COMPREHENSIVE PROGRAM REVIEW OVERVIEW

The Ministry of Advanced Education and Skills Development has mandated that program reviews be carried out for all Ontario college programs on a regular basis. The Office of Academic Excellence aims to review every program on a 7-year cycle.

Purpose:
- Recognize and promote best practices and academic quality
- Provide direction to faculty and administrators for continued improvement to the quality of a program
- Support sound decision making and planning
- Promote accountability and alignment with the College's strategic initiatives and academic plan
- Respond to the changing needs of students, business, industry, and community partners
- Strive for excellence in all aspects of academic programming

PROGRAM REVIEW PROCESS DURING THE PROGRAM REVIEW YEAR

Phase One: Typically May - June
➢ Program review commences with an information meeting with program administration and the program reviewer.
➢ Chair, in collaboration with the program reviewer, arranges a 4-hour faculty meeting, to complete the Program Currency document.
➢ Faculty members complete an online survey.
➢ If PAC meeting is scheduled, program reviewer will introduce program review process, following which PAC members will be asked to complete an online survey.

Phase Two: Typically September – December
➢ Program reviewer researches program: history, competition, KPI data, curriculum, Institutional Research data, etc.
➢ Course outline audit is completed (current course outlines will be accessed via the course outline mapping system (COMMs) or provided by program if not available on COMMs).
➢ If PAC meeting wasn't attended prior to summer, program reviewer will introduce program review process, following which PAC members will be asked to complete an online survey.
➢ If program is one or three semesters in length students complete an online survey.
➢ Chair, in collaboration with the program reviewer, arranges a 4-hour curriculum mapping meeting for all program teaching staff.
➢ Program Review Update will be provided to administration and faculty.

Phase Three: Typically January - April
➢ 2nd, 4th and 6th semester students complete an online survey.
➢ Focus groups and/or interviews may be held with students, teaching staff, industry partners, College staff, etc.
➢ Program reviewer continues to compile and analyze data.
➢ Any additional curriculum mapping / review workshops are held in February/March (Chair/Director to assist in arranging).
➢ Graduate, employer, and/or early leaver surveys may be administered if required.
➢ Program reviewer prepares draft report and submits it to program administration.

Phase Four: Typically May - June
➢ Program reviewer meets with administration to finalize report.
➢ Final report is printed, with appendices included on a USB, and distributed to the program chair.
➢ A PDF copy of the report is posted on the Academic Excellence Insite page and is also sent to all faculty and additional relevant stakeholders as determined by administration.
➢ Presentation of findings may be delivered to faculty and/or PAC upon request of the program chair.
➢ Program Chair may submit a request for "Curriculum Specialist Support" to Director, Academic Quality in response to program review recommendations.

PROGRAM REVIEW RESPONSIBILITIES DURING THE PROGRAM REVIEW YEAR

Program Reviewer
- Leads review process; conducts a minimum of two 4-hour meetings with faculty team (Program Currency in May/June; Curriculum Mapping in October/November); designs and distributes online surveys to faculty, PAC members, students and other stakeholders as necessary; analyzes data; provides update in December; provides draft report in April; distributes final report to program.

Program Chair
- Meets with program reviewer to provide initial input into the review; assists reviewer by ensuring teaching staff participation at meetings and faculty completion of required surveys; ensures program reviewer is invited to program's PAC meeting; provides feedback on final report; discusses report findings with faculty and develops an action plan to implement recommendations; and reports on implementation of recommendations annually.

Program Coordinator and Faculty
- Attend program review related meetings; complete professional development and scholarly activity checklist and online survey; assist program reviewer by providing access to students and distributing online student survey; complete field education self-assessment checklist; provide feedback regarding extent to which vocational and soft skills identified by PAC are part of curriculum; provide course outlines if they are not available online.

Curriculum Specialist
- Leads analysis of course outlines and curriculum related documents; supports Program Currency and Curriculum Mapping meetings as required; supports individual teaching staff and faculty groups with course outline and curriculum renewal.

Academic Excellence Researcher
- Leads data gathering, data cleaning and data summarization for program review.

PROGRAM REVIEW REPORT

The report is divided into four sections, each of which ends with a summary listing strengths, challenges, opportunities and recommendations. The following list outlines what is typically examined in each section; however, there will be some variation according to the findings for the particular program.

1. **Program Overview**
- Results of previous program review, student demographics, enrolment, retention, graduation rates, competition, overall KPI satisfaction, marketing materials, PAC, program fees, financial status

2. **Learning Environment**
- Dual professionalism, PD, academic, technological and administrative support, communication, teaching and learning styles, course delivery, quality of instruction KPI data, feedback and assessment, facilities, student services and resources

3. **Curriculum**
- Student, graduate, faculty and PAC feedback on the curriculum, student academic achievement, grade distribution, field education, emerging trends and innovation, competitor curricula, curriculum mapping results, course outline audits, general education and essential employability skills

4. **Graduate Success**
- Graduation rates, graduate satisfaction, graduate employment, salaries, employment trends and prospects