

PROGRAM REVIEW PROCEDURE

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PROCEDURE STATEMENT

Conestoga has program review processes which support the delivery of quality academic programming. The review processes promote continuous quality improvement through evidence-based reflection and analysis. The processes require program teams to consider student, community, and employer needs and feedback and to meet professional and Ministry of Training, Colleges and Universities (MTCU) requirements.

SCOPE

This procedure applies to all programs offered at Conestoga that are encompassed by the Ministry of Training, Colleges and Universities Minister's Binding Policy Directive: Framework for Programs of Instruction, as well as local college certificates and certificates of achievement, and the Post-secondary Education Choice and Excellence Act, 2000. This procedure governs ongoing/annual reviews and comprehensive reviews. For OntarioLearn programs, please see OntarioLearn quality assurance requirements.

DEFINITIONS

Academic Forum (AF)

This academic committee oversees all academic activities that support quality and sustainability and the institutional priorities of the college related to improving teaching, learning and the quality of academic programs of study.

Academic Management Calendar

Conestoga's calendar of critical dates used to manage the implementation of decisions related to new programs, development, delivery and change in programs. It also drives the communication of academic dates and activities for student enrolment (admission, billing, registration) and progression.

Academic Year

The period from September 1 to August 31.

- Current Academic Year –refers to the start date of the academic year.
- Upcoming Academic Year – refers to the academic year subsequent to the current academic year.
- Following Academic Year – refers to the start date of the academic year occurring two years from the current academic year.

Annual Program Performance Scorecard (Scorecard)

A document created by Institutional Research and Planning which provides a summary of key quality measures and is used to support strategic decision-making.

Annual Program Reflection (APR)

A review process which requires a team-based discussion and evaluation of the previous academic year. The APR facilitates continuous improvement in the program to support student and program success. Program teams are required to document their reflection in the online APR system and are encouraged to identify planning opportunities for program enhancement for the upcoming academic year.

Comprehensive Program Review

Comprehensive program reviews require program teams to undertake a strategic assessment in support of Ministry and/or accrediting bodies program requirements. Most programs follow a five to seven-year review cycle unless external and/or internal circumstances identified through the annual reflections indicate the need for a revised review cycle. Conestoga's comprehensive program reviews include the Major Program Review, the degree self-study, degree renewals and program accreditations.

Course

A distinct and discrete teaching and learning framework, containing content that has been approved by an expert source, usually structured to be delivered over an identified period of time, with measurable learning outcomes, and formal student evaluation.

Credential

Recognition awarded upon completion of a program of study as set out by the Ministry.

Credit Course

A distinct and discrete teaching and learning framework containing content that has been approved by an expert source and structured to be delivered over an identified period of time. Credit courses have measurable learning outcomes and formal student evaluation. Student evaluation in a graded credit course is weighted in the calculation of the grade point average.

Curriculum

A plan for learning that is coordinated and articulated in a manner designed to result in the achievement by students of specific knowledge and skills and the application of this knowledge. Curriculum refers to the content (the material to be learned), the actions and resources

involved in teaching and learning, and processes for evaluating the attainment of educational objectives and is driven by learning outcomes.

Degree Self-Study

A process for degree teams to strategically assess their program's fit, viability and relevance, and identify opportunities for program update or renewal while considering multiple stakeholders needs and feedback. It supports Ministerial renewal of consent to deliver the program, accreditation/re-accreditation of the program, or both. Program teams are required to conduct a strategic assessment of their program and create a plan for update and renewal of the program. It is subject to external quality assurance review to support continuous program quality improvement and student success.

Essential Employability Skills (EES)

Essential Employability Skills are non-vocational skills critical for success in the workplace, in day-to-day living, and for lifelong learning that students learn as part of the formal curriculum, and as stipulated by the MTCU.

Major Program Review (MPR)

A framework which requires teams to strategically assess their program's fit, viability and relevance, and identify opportunities for program update or renewal; while considering multiple stakeholders needs and feedback. Every 5-7 years, program teams are required to conduct a strategic assessment of their program and create a plan for update and renewal of the program. The process encourages improvement in the program to support student and program success; and is documented within the MPR system in two sections Strategic Program Assessment and Program Update/Renewal.

Ministry of Training, Colleges and Universities (MTCU)

The Ministry of Training, Colleges and Universities has the function of assessing all program proposals for determination of appropriate code classification, funding weights and parameters, and program titling.

Strategic Program Assessment (SPA)

The first section of the major program review framework. The section requires program teams to collect and record data related to program performance and feedback from stakeholders. Program teams are required to conduct and document the analysis of the program's fit, viability, and relevance, and identify opportunities for program update or renewal.

Program of Study

A planned and coordinated selection of courses delivered to an identified student body leading to a certificate, diploma, degree or other document awarded by the Board of Governors.

Program Advisory Committee (PAC)

The Program Advisory Committee provides advice on academic program development, review and relevance, changes/trends in business and industry affecting programs, students and

graduates, technological implications of changes/trends, employment prospects etc. Refer to PAC Guidelines for membership and terms of reference.

Program Cluster

More than one program with similarities in program outcomes, courses and/or awarding of a credential.

Program Planning and Review Committee (PPRC)

The program planning and review committee is a standing committee comprised of representatives from each department and school. The committee ensures that curriculum development and review are consistent with approved process.

Program Update/Renewal (PUR)

The second section of the major program review framework. This section documents the intended changes and strategic plan for the program as a result of the analysis conducted in the strategic program assessment section.

RESPONSIBILITIES

Academic Schools

- In collaboration with the program review consultant (PRC) ensure that program chairs and program coordinators follow the program review cycle of continuous quality improvement.
- Provide oversight and approval on recommendations as a result of an APR or comprehensive review.
- Ensure updates to the program review or accreditation schedules are reported to the program review consultant and the manager, degree quality.
- Ensure the achievement of program learning outcomes is central to program activities.
- Ensure alignment of program learning outcomes and courses in the program design.
- Ensure all review processes are completed according to expected policies and procedures, ministry requirements, external and internal requirements, documentation, consultations, timelines, and outcomes in collaboration with the program review consultant and related areas.
- Chairs establish, collaboratively with the PRC, the programs which can be reviewed separately or as a program cluster.
- Ensure the APR and/or comprehensive review documentation is approved by the school's executive dean/dean/or designate and submitted to the PRC or degree quality department along with all supporting documents.
- Engage PACs in program review and relevance discussions and prepare summary reports for PACs upon completion of comprehensive reviews.
- Ensure program changes related to general education electives and their rationale are communicated to the Program Advisory Committee and recorded at the meeting.
- Ensure that any reduction in the number of general elective courses in a program meets or exceeds the minimum number of courses mandated by the Ministry. They will consult with the Chair of Liberal Studies to ensure that Conestoga and Ministry requirements are met.

- Ensure recommendations or changes resulting from the program review processes are approved by the executive dean/dean/or designate and implemented in consultation with the Curriculum Planning and Operations Office and PRC according to dates in the Academic Management Calendar.
- Work collaboratively with institutional subject matter experts including, but not limited to, the PRC and Institutional Research, Degree Quality, Curriculum Operations and Planning, Online Learning Centre, Pathways, and other support service areas.

School of Liberal Studies

- Consult with other schools about general education and degree breadth course requirements, as required, to verify that any changes in the number of courses in a program meets or exceeds the minimum number of courses mandated by the Ministry.

Curriculum Planning and Operations

- Work collaboratively with the academic school to provide guidance in ensuring program compliance with the Ministry of Training, Colleges and Universities Minister's Binding Policy Directive: Framework for Programs of Instruction, including consideration of general education or EES requirements.
- Advise academic school and program review consultant of MTCU standards changes or scheduled revisions.
- Support the alignment of program learning outcomes with the courses in the program design.
- Recommend appropriate program standard and program description to use in the curriculum mapping process.
- Support mapping activities during APR and comprehensive review.
- Provide curriculum consulting services at different stages throughout the APR and comprehensive review.
- Provide curriculum resources to support reviews, such as program maps, EES guides, etc.
- Deliver curriculum training relevant to program maps, EES guides, etc.

Degree Quality Department

- Work collaboratively with the academic school to provide guidance in ensuring program compliance with the Ministry of Training, Colleges and Universities regulations.
- Develop, review and revise program review policies and procedures related to degree development, delivery, maintenance, and review in consultation with academic schools, and with alignment to Ministry requirements.
- Develop, review, and revise program review documents and workflows in consultation with Conestoga stakeholders such as the academic schools, Curriculum Planning and Operations, Institutional Research, and program support services across the institution.
- Align program review requirements across degrees and determines opportunities for alignment with other external regulatory/accreditation bodies, where applicable.
- Lead degree major reviews, providing guidance for schools and departments to ensure successful degree consent renewals. This includes chairing program-review related

meetings, gathering appropriate evidence, and drafting program review documentation on behalf of the academic school.

- Liaise with the Program Planning and Review Committee (PPRC), Academic Forum (AF), and other internal bodies related to the policies, procedures, and scheduling requirements related to degree program development, delivery, maintenance, and review.
- Plan, develop and deliver professional development opportunities related to degree quality at Conestoga.
- Stay apprised of practices for program review internally and externally for integration at Conestoga.
- Develop and/or support initiatives across the institution related to the capacity, sustainability, and quality of degree delivery, faculty, and student experiences.

Program Advisory Committee (PAC)

- Provide input for comprehensive program review.
- Stay informed through PAC reports of program status in relation to college and external reviews as appropriate.

Program Review/PAC Sub-committee

- Act as an advisory group; consults on all program review related issues, processes, systems, and policies and procedures.

Program Planning and Review Committee

- Act as an advisory group for program development; is consulted on annual program reflection trend results, major program review completions, and degree self-study results.

Program Review Consultant (PRC)

- Create and maintain program review framework and online systems supported by innovation and integration.
- Ensure that the achievement of program learning outcomes is a key component of the program review processes.
- Ensure all stages of program review processes are supported, including consultation with the Curriculum Planning and Operations, Institutional Research, Online Learning Centre, Academic Scheduling, and support services such as the Learning Commons, Library Resource Centre, etc.
- Maintain a master major program review schedule for the institution, which includes program clusters.
- Provide an annual status report which includes completions and trend analysis to the executive dean of the program and Academic Administration.
- Maintain an archive of all institutional program review documentation for a minimum of seven years.
- Plan, develop and deliver professional development (PD) opportunities related to program review.

- Liaise with the Program/PAC Sub-Committee regarding all program review related issues, processes, systems, and policies and procedures.
- Align program review activities in consideration of degree, accreditation and major program review requirements.
- Stay apprised of practices for program review internally and externally for integration at Conestoga, as applicable.
- With chairs, establish the programs which can be reviewed separately or as a program cluster.
- With chairs, ensure APRs are conducted for each program annually unless undergoing a comprehensive review.

Other Academic and Student Support Departments

- Participate in the program review process as appropriate. Services include, but are not limited to, Library Services, Student Success Services, Student Engagement, Aboriginal Services, the Online Learning Centre, Co-operative Education, Career Services and Work Integrated Learning, Institutional Research, the Registrar, and Marketing.

PROCEDURE

1. The Annual Program Reflection (APR) is completed by a team as assigned by the chair.
 - a. The APR list will be made available to the chairs through the APR online system every year on or before May 1st.
 - b. The chair and program team complete requirements as outlined in the APR system, including suspension form or program design change form, if required.
 - c. Once completed within the APR system, program coordinator/designate signs-off the APR to the chair by June 30th of that year's cycle.
 - d. The chair will receive a system-generated e-mail and be required to review and sign-off APR to executive dean/dean/designate by July 31st of that year's cycle. This will include the Program Design Change Form or Suspension Form, if applicable.
 - e. The executive dean/dean/designate will receive a system generated e-mail and be required to review and sign-off the APR and Program Design Change Form or Suspension Form, if applicable by August 31st of that year's cycle. Once the executive dean/dean/designate signs-off, the APR system notifies the PRC and Curriculum Planning and Operations with a copy of the Program Design Change Form or Suspension Form, if applicable.
 - f. Curriculum Planning and Operations may follow-up with chairs to confirm details of Program Design Change Form. Program changes are implemented in accordance with the Academic Management Calendar.
 - g. The chair ensures action plan(s) are monitored and completed according to the established implementation plan and priorities.
 - h. Action plan results are integrated into Fall and/or Winter/Spring PAC forms to be shared with PAC.

2. Annual Program Performance Scorecard (Scorecard) is prepared by Institutional Research and provided to Academic Forum for information purposes and the executive deans are expected to follow-up if any actions are deemed required
3. The Major Program Review (MPR) is completed by a team as assigned by the chair. Degrees will refer to step 4, degree self-study.
 - a. The MPR start date, team, and level of PRC support required is decided by the chair in consultation with the program review consultant.
 - b. The program coordinator/designate complete the strategic program assessment with stakeholder input.
 - c. The program coordinator/designate notify the Chair the SPA is available for review and submission.
 - d. The chair reviews and submits the completed Strategic Program Assessment (SPA) section of the MPR to the executive dean/dean/designate for approval prior to commencing work on the Program Update/Renewal (PUR) section of the MPR.
 - e. Upon SPA approval, the program review consultant is informed and work for the PUR section of the MPR can commence.
 - f. During the PUR, program teams meet with the applicable service areas to consult on proposed changes, as needed.
 - g. Program coordinator/designate and chair complete PUR documentation and submit it along with an updated program map, program design change form or suspension form, if applicable, to the executive dean/dean/designate for approval.
 - h. Once executive dean/dean/designate signs-off, the MPR system notifies the PRC and Curriculum Planning and Operations Office with a copy of the program design change form or suspension form, if applicable.
4. A degree self-study is completed by a team as assigned by the chair. It supports Ministerial renewal of consent to deliver the program, accreditation/re-accreditation of the program, or both.
 - a. Degree Quality initiates program review processes with stakeholders, including the academic school, the school of Communications and Liberal Studies, Co-operative Education, Career Services and Work Integrated Learning, Curriculum Operations and Planning, Institutional Research, and all relevant service areas.
 - b. Degree Quality leads an in-depth review of the program in alignment with Ministry requirements. Where appropriate, Degree Quality will work with the academic school to ensure the standards of any related regulatory, accrediting or professional association are considered.
 - c. Degree Quality will arrange a site visit by an external program evaluation committee to evaluate the program based on the degree self-study, including a site visit, in accordance with Ministry requirements. This will be done in consultation with the academic school. Where appropriate, Degree Quality will work with the academic school to align with any related regulatory, accrediting, or professional association activities.
 - d. The program evaluation committee will complete a report to assess program quality and recommend any changes needed to strengthen the degree program.

- e. Degree Quality, the academic school, and any other department related to program quality recommendations will complete an action plan in response to the program evaluation committee report.
 - f. Degree Quality will ensure results of the program evaluation committee report and action plan will be shared with the Program Planning and Review Committee and Academic Forum for advice and approval.
 - g. Upon approval, Degree Quality will submit an application for consent renewal to the Ministry on behalf of the institution.
 - h. Degree Quality will liaise with the Ministry, providing any additional information or evidence as required on behalf of the institution.
 - i. Degree Quality will advise all involved stakeholders regarding the result of the application for consent renewal to the Ministry. Each office will be responsible for implementing any necessary changes or updates resulting from the consent renewal.
 - j. The academic school will work with Curriculum Planning and Operations to ensure any updates to the program are captured in the system in accordance with standard work processes and timelines. This may include, but is not limited to, program design changes, marketing changes, changes to admission, promotion or graduation requirements, and other elements recorded in the Student Information System.
5. Changes to the number of general education or degree breadth electives within a program of study
- When program review results in the recommendation of a change in the number of general education or degree breadth electives program chairs are required to:
- a. Consult with the Chair of Liberal Studies about the general elective requirements mandated by Conestoga and Ministry and verify that any change in the number of courses in a program meets or exceeds the minimum number of courses mandated.
 - b. Ensure program changes related to general education electives and their rationale are communicated to the Program Advisory Committee and recorded at the meeting.
6. External Reviews/Accreditations
- In the case of program accreditation requirements, schools are required to follow the requirements of the accreditation bodies. Typical accreditation review process includes:
- a. The chair and program coordinator monitor requirements of accreditation bodies and prepare submissions for accreditation review per the timelines required—annually or for a comprehensive review.
 - b. Support for applications can be provided by Curriculum Operations and Planning, Institutional Research (and the PRC), Degree Quality, and other academic and support services departments.
 - c. The chair will ensure follow-through on the recommendations from an accreditation visit.

RESOURCE DOCUMENTS

1. APR & MPR Online System
2. APR/MPR Program Mapping Templates
3. Course Development Process
4. New Course Request Form
5. New Program Approval Process
6. PAC Guidelines
7. Program Design Information for New Programs Form
8. Proposed Program Curriculum Changes Form

REFERENCES

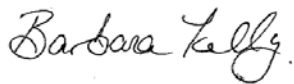
- Course Development Procedure
- Course Revision Procedure
- New and Revised Provincial Program Standards Implementation Procedure
- Ontario College Quality Assurance Service (OCQAS) Accreditation Standards
- Postsecondary Education Quality Assurance Board (PEQAB), Manual for Ontario Colleges
- Program Advisory Committee and Consortium Policy and Procedure
- Program Development Procedure
- Program Suspension and Cancellation Procedure
- Program Quality Assurance Policy
- General Education and Degree Breadth Policy

REVISION LOG

Nov. 12, 2008	Academic Coordinating Committee
March 10 2015	Academic Forum
March 17 2015	Policy and Procedure Committee
March 18 2015	Academic Coordinating Committee
March 4, 2019`	Academic Forum
March 20, 2019	Academic Coordinating Committee

REVIEW LOG

As Policy Owners, we certify that the **Program Review Procedure** is appropriate and provides an up-to-date framework in which decisions can be made and implemented.



Barbara Kelly, Executive Dean
Academic Administration

September 20, 2012

Date