George Brown College Program Review Policy

Category:	Academic
Policy Number:	A 012
Responsible Authority	Director, Academic Quality
Approval Authority:	Vice President Academic
Date of Original Policy Approval:	2021-01-12
Last reviewed:	2021-01-12
Mandatory Revision Date:	2027-01-12

Contents

PURPOSE

George Brown College is committed to continuous quality improvement and ongoing institutional academic self-assessment. Program review provides a uniform, overarching mechanism for the assessment of the educational processes of an academic program and complements existing accreditation procedures and Ministry of Colleges and Universities (MCU) requirements.

SCOPE

This policy applies to all approved postsecondary programs for which an Ontario College credential is awarded.

DEFINITIONS

This section includes an explanation of terms and abbreviations used within the policy and procedure.

Word/Term	Definition
Academic program	An approved combination of courses and other related learning experiences in a subject area(s) that combine to fulfil the requirements for a degree, diploma, or certificate.
Chair	For purposes of this policy, 'Chair' refers to the academic administrator with most immediate responsibility for the program. This individual may have the title 'Chair' or 'Director' (in the absence of a Chair), depending on the program.
Educational experience	Any interaction, course, program, work-integrated learning, or other experience in which learning takes place.
Faculty	The academic staff responsible for the course.
Ministry of Colleges and Universities (MCU)	The MCU is responsible for the administration of laws relating to education and skills training. For more information go to the [Ministry website]().

POLICY

1.0 General Principles and Guidelines

1.1 George Brown College seeks to ensure the content and delivery of programs are responsive, current and relevant in meeting student, employer, community, and government needs.

1.2 In adherence to MCU guidelines, George Brown's academic program review processes provide a mechanism for continuous improvement. George Brown College administers two types of program review processes:

       1.2.1   Comprehensive Program Review [see Appendix #1 for a detailed description]
       1.2.2   Program Quality Assurance Self-Assessment [see Appendix #2 for a detailed description]

1.3 George Brown College performs program reviews for all postsecondary programs for which an Ontario College credential is awarded.

1.4 The interval for the program review process for postsecondary programs is no more than seven years.

1.5 The interval between reviews may be altered in some cases in response to extenuating circumstances (examples of such circumstances might include: the timing of degree renewal processes, external accreditations, or the introduction of new program standards).

Appendix #1 COMPREHENSIVE PROGRAM REVIEW OVERVIEW

The Ministry of Colleges and Universities (MCU) 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
- ➢ Chairperson, in collaboration with the program reviewer, arranges a 3-4 hour meeting with the faculty team to obtain their insight regarding the program (background, trends and issues, currency, etc.)
- ➢ Faculty members complete an online survey (this may be deferred until Phase Two) and provide a brief academically focused biography which summarizes relevant education and work experience
- ➢ If PAC meeting is scheduled, program reviewer will introduce program review process, following which PAC members will be asked to complete an online survey
- ➢ Chairperson, in collaboration with the program reviewer, arranges a 3- 4 hour curriculum mapping meeting for all program teaching staff (this may be deferred until Phase Two)

Phase Two: Typically September – December

- ➢ Program reviewer researches program: history, competition, KPI data, curriculum, Institutional Research data, etc.
- ➢ Focus groups and/or interviews may be held with students, teaching staff, industry partners, college staff, etc. (this may continue into Phase Three)
- ➢ Course outline audit is completed (current course outlines will be accessed via COMMS or provided by program if not yet available in 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
- ➢ If curriculum mapping meeting wasn't organized in the spring, the chairperson, in collaboration with the program reviewer, arranges a 3 - 4 hour curriculum mapping meeting for all program teaching staff

Phase Three: Typically January – April

- ➢ 2nd, 4th and 6th semester students complete an online survey
- ➢ Program reviewer continues to compile and analyze data
- ➢ Any additional curriculum mapping / review workshops are held in February/March (chairperson 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 sent electronically to program administration, with appendices included in a zip file
> ➢ An electronic copy of the report is sent to all faculty and additional relevant stakeholders as determined by administration
> ➢ Presentation of findings may be delivered to faculty and/or PAC by program reviewer upon request of the program chairperson
> ➢ Program Review Recommendations Table, with action plans is completed by chairperson with support from teaching team and program reviewer (if requested)
> ➢ Recommendations and related expenses are incorporated into annual business planning
> ➢ Program chairperson may submit a request for "Curriculum Specialist Support" to director, Academic Quality, in response to program review recommendations

Phase Five: Typically One –Three Years Following Review

> ➢ Program review recommendations are updated annually by chairperson with support from teaching team
> ➢ Recommendations and related expenses are incorporated into annual business plans
> ➢ Program chairperson may submit a request for "Curriculum Specialist Support" to the Director of Academic Quality, in response to program review recommendations
> ➢ Implementation plan and progress on recommendations are updated annually via Envisio Business Planning Software and reviewed by OAE

PROGRAM REVIEW RESPONSIBILITIES

Program Reviewer

Leads review process; conducts a minimum of two 2 to 4 hour meetings with faculty team (Program Review Kick off meeting & Curriculum Mapping meetings); designs and distributes online surveys to faculty, PAC members, students and other stakeholders as necessary; analyzes data; provides updates as needed; provides draft report to administration in April; distributes final report to program teaching team

Program Chairperson

Meets with program reviewer to provide initial input into the review; assists reviewer by ensuring teaching team participation at meetings and completion of required surveys; ensures program reviewer is invited to program's PAC meeting; provides feedback on final report in conjunction with the dean; discusses report findings with faculty and develops an action plan to implement recommendations; ensures related expenses are incorporated into budget planning cycles and updates and reports on recommendation implementation plan annually

Program Coordinator and Teaching Team Members

Attend program review related meetings; complete PD checklist and online survey; provide brief biography or CV, assist program reviewer by providing access to students, post student survey link and related announcements on LMS; ensure completion of Work Integrated Learning Best Practices checklist; provide course outlines if they are not available online, contribute discipline focused expertise when analyzing curriculum maps

Curriculum Specialist (when assigned to review)

Leads analysis of course outlines and curriculum related documents; supports Program Review Kick Off 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, cleaning and summarization for program review, and manages past recommendation accountability spreadsheet

PROGRAM REVIEW REPORT

The final program review report is divided into seven sections: Methodology, Introduction, Program Overview, The Learning Environment, Curriculum, Graduate Success and Recommendations. Examples of program review reports can be accessed via the Office of Academic Excellence intranet webpage: https://insite.georgebrown.ca/academicexcellence/pr_reports.asp

Appendix # 2 PROGRAM QUALITY SELF-ASSESSMENT

The Ministry of Colleges and Universities requires that Ontario College programs undergo regular academic quality review.

Program review serves to:
- Recognize and promote best practices and academic quality;
- Provide direction to faculty and administrators for continued program quality improvement;
- Support evidence-based decision-making and planning;
- Promote accountability and alignment with the College's strategic initiatives and academic plan;
- Respond to the changing needs of students, industry and community partners;

At George Brown, the program review process is managed by the Office of Academic Excellence. We strive to ensure that every academic program in the College is reviewed on a five-to-seven year cycle. The College, in turn, is monitored every five years by the Ontario College Quality Assurance Service, through its College Quality Assurance Audit Process (CQAAP) audit. The CQAAP audit ensures that the College maintains high standards in its quality assurance processes.

What is a Program Quality Self Assessment?

This program-led self-assessment is designed to be constructive, collaborative and engaging—a process through which program teams can review program content, structure and quality. Key areas of interest will be identified by you—together with members of your program team. Some criteria will be identified by the Office of Academic Excellence, based on Ontario's requirements for college program review. This process is intended to help you discuss and showcase your program's excellence, to identify challenges, and to discover ways in which your program might grow even stronger. An OAE liaison will assist you throughout.

At the outset, program teams are invited to identify specific aspects of their programs that they would like to explore. Academic Excellence personnel will assist you from beginning to end—by providing data that will help you summarize your program's strengths and challenges, and by facilitating productive discussion, activities and opportunities for input from stakeholders. A curriculum specialist will help you map your program's vocational outcomes to your course outcomes. We will also provide a detailed, constructive review of your current course outlines.

The PQSA process culminates in a report, composed by the program team lead/s, summarizing your conversations and discoveries. **The completed report includes a program currency section, a curriculum review (including a curriculum map), a program data review, and a summary with recommendations.**

The things you find out along the way will inform the opportunities and recommendations you identify in the report. The recommendations of the PQSA will help inform ongoing program renewal. Academic Excellence will provide you with a template in which to complete your final report. If there are specific discussions or activities you feel would benefit your program team, please let us know as this too can be built into the self-assessment process. We look forward to working with you!

NON-COMPLIANCE IMPLICATIONS

This policy, sanctioned by George Brown College, is an institutional regulation requiring compliance across the college. Failure to comply with this policy may result in disciplinary measures commensurate with the offence in accordance with relevant academic and administrative codes of conduct and collective bargaining agreements.