COLLEGE

**FINAL AUDIT
REPORT**

September 2006

This report represents the findings of the Program Quality Assurance Process Audit for Algonquin College held on **May 12, 2006**.

This report has been prepared, reviewed, and accepted by all parties to the Audit, including the college personnel, members of the Review Panel, and the Management Board of the OCQAS. The signatures of the representative parties demonstrate their acceptance of the content of this Report.

For the College:

signature

date

For the Review Panel:

signature

date

For the Management Board:

signature

date

Review Panel Membership

Chair: Dr. Grant McGregor, Consultant

Members: Dr. Christine Wihak, Professor, University of Calgary
Dr. Georgia Quartaro, Academic Chair, George Brown College

EXECUTIVE SUMMARY:

A. CONCLUSIONS

The Algonquin College program quality assurance process is well planned and well structured. Interviews with faculty suggest a high level of commitment to the process and to its value. With some minor adjustments, the program will fully meet all Program Quality Assurance Process Audit (PQAPA) requirements.

The Program Quality Review process at Algonquin College represents a program and a commitment by the College that should be commended, as should the positive and pragmatic response of the College to the PQAPA Review Panel.

B. OVERALL FINDINGS OF PANEL

Criterion	Met	Partially Met	Not Met
Criterion 1	X		
Criterion 2	X		
Criterion 3	X		
Criterion 4		X	
Criterion 5	X		

C. RECOMMENDATIONS FOR IMPROVEMENT

The Audit Panel recommends the following:

- All consulted stakeholders should receive feedback on the review of programs at some point in the review or follow-up phase of the process.
- Within the bounds of confidentiality, evidence that might guide staff development decisions and priorities should be included in the five year Program Quality Review (PQR) process.
- More effective monitoring and follow up of Academic Advising function be implemented.
- Consultation processes should be designed to get the most objective input. For example, student focus groups could function without the presence of college employees to ensure that students feel free to frankly discuss all issues.