Program Review Manual

III mohawk
COLLEGE

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1. Glossary and List of Acronyms

Term	Meaning
AD	Associate Dean
CEDP	College Educator Development Program
COMMS	Course Outline Mapping and Management System
CPC	Competitive Program Characteristics
CPQC	Professor, Curriculum & Program Quality Consultant
CQAAP	College Quality Assurance Audit Process
CTLI	Centre for Teaching and Learning Innovation
CVS	Credential Validation Service
EES	Essential Employability Skills
IR	Institutional Research
MCU	Ministry of Colleges and Universities (previously MTCU)
OCQAS	Ontario College Quality Assurance Service
PAC	Program Advisory Committee
PDT	Program Delivery Team
PEQAB	Postsecondary Education Quality Assessment Board
PLO	Program Learning Outcome
POS	Program of Studies
PQT	Program Quality Team
PRL	Program Review Lead
PRT	Program Review Team (CPQC & PQT)
SMA	Strategic Mandate Agreement
VLO	Vocational Learning Outcome
VPA	Vice President Academic

2. Introduction

"Productivity and efficiency can be achieved only step by step with sustained hard work, relentless attention to details and insistence on the highest standards of quality and performance." – J. R. D. Tata

Purpose of Program Review

Program reviews yield numerous benefits and provide an opportunity to evaluate, analyze and assess the content, currency, direction and quality of a program at Mohawk College. The process:

- fosters academic excellence,
- provides market data and qualitative feedback for curricular and administrative decisions in support of continuous program development,
- ensures future graduates are prepared to enter the workforce or continue with further educational pathways.

Program review brings about improvement through the collection of evidence about the quality and effectiveness of programs. Feedback is sought through surveys, shared reflections and mutual dialogue about the programs' current and future direction, and through constructive feedback involving several consultation groups.

2. a) Program Quality Policy

Program Quality at Mohawk College

The Program Review processes at Mohawk College integrate elements of the College Quality Assurance Audit Process (CQAAP) standards. The review process at the College ensures that all issues of quality are addressed on a regular basis. To achieve this, several policies have been developed and committees established or revised to meet these standards. These policies reside on the Mohawk College website and are accessible to the public.

The Program Review process is designed to advance the College's strategic plan and program quality. Mohawk College Program Quality Policy (AS-2000-2013) establishes the college framework for the program review process with focus on continuous quality improvement.

The Program Review Team discusses these strategic aspirations through the comprehensive program review process and develops recommendations to support curriculum-relevant priorities based on feedback from each consultation group.

2. b) Framework for Program Review

Background

The Ontario government introduced The Colleges of Applied Arts and Technology Act in 2002. This Act required all Ontario public colleges to implement two elements:

1. Quality assurance at the individual college level, and
2. A self-regulating process at the system level.

Subsequent to this legislation, the government created the [Ontario College Quality Assurance Service](#) (OCQAS) accrediting agency to maintain quality assurance processes in Ontario colleges in a self-regulatory environment.

OCQAS is an intermediary between Ministry of Colleges and Universities (MCU) and Ontario colleges. OCQAS is responsible for:

1. Ensuring quality at the program level through the [Credential Validation Service (CVS)](#),
2. At the institutional level through the [College Quality Assurance Audit Process (CQAAP)](#).

It is OCQAS' responsibility to oversee consistency of quality across Colleges.

In 2002, MTCU provided Ontario College's greater autonomy with program development, curriculum enhancements and quality assurance through the implementation of the Minister's Binding Directive for the [Framework for Programs of Instructions](#).

This Framework explains both Ministry and College responsibilities for maintaining program quality at all credential levels. It includes the credentials framework for Ontario College Certificates (OCC), Ontario College Diplomas (OCD), Ontario College Advanced Diplomas (OCAD) and Ontario College Graduate Certificates (OCGC). Oversight of quality assurance for Degrees is the responsibility of the Postsecondary Education Quality Assessment Board (PEQAB).

2. c) Ministry Requirements

The directive within the [Framework for Programs of Instructions](#) outlines specific criteria and processes including a review of all programs of instruction at every Ontario College. The directive indicates that:

"Colleges are to establish mechanisms for the review of their programs of instruction to ensure ongoing quality, relevancy and currency. A college's policy on quality assurance for programs of instruction is to be publicly available" (MTCU, 31/07/2009). At Mohawk College, the [Program Quality Policy](#) provides details about both Comprehensive and Annual Program Review processes.

Credential Validation Service

As outlined above, the [Credential Validation Service (CVS),](#) part of OCQAS, ensures quality at the program level of all Ontario College credentials.

The mandate of the CVS includes:

- providing reasonable assurance that all programs of instruction, regardless of funding source, conform to the established Credentials Framework and are consistent with accepted college system nomenclature and/or program titling principles; and
- maintaining the integrity of the credentials and protecting the interests of students and employers who require a reasonable guarantee of consistency and quality in Ontario's programs of instruction (OCQAS, 2023).

CVS validates all program applications and modifications to ensure that programs meet or exceed the expectations and requirements set out in government policy. They are also involved in the updating of program standards and descriptions. Through Comprehensive Program Review, the alignment between program vocational learning outcomes (VLOs), course curriculum and student assessment are discussed to ensure validated programs continue to meet or exceed regulatory expectations and requirements.

College Quality Assurance Audit Process (CQAAP)

[College Quality Assurance Audit Process (CQAAP)](#) is an institutional level process that involves the regular and cyclical review of each college's quality assurance measures. Program Review is one such measure required under the ministers binding directive to be in place in each college.

Colleges are responsible to maintain the quality of their programs of instruction. CQAAP audits occur at the college level every five (5) years to assess the success of the quality assurance processes. All Ontario colleges are audited based on a consistent set of standards. Information about the audit standards, schedule, guidelines and framework are available on the [CQAAP website](#).

3. Quality Standards

3. a) Quality Assurance – The Strategy

At Mohawk College, the quality assurance strategy includes a combination of the standards, policies, people and processes which ensures quality in every area of the college. Program Review is a component of the larger college quality assurance strategy.

3. b) Quality Standards

The program quality standards are reinforced by the College's Vision, Mission, Strategic Directions, Academic Plan, and the standards and guidelines established by the MCU and other accreditation and professional bodies. These quality standards have been developed to be applied to all Ontario credentialed programs. These standards fall into four main categories which Professor, Curriculum & Program Quality Consultants (CPQCs) will use to form the foundation for the program review process:

Program/Vocational Learning Outcomes

Program or vocational learning outcomes represent culminating demonstrations of learning and achievement through out a program of study. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified. This expectation is identified in the Program Curriculum Policy.

Vocational Learning Outcomes, know as VLOs, are set Ministry Standards. VLOs are identified through a College **Program Standard**: a document produced by the ministry that sets out the essential learning that a student must achieve before being deemed ready to graduate. A program standard applies to all programs of instruction in an identified category regardless of the funding source. Programs must demonstrate full alignment with the elements articulated in the Standard: the program title, vocational learning outcomes, essential employability skills and general education requirements. Prior to graduation, students must achieve all three parts of the program standard.

Program Descriptions are developed at the local level and approved by CVS. Colleges are responsible for ensuring that Program Descriptions maintain their currency and relevance. Approval of program description requires alignment with

any previously validated program learning outcomes, titling, essential employability skills (EESs,) and general education components.

Individual colleges offering the program of instruction can determine the specific program structure, delivery methods, assessments and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the Program Standard or Program Description.

Assessment

Student assessment is designed to ensure that students have achieved the stated curricular learning outcomes and competency levels prescribed for a particular course and program and are prepared for the workplace. Therefore, assessment assists students to develop their knowledge, skills and capabilities, and utilizes both formative and summative assessment methodologies. **Formative assessments** help the students improve learning and the course teacher to improve instruction during the course. **Summative assessments** identify the level of accomplishment that has been achieved.

It is expected that college faculty and instructors are familiar with–and follow–current, accepted, evidence-based practices and research related to the quality of programs and student learning. The [Student Assessment Policy](#) outlines expectations related to student assessment and applies to all Ontario post-secondary credentials delivered by Mohawk College. The includes the requirement to recognize and accommodate student diversity by providing assistance for alternate testing environments.

Curriculum

The curriculum design refers to the arrangement of the elements of a program into a substantive entity. Curriculum Mapping is a tool to illustrate how program vocational learning outcomes are aligned across a program of study and lead to learner achievement of the program standards. Curriculum content identifies the concepts to be taught to learners to ensure they achieve the program standards or description. The design often is influenced by the curricular approach of those responsible for the design of the curriculum and responsive to workforce or industry trends.

Delivery

The success of a program will be derived largely from the methods of instructional delivery employed. It is therefore important that program reviews consider the appropriate mix of leading- and cutting-edge delivery options that will allow

learners to develop their skills, knowledge and experiences. program delivery modalities may include synchronous in-person or on-line classes, asynchronous learning and work-integrated learning (clinical, field placements, work placement, internships, co-ops).

4. Program Review at Mohawk College

4. a) Program Review – Goals and Types

Goals of Program Review

Academic Program Review is one cornerstone of Mohawk College's quality assurance strategy.

This is conducted primarily to:

- Assess the program against established provincial and college standards.
- Examine innovation or alternative teaching/learning/assessment practices.
- Examine issues related to student access, success and satisfaction.
- Ensure that all program/course changes are informed by faculty, student and industry feedback.
- Determine if the program adequately prepares students for changing job markets, market demands and/or for transitions to further study.
- Establish and implement an action plan for the program's continuous improvement.

Types of Program Review

There are two levels of program reviews conducted at Mohawk College:

- The Comprehensive Program Review (conducted every five years), and
- The Annual Review, also known as Curriculum Committee Meetings

Note: Programs that undergo a Comprehensive Review are not required to complete an Annual Review in the same year.

4. b) The Comprehensive Program Review

An extensive Comprehensive Program Review conducted every five years evaluates the program against the program quality standards and industry trends. This provides the program area an opportunity to reflect on the accomplishments, challenges and overall effectiveness of the program. The College ensures that programs undergoing external accreditation provide robust data and information that aligns with the College's program quality requirement.

The Program Quality Team (PQT) works with program areas to ensure comprehensive program review processes contribute to the external accreditation.

Accredited programs participate in the College's Comprehensive Program Review process at the midpoint in their accreditation process.

Comprehensive Program Review is a five-stage process and is typically completed over a twelve (12) month period, involving several internal and external consultations. A brief overview of the stages is outlined below. For more detailed information about each stage, please see sections 6 through 8.

Stage 1 – Pre-planning and Orientation.

- Confirmation of a program's participation,
- Identification of specific individuals who will support the process from the program and academic quality areas,
- Identification of the program's partnership deliveries,
- Identification of preferred data collection timelines.

Stage 2 – Data Collection.

- Academic Quality Audit and Comparative Program Curriculum conducted by CTLI,
- IR presents the Environmental Scan,
- Feedback is sought through survey and focus group methodology.

Stage 3 – Analysis.

- The CPQC, the PRL and the program area collaborate to review the data collected and identify recommendations and action items,
- Analysis of four pillars including learning outcomes, assessment, curriculum and delivery.

Stage 4 – Report and Action Plan.

- A final report is draft by CTLI report writer,
- Report and Action Plan are finalized by AD and PRL,
- Report is formally presented to the Vice President Academic (if not participating in External verification).

Stage 5 – External Verification (optional).

- Feedback on the final report and action items is requested to verify the recommendations align with industry needs and trends,
- Accredited programs are not eligible to participate.

Stage 6 – 18-Month Follow-up.

- Updated Action Plans are circulated to Academic Quality 18-months following the completion of a Comprehensive Program Review.

Resources for Conducting Program Review

The college makes available numerous resources to the Comprehensive Program Review process through various units. The Professor, Curriculum and Program Quality Consultant (CPQC) and Program Quality Team (PQT) support the program areas to identify important departments to involve in the review process, including but not limited to:

- Program Quality Team
- [Centre for Teaching & Learning Innovation](#)
- [Institutional Research](#)
- [Finance](#)
- [Pathways and Credit Transfer](#)
- [Marketing and Recruitment](#)
- [Student Success Advisors](#)
- [Accessible Learning Services](#)
- Centre for Indigenous Relations, Learning and Knowledge (CIRKL)
- [International and Partnership](#)

4. c) The Annual Program Review

In keeping with [the Program Quality Policy](#), Mohawk College is committed to academic programming excellence (Sec. 4.1). Accordingly, the college is committed to regular review, restructuring, reorganization and enhancement of the academic programming complement as an essential strategy to keep pace with demographic shifts, changing employments trends, global competition, and student and employer needs (Sec. 4.6).

Every program offered at the college embarks upon continuous enhancement through an Annual review, thereby providing the college with a basis for the comprehensive planning process, while also assessing the status of recommendations/action plan items resulting from the Comprehensive Program Review process.

Procedures for Conducting Annual Program Reviews

At the end of each Comprehensive Program Review, each program develops a set of actionable items to be completed leading up to the next scheduled Comprehensive review (a 5-year cycle).

Annually, the status of action items from Comprehensive program reviews will be managed through the Annual Program Review process (also known as curriculum committee meetings). This will culminate in an Annual Program Area Report issued to the program's Associate Dean or Program Manager.

For more information on curriculum committee meetings, see the Curriculum Committee Terms of Reference and Report Template (Figure 5) located under the Office of the VP Academic on MyMohawk/Employee.

5. Collaborative & Supporting Teams

5. a) Roles and Responsibilities

Program review is designed to include input from a number of key interested parties, resulting in efficiency and a culture of inclusiveness. Participants typically include: program faculty and staff, students, employers/industry partners and Program Advisory Committees.

Other external members are co-opted on a needs basis and may include University partners in the case of collaborative programs.

This section seeks to outline some of the major responsibilities of specific groups:

- Program Quality Team (PQT)
- Program Review Lead (PRL)
- Professor, Curriculum & Program Quality Consultant (CPQC)
- Centre for Teaching and Learning Innovation (CTLI)
- Program Delivery Team (PDT) (Faculty, Instructors, Technologists, Field Placement and Co-op Staff)
- Institutional Research (IR)
- Students
- Industry Experts/Program Advisory Committee (PAC)
- Pathways and Credit Transfer
- Non-Academic Departments
    - Marketing and Recruitment
    - Finance
    - Student Success Advisors
    - Accessible Learning Services
    - Centre for Indigenous Relations, Learning and Knowledge (CIRKL)
    - International and Partnership
    - Facilities and Planning
    - Co-op and Experiential Learning
- External Reviewers (where applicable)

5. b) Program Quality Team

The Program Quality Team (PQT) is responsible for facilitating the process for a smooth program review.

The team will:

- Provide support in coordinating and facilitating the process with the various support groups, provide several support materials and personnel. This may also include organizing certain logistics with program areas.
- Provide advice on policy and procedural matters ensuring that at each stage of the process the college and provincial standards are being implemented accordingly.
- Receive the final report for forwarding to the Office of the Vice-President Academics.

Associate Dean, CTLI

- Lead and coordinate the program review process; orientation & information sessions and interim report status.
- AD, CTLI will provide the Program Manager/Associate Dean, with a short template to guide this process and recommend suitable dates for consultation sessions and recommended Comprehensive Program Review timelines.
- Manage the MS Teams site for each Program Review cycle, ensuring availability of process documentation and supporting materials, and access to required team members.
- Collaborate with Professor, Curriculum and Program Quality Consultants (CPQCs) and program areas to coordinate, support and communicate Program Review process implementation plans, including timelines and deliverables, to ensure completion of program review activities.
- Review abstracts of reports to confirm consistency with participant recommendations.
- Collect updated status of Comprehensive Program Review action plans at the 18-month mark.
- Lead a team of Report Writers to undertake activities as listed below.

Report Writers

- Compile and arrange information and data gathered through all consultation sessions including but not limited to, focus group and Institutional Research (IR) sessions.
- Work with CPQCs and PRLs in academic areas to organize information according to each program area needs and Report requirements.
- Write draft reports and working collaboratively with PRLs and CPQCs towards timely completion of Final Report for internal and external review.

Program Quality Specialist

- Provide support to ensure provincial program standards are being implemented accordingly, as impacted either by updates on provincial program standards mandated by the ministry or by program modifications which took place during the life of the programs under review.
- Support the development of Comparative Program Curriculum (CPC) analysis.

Course Outline Mapping and Management System (COMMS) Specialist

- Prepare and download the course outlines for programs under review.
- Download the Program of Studies for programs under review using the corporate reporting tool.
- Provide technical support for COMMS related changes such as new Vocational Learning Outcomes (VLO) including external standards.
- Generate Vocational Learning Outcomes (VLO) and Essential Employability Skills (EES) mapping reports from [Course Outline Mapping and Management System](#) (COMMS) upon request.

5. c) Program Review Lead (PRL)

The Program Review Lead's (PRL) (sometimes referred to as the Academic Lead) responsibilities include, but are not limited to:

- Work with the CPQC and their Program Manager/AD to pre-plan, coordinate and communicate Program Review process implementation plans, timelines and scheduling of sessions.
- Meet regularly throughout the program review process with the PQT and CPQC to clarify issues and discuss updates.
- Provide updates to Program Manager/Associate Dean and Dean on a regular basis.
- Work with Report Writers and AD to complete the final report.
- Work with Manager/AD to develop a multi-year action plan as a result of the comprehensive program review recommendations.
- Complete a review of the report with the academic team for timely submission to the Program Quality Team (PQT) for forwarding to the Office of the Vice-President of Academics (VPA).

5. d) Professor, Curriculum and Program Quality Consultant (CPQC)

The Centre for Teaching and Learning Innovation (CTLI), primarily through its Professor, Curriculum and Program Quality Consultants (CPQC), will provide support for all curriculum related matters before, during and after a comprehensive program review.

Before the program review

The CPQC will meet with the Program Review Lead (PRL), Program Manager/AD, or Administrative Assistant to learn about the uniqueness of each program, identify data collection timelines and determine focus group membership.

The CPQC will also work with the COMMS Specialist to review the program of studies (POS) and course outlines for the identified program review academic year (example: 23-A).

During the program review

The CPQC will conduct the following program review focus groups:

- Faculty and Program Delivery Feedback Sessions
- Student Feedback Session
- Industry and Graduate Feedback Session
- Analysis Session

After the program review

Following a Comprehensive Program Review, CTLI has many of the necessary supports available to assist the program team in achieving many of the recommended action items.

The CPQC can assist faculty with the academic quality related action items. These may include actions such as, course outline revision, resulting POS adjustments, remapping of VLOs.

Section 5.e provides details of various supports available through CTLI.

5. e) Centre for Teaching & Learning Innovation

In addition to CPQCs, CTLI employs a variety of personnel who are available to support professional, program and course development needs in a variety of areas. Similar to program review, CTLI's support focuses on evidence-informed

quality teaching and learning in the following areas: learning outcomes, assessment methodologies, curriculum and delivery modalities.

CTL provides the following supports which include, but are not limited to:

Academic Technology Team

Comprising the LMS Administrator, LMS Analyst and Academic Technology Integration Specialist, our team is your central hub for technology support, elevating the academic experience for students, staff and faculty. We champion the seamless integration of new educational technologies into our Learning Management Systems, MyCanvas and Connect, managing maintenance and third-party updates. Additionally, our expertise extends to nurturing innovation projects, including robust support for the XR team. Together, we're driving the digital frontier of education at Mohawk.

Digital Media Designer

Supports the CTLI team with the conceptualization, design, prototyping and production of a wide range of media such as graphics, photography, illustration, web design, etc. An intuitive user interface and positive learner experience are the highest priority in the Digital Media Designer's work.

Digital Skills Team

Frontline, just-in-time support for students, faculty and staff at Mohawk College. The Digital Skills Team works primarily out of the Digital Creativity Centre (EA105 at Fennell Campus) our key service point. Their goal is to aid stakeholders in understanding and supporting digital technology tools as they relate to the college, including: MyCanvas, E-Mail, Wi-Fi, Microsoft 365 and many more digital learning tools including physical creator tools in our Makerspace (E029 Fennell Campus). Digital Skills is responsible for facilitating workshops, certifications, managing bookable spaces in the DCC and providing one-on-one personalized consultations to students, faculty and staff for all campuses either virtually or in person.

Instructional Designers (IDs)

Advise and assist faculty in their program and course (re)design and development, in addition to the adoption and integration of learning technologies in their teaching practices. Central to this is the training and support for MyCanvas tools, like Quizzes, Rubrics, Dropboxes, Discussions, etc., as well integrated systems, like the Kaltura (streaming media and video capture system), Respondus Lockdown Browser, H5P, etc. The IDs can also provide project-based video and/or multimedia production services by request.

Teaching and Learning Consultants (TLCs)

Work collaboratively with program areas, academic departments and organizational development to support educator development in a variety of areas. Teaching & learning strategies, intercultural and global competence, Indigenous pedagogy and Universal Design for Learning are specialized skillsets included within this team. The role of the Professor, Teaching & Learning Consultant is to support educators and learners in the implementation of Mohawk College's Strategic Plan and its commitment to sound pedagogy, inclusion, access and equity in all learning environments.

5. f) Program Faculty and Staff

The participation of this group, more than any other, is essential to the success of program reviews.

The Program Delivery Team, including faculty (full time and part time), technologists, service course faculty, field-placement officers and co-op specialists, have detailed knowledge related to the program of studies (POS), students and industry.

This group is involved in program review in the following ways:

1. Participating in the PDT focus group, environmental scan and analysis sessions.
2. Developing recommendations.
3. Providing feedback on the report and the impact of the review.

5. g) Institutional Research

Program Reviews rely on the use of valid data to make qualified decisions. Institutional Research (IR) therefore collects, preserves, edits, analyzes and interprets data as well as provides high quality and timely information.

For program review purposes, some of the data that Institutional Research provides include the following:

- Analysis and reporting of the Student, Graduate and Employer Surveys
- Competitive program characteristic analysis
- Student Feedback on Teaching Survey
- Student Experience Survey
- Student enrolment, retention and success

- Graduation rates and graduate employment rates

5. h) Students

The participation of students is also significant to the success of program reviews.

Students are involved by:

1. Participating in focus group sessions
2. Providing feedback on program performance
3. Making recommendations for program improvement

Professor, Curriculum and Program Quality Consultants (CPQC) conduct the student focus group session and engage students in a variety of discussion topics, related to their experiences within the program.

To gather program specific feedback from this group, Program Review Leads (PRLs) are encouraged to develop additional questions with the CPQC prior to the student focus group session.

5. i) Industry Experts/Program Advisory Committee

The participation of industry representations and/or Program Advisory Committee (PAC) members is also essential to the success of program review.

This consultation session necessitates attendance from industry experts, regulatory/non-regulatory bodies and recent program graduates employed in the industry. To collect information regarding how well graduates performed in the industry and gaps that can be identified to enhance the program, Program Review Leads (PRLs) are encouraged to invite program graduates to this session.

Industry representatives are involved by:

1. Participating in focus group sessions
2. Providing information on the industry's current employment trends and workforce abilities and skills
3. Identifying program strengths, opportunities and improvements regarding industry needs and future trends

Read more about the Program Advisory Committee policy that describes procedures for their effective operation.

5. j) Pathways and Credit Transfer

In support of student success, Mohawk College is committed to providing more entry points and pathways to a credential.

The Pathways office provides essential information on current articulation agreements, multi-lateral agreements, general transfer policies and internal program pathways. They may also make recommendations for future articulation agreements.

As part of the review process recommendations, program areas are asked to consider how changes to a program may impact existing articulation agreements. Similarly, internal pathways may need to be revised as a result of changes to the program.

The following weblinks provide further information regarding Pathways and Credit Transfer.

- Mohawk Credit Transfer Policy (AS-2002-2014)
- Mohawk Pathways and Credit Transfer web site
- Mohawk transfer database (articulation agreements)
- ontransfer.ca - ONCAT managed provincial transfer database/portal

5. k) Non-Academic College departments

Success of programs is often also impacted by various departments and support services at the College including:

- Accessible Learning Services
- Centre for Indigenous Relations, Learning and Knowledge (CIRKL)
- Co-op and Experiential Learning
- Facilities and Planning
- Finance
- International and Partnership
- Marketing and Recruitment
- Student Success Advisors

Students' academic success is not restricted only in the improvement of curriculum and instructional strategy, but also due to the extent and nature of support that is most effective to student learning. Therefore, in enhancing the College's quality process, engagement with non-academic departments is included in the process.

As part of the review process, Program Quality Team (PQT) hosts a non-academic session to collect feedback from these support areas that may significantly inform the program's continuous enhancement.

5. l) External Reviewers

In enhancing the College's quality process, use of external reviewers is being introduced as an optional part of the Comprehensive Program Review process. External verification provides a quality assurance measure through external review and verification of the Comprehensive Program Review process and the resulting final report, action plan and accompanying appendices.

External verification is conducted by independent experts and provides the program area with rich information about the program's alignment with industry. This process is ideal for striving to align with professional bodies or organizations. It is not indented for programs with external accreditation requirements.

The External Reviewer's role is primarily to:

- Review documents and reports following a program review.
- Validate the final report, and that commendations and recommendations especially arising from the action plan are appropriate.
- Submit a report which provides a summary of strengths and weaknesses of the program and offers advice, suggestions and recommendations for further action.

Program engagement in this process will be determined through the Comprehensive Program Review cycle. Further information about this process is outlined in section 8.

6. Comprehensive Program Review Process and Procedure

6. a) Stage 1: Pre-Planning Stage and Orientation

Each year, the Program Quality Team (PQT) generates a list of programs scheduled for Comprehensive Program Review. Information is sent to the relevant Associate Deans, who identify Program Review Leads (PRL) for each program and inform the PQT.

Once the Lead has been identified, the PQT hosts an orientation session with ADs and PRLs to discuss the review process, schedule critical next steps, timelines and deadlines.

At this stage, PRLs are encouraged strongly to meet with respective Professor, Curriculum and Program Quality Consultant (CPQC) to discuss program uniqueness. With the support of program administrative assistants, PRLs and CPQCs will determine suitable dates for the consultation sessions.

The Orientation Session

The orientation session primarily focuses to introduce program area faculty and staff to:

a) the review processes
b) identify responsibilities of parties involved
c) document the process and the repository
d) agree on next steps and critical timelines
e) clarify other information such as workload implications

Pre-planning Discussion

Elements that might impact data collection and the program review process should be discussed during the planning consultation process. This might include:

- Annual Program Review/Curriculum Committee minutes
- Program Advisory Committee meeting minutes
- Student cohort variation and intakes
- Alternate and/or partnership delivery modalities (i.e., on-line cohorts, SNP, Tansley-Wood)
- Exceptions term calendars and academic delivery schedules

- Timing of student Work Integrated Learning Experiences (i.e., Co-op, field placement)
- Recent POS changes
- Service and option courses included on the program of study
- Known updates to expectations of professional bodies

6. b) Stage 2: Data Collection

Concurrent to the orientation and pre-planning stage, critical data informing the program review will be collected by the Program Review Lead (PRL), Program Review Team (PRT) and Institutional Research (IR). These include:

Academic Quality Audit

Each year, at the beginning of the program review cycle the COMMS Specialist gathers the associated course outlines, the POS and the COMMS audit tracker. The Professor, Curriculum and Program Quality Consultant (CPQC), audits program course outlines for the applicable academic year and complete. Updated feedback on Course Outlines, curriculum mapping, General Education and Experiential Learning components is shared.

Institutional Research

Environmental scan data collected by Institutional Research (IR) is shared with the PRT, PRL, PDT and administration through the IR Environmental Scan presentation session (session details provided in [section 6.c](#)).

If applicable, a program area may request IR to present identified comparative data at this session (example: a specific competing program at identified college). However, such request must be formed at the pre-planning stage in consultation with the PRT.

Competitive Program Characteristics (CPC) Analysis

CPC Analysis is completed by the PQT to compare published details about comparing programs in other colleges, such as program of studies and course descriptions. This information is saved through the program review MS Teams site.

Other Information

Curriculum/Faculty committee reports, PAC meeting minutes, any student feedback and faculty research are additional documents that can provide specific data related to the program area. PRLs are encouraged to share such data and information with the CPQC. Similarly, data pertaining to Non-Academic

Department sessions that may inform the enhancement of the program will also be shared by PQT with the program area. This ensures that the program review process is responsive to the program's uniqueness.

6. c) Stage 2: Data Collection – Institutional Research Environmental Scan Presentation Session

To ensure program's uniqueness, data pertaining to Non-Academic Departments will also be presented by Institutional Research (IR) during the Environmental Scan session and feedback will be collected and shared with program area.

Data sets will be presented early in the program review process to inform focus group discussions and identification of recommendations in the final report. Please allow 4 to 6 weeks for preparation of the data sets.

Who Attends

- Administrators (including partner locations)
- Program Faculty and Staff
- Part-time faculty (optional)
- CPQC
- PQT

What Happens

Data collected by IR will be presented to the program area.

Data sets will include:

- Competitive Program Profile (Market Share, Demography, Application and Enrollment)
- Employment Demand and Labour Market Trends
- Student and Employer Satisfaction
- Student Success and Retention
- Graduation Rates and Graduate Employment Rates

6. d) Stage 2: Data Collection – Consultations

Each Program Review Lead (PRL) will work with administration and the Professor, Curriculum and Program Quality Consultant (CPQC) to arrange the consultation meetings and invite participants. The

The Program Quality Team (PQT), including the CPQC, facilitate all consultation sessions to ensure a consistent and equitable process is followed for quality assurance. Focus group consultations are also scheduled for partnership delivery locations. This is arranged by the PQT and facilitated by the CPQC.

Six (6) to twelve (12) people are recommended for effective focus groups, although not necessary.

Planning and Executing the Consultation Focus Groups

It is recommended that Program Review Leads (PRLs) consider a minimum of four (4) weeks lead time in planning and executing the focus group sessions. PRLs are encouraged to refer to the "Guide to Focus Group Discussions" in the General channel of the MS Teams site for the current Comprehensive Program Review Cycle.

In special circumstances, it may be necessary to include additional consultation focus groups, such as an independent Graduate session or Learning Facilitator session to meet the programs unique needs.

Who Attends Each Session:

Program Delivery Team Session

- Program Coordinator
- Program Faculty (full-time and part-time)
- Lab Technologists
- Field/Coop Specialists
- Service Faculty
- Professor, Curriculum and Program Quality Consultant (CPQC)
- Report Writer

Industry and Graduate Session

- Voting members of the PAC
- Additional Industry Experts
- Members of Professional Organizations
- Recent Graduates
- Professor, Curriculum and Program Quality Consultant (CPQC)
- Report Writer

Student Session

- Current Senior Level Students

- Professor, Curriculum and Program Quality Consultant (CPQC)
- Report Writer

Who Does Not Attend:

Program Delivery Team Session

- Administrators (ADs and Deans)
- Operations Managers
- Administrative Assistants
- Students

Industry and Graduate Session

- Administrators (Managers, ADs and Deans)
- Operations Managers
- Administrative Assistants
- Program Coordinator
- Program Faculty & technologists (full-time & part-time)

Student Session

- Administrators (Managers, ADs and Deans)
- Operations Managers
- Administrative Assistants
- Program Coordinator
- Program Faculty (full-time & part-time)
- Lab Technologists
- Field/Coop Specialists

What Happens at Focus Group Sessions?

Various program participants (industry, PAC, employers, students and graduates) are invited to consultation focus group sessions regarding curriculum, assessment, experiential learning and essential skills for graduate employment, entry-level employment expectations, industry trends and opportunities. Feedback on the relevance and graduate achievement of Program/Vocational Learning Outcomes is collected. Program strengths and emerging trends are also identified. Students also provide feedback on academic and ancillary services.

Report Writers will create the minutes of all focus groups to summarize these events for the final report. The minutes of all consultation workshops is housed in the MS Teams site created for every program review cycle, which also acts as a repository.

Note: Minutes from meetings held within the last 6 to 12 months discussing pertinent issues could also be used for development of the consultation in the review process.

6. e) Stage 3: Analysis Session

What Happens

During this session, information collected from all consultation sessions is analyzed and informs decision and recommendations for the program review final report.

During the analysis session, program administrators and faculty will validate their programs using the feedback acquired from the focus groups, indicating where adjustments are required, the type, quality and quantity of adjustments required to align courses with standards and principles. These adjustments are captured as recommendations which will inform the culminating 5-year action plan. The Report Writer will then complete the session minutes and analysis section of the report based on the information collected.

Who Attends

- Program Coordinator
- PRL
- Program Manager/Associate Dean
- Program Faculty (full-time & part-time)
- Lab Technologists
- Field/ Coop Specialist
- CPQC
- Report Writer

7. The Final Report

7. a) Documentation of the Process

Documentation

The multi-faceted Program Review process requires collection and dissemination of a wide variety of documentation. All documents collected during the review process and the final reports are maintained on a shared drive to archive and centralize record keeping to foster integrity of quality assurance process. In addition to increasing organization efficiency and preserving quality and accuracy, it allows easy user access and the ability to monitor and review the collected documents and reports for any future consultations.

MS Teams

At each Comprehensive Program Review cycle, a Microsoft Teams site is created in the College's integrated communication structure. This provides faculty, administrative staff, Institutional Research, CTLI staff, program coordinators and program quality team with the opportunity to share collected evidences and documents during the 12-month review process. Additionally, this repository allows each program area moving through the multi-faceted review process to easily track progress. The site is maintained as a repository with separate modules which expand to provide necessary information related to the process adopted during the review cycle including but not limited to various consultations and records maintained thereof.

Culminating Report

The program review final report culminates the process and documents relevant information about the program and recommendations for action. The final report is consolidated by means of the evidences collected throughout the multi-faceted 12-month review process.

The structure of the final report is outlined in the next section (section 7.b)

7. b) Stage 4: Final Report Structure and Requirements

Executive Summary

Executive summaries are written literally for an executive who most likely DOES NOT have the time to read the entire document. It is usually written last and is no longer than 10% of the original document. It is recommended to not be more than two pages long.

It includes highlights of the quality reviews of the program, its current status, major strengths, concerns and opportunities, as well as the recommendations. The PRL and AD write this section of the report to identify the program's strengths, Weaknesses and resulting recommendations.

Environmental Scan

This section provides information pertinent to the program, especially as it relates to its market share, position, impact and opportunities for sustainability.

It also provides a comparative analysis with other similar programs in the province. This data is largely provided by Institutional Research. The report writer develops this section of the report following the approval of the minutes from the Environmental Scan presentation.

Current State

This section reports on the program as it CURRENTLY exists at the start of the Comprehensive Program Review process. It documents responses/reports from the consultation sessions, including PAC meetings.

This section also reports the current state of course outlines, program maps and educational pathways. Much of this information is a summary of the faculty self-study, reflective inquiry and reflection exercise. The report writer develops these sections of the report following the approval of the minutes from each focus group session.

Analysis

The analysis section provides a summary of the data gathered, citing strengths and areas for development. The report is sectioned according to:

- Program Vocational Learning Outcomes
- Assessment
- Curriculum
- Delivery

Leadership Feedback

The leadership feedback section provides a summary of the Program Manager / Associate Dean's vision for the program and alignment with the College's Strategic and Academic plans. It also provides a venue to discuss enrolment trends, targets and anticipated program pathways not otherwise captured by the data collected.

Recommendations

This section details recommendations made throughout the review process by the various consultation groups. The report writer develops this section of the report including all major recommendations identified through focus group and analysis sessions.

Action Plan

Based on the recommendations captured, the action plan outlines the program's future enhancement goals complete with timelines and identified personnel. The PRL and Program Manager / Associate Dean determine actionable items including any future activities, discussions and tasks to be undertaken by the program area as a result of the program review process. Action items must carefully consider:

- Impact on other departments
- Fiscal and workload resources
- Human Resources and Collective Agreements

Action items are arranged according to short (up to 18 months), medium (18 to 24 months) and long (24 to 36 months) term goals and be delegated to specific individuals for implementation/completion.

The Action Plan is a vital document reviewed during the annual review process undertaken by the Curriculum Committees. It also provides a mechanism to illustrate progress at the 18-month follow up discussed in section 9. As such, the action plan is accessible through the program review MS Teams site for regular review and updating.

Conclusion

The conclusion summarizes the findings of the program review referring to overall outcomes, highlights, data and recommendations that are usually restated and any observations or non-implementable recommendations are noted.

Appendices

The appendices provide evidence of the information/documentation collected throughout the program review process. These documents are usually referenced in the main body of the report. It can be sectioned according to the documents collected. For example:

Appendix A – Program Documents

- Program of Study

- Program information from the College website

Appendix B – Environmental Scan

- Session Minutes
- IR Presentation

Appendix C – Current State

- Academic Quality audit
- Educational Pathways information
- Program Delivery Team focus group minutes
- Student focus group minutes
- Industry and Graduate focus group minutes
- Non-Academic focus group minutes

Appendix D – Analysis Session

- Analysis session minutes
- Analysis presentation

Approval Process

It is anticipated that the final report will be reviewed by the program faculty and manager/AD, AD CTLI and Dean of Continuing Education, Academic Quality to ensure consistency and consensus of information and recommendations. It is recommended that the Program Review Lead (PRL) convenes a program faculty team meeting to present and discuss the findings and recommendations of the program review.

Once the final report is complete, it is formally approved by the program's Associate Dean (AD) and Dean. Following formal approval, the report is sent by the AD CTLI and Dean of Continuing Education, Academic Quality to the Office of the Vice President, Academic (VPA). Final reports should also be shared with the Program's Advisory Committee following the VPA presentation.

VPA Presentation

Subsequently, the VPA's office will schedule a meeting with the program area Dean, Associate Dean (AD), Program Review Lead (PRL) along with the Program Review Team (PRT) to discuss the report. Specifically, the discussion will include a review of the executive summary and resources needed by the program area to achieve the activities detailed in the action plan. Results of the external verification process are also discussed at this presentation.

8. The External Verification Process

8. a) Stage 5: Use of External Reviewers

The External Reviewer

The use of external reviewers is the process by which the college assures itself that the academic standards of its programs are comparable with similar programs and systems offered and implemented elsewhere. External verification also ensures that the comprehensive review process has been conducted fairly, in accordance with the approved standards, structure, content and regulations, and without prejudice to any student. This process will only be implemented for post-secondary programs that do **not** go through an external accreditation process, that already have these systems built in with an end report that note recommendations and actions.

The reports provided by our external reviewers are an integral part of our quality assurance process. They form part of the documentation requirements for the Program Review and Enhancement Process (Action Plan).

Roles and Responsibilities

The reviewer's role is primarily to:

1. review documents and reports following a program review;
2. consult with relevant persons if needed, including Deans, ADs, Program Administrators, program professors;
3. validate the final report and confirm that commendations and recommendations arising from the program review process are appropriate;
4. submit a report which provides a summary of strengths and weaknesses of the program and offers advice, suggestions and additional recommendations for action.

Process

Immediately following the completion of program review report by the internal team and final signing off by the Dean, documents will be forwarded to the team of external verifiers for review. Documents will include the following information: the final report and action plan; the appendices of relevant source documents (curriculum maps; course outlines; minutes from consultation sessions; program review data sets).

Selection and Appointment

The names of several external verifiers/nominees will be sent to the Program Quality Office from the Program Area being reviewed. Program Quality Office will verify the fit of the external verifiers, examine the backgrounds to assure objectivity, and submit the names with summary details to the Office of the VPA.

1. The names should be submitted using the prescribed template (to be created).
2. Selection of external reviewers will be done in confidence by the Dean, CEAD to identify:
   a) One academic member and one industry member.
   b) Chair of team will also be named and normally be the academic member.
   c) No member should be a current member of a PAC or directly connected to the program.
3. Selected persons will be sent a formal invitation to participate in the program review process by the Office of the Dean, CEAD. This contact will include expectations, the timeline, the honorarium to be paid and a statement regarding declaring any conflict of interest.

Verifiers must:

1. have appropriate academic credentials;
2. bring to the team relevant academic and professional experience (not less than 7 to 10 years in the professional field teaching or practising;
3. understand the context in which programs and services in question must fit;
4. have a thorough knowledge and understanding of the academic/professional standards;
5. be able to evaluate objectively and impartially;
6. have no vested interest in, or conflict of interest with the institution/program to be reviewed;
7. not be a current member of a PAC or directly connected to the program;
8. treat all documents and information in a confidential manner.

Note that all program areas being reviewed will be notified of the team external verifiers before they are finally agreed on and any communications sent.

9. The 18-month Follow-up

9. a) Support for Continuous Improvement

Staff from the Academic Quality team and the Centre for Teaching & Learning Innovation are available to program areas for on-going support with the implementation of Program Review action items. Action items requiring support may include:

- program of Study changes
- curriculum enhancements
- assessment development
- course outline revisions
- development of experiential learning components
- updates to program standards mapping

9. b) Implementation

Action plans resulting from the Comprehensive Program Review process are maintained at the program level and updated through the Annual Program Review (Curriculum Committee) processes. Approximately 18-months following the completion of the Comprehensive Program Review process, an updated action plan will be share with the academic quality team. The 18-month update provides opportunity to discuss program success in the implementation of action items. It also provides opportunity to discuss industry or sector changes and challenges to implementation of the identified program quality recommendations.