**Evaluative Criteria for Existing Programs**

**Excerpt from Algoma University IQAP**

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Existing programs will be evaluated using the following criteria:

Objectives

* The program is consistent with the vision, special mission, and strategic objectives of the university, and with the academic principles of the 5-Year Academic Plan.
* The program requirements and associated learning outcomes are consistent with Algoma University’s undergraduate degree level expectations.

Admissions

* The admission requirements are appropriate for the learning outcomes of the program.

Curriculum

* The curriculum reflects the current state of the discipline or area of study and is of continuing relevance to the field of practice it serves.
* The curriculum is designed to maximize the graduates’ potential for employment and promotion in their field and further study
* The learning outcomes are appropriateness and clear.
* There is evidence of significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
* The mode of delivery is appropriate to the intended program learning outcomes and undergraduate degree level expectations.
* The learning outcome achievements of students/graduates compares well with – 1) program’s stated learning outcomes and standards; 2) degree-level standard (refer to university undergraduate degree level expectations); 3) the opinions of employers, students, and graduates; and 4) standards of any related regulatory, accrediting or professional associations(s)

Teaching and Assessment

* The methods for assessing student achievement are appropriate to the program learning outcomes and the undergraduate degree level expectations.
* The means of assessment are appropriate and effective in clearly demonstrating achievement of the program learning outcomes and the degree level expectations.

Resources

* The Department’s use of existing human, physical, and financial resources is appropriate and effective in delivering its program(s).

Quality Indicators

* The benchmarks for assessing the quality of a program include the use of student-centric data. The quality of a program is evaluated using indicators from two areas: student experience and student success. Student experience indicators include those related to input and process measures. Student success indicators include those related to outcome measures of student achievement and performance.
	+ **Student Experience Indicators:** faculty qualifications; research and scholarly records of faculty; class sizes; percentage of faculty taught by permanent or non-permanent (sessional) faculty; faculty to student ratios
	+ **Student Success Indicators:** applications and registrants; attrition rates; time-to-completion; final-year academic achievement; graduation rates; academic awards; student in-course reports on teaching; post-graduate employment; alumni comments

Quality Enhancement

* The Department undertakes initiatives to enhance the quality of the program and the associated learning and teaching environment