III mohawk COLLEGE	**2009-2011 Program Review Phase 4 – Final Report & Action Plan**	**Program Quality Fall, 2011**

Program	Quality Engineering Technician-Non Destructive Evaluation (436/439)
Ministry of Training, Colleges, Universities Vocational Standard	51006
Credential	Ontario College Diploma
Dean	Tony Thoma
Associate Dean	Bill Brimley
Program Review Membership	Program Faculty: Brad Bowman External: Sharon Bond Curriculum Design Specialist: Lisa Pegg and Catharine Ozols Institutional Research: Carmelinda DelConte
Program of Studies	2011/2012 11-A
Final Analysis Session	Not Applicable
Date of Interim Status Report	2014/2015 Academic Year
Date of Next Program Review	2016/2017 Academic Year
Date Submitted to VPA Office	TBD

This report represents the findings of Program Review for the Quality Engineering Technician-Non Destructive Evaluation (436/439)Program) in the School of Engineering Technology. The review was performed during the period May 2009-December 2011.

This report has been prepared, reviewed, and accepted by all parties to the review, including program faculty, Curriculum Design, Institutional Research, Dean/Associate Dean in the school of Engineering Technology, and the Vice President Academic. The signatures of the representative parties demonstrate their acceptance of the content of this report and a commitment to prepare an interim status report in Fall 2014.

For the Program (Dean or Associate Dean):

_____ _____

Signature   Date

For the Vice President Academic:

_____ _____

Signature   Date

Summary: Highlights

The Quality Engineering Technician-Non Destructive Evaluation (436/439) completed program review in Fall 2011. Introduced in Fall 2007, the Quality Engineering Technician- Non-Destructive Evaluation (NDE) program prepares students for practical on-site non-destructive inspection and testing techniques that enable examination of parts, equipment or materials in a way that does not impair its usefulness. The NDE program provides students with the opportunity to explore condition monitoring technologies such as vibration analysis, lubricant analysis, infrared thermography, ultrasound, and motor circuit analysis. Students learn to understand why identifying the onset of failure and taking preventive actions is needed to ensure a safe and profitable workplace. With the exception of Durham College*, the Mohawk College program is the only program of its kind in the college system. (*The Durham NDE program is mapped to a different MTCU code 51007).

This is the first formal review of the NDE program. The focus of the program review was to develop a benchmark curriculum mapping matrix and analyze of various metrics from an environmental scan to develop actions to maintain and/or enhance curriculum and program quality.

Evidence from program review for the NDE program indicates that:

Phase 1-Curriculum: courses in the Program of Studies contribute to the program learning outcomes (MTCU code 51006) as required by the Ministry of Training, Colleges and Universities (MTCU), however, there are several course outlines that are not included in the analysis of the curriculum mapping matrix (CMM). Addition of these course outlines to the CMM will provide a more representative snapshot of compliance to program learning outcomes and external standards as well as identifying appropriate levels of learning (scaffolding/laddering) of curriculum to support graduate outcomes. The NDE program is not compliant with the General Education requirements outlined in the MTCU Framework for Programs of Instruction (based on 11/12 A POS). NOTE: possibly due to incorrect identification of gen. ed. On POS)

Phase 2-Environmental Scan: applicant and registrant trends have remained stable since 2009 with approximately 20 students enrolled in the program. Program Performance Indicators (PPI) from 2008-2009 and 2009-2010 show that the program meets gross contribution requirements of 35% and the Program Quality score was 12.5 out of a score of 25. Student Satisfaction scores for Key Performance Indicators (KPI) are significantly lower than the overall Mohawk College scores for several metrics and in comparison to other programs under the Associate Dean.   Action plans for quality improvements will be required as a result of this analysis.

Phase 3-Program Quality and Strategic Initiatives: Deferred to 5-Year Action Plan

Summary: Overall Findings by Program Review Component

Phase	Component	Met	Partially Met	Not Met	Evidence
Curriculum	Course Outlines		X		-Course Outline Review -Program partially meets requirements outlined in course outline policy.
	Curriculum Mapping Matrix		X		-Program partially meets requirements outlined in program review and program quality policy in keeping with MTCU framework for programs of instruction.
	MTCU Framework for Programs of Instruction		X		-Not compliant with 1) General Education; 2) total POS hours slightly lower than the recommended range outlined in the framework
	Program Advisory Committee				Lisa: get evidence (i.e. minutes and membership list)
Environmental Scan	Key Performance Indicators		X		-Program has Student Satisfaction scores almost 18% points lower that Mohawk College programs (2010/11 KPI scores)
	Program Performance Indicators		X		-Program has maximum PPI scores for gross contribution and minimum PPI scores for program quality
	Applicant/ Enrolment	X			-Applicant/Enrolment data stable over several years.
	Student Success				-deferred to 5-Year Action Plan
Program Quality and Strategic Priorities	Quality--Curriculum Content				-deferred to 5-Year Action Plan
	Quality--Flexible Delivery				-deferred to 5-Year Action Plan
	Quality--Flexible Operationally				-deferred to 5-Year Action Plan
	Quality--Experiential Learning				-deferred to 5-Year Action Plan
	Innovation--Applied Research				-deferred to 5-Year Action Plan
	Innovation--Entre/ Intrapreneurship				-deferred to 5-Year Action Plan

	Sustainability--Curriculum				-deferred to 5-Year Action Plan
	Sustainability--Practices				-deferred to 5-Year Action Plan
	PLAR				-deferred to 5-Year Action Plan
	Learning Plans				-deferred to 5-Year Action Plan
	eLearn				-deferred to 5-Year Action Plan
	Student Feedback about Progress		X		-Student satisfaction for this metric (Q 19 on 2010/11 KPI survey) indicates that the NDE program has scores 11% lower than other programs under the Associate Dean and 15% lower than all Mohawk College programs. (NOTE: at time of review, student feedback about progress was a college initiative to improve student success.)

Summary: Commendations, Affirmations and Recommendations

Commendations

There are a number of areas that the NDE program demonstrates best practices and leadership in regard to program quality. They are:

<mark>To be completed by program faculty. Following are some examples from other programs</mark>
- Class Advisor Model--student success retention strategy
  - Faculty provide intensive support and linkage of theory and practice to students in order to meet professional and personal goals
- <mark>Other items to be added</mark>

Affirmations

Affirmations are declarations, which may/may not have evidence as a result of program review, that the program faculty identify are areas required to support program quality improvements. The areas identified include:

<mark>To be completed by program faculty. Following are some examples from other programs</mark>
- Develop an Annual Program Review plan which includes curriculum review, Environmental Scan review, and Program Quality/Strategic Initiatives review
- Student support services at the Brantford campus--Library access; counselling; testing; medical emergency
- Support for part-time faculty, financially and professionally.

Recommendations

Analysis of various data sources from program review identified three areas that will assist in improving the quality and student satisfaction of the program. They are:

1) Curriculum Currency and Renewal
- Develop and maintain a current Curriculum Mapping Matrix
- POS revisions to address the issue non-compliance for general education in the diploma program
- Identify General Education courses in order to meet the requirements of the Framework for Programs of Instruction
- Develop an Annual Program Review Plan that utilizes curriculum renewal process to maintain current course outlines
- Use available sources (Curriculum Mapping Matrix, Key Performance Indicators, Strategic Enrolment Planning data) to monitor program quality on an annual basis.

2) Program Performance and Key Performance Indicators
- Develop an Annual Program Review plan that monitors student satisfaction and program quality
- Implement strategies to improve metrics

3) Program Quality and Strategic Priorities
- Identify instructional strategies to support college initiatives

Resources

Program Review Phases	Source	File Name	Date Completed/ Accessed	Used (Y/N)
Phase 1: Curriculum	Course Outline Review	436 Course Outline Review.xls	September 2011	Y
	Curriculum Mapping Matrix (CMM)	436 Curriculum Mapping Matrix.xls	September 2011	Y
	Competitive Curriculum Analysis (CCA)	436 Competitive Curriculum Analysis.xls	September 2011	Y
	Program of Studies (POS)	436 POS 10 A.pdf	February 2011	Y
	Vocational Standards (VS)/ Program Description	436 51006 Program Description.pdf (MTCU)	July 2007	Y
	Focus Group Notes	Not Applicable		N
	PAC Minutes			
	Credentials Framework (OCD)	436 Credentials Framework	September 2011	Y
	POS Trend Analysis	Not Applicable		N
	Program System Matrix	Not Applicable		N
	Pathways Graphic	Not Applicable		N
	Other (e.g. accreditation letters etc.)			?
Phase 2: Environmental Scan	Program Performance Indicators	436 PPI.pdf	2009-2010 Fiscal Year	Y
	Key Performance Indicators	436.pdf	2010-2011	Y
	Surveys	Not Applicable		N
	Competitive Program Profile	436 Competitive Program Profile.xls	2010-2011	Y
	Student Success and Retention			N
	Labour Market Demand			N
	Program Job Search			N
	Applicant vs. Registrant analysis	436 Competitive Program Profile.xls	2010-2011	Y
	Student Entrance survey			N
	Employment Profile	436 Competitive Program Profile.xls	2010-2011	Y
	Employment Outlook			N
	OSAP Default Rates			N
	Assessment for Success			N
	Other			N
Phase 3: Quality	Program Quality	Deferred		N

Processes				
	Re-Thinking Assessment	Deferred		N
	Program Level Assessment Mapping	Deferred		N
	Other	Not Applicable		N
Supporting Policies	Course Outline Policy		Accessed Winter 2012 via: http://www.mohawkcollege.ca/about/policies/CorpSect5.html	Y
	Program Review Policy		See Course Outline Policy	Y
	Program Quality Policy		See Course Outline Policy	Y
	Program Advisory Committee		See Course Outline Policy	Y
	Prior Learning and Recognition			N
	General Education			N
	Program of Studies			N
	Academic Scheduling			N
Supporting MTCU Framework documents	Framework for Programs of Instruction		Accessed Winter 2012 via: http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf	Y
	Essential Employability Skills		See Framework for Programs of Instruction	Y
	General Education		See Framework for Programs of Instruction	Y
	Credentials Framework		See Framework for Programs of Instruction	Y

Curriculum: Summary

Overview

Phase 1 of program review is designed to develop and analyze a Curriculum Mapping Matrix which links course learning outcomes to program learning outcomes, essential employability skills and external standards (where applicable). Curriculum mapping is a ministry requirement and provides evidence of curriculum compliance to the program learning outcomes. Through focus groups, external stakeholders such as employers, graduates of the program and current students are also involved in this phase of program review.

Highlights

- All course outlines supported and delivered by CINDE are available in the course outline application (CORE)
- Additional course outline development is required in order to prepare a comprehensive curriculum mapping matrix.

Background
- Phase 1 of Program Review for NDE was partially completed by the program team through program specific curriculum development sessions over a period of several academic semesters. Results from the analysis are included in this report.

- Note: Up-to-date course activity and course failure information was not available for analysis due to Mohawk staff illness.

Curriculum: Mapping Analysis

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Overview

A Curriculum Mapping Matrix (CMM) is developed based on links between course learning outcomes and program learning outcomes, essential employability skills and external standards (where applicable). The CMM provides program areas with data in order to make decisions about curriculum, scaffolding/ laddering and breadth, depth and complexity of student experience with the curriculum.

The following data for NDE is based on a partial curriculum mapping matrix.
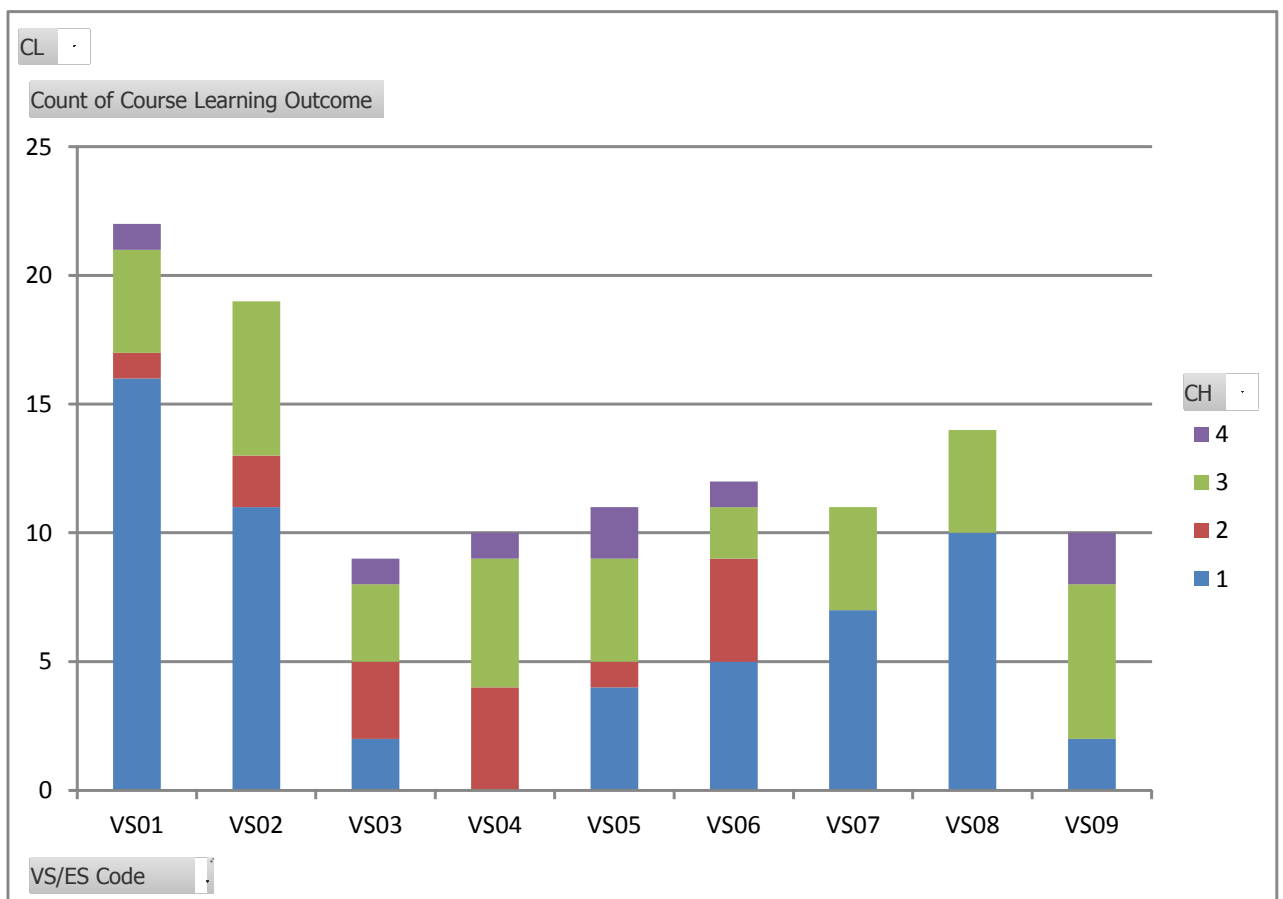
Course Learning Outcome Links to Program Learning Outcomes

Breadth of Learning Summary
- An analysis of the CMM shows students are exposed to all program learning outcomes (PLO) in the program.
- The following courses have not been mapped to the PLOs

	The following course outlines are not clinked to Vocational Standards:	Semester
	COMM LL041 - Communications (Langs)	1
o	MATH MS150 - Mathematics	1
	MATL MTB71 - Introduction To Metallurgy	2
	NDTE 10006 - Magnetic Particle Levels 1 & 2	2

- The focus of the curriculum appears to be on VS01 and VS02.

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Course Learning Outcome Links to Program Learning Outcomes

Depth and Complexity of Learning Summary

- There are a total of 118 CLO links to PLO
- Approximately 61% of total CLO links to PLO are characterized as contributing to a minor (1) or moderate (2) degree to graduates' ability to demonstrate the outlined skill or ability

	1	2	3	4	Grand Total
VS01	16	1	4	1	22
VS02	11	2	6		19
VS03	2	3	3	1	9
VS04		4	5	1	10
VS05	4	1	4	2	11
VS06	5	4	2	1	12
VS07	7		4		11
VS08	10		4		14
VS09	2		6	2	10
Grand Total	**57**	**15**	**38**	**8**	**118**

Course Learning Outcome Links to Program Learning Outcomes

Semester

- It appears as though course learning outcomes contribute to approximately 40% of all links at a minor level in Semester 1.
- It appears as though students are not exposed to curriculum at a very significant level in preparation for graduation

of Course Learning Outcome Links to Program Learning Outcomes by Semester

SEM	Minor (1)	Moderate (2)	Significant (3)	Very Significant (4)	Total
One	46	0	0	0	46
Two	2	4	15	8	29
Three	7	10	6	0	23
Four	2	1	17	0	20

Course Learning Outcome Links to Program Learning Outcomes

Program Composition

- There are 9 Foundational courses, 7 Specialized courses, 0 integrational courses and 2 general education courses

- Total of 118 CLOs in program spread over 16 courses in 4 semesters (based on CMM)

Classification	Minor (1)	Moderate (2)	Significant (3)	Very Significant (4)	Total
Foundational	51	8	5	1	65
Specialized	6	7	33	7	53
Integrational	0	0	0	0	0

Course Learning Outcomes Linked to Essential Employability Skills

Due to issues with the CORE database in regard to Essential Employability Skills, this section is not completed.

Course Learning Outcomes Linked to External Standards

The following 11 course outlines were not mapped to the External Standards. As a result, analysis of the curriculum mapping matrix for this section is incomplete.

The following course outlines are not clinked to External Standards:	Semester
COMM LL041 - Communications (Langs)	1
MATH MS150 - Mathematics	1
MATL MTB71 - Introduction To Metallurgy	2
NDTE 10006 - Magnetic Particle Levels 1 & 2	2
CADM MC112 - Engineering Drawing 1	1
MANU MC338 - Manufacturing Processes	1
METR 10005 - Metrology Lecture	1
METR 10006 - Metrology Laboratory	1
NDTE 10001 - Prinicples and Applic of NDT	1
NDTE 10012 - Certified Exposure Dev Operatr	2
NDTE 10008 - Predictive Maintenance Tech.	4

As well, based on the current mapping, no courses contributed to the following external standards:

Note: These External Standards are not clinked to any course
ES 6.4.1.a - Assume full responsibility for a test facility or examination centre and staff
ES 6.4.1.b - Establish, review for editorial and technical correctness and validate NDT instructions and procedures
ES 6.4.1.c - Interpret codes, standards, specifications and procedures
ES 6.4.1.d - Designate the particular test methods, procedures and NDT instructions to be used
ES 6.4.1.e - Carry out and supervise all tasks at all levels
ES 6.4.1.f - Provide guidance for personnel at all levels
ES 6.4.2.a - Competence to evaluate and interpret results in terms of existing codes, standards, specifications and procedures
ES 6.4.2.c - A general familiarity with other NDT methods

Compliance: Framework for Programs of Instruction

Scope: Depth, Breadth and Complexity	• Meets all specific Vocational Outcomes (program learning outcomes) as defined by the provincial program standards • Planning and implementation of alternative approaches to skill and knowledge application across a broad range of technical and/or administrative requirements showing substantial depth in some areas where judgement is required	X

	• Applications involve personal responsibility, autonomy in performance, working in teams	
Essential Employability Skills	• Basic fundamental personal management and teamwork skills • Depth of achievement consistent with EEs outcomes (based on CMM 2005)	TBD
General Education	• Exposure to at least ONE discipline outside field of study • Access to 3-5 courses designed discretely from vocational standards • ==Possibly due to inaccurate information on POS==	X
Typical Duration	• Approximately, four semesters or 1200-1400 equivalent instructional hours • ==POS as of Sept. 2011 was 1,176 excluding co-op hours (To Be Confirmed)==	√

Curriculum: Focus Group

Several focus groups with employers, graduates and current students will be incorporated into the 5-Year Action Plan. Data captured from this program review component will be used to inform curriculum enhancements to complete the mapping process and to inform strategies to improve student satisfaction and program quality.

Curriculum: Pathways and Partnerships

Not available at time of review.

What about partnership with CINDE?

Environmental Scan: Summary

January-03-12
12:03 PM

Overview

Phase 2 of program review analyzes several data sources such as Key Performance
Indicators, Program Performance Indicator, Competitive Curriculum Analysis, and data direct
from the Ontario College Application System to complete an "environmental scan" of the
program in comparison to other colleges with the same program, Mohawk College overall
and other programs under the Associate Dean.

Highlights

- Mohawk's NDE program is 1 of 2 Ontario College Diploma's in the college system. Durham College has
  a Mechanical Engineering Technician (non Destructive Evaluation) program that is mapped to MTCU
  51007 vocational standards.

- Applications and registrations have remained stable since 2008 with a significant increase in 2009
  possibly due to Second Career.
- The NDE program is a niche program specific to Mohawk College.

Competitive Overview

- 2 colleges offer the NDE Ontario College Diploma (MTCU 51006 and 51007)

- Durham College's NDE program receives higher funding

College	APS	APS Title	MTCU	WT	FU	Duration	OccCl	TF	Lang	Start	Family
MOHA	1220	Quality Engineering Technician - Non Destructive Evaluation	51006	1.20	2.00	S004	T07	2.00	E	2007-09-01	1006
DURH	1129	Mechanical Engineering Technician (non Destructive Evaluation)	51007	1.30	2.30	S004	T09	2.00	E	2001-09-01	1007

Source: 2011-09-09 APS-MTCU Table

- Mohawk's NDE Ontario College Diploma is:
  - identified as not oversubscribed*
  - listed as 2nd career
  - not offered through OntarioLearn
  - Tuition for 1st year is high demand

Environmental Scan: Applicant, Enrollment, Catchment, Conversion, Employment

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Overview

OCAS data, market demand data and labour market trends are used to analyze and compare the NDE program to comparator programs in the college system.

Market Demand – Applicants and Registrants				
Applicant trends indicate there is market demand for this program.	With the exception of 2009, the program has attracted approximately 60 individuals for the past 3 years. In Fall 2010 there were 135 applicants to the 2 programs in the college system. Total applications for the 2 programs has been variable for the past 3 years.			
Registrant trends indicate there is a market demand for this program.	With the exception of 2009, approximately 20 students have registered for the program. The Durham program has approximately 10 more registrants than the Mohawk program.			
The applicant to registrant conversion rate indicates there is excess demand for this program.	The conversion rate for Fall 2011 for Mohawk's program was 35% which was slightly lower that Durham's conversion rate (37%).			
Market drain from Mohawk's catchment area indicates potential students are currently applying to and/or attending other colleges to take this program.	Approximately 50% (44 in 2010 and 39 in 2011) of enrolments into Mohawk College's program are from other catchments. Of the enrollments to Mohawk College's program from other catchments, approximately 50% (20/44 in 2010 and 18/36 in 2011) were from Conestoga, Sheridan and Niagara catchment.			
Source: OCAS Data Warehouse, Fall 2011 applicant data as of January, 2012				

Market Demand – Employment		
Listed industries/organizations and/or specific companies or groups would hire graduates of the proposed program.	<mark>TBC by program area</mark>	
Industry support for the program in regard to costs, funding.	<mark>CINDE?</mark>	
Industry support to provide students with work-place experiences (i.e. co-op, clinical and field placements) has been confirmed.	<mark>TBC by program area and liason with co-op Lisa: Maureen Minaker</mark>	
Government priorities that support graduate demand and job vacancies are identified. *(Note: Supporting documentation – journal articles, industry reports, etc. – should be referenced and links to data provided.)*		

Statistics Canada National Occupational Classification Code (NOCC)	226
Local, regional, and/or national labour market trends indicate employment demand for graduates of this	Predict excess employment demand between 2011 and 2020 due to solid

program. *Source: Government of Canada,* *www.workingincanada.gc.ca*	employment growth. http://www23.hrsdc.gc.ca/occupationsummarydetail.jsp?&tid=43
Graduation rates/trends for competitive programs. *Source: Latest KPI Graduation Rates*	Data not available. Requires 3 years of data for KPI calculation.
Graduate employment rates indicate there is employment demand for graduates of this program. *Source: KPI Graduate Survey 2010-2011 Reporting Year (Based on 2009-2010 Graduates)*	83% graduate employment rate for 1 year (6 responses). (NOTE: Graduation rates identified above are not the same graduates identified for graduate employment rate.)
Data from the latest MTCU Employment Profile report *Source: MTCU Employment Profile 2009-2010 Graduates*	8/11 graduates working in industry related fields. Avg. salary for sector $37,000 http://www.tcu.gov.on.ca/pepg/audiences/colleges/serials/eprofile09-10/profile10.pdf

Environmental Scan: Program Performance and Key Performance Indicators

Overview

Program Performance Indicators (PPI)s are used to analyze the program based on 5 key metrics (meeting enrollment, KPI graduation rate, program quality, gross financial contribution). A program score is calculated based on the 5 key metrics and compares the program to other programs in the college.

Key Performance Indicators (KPI) are an MTCU directive and the data is used to analyze the program based on student satisfaction, teaching and learning, facilities etc. KPIs also provide comparator data for other programs in the college, programs under the Associate Dean, all programs at Mohawk, and similar programs in the college system

2009/10 Program Performance Indicators (Appendix X)

PPI for NDE indicates that the program is meeting enrollment targets and gross financial contribution. The program quality score is approximately 50% of the maximum of 25 which indicates that the program should focus some action items on improving this score.

Meeting Enrolment Targets (Max 15)	KPI Graduation Rate (Max 20)	Program Quality (Max 25)	Gross Financial Contribution (Max 25)	Graduate Satisfaction (Max 15)	2009/10 Final Score (Max 100)
15	N/A*	12.1	25	N/A*	N/A**

* given program's change in format, KPI graduation rate data not available for this report

**given lack of graduation rate data, the final score is not provided; the report is considered incomplete

Mohawk Key Performance Indicators (KPIs) (Appendix X)

	Student Satisfaction (Satisfied/Very Satisfied)	
	2010	**2011**
Overall	**53%**	**61%**
14. OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	60%	67%
26. The OVERALL quality of the learning experiences in this program.	41%	63%
44. The OVERALL quality of the facilities/resources in the college.	59%	63%
45. The OVERALL quality of the services in the college.	51%	57%

General 2010 KPI Observations

- Mohawk's NDE program is the only program mapped to MTCU 51006, therefore, it is the only program with KPI results

- Generally, the KPI scores for the capstone questions for the NDE program are significantly less than

the overall scores for other programs under the Associate Dean and in comparison to the scores for the college.

- KPI scores in areas related to teaching, content, quality of learning, and quality of labs, have decreased significantly since the start of the program, however, scores for these areas did increase in 2011.
    - KPI scores in these areas for this program are significantly lower than the score for the Associate Dean and for the College

Environmental Scan: Competitive Curriculum Analysis

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The Mohawk College NDE program and Durham College's NDE program have a lot of similarities in regard to course content (see competitive curriculum analysis.xls).

Both programs are offered in regular full-time day delivery with a co-op option.

Both programs are classified as high demand tuition.

Environmental Scan: Student Success and Retention

The data for this section of the report is not available due to an illness with a Mohawk Staff member.

Deferred to 5-Year Action Plan

Strategic Priorities

The focus of program review for the NDE program was on developing a benchmark curriculum mapping matrix through curriculum development and mapping, and an environmental scan.

Phase 3 of program review is deferred to the 5-Year Action Plan.

5 Year Program Quality Enhancement Action Plan

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Objectives	Action Strategies	Timelines	Responsibility	Status
Short Term (within the next 18 months)				
Develop a complete benchmark curriculum mapping matrix (MTCU requirement and CINDE requirement (?)	Complete course outlines and mapping process	May/June 2012	Program Quality to invite program area to workshops	Not Started
	Analyze complete curriculum mapping matrix and update report	Fall 2012	NDE/CD Team	Not Started
	Present results to Program Advisory Committee and CINDE (?) and MEG (?)	Fall 2012 (December)	Associate Dean	Not Started
Transition to eLearn@Mohawk	Transition Year 2 courses in a predominantly web enhanced format	?	NDE/ eLearn/Library Team	
Enhance program of studies	Review and revise POS as necessary, to enhance competencies of graduates as per program review findings.	Fall 2012 - ongoing	NDE/CD Team	Not Started
Update program of studies	Review and revise POS to ensure compliance to general education requirement based on MTCU framework for program of studies (NOTE: may impact CMM)	Fall 2012	NDE/CD Team	Not Started
Communicate with various stakeholders	Implement and utilize data from focus groups to support curriculum and program quality enhancements	Fall 2012	NDE/CD Team	Not Started
Annual Program Review	Develop annual program review process to monitor curriculum and program quality enhancements. Include strategies to improve specific KPI scores.	Fall 2012-Ongoing	NDE/CD Team	Not Started
Medium Term (within the next 18-36 months)				
Perform ongoing curriculum enhancement	Re-develop at least one course in a blended delivery model	Summer 2012 & 2013	NDE/ eLearn/Library Team	
	Integrate new or enhanced content	Summer 2012/13		
Long Term (within the next 36-60 months)				
Monitor short-term and long-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	To be determined pending outcome of medium term objectives Spring 2014 (tentative)		
	Submit interim program quality report to Program quality area			
	Plan and prepare for Comprehensive Program Review	Spring 2016		