

Guidelines for Academic Program Review

Apprenticeship,
Certificate &
Diploma Programs



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INTRODUCTION

GEORGE BROWN COLLEGE is committed to continuous quality improvement and ongoing academic self-assessment and evaluation. The annual and comprehensive academic program review processes and reports provide academic leaders with critical information about a program's strengths, challenges, overall quality and need for future resources.

Academic program review provides a mechanism for change. By facilitating a structured, scheduled opportunity to examine a program, a thorough strategy for improvement can be developed. Program review provides a uniform, overarching mechanism for the assessment and evaluation of the educational processes of an academic program and complements existing accreditation procedures. A dynamic and evolving process, program review plays a defining role in the College's commitment to achievement through excellence in teaching, applied learning and innovation.

The following provides guidelines for the review of Apprenticeship and Ontario College Certificate, Diploma, Advanced Diploma, and Graduate Certificate level programs. (For program review guidelines for a Degree, please see the document entitled "Program Review Guidelines Degree," which is also posted on *Insite*.)

BACKGROUND

The Ontario College Quality Assurance Service (OCQAS) established the College Quality Assurance Accreditation Process (CQAAP) for Ontario Colleges. The mandate of CQAAP is to make certain colleges have effective quality assurance processes in place that ensure programs are up to date and meet the needs of students and employers. The college accreditation process occurs every 5 years and colleges must provide evidence that their quality assurance processes meet the standards and requirements set out by OCQAS. Central components of accreditation are the quality of the processes in place for program review and the college's ability to provide evidence of continuous program quality improvement.

PURPOSE

Program Review serves a variety of purposes. These include:

- identifying and confirming program strengths;
- providing direction and opportunities for faculty and administrators to engage in continuous quality improvement;
- supporting sound decision making and planning;
- promoting accountability for program quality;
- responding to the changing needs of students, business, industry and community partners;
- reviewing curriculum and program outcomes for consistency with the Ontario Qualifications Framework, relevant program and professional standards, and revising if necessary and appropriate;
- promoting alignment with the College's strategic initiatives;
- ensuring congruence with the College's mission, core values and academic strategy/plan;
- assisting in preparation for external program credential reviews and audits;
- recognizing exemplary programs and celebrating teaching and program success;
- providing a voice for program stakeholders; and
- supporting improved student, graduate and employer satisfaction and success.

KEY PRINCIPLES

1. That all programs participate in a comprehensive review every seven years;
2. That program review is an inclusive and collaborative process that reaches out to multiple stakeholders (i.e. faculty, students, graduates, administrators, employers, program advisory committees (PACs), and support staff and external experts where appropriate);
3. That program review methodology is comprehensive, well communicated and understood by all stakeholders, and includes an identified accountability framework for implementation;
4. That program review ensures curriculum alignment to program/vocational learning outcomes, essential employability skills and general education requirements;
5. That program review integrates external and internal accreditation/certification processes.

TYPES OF PROGRAM REVIEWS

In order to meet the differing needs of individual academic programs there are three types of program reviews.

1. Annual Program Reviews

Academic managers (Chairs, Deans, Directors) are responsible for conducting an annual review of the programs in their portfolios in order that stakeholders are engaged in continuous quality assurance. This review is designed to ensure the program is responding to the needs of students and employers and is relevant and up-to-date. At the same time, the annual review process aims to maintain program alignment with the College's academic requirements and initiatives. Academic Chairs work with program staff to ensure the annual review of each program is completed and documentation is sent to their Deans and the Office of Academic Excellence (OAE) annually.

2. Comprehensive Program Reviews

A comprehensive review takes place every 7 years. The OAE manages the comprehensive program review process. A program reviewer is assigned to complete the comprehensive review, which involves leading the review process, collaborating with the academic program Chair and program staff, collecting, analyzing and interpreting data from a wide variety of sources, consulting with program administration on the development of recommendations, writing the program review report, and presenting the findings to program stakeholders (faculty, administration, PACs).

3. Program Quality Self-Assessment

A program may elect to conduct a Program Quality Self-Assessment (PQSA) rather than a comprehensive program review if there is agreement between the OAE and program administration, usually in the following circumstances: programs with smaller enrollments and high levels of stakeholder satisfaction as measured by Key Performance Indicators (KPI), and/or programs with a rigorous, academically focused external accreditation process. The PQSA report and related recommendations are written by program staff, including faculty, coordinators and administrators, and submitted to the program Chair, Dean and the Chair of

OAE for approval. An OAE curriculum specialist provides guidance, program specific data and significant curriculum support to the program doing the Program Quality Self-Assessment.

PROGRAM REVIEW SCHEDULE

The Office of Academic Excellence, with approval from the College's Academic Management Committee, establishes a rolling five-year program review schedule that is shared with senior academic leaders. This tentative schedule is made available five years in advance in order to allow for budgetary planning within divisions and to flexibly accommodate unique scheduling circumstances, changes in provincial program standards, preparation for degree consent renewals, and external accreditations. The final schedule for the coming year is reviewed and adjusted to efficiently adapt to these scheduling complications and posted on the college's intranet website (*Insite*). Regular reviews and updates to the program review schedule help to ensure internal awareness and increase academic leaders' ability to comply with their quality assurance related obligations.

PROGRAM REVIEW CYCLES BY TYPE OF REVIEW

Annual Program Review Process

Collection of Data Related to Academic Quality Throughout the Academic Year

Annual KPI satisfaction data, reports from the Registrar's office, institutional research reports, student satisfaction questionnaire results, course outline revisions, program review recommendations, PAC feedback and additional program quality data is collected by Chairs and faculty throughout the academic year.

Documentation of Stakeholder Analysis, Discussions and Actions Throughout the Academic Year

With leadership from their academic Chairs, program teaching staff meet to review KPI data, relevant data from the list above, program outcomes, recommendations from previous program reviews, feedback from PAC members, course outlines, etc.

Report to Dean and the Office of Academic Excellence By August Annually

Academic Chair summarizes and provides documentation annually of each program's review and related program improvement activities. This is submitted to their respective Dean and updates to progress on program review recommendations are submitted to OAE in August and the program review accountability spreadsheet is updated accordingly.

Comprehensive Program Review Process

Program Review Begins May to June

Program reviewer meets with the Chair and the teaching team to introduce the program review process, review implementation of the previous review's recommendations and plan the logistics of the review. The Chair identifies unique features/priorities for the review and facilitates required meetings.

Data Collection and Analysis July to March

Program reviewer and curriculum specialist, in collaboration with the OAE researcher and other areas of the College (e.g. Registrar's Office, finance, institutional research, library/learning commons, alumni office, etc.) collects and analyzes data. Data includes but is not limited to:

Quantitative Data

Program costing; applicants/registrants; conversion rate; enrolment trends; student retention; graduation rate; graduate placement; KPI data; external accreditation criteria (where applicable); student demographics; Student Feedback Questionnaire (SFQ) response rates; program review surveys (faculty, student, PAC, graduates, sector partners); admission criteria; student grades; portfolio review; and confirmation to programs or first choice data.

Qualitative Data

Program review surveys (faculty, student, PAC, graduates, sector partners); course outlines, program alignment/mapping and analysis; curriculum content/delivery; evaluation methods/outcomes; program workload; learning environment; equipment, space, facilities and resources; future employment trends; interviews and focus groups (teaching staff, students, PAC members, graduates, sector partners).

Report Finalization and Action Plan Development April to May

Program reviewer sends a draft of the report to the academic Chair and Dean for feedback. Program reviewer incorporates feedback as appropriate and ensures that the final report identifies program strengths, challenges, opportunities and recommendations that are based on the analysis of the data identified above. At the request of the Chair, the program reviewer meets with various stakeholder groups to present the findings of the review and support the development of action plans. The Chair may elect to request curriculum specialist support from the OAE in order to achieve the program review recommendations.

Ongoing Implementation of and Reporting on Recommendations Annually

Academic Chair in conjunction with the Dean and the program's teaching team develop an action plan to implement the recommendations identified in the final program review report over a period of 3 years. The program review action plan and recommendations are integrated into ongoing divisional business plans. Annual updates regarding recommendation implementation are submitted to the OAE in August each year.

Cycle of Program Review Begins Again Go to Top of the Chart

Program Quality Self-Assessment Process

<p style="text-align: center;">Program Quality Self-Assessment Begins May to June</p> <p>OAE curriculum specialist meets with program administration and program faculty to introduce PQSA program review process and to provide the quality self-assessment report template and timelines for completion.</p>
<p style="text-align: center;">Data Collection and Analysis July to March</p> <p>Curriculum specialist, in collaboration with the OAE researcher and other areas of the College (e.g. Registrar's Office, institutional research, alumni office, etc.) collects and sends data to program faculty for analysis. Data analyzed by the faculty include: competitor analysis; course outlines, program alignment/mapping and analysis; curriculum content/delivery; admissions criteria; portfolio review; and KPI data.</p> <p>Curriculum specialist completes course outline audit and analysis, facilitates curriculum mapping (course outcomes to program outcomes) and meets with program faculty to review results and develop potential recommendations.</p>
<p style="text-align: center;">Report Finalization and Action Plan Development April to May</p> <p>Program Quality Self-Assessment report is written by the assigned program faculty/Chair. A draft of the report is sent to academic Chair/Dean for approval. Once approved, the Chair then sends a copy of the final PQSA report, including recommendations, to the Chair of the OAE. The recommendations arising from review are added to the master program review recommendations accountability spreadsheet.</p>
<p style="text-align: center;">Ongoing Implementation of Prioritized Recommendations Annually</p> <p>Academic Chair in conjunction with the Dean and the program's teaching team develop an action plan to implement the recommendations identified in the final program review report over a period of 3 years. The program review action plan and recommendations are integrated into ongoing divisional business plans. Annual updates regarding recommendation implementation are submitted to the OAE in August each year.</p>

ROLES AND RESPONSIBILITIES

Consultation with all stakeholders throughout the program review process has been identified as crucial to a successful outcome. Program review provides an opportunity for a program to learn more about itself via the engagement of its stakeholders. As such, all people involved in the process need to understand and carry out their respective responsibilities completely and in a timely manner. This section outlines the broadly defined duties of the various stakeholders involved. More detailed descriptions of the specific roles and responsibilities of the program Chair, program coordinator and faculty, program reviewer, curriculum specialist and OAE researcher are found in the overviews of the Annual Review, Comprehensive Program Review and Program Quality Self-Assessment provided in Appendices A, B and C.

College's Board of Governors (BOG):	Responsible for ensuring that all programs are of quality and deliver current and relevant content using the best pedagogical practices. The Academic and Student Affairs Committee (ASA) of BOG will receive a report annually from the Senior Vice President, Academic on the status of the program reviews and any pertinent overarching themes emerging from them.
Office of the President:	Program review processes rest under the authority of the Special Advisor to the President, in consultation with the Vice President Academic, who ensure that programs are reviewed according to relevant protocols and that recommendations arising from those reviews are incorporated into business and divisional planning and are ultimately addressed.
Director of Academic Quality:	<p>Oversees the development and implementation of program review protocols and processes. Ensures academic quality assurance processes are aligned with the academic and strategic initiatives of the college and fulfill quality assurance requirements in accordance with all relevant legislation.</p> <p>Communicates with relevant stakeholders to ensure that program reviews are appropriately scheduled, resourced and completed, and that progress toward achieving recommendations is reported on and documented annually.</p> <p>Ensures that program reviews meet both internal and external quality assurance requirements, maintains program review documentation, and reports to the Dean of Academic and Student Affairs on status of individual reviews as well as College-wide academic quality assurance themes that cut across programs.</p>
Dean, Academic Centre:	Supports the ongoing implementation of cyclical program reviews for all programs within the division. Reviews and collects relevant reports/documentation annually and ensures that recommendations are incorporated into divisional business and strategic plans, resourced and reported on annually.
Chair, Academic Program:	Facilitates and supports program reviews in consultation with program teaching staff, OAE staff and relevant stakeholders and ensures documentation is forwarded to the Dean and OAE. Provides appropriate resourcing to ensure all required components of the reviews, particularly those that require the participation of teaching staff (e.g. faculty meetings with OAE staff for all program review purposes), are completed in a timely fashion and that the findings of the reviews are reported to faculty, PACs and other relevant stakeholders.
Program Faculty Member (and Other Staff):	Participates in and informs program review related activities, provides access to course materials for the purpose of curriculum review and mapping, helps determine the priorities among the recommendations, contributes to the development of action plans and advancement of the review recommendations as required. In the case of the PQSA and annual reviews a faculty member/coordinator may be assigned to lead the process with colleagues and write the self-assessment report.
Program Reviewer:	Leads the comprehensive program review process with the support of OAE staff and the program Chair and the participation of the teaching staff, program

staff, students, graduates, PAC members and other relevant stakeholders. Collects and analyzes data from a variety of sources and writes a comprehensive program review report that includes a summary of the program's strengths, challenges, opportunities and recommendations in four chapters: Program Overview, Learning Environment, Curriculum and Graduate Success.

Curriculum Specialist:

Provides curriculum support during and following the reviews. Conducts curriculum analysis that informs the reviews, and provides support to program teaching staff. This includes both consultation with individual teaching staff as well as conducting workshops with program reviewer and program faculty related to the review of program outcomes, curriculum mapping, assessment mapping, student workload mapping, content sequencing, etc. In addition, in the case of the PQSA, the curriculum specialist also orients and supports the program Chair and faculty in their analysis of the data, formulation of recommendations and timely writing of the PQSA report.

Office of Academic Excellence Researcher

Supports the work of program reviews at both the program and course levels by investigating, gathering, cleaning, and collating data required for analysis. Works in cooperation with other researchers and relevant bodies in the College and external to the College as needed.

ACCOUNTABILITY

Improvement in programs will only be realized through the dedicated and systematic implementation of the recommendations that result from academic program reviews.

Accountability - During Process

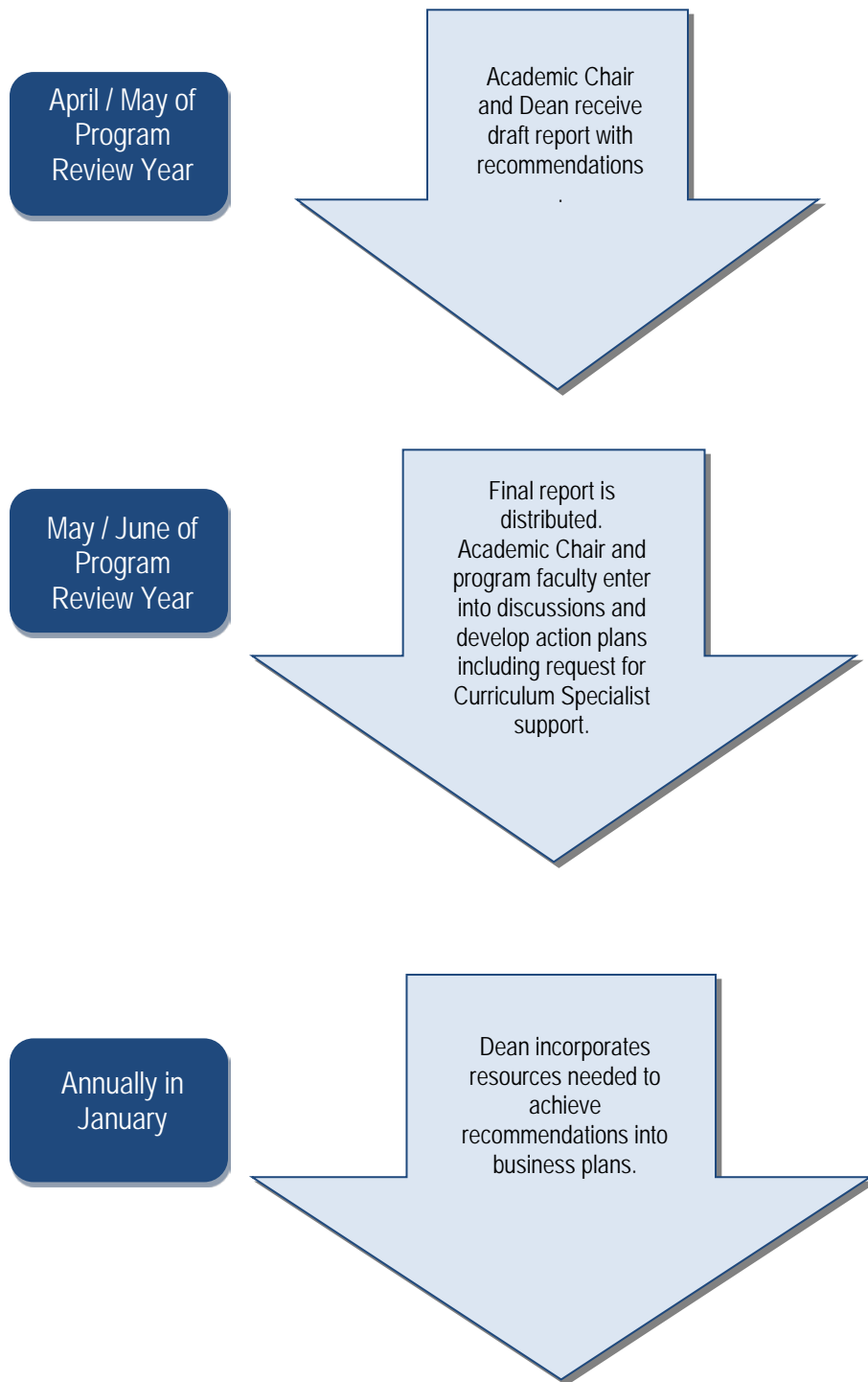
Implementing change as a result of the comprehensive review does not have to wait until the completion of the review. The program administration and faculty will get feedback on an ongoing basis as the program is being reviewed via the Program Review Updates and ongoing meetings and correspondence. Where possible, the program may wish to begin implementation while the review is in process.

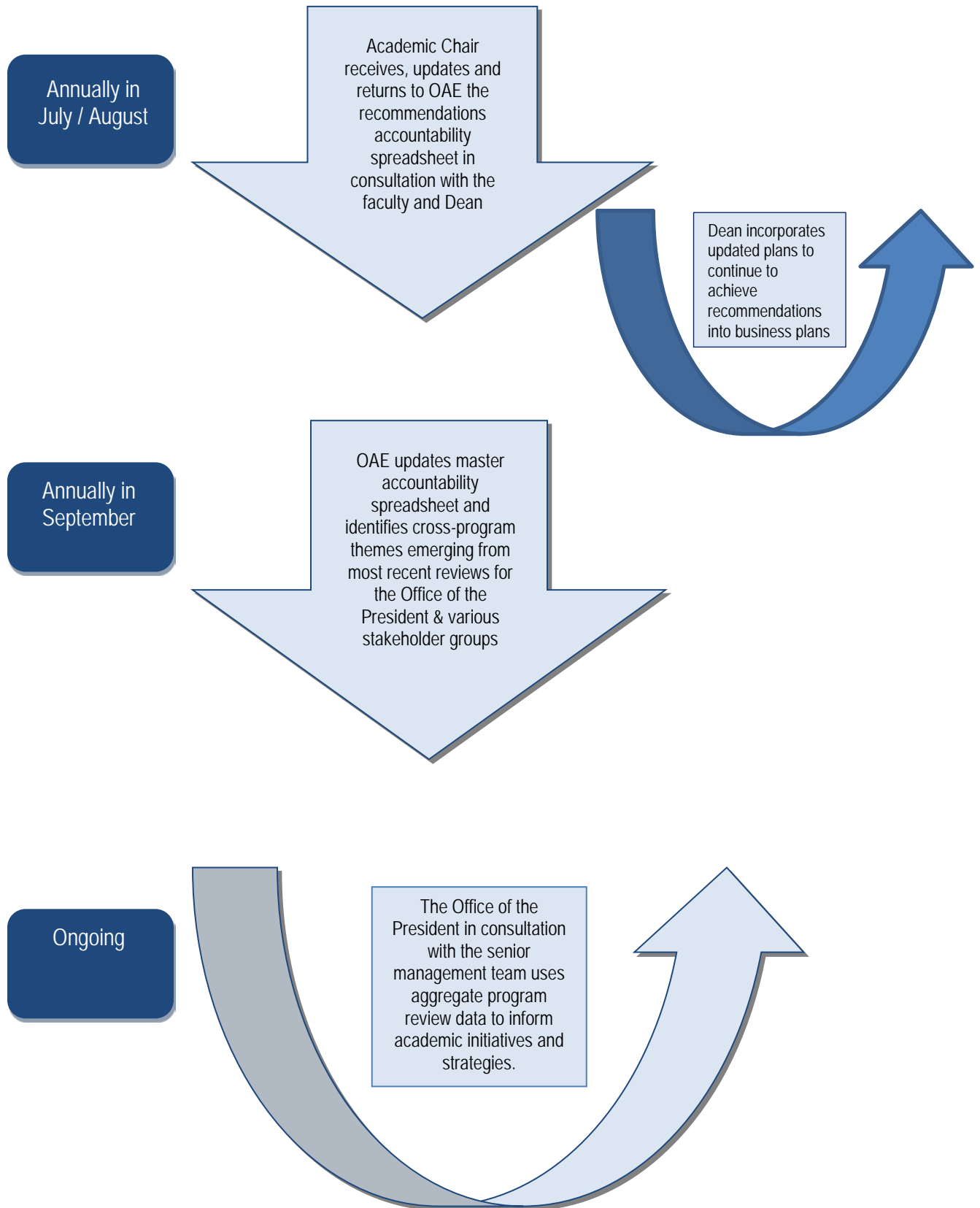
Accountability – After Review

The academic Chair and Dean will receive a draft of the final report by the beginning of May in order that they may begin sharing the review with their stakeholders, establishing priorities among the recommendations and developing an action plan.

Consideration of the resources required to achieve the recommendations will be incorporated into the business plans that are developed annually. In August of each subsequent year, the academic Chair will provide an update about the progress on each of the recommendations using the accountability spreadsheet. Once it is approved by the academic Dean, the Chair will send a copy of the accountability spreadsheet to the Chair, OAE, where it will be merged into the master spreadsheet, summarized and shared with senior administration.

The following schedule has been determined for the accountability process for program review:





APPENDIX A Annual Program Review



ANNUAL PROGRAM REVIEW OVERVIEW AND PURPOSE

The annual program review process exists to facilitate the regular assessment of the strengths and challenges of individual programs, to support plans to improve any shortcomings, and to produce documentation that verifies that program quality is monitored across the college.

DATA SOURCES

The annual program review processes are designed to ensure that academic decision making and program improvements are based on the yearly review of pertinent, representative information from a variety of sources and key stakeholders. Program level academic data gathering, teaching team discussions and planning occur at different times throughout the year within individual programs and are managed directly by academic Chairs. The following list describes data that is reviewed annually to inform decision making.

- Enrolment, student retention, persistence and graduation information and trends
- Key Performance Indicators (KPI) results
- Student Feedback Questionnaire (SFQ) results
- Portfolio Review Information
- Review of program and course outcomes, course outlines, course assessments, program learning and orientation materials
- Progress on action plan related to previous program review recommendations
- Program Advisory Committee (PAC) feedback
- Labour market information

In addition to the list above, individual programs are informed by sector data and professional reports that are released at various times throughout the year. George Brown's Office of Institutional Research & Planning and the Office of the Registrar compile additional reports in response to college wide initiatives and strategic imperatives (e.g. KPI Drivers Regression Analysis, Challenging Courses, Retention, Missing Grades, etc.) that are used to inform program improvement planning.

ANNUAL PROGRAM REVIEW RESPONSIBILITIES

Responsibility for making well informed academic decisions rests with all who deliver and/or support the delivery of the College's programs. The academic Chair disseminates relevant data to program faculty, PAC members, and Student Advisory Committee members (where they exist).

- Program meetings/workshops or related activities that involve reviewing relevant student, graduate and employer feedback (e.g. KPI, SFQ, etc.)

Program Review Guidelines – Apprenticeship, Certificate & Diploma Programs

- Program academic quality meetings/workshops or related activities that involve reviewing program outcomes, course outcomes, essential employability skills, course learning activities, materials and assessments, other aspects of course outlines and making necessary revisions
- Program changes in response to academic quality planning meetings and previous program review recommendations
- Program meetings/workshops or related activities that involve reviewing data regarding enrollment, retention, program graduation rates and initiatives that support student success
- Program Advisory Committee meetings and Student Advisory Committee meetings (where they exist)
- Updating communication with students regarding, policies, program requirements and processes
- Review of new faculty on-boarding processes and their orientation to program learning outcomes and other program requirements
- Planning of budgetary requirements to support program quality improvement initiatives

Documentation of these meetings and related program quality improvement activities includes, but is not limited to, the following:

- Meeting invitations, agendas and notes/minutes
- Updated course outlines
- Updated learning materials including: booklists, revisions to course packs and electronic resources, software acquisitions, etc.
- Updated program planners or course sequencing documents
- Updated student handbooks, orientation materials and field placement support materials
- Curriculum maps and assessment analyses
- Actions related to program review recommendations as captured on program review accountability spreadsheets
- Budgeting documentation related to program quality improvements

This documentation is archived according to the annual program review template within the academic division and is made available to the Office of Academic Excellence as required in order to provide evidence of each program's commitment to using representative evidence based academic decision making processes in service of our collective goal of achieving excellence in teaching, applied learning and innovation.

APPENDIX B Comprehensive Program Review



COMPREHENSIVE PROGRAM REVIEW OVERVIEW

The Ministry of Colleges and Universities 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 course outline mapping software (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 program administration.
- A PDF copy of the report is posted on the Academic Excellence Insite page and is 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



PROGRAM QUALITY SELF-ASSESSMENT OVERVIEW

The Ministry of Colleges and Universities has mandated that program reviews be carried out for all Ontario college programs on a regular basis. The Program Quality Self-Assessment (PQSA) is a program-led experience that is intended to be constructive, collaborative and engaging. Program teams self-assess in a variety of key areas, some of which they identify and other areas are identified by the Office of Academic Excellence (OAE). The PQSA is conducted when there is agreement between the OAE and program administration in programs that typically have:

- smaller enrollments;
- high levels of stakeholder satisfaction (as measured by KPI); and/or
- a rigorous, academically focused external accreditation process.

Purpose:

- Help program teams discuss and showcase program excellence
- Identify program challenges
- Discover ways to strengthen programs

PROGRAM REVIEW PROCESS DURING THE PROGRAM REVIEW YEAR

Phase One: Typically May - June

- Program review commences with an orientation meeting with program administration, faculty and the OAE curriculum specialist who is supporting the self-assessment.
- Chair assigns a member of the program faculty as the PQSA lead.
- Chair, in collaboration with PQSA lead faculty, and the OAE curriculum specialist negotiate the key areas to be assessed in the review and corresponding data requirements

Phase Two: Typically September – December

- OAE curriculum specialist arranges for a course outline audit to be completed and completes a curriculum analysis.
- Chair, in collaboration with the OAE curriculum specialist, arranges a 4-hour curriculum mapping meeting for all program teaching staff.
- Program Advisory Committee focus group is conducted.

Phase Three: Typically January – April

- Online student and faculty surveys are developed and distributed (optional)
- OAE curriculum specialist sends data, as it becomes available, to program PQSA faculty lead
- PQSA program faculty lead reviews data in collaboration with teaching team, formulates recommendations and completes the PQSA report.
- Any additional curriculum mapping / review workshops are held in February/March (Chair/Director to assist in arranging).

Phase Four: Typically May - June

- PQSA program faculty lead meets with program administration to finalize report.
- Final report is sent posted on the Academic Excellence Insite page and sent to all faculty, and any additional relevant stakeholders and OAE.
- 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

OAE Curriculum Specialist

- Orients program administration and teaching team to PQSA process, provides the PQSA report template, acts as a liaison between the PQSA program faculty lead and the OAE, conducts curriculum analysis and curriculum mapping and formulates related recommendations. Provides curriculum workshops, support and coaching as required. Supports revision of VLOs and acts as liaison with Credential Validation Service (CVS) to formalize any key program changes.

Program Chair/Director

- Assigns responsibility for the PQSA to a member of the teaching team, meets with OAE curriculum specialist and PQSA program faculty lead as needed. Provides feedback on final PQSA report, discusses report findings with faculty and develops an action plan to implement recommendations. Reports on implementation of recommendations annually

PQSA Program Faculty Lead

- Works with administration and OAE curriculum specialist to identify key areas to be assessed, review curriculum and data. Completes PQSA template (responds to program currency questions, responds to results of curriculum review, responds to KPI and portfolio review results). Crafts recommendations based on learning from overall process.

Program Coordinator and Faculty

- Attend program review related meetings, complete PD checklist and online survey (if required).

Academic Excellence Researcher

- Leads data gathering, data cleaning and data summarization for the PQSA.

PROGRAM QUALITY SELF-ASSESSMENT REPORT

The PQSA report is divided into six sections. 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. HOW DO YOU ENSURE YOUR PROGRAM IS UP TO DATE?

- Includes a description of the program strengths and unique features, reasons why students choose the program, and descriptions of methods for ensuring best teaching and learning methods, monitoring quality, ensuring students are prepared for finding work in their field. In addition, there is currency information about the curriculum, faculty, professional development, trends in the field, competitor programs, alignment with college initiatives and strategies and supports from other areas of the college.

2. YOUR CURRICULUM

- Includes the program curriculum map, course outline audit, essential employability skills analysis and course outline analysis.

3. WHAT DO STUDENTS THINK OF YOUR PROGRAM?

- Includes student and graduate KPI survey data and may include current student survey data (optional).

4. HOW DO EMPLOYERS VIEW YOUR PROGRAM?

- Includes employer KPI survey data.

5. HOW DOES YOUR PROGRAM COMPARE TO OTHER PROGRAMS WITHIN THE COLLEGE?

- Includes portfolio analysis data (KPI Satisfaction Rates, Graduation Rate, Employment Rates etc.).

6. SUMMARY

- Includes a summary of strengths, challenges, opportunities and an implementation plan in each of the following areas: Student Experience; Faculty Experience; Curriculum; Graduate Success; College Services and Supports.