



PROGRAM QUALITY ASSURANCE PROCEDURE

Approved by: Academic Coordinating Committee

Authorizer: Executive Dean, Academic Administration

Reference Code: C5 V2

Effective Date: 4/26/2009

PROCEDURE STATEMENT:

All Conestoga programs will be subject to regular and continual quality assurance processes and mechanisms. In particular, program delivery methods are to be validated and reviewed against a framework of quality pedagogical practices. This can be accomplished by both external assessment and internal processes.

For degrees, assessment is to be carried out on a yearly basis, as per the Degree Development and Review Policy, and the Degree Revision and Review Procedure.

This procedure defines how programs will be subjected to regular and ongoing internal quality assurance processes related to:

- learning outcomes
- curriculum
- teaching and learning
- program delivery
- expertise and sufficient resources to support delivery
- external certification, registration, or licensing
- program advertising

SCOPE:

This procedure applies to all Conestoga programs.

DEFINITIONS:

Academic Coordinating Committee: It is the responsibility of this body to discuss and approve all new program development activity.

Advisory Committee on Academic and Student Affairs: It is the responsibility of this committee to examine all new program proposals, and to recommend approval, modification, or rejection.

Board of Governors: The Board of Governors is to approve programs in instruction, in accordance with MTCU regulations and requirement.

Degree Management Committee: It is the responsibility of this body to discuss all proposed degree development, review, revision, and renewal activity.

PAC: Program Advisory Committee recommendation is required for all program development and revision, in accordance with MTCU policy.

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: A program is a planned and coordinated selection of courses delivered to an identified student body, at the successful conclusion of which an appropriate credential will be awarded.

PROCEDURE ELABORATION:

In addition to yearly external assessments of all programs, the following internal quality assurance processes are to be carried out.

Learning outcomes:

- Student achievement of program and course learning outcomes shall be assessed on a regular and ongoing basis. This shall be done by course evaluation methodologies that have been designed and validated to achieve this purpose
- Revisions to learning outcomes are to be conducted as part of the annual curriculum review process
- Changes to learning outcomes are to be based on maintaining currency and relevance. In addition, any proposed changes are to take into account curriculum, bridging requirements, and admission procedures that affect related college diploma programs
- Curriculum Consultants are to be involved in any review and/or revision of learning outcomes

Curricular improvements:

- Course outlines are to be reviewed on an annual basis by individual professors in consultation with other faculty teaching in that program. These are then to be reviewed and approved by the Chair/Executive Dean who ensures that proposed changes maintain the alignment of course and program outcomes.
- Program designs are to be reviewed on an annual basis by the professors and Chairs/Executive Deans who are responsible for the program, to ensure that the design and delivery are appropriate to the content. Program outcomes and the design are to be

reviewed in consultation with the PAC and feedback is incorporated into proposed changes. For degrees, significant changes to program designs and any proposed changes to hours of delivery must be sent to PEQAB for approval, according to the Binding Directive.

- On a regular basis, programs shall be reviewed to ensure that all external accreditation and regulatory requirements are being met. As these external requirements may change, it is essential that all college programs be continually monitored and updated as needed

Teaching and learning improvements:

- Formative feedback on teaching shall be obtained through the Student Assessment of Teaching (SAT) surveys that are administered to two sections of students each semester for every member of faculty on probation. The same occurs for full-time instructors, although on a biannual basis. After the SAT results are compiled, the Chair/Executive Dean shall meet with the professor to discuss the results as well as to complete a performance evaluation.
- All new faculty members are to participate in a three-part professional development program that commences with a week of in-service activities delivered in August of each year. That program continues with the second part of the program delivered in May of the following year and the third part in June of the year after that. Other professional development activities relevant to improving teaching and learning are available to all faculty members on a regular basis.
- KPI results are to be reviewed on an annual basis and programs address areas for improvement.

Improvements in the overall delivery of programs and other services:

- Program Forums and/or institutional surveys shall bring together student representatives to meet with their Chair/Executive Dean. The agendas for Program Forums are to be set in consultation with the students, who can initiate discussions on anything of concern or interest to them. Agenda items might require guests from other areas of the college to ensure that the items are addressed completely and to the satisfaction of all. Students then report back to the sections they represent to ensure wider communication. Minutes of Program Forums are to be circulated as appropriate within the College so that issues that emerge across programs and/or Schools can be identified and addressed on a timely basis.
- Institutional surveys will be reviewed with all academic areas to action.
- Faculty and administrators are to review the KPI results annually and identify areas in which they would like to improve.

Expertise and sufficient resources to support delivery:

- All hiring practices of faculty members for programs shall adhere to the Conestoga Hiring Policy. Prospective faculty shall be recruited via the appropriate channels relevant to the discipline area of the program.

- It shall be ensured that all faculty possess the highest academic credential appropriate to the program, or a closely related field or discipline, and/or shall be actively pursuing this credential. Financial assistance is provided to those individuals actively pursuing a credential appropriate to the program area.
- All faculty are to possess appropriate and relevant professional qualifications, and appropriate and relevant professional experience related to the program offering. Faculty are to maintain their relevance by appropriate and regular professional development activities.
- On a regular basis, administrators are to ensure that each program has a faculty complement consisting of sufficient faculty members with relevant and current expertise and experience. This shall be achieved by an appropriate combination of full time and part time appointments.

Program advertising and marketing

- On a regular basis, administrators are to ensure that any advertising or marketing that is being done for specific programs is in accordance with MTCU requirements. All advertising and marketing must focus primarily on college programs; must be transparent and accurate and conform to the following guidelines:
- Advertising and marketing must not contain inaccurate or deceptive claims, statement, illustrations or representations, either direct or implied, with regard to a program. In assessing the truthfulness and accuracy of a message, the concern is not with the intent of the sender or precise legality of the presentation. Rather, the focus is on the message as received or perceived, i.e. the general impression conveyed by the advertising or marketing.
- All pertinent details of a program, including abilities required to complete the program, must be clearly and understandably stated.
- Disclaimers and asterisked or footnoted information must not contradict more prominent aspects of the message and should be located and presented in such a manner as to be clearly visible and/or audible.
- Both in principle and practice, all advertising and marketing claims and representations must be supportable. Supporting information should be kept on file and be readily available for review.
- No advertising or marketing shall include deceptive claims regarding program costs or information.
- No advertising or marketing shall offer a guarantee of employment, employment opportunities or job placement, unless such guarantee can be verified.
- Testimonial endorsements or representations of opinion or preference, must reflect the genuine, reasonably current opinion of the individual(s), group or organization making such representations, and must be based upon adequate information about or experience with the program being advertised, and must not otherwise be deceptive.

- Ministry funded programs shall not be advertised until final funding approval has been granted.

REFERENCES:

Program Quality Assurance Policy and Procedure

Degree Development and Review Policy

Degree Review and Revision Procedure

Hiring Procedure

Professional Development Plan

Conestoga Organisational Chart

Conestoga Goals and Objectives

PEQAB Documentation

MTCU Binding Directive – Framework for Programs of Instruction (revised 31/07/09)

REVISION LOG:

May 12 2009	Policies and Procedures Committee – Approved
August 10 2009	Degree Management Committee - Approved
August 26, 2009	Academic Coordinating Committee – Approved
Nov. 5, 2009	Addition of Advertising and Marketing guidelines
Nov 17, 2009	Minor revisions

REVIEW LOG:

As Policy Owners, we certify that the **Program Quality Assurance 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