

PROGRAM REVIEW PROCEDURE

Approved by: Academic Coordinating Committee

Authorizer: Executive Dean Academic Administration

Reference Code: C6 V3

Effective Date: 11/1/2008

PROCEDURE STATEMENT:

Conestoga acknowledges that a regular cycle of program review with defined processes and procedures ensures program integrity, satisfies expectations of Conestoga in meeting student, community and employer needs, and demonstrates accountability to the Ministry of Training, Colleges and Universities (MTCU), and accrediting agencies.

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*, excluding Conestoga Certificate programs. This procedure governs ongoing/annual reviews and comprehensive reviews. The process is completed when proposed changes are approved for implementation in the next appropriate academic period.

DEFINITIONS:

Academic Coordinating Committee (ACC):

This senior academic committee provides a forum for academic planning and operations within the framework of the strategic plan, and other goals and initiatives identified by the senior management and the College Board. The committee is responsible for this in context of overall college and academic quality. The committee also provides necessary interface with other college committees, departments and offices.

Academic Forum (AF):

It is the responsibility of this college body to discuss all proposed program revisions.

Academic Level:

Refers to the level within the program for a specific cohort.

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.

Academic Semester/Session:

Semester/session refers to the time periods for the fall semester (Sept. to Dec.), winter semester (Jan. to April) and spring/summer semester (May to Aug.).

Advisory Committee on Academic and Student Affairs (ACASA):

This sub-committee of the Board of Governors has the responsibility to examine and discuss all program proposals approved by ACC and make a recommendation to the Board of Governors and to receive information and updates on key initiatives within Conestoga which affect the quality of its academic operations.

Annual Program Performance Monitor (MONITOR OR APPM):

Is a high-level program overview which includes an analysis of program quality metrics, risks and opportunities, The APPM ensures attention is paid to key areas of program quality and risks and validates the timelines for anticipated the major program review or external accreditation.

Annual Program Performance Scorecard (Scorecard):

Refers to the annual monitoring of School performance by the Executive Dean/Dean/Designate in relation to key quality measures, and is a guide to validating timeliness of Major Program Reviews.

Annual Program Reflection (APR):

Is a team-based reflection of the previous academic year to discuss and address opportunities for program enhancements and planning. The process is discussion based and documented to guide continual improvement in the program for student success.

Board of Governors:

The Board of Governors has the responsibility to establish the overall goals, objectives and strategic direction of Conestoga and to ensure Conestoga operates efficiently and effectively and is developing in ways that are congruent with the stated goals, objectives and strategic direction.

Comprehensive Program Review:

Comprehensive program reviews typically occur every five to seven years and refer to strategic assessments in support of ministry or accrediting bodies program requirements. Conestoga's comprehensive program reviews include the Major Program Review, the Degree Renewal Self Study 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.

Credentials:

Recognition which is awarded upon completion of a program of study as set out by the Ministry of Training, Colleges and Universities. Approved credentials include: Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate, and Baccalaureate Degree.

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 measureable learning outcomes and formal student evaluation. Student evaluation in a 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.

Degree Self-Study:

Process required by PEQAB to support renewal application for a degree and which requires assessment of continued program need and assessment of strengths/weaknesses/threats/opportunities plus assessment of the extent to which degree expectations are met, followed by recommended program updates/changes to support the next renewal process.

eConestoga:

eConestoga is Conestoga's learning management system (LMS), an online course and teaching environment powered by Brightspace (Desire2Learn). eConestoga delivers online content and activities, and allows for online discussions, assessments and grading. Faculty and students can interact through the system, supporting classroom enhanced, hybrid and fully online courses.

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 Course Change:

Includes changes to any or all of the following in a course that would impact program requirements, delivery method or transferability: course code, description, credits, hours, title, pre and co-requisites, and/or 20% or more of the course learning outcomes. See degree procedures for separate requirements.

Major Program Change:

Refers to any of the following changes at the program level: title, funding, significant change to 20% or more of the program learning outcomes or hours, transferability, student enrolment, enrolled student completion and resources. Approval is required from internal committees and/or external agencies. This may result in a change in program code to manage clarity in admissions and pathway implications. A change to a credential requires development of a new program. See degree procedures for separate requirements.

Major Program Review (MPR):

Formal process of strategic review and program renewal involving multiple stakeholders, a defined process, and documentation. It is conducted no less than every five to seven years.

Ministry Of Training, Colleges and Universities (MTCU):

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

Minor Course Change:

Minor course changes can be administered independently through the academic schools. Minor changes include any or all of the following: grammar, typos, formatting, changes to classroom materials (i.e. textbooks), additional information, and general refinement of the course or unit outcomes provided the changes support achievement of the course learning outcomes. See degree procedures for separate requirements.

Minor Program Change:

Refers to changes which do not impact student enrolment, enrolled student completion or require external approval. These include changes in sequencing of delivery, and significant changes to less than 20% of the program learning outcomes. Programs continue compliance with existing provincial program standards. See degree procedures for separate requirements.

Ontario College Quality Assurance Service (OCQAS):

OCQAS was established to provide efficient tools that ensure specific quality and consistency standards are met by the Colleges of Applied Arts and Technology in Ontario (CAAT).

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.

Post-Secondary Education Quality Assessment Board (PEQAB):

The Postsecondary Education Quality Assessment Board is an arms-length advisory agency that makes recommendations to the Minister of Training, Colleges and Universities of Ontario on applications for ministerial consent under the terms of the Post-secondary Education Choice and Excellence Act, 2000.

Program Cluster:

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

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.

RESPONSIBILITIES:

Academic schools:

- Ensure, through the executive dean/dean/designate and in collaboration with the Office of Academic Administration, that program chairs and program coordinators follow the program review cycle of continuous quality improvement and the inter-relationships of review activities outlined in the Program Review Procedure Map.
- 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 Office of Academic Administration and related areas.
- Confirm the program review and accreditation schedule in consultation with the Office of Academic Administration. Discuss updates to the schedule with the Office of Academic Administration no less than annually – i.e. after the APR or as a result of MTCU changes.
- Work collaboratively with the Office of Academic Administration and institutional subject matter experts including, but not limited to: the program review and curriculum consultant, curriculum consultants, educational technology specialists, pathways consultant, Institutional Research, and support service areas.
- Ensure the Monitor, APR, Scorecard, MPR, Degree Self-Study or program accreditation documentation is approved by the school's executive dean/dean/or designate and submitted to the Office of Academic Administration along with all supporting documents.
- Engage PACs in program review and relevance discussions and prepare summary reports for PACs upon completion of an MPR, Degree Self-Study or program accreditation.
- 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 Office of Academic Administration according to dates in the Academic Management Calendar.
- Follow policies and procedures to ensure student success and college quality sustainability.

Curriculum Office:

- Advises academic school's program chairs and program review & curriculum consultant of MTCU standards changes or scheduled revisions.
- Recommends appropriate program standard and program description to use in the curriculum mapping process.
- Facilitates program mapping requirements for MPRs.
- Provides curriculum consulting services during the Program Update & Renewal phase of an MPR.
- Provides curriculum resources to support reviews, such as program maps, EES guides, etc.
- Delivers curriculum training relevant to MPR and APR to faculty, chairs and support staff in consultation with the program review & curriculum consultant.
- In collaboration with the program review & curriculum consultant, advises on program review requirements from the ministry and/or OCQAS, and works collaboratively with all schools for accreditation reviews as required.

Office of Academic Administration:

- Plans, develops and delivers professional development (PD) opportunities related to program review processes and enhancing program review outcomes in consultation with the Organizational Development Office and academic schools and aligns Curriculum Office PD with overall program review PD.
- Liaises with the Program Planning and Review Committee regarding policies, procedures, and scheduling requirements related to program review.
- Chairs program review related meetings for collaboration, as required.
- Reviews and revises program review policies and procedures in consultation with academic schools.

- Reviews and revises program review documents and workflows in consultation with academic schools for continuous improvement of the outcomes of the reviews and quality assurance opportunities with Conestoga stakeholders (e.g. Curriculum Office, Co-operative Education Office, Institutional Research Office, Continuing Education Office, etc.).
- Aligns program review requirements across degrees, accreditation and major program reviews.
- Stays apprised of practices for program review internally and externally for integration at Conestoga as applicable such as MTCU and/or OCCAS and PEQAB.
- Develop and implement policies and procedures to ensure student success and college quality sustainability in consultation with AF as appropriate.

Program Advisory Committee (PAC):

- Provides input for various stages of a comprehensive program review.
- Stays informed through PAC reports of program status in relation to college and external reviews as appropriate.

Program Planning and Review Committee:

- Provides insight into major program changes which may affect resources such as registrar's office, finance, marketing, etc.
- Reviews and approves new programs or major program changes as a result of a comprehensive program review.

Program review & curriculum consultant:

- Ensures all stages of program review processes are supported, including consultation with the Curriculum Office, Educational Technology, Institutional Research and Academic Scheduling, and support services such as the Learning Commons, Library Resource Centre, etc.
- Maintains a Master Comprehensive Program Review Schedule for the institution, which includes program clusters and associated PACs.
- Provides an annual status report to executive dean, academic administration for ACC and ACASA for accountability of expectations related to program review management (i.e. schedules and completions).
- Maintains an archive of all institutional program review documentation for a minimum of seven years.
- Aggregates information related to internal trends or needs based on program reviews and prepares recommendations for the executive dean/dean/designate and the Office of Academic Administration for academic planning in consultation with the schools.

Student Affairs Office:

- Participates in the program review process as appropriate to the program undergoing a comprehensive review. This may include the Library Resource Centre (LRC), Learning Commons, Aboriginal Office, and as applicable the Co-op office.

PROCEDURE:

For a detailed description of Conestoga's program review processes encompassing the Scorecard, Monitor, APR and MPR/comprehensive review; see the Program Review Procedure Map.

1. Chairs establish the programs which can be reviewed separately or as a program cluster and confirms the PAC involved in the comprehensive review with the program review and curriculum consultant.
2. Chairs follow the Program Review Procedure Map for all process related to each of their program's review. Specifically, each year the chair will ensure the Monitor and APR are completed and every five to seven years the program will undertake a comprehensive review.
3. Annual review processes include the following:

- a. Annual Program Reflection (APR): is completed by a team as assigned by the chair.
 - i. Chair refers to the APR Documentation for detailed description of the process.
 - ii. The chair will submit the completed APR to the executive dean/dean/designate for approval.
 - iii. Upon approving the APR, the executive dean/dean/designate submits the APR to the Office of Academic Administration. Any updates to the Comprehensive Program Review and Accreditation Schedule as a result of the APR will be reported to the program review & curriculum consultant.
 - iv. The chair completes the Proposed Program Curriculum Change Form for any changes that need to be implemented and submits it to the executive dean/dean/designate for approval.
 - v. Proposed major program changes will require a Comprehensive Review.
 - vi. Typically minor program changes are implemented for the upcoming academic year, unless the change has an impact on program cohorts, in which case they will be implemented the following academic year.
 - vii. The chair ensures action plan(s) are monitored and completed during the upcoming academic year, and major action items are brought forward to the next Comprehensive Program Review.
- b. Annual Program Performance Monitor (APPM) is completed by the program chair.
 - i. Chair submits the completed APPM to the executive dean/ dean/designate for discussion typically during annual performance planning.
 - ii. Upon approval, executive dean/dean/designate provides completed APPM to the Office of Academic Administration.
 - iii. Chair creates program plans and follow-up actions to be included in the APR.
 - iv. Executive dean/dean/designate incorporates results in the Scorecard and academic plans.
- c. Annual Program Performance Scorecard (Scorecard) is prepared by the Office of Academic Administration in consultation with the executive dean/dean/designate as a summary for the school. This informs updates to the school's academic plan and may inform institutional academic plans.
 - i. Scorecards are submitted to the program review & curriculum consultant and are reviewed at Academic Forum.
 - ii. Program review & curriculum consultant tracks the receipt of scorecards.
 - iii. Office of Academic Administration reviews and makes recommendations for institutional planning based on Scorecard results.

4. Comprehensive Program Reviews:

- a. Major Program Review:
 - i. Chair refers to the Program Review Procedure Map and Major Program Review (MPR) documents for detailed review requirements.
 - ii. The MPR start date and team is decided by the chair in consultation with the executive dean/dean/designate and the program review & curriculum consultant.
 - iii. The chair submits the completed 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.
 - iv. Upon SPA approval, the program review & curriculum consultant is informed and work for the PUR section of the MPR can commence.
 - v. Program lead & chair submits the PUR to the executive dean/dean/designate for approval.
 - vi. Upon approving the complete MPR, the executive dean/dean/designate submits the MPR to the program review & curriculum consultant.
- b. 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:

- i. 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.
 - ii. The chair will ensure follow-through on the recommendations from an accreditation visit and to update the Master Comprehensive Review Schedule and Accreditation.
 - iii. The chair will advise the Office of Academic Administration of progress and results of the review.
- c. Recommendations and Implementation:
- i. The executive dean/dean/designate, through the chair, completes the Proposed Program Curriculum Change Form, and for major changes the Request for Major Program Change Form.
 - ii. Minor program changes are approved by the executive dean/dean/designate.
 - iii. Major program changes are typically presented for approval to AF, PPRC, ACC, ACASA and the Board of Governors. CVS and MTCU approval may also be necessary depending on the type of change.
 - iv. Major changes to enrolment, intakes or campus locations require approval from Strategic Enrolment Management Committee.
 - v. Minor program changes are typically implemented for the upcoming academic year and major changes for the following academic year.
 - vi. The program review & curriculum consultant will update the Master Comprehensive Review Schedule to reflect the next comprehensive review date.
 - vii. The chair ensures a summary of the review is prepared for the PAC using the PAC Report Template.
5. Quality Assurance and Accountability:
- a. The Master Comprehensive Review Schedule is maintained by the program review & curriculum consultant.
 - b. The program review & curriculum consultant will prepare reports to AF, ACC & ACASA on Conestoga's schedule and completion of reviews.
 - c. Challenges and opportunities which arise will be shared with the Office of Academic Administration at least annually for institutional learning and collaboration. This information will be incorporated into continuous quality improvement of the process and documents accordingly.
 - d. PACs will be updated annually in the Winter Report on program status in relation to comprehensive review.

RESOURCE DOCUMENTS:

1. Course Outline Development Process
2. Course Development Process
3. New Course Request Form
4. Assignment of Course Code Work instructions
5. Existing Course Change Approval Form
6. New Program Approval Process
7. Program Design Information for New Programs Form
8. Proposed Program Curriculum Changes Form
9. APR & MPR Documents
10. APR/MPR Program Mapping Templates
11. Program Management and Curriculum Policy Schematic

12. EES Implementation Guide

REFERENCES

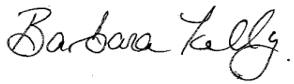
MTCU Memorandum, Sept. 10, 2004, Changes to Programs During the Period of Consent
Ontario College Quality Assurance Service (OCQAS) Accreditation Standards
Postsecondary Education Quality Assessment Board (PEQAB), *Handbook for Ontario Colleges: Applying for Ministerial Consent under the Post-secondary Education Choice and Excellence Act, 2000, 2014*
EES Policy and Procedure
General Education Policy & Procedure
Program Advisory Committee and Consortium Policy and Procedure
Curriculum Policy
Course Development & Revision Procedure
Program Development Procedure
Program Delivery Procedure
New and Revised Provincial Program Standards Implementation Procedure
Program Suspension and Cancellation Procedure

REVISION LOG:

Nov. 12, 2008	Academic Coordinating Committee – Approved
March 10 2015	Academic Forum - Approved
March 17 2015	Policy and Procedure Committee – Approved
March 18 2015	Academic Coordinating Committee – Approved

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