CERTIFICATE, DIPLOMA, POST-DIPLOMA, APPLIED DEGREE PROGRAM REVIEW PROCEDURE

This procedure is governed by its parent policy. Questions regarding this procedure are to be directed to the identified Procedure Owner.

Category:	STUDENT / ACADEMIC
Parent Policy:	D22
Approval Date:	January 24, 2022
Effective Date:	January 24, 2022
Procedure Owner:	Director, Teaching and Learning Centre of Innovation

Overview:

The Program Review schedule is established by the Vice President, Academic and Student Experience in consultation with the Deans.

<u>Formative Reviews</u>
Formative Program Reviews are completed to identify improvements during early implementation of new or redeveloped programs, within one year following the graduation of the first class. Formative Program Reviews provide information that the School and PCC can use to make changes in the operation and implementation of the program.

If the Formative Program Review results in recommendations of extensive changes to the program, another formative program review is recommended following the implementation of changes.

The Formative review process at Olds College:

- focuses on feedback from faculty, students, and alumni as key stakeholders to determine what is working and what could be improved in the curriculum and the delivery of the learning experience;
- data collected is analyzed and evaluated against the program goals identified in the visioning phase of the program development or program review, curriculum standards and expectations of stakeholders.

<u>Comprehensive Reviews</u>
Comprehensive Program Reviews (CPR) are conducted at a minimum every 7 years

and provide an opportunity to reflect and analyze different data points including: curriculum mapping, student satisfaction surveys, enrolment and retention reports, and current student, alumni, faculty/staff, and industry feedback. A CPR may be requested earlier than scheduled. The CPR process allows for critical program reflection leading to a set of recommendations for improvement and an action plan.

The Comprehensive Program Review process at Olds College:

- focuses on identifying and implementing means of improving the quality of programs going forward;
- involves broad stakeholder input, including input from students, alumni, faculty, staff, administration, industry, community representatives, receiving/sending institutions, professional associations, and independent academic experts (IAE) (as appropriate);
- bases the overall assessment of program quality on appropriate national, provincial, institutional and professional standards in consideration of accreditation bodies and associations (ex. CVMA, Apprenticeship, etc.).

Procedures:

Comprehensive Program Reviews

The Comprehensive Program review process comprises 4 stages: Initiation, Data Collection, Data Analysis & Report Generation, and Implementation.

Certificate, Diploma, Post-diploma. Applied Degree Programs
Stage 1: Initiation
The Teaching and Learning Centre of Innovation (TLCI) will notify the Dean and Associate Dean of upcoming CPR based on the CPR Schedule or the Dean may request a review earlier than scheduled The Dean, Associate Dean, and TLCI: ● Review the Comprehensive Program Review report template ● develop and approve work plan ● review data gathering tools ● identify potential stakeholders to contact for input *Optional*: Faculty submit a list of potential IAEs to the Dean. Please see IAE Guidelines information on IAE selection criteria and processes.
Stage 2: Data Collection
TLCI:

- collects PCC and IAC notes/minutes
- collects statistical data from the Office of the Registrar
- schedules and conducts interviews with stakeholders

Under direction of the Dean, each faculty member will complete the program curriculum map for their assigned courses. Review external accreditation requirements, when applicable.

Stage 3: Data Analysis and Report

The Office of Institutional Research & Product Development, along with other Olds College contributors. (Contributors may include the Office of the Registrar, Business Services, TLCI, etc.):

- identifies student academic experience trends from the program curriculum map (gaps in scaffolding, course sequence, alignment to program learning outcomes, etc.)
- analyzes data to identify strengths, weaknesses, opportunities, and threats
- provides draft of key findings and recommendations to the Dean and Associate Dean for distribution to PCC

Optional: IAEs review data and draft IAE review report.

PCC reviews findings and recommendations, and drafts response to recommendations in the action plan.

Dean reviews PCC response to recommendations and provides feedback.

PCC makes refinements to the action plan based on feedback from the Dean.

Stage 4: Implementation

The program school submits the final CPR report to the Vice President, Academic and the Olds College Academic Document Repository

PCC is responsible for implementing the action plan, and may request support from other College departments (ex. TLCI, Institutional Research & Product Development, Marketing & Communications, etc.) as needed.

The PCC chair provides regular updates to the Dean, and submits a report to the Dean detailing the progress made in implementing the action plan on a date agreed upon by the Dean and PCC chair each year of implementation.

Important Deadlines to Consider:

- Approval Procedure Guide for Academic Programs and Courses
- Advanced Education Timelines for PAPRS Proposals

Formative Program Reviews

The Formative Program review process comprises 4 stages: Initiation, Data Collection, Data Analysis & Report Generation, and Implementation.

Stage 1 : Initiation

- Within one year following the graduation of the first class, TLCI will notify the Dean and Associate Dean of an upcoming formative program review. The Dean or VP, Academic and Student Experience may request a formative program review at any time.

  The Dean, Associate Dean, and TLCI:
  - review Formative Program Review report template
  - develop and approve work plan
  - review data gathering tools
  - identify potential stakeholders to contact for input
  - facilitate a meeting with the PCC to review timelines, processes, and objectives

Stage 2: Data Collection

TLCI:
- collects PCC and IAC notes/minutes
- collects statistical data from the Office of the Registrar
- schedules and conducts interviews with stakeholders

Stage 3: Data Analysis and Report

- The Office of Institutional Research & Product Development will analyze data and draft key findings and recommendations
- PCC reviews findings and drafts response to recommendations for program improvement to be shared with the Dean
- Dean reviews PCC recommendations and provides feedback
- PCC develops an action plan

Stage 4: Implementation

- The final formative program review report will be submitted to the Vice President, Academic and the Olds College Academic Document Repository
- PCC is responsible for implementing the action plan, and may request support from other College departments (ex. TLCI, Institutional Research & Product Development, Marketing & Communications, etc.) as needed
- the PCC chair provides regular updates to the Dean, and will submit a report to the Dean detailing progress made in implementing the action plan at a date agreed upon by the Dean and PCC Chair

Important Deadlines to Consider:

- Approval Procedure Guide for Academic Programs and Courses
- Advanced Education Timelines for PAPRS Proposals

Definitions:

Action Plan: A document that lists what steps must be taken in order to achieve a specific goal. The purpose of an action plan is to clarify what resources are required to reach the goal, and to formulate a timeline for when specific tasks need to be completed.

Independent Academic Expert: Independent academic experts play a pivotal role in the preparation of new degree program proposals and/or the cyclical review of an institution's programs, the general purpose of which is to monitor the quality of approved degree programs on a continuing basis.

An individual from outside Olds College who will provide an objective assessment of the academic program under review, assess the quality of the program in a broader context, and provide insights into improving quality.

IAE Guidelines

Industry Advisory Committee (IAC): A committee made up of both Olds College staff, current students, alumni and industry members who assess program outcomes in relation to the needs of the industry sector. For more details, please review Policy D23 - Industry Advisory Committees.

Major redevelopment: redevelopment that results in one or more of the following: change of credential name, change in major or concentration, substantial change (traditionally 30% or more) in program learning outcomes, design, and/or length.

Program: An organization of credit courses and related learning experiences leading to certification as defined in the Graduation Policy (D20).

Program Curriculum Committee (PCC): A committee primarily composed of program faculty responsible for designing, developing, and maintaining certificate, diploma, applied degree , and degree programs approved by the Ministry of Advanced Education. For more details, please review Policy D35- Program Curriculum Committee.

Program Curriculum Map: The tool that supports the process of recording curriculum-related data to illustrate alignment of courses with program learning outcomes in a strategic, scaffolded way that enhances student learning. The PCC, with support and training from TLCI, will analyze their program curriculum map to identify and address academic gaps, redundancies, misalignments and

	opportunities to strengthen the program. TLCI will provide the program curriculum mapping tool. **Student Success:** Is indicated in the results of statistical feedback from the Office of the Registrar around student retention, persistence, and graduation. Measurement of student success may also include: attainment of learning outcomes, personal satisfaction and goal/intent attainment, job placement, and career advancement.
Related Information:	A33 Sustainability D21 Course Development and Revision D35 Program Curriculum Committee D24 Academic Scheduling
Review Period:	3 years
Revision History:	2007: New Policy 2012: Revision 2015: Major revision 2019: Major revision 2021: Revision