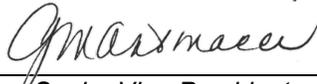


Procedure #	<i>AC109P1</i>
Related Policy Name & #	<i>Program Review Policy AC109</i>
Approved by:	<i>Gina Antonacci</i>
Approval Date:	<i>December 13, 2021</i>
Policy Holder Signature:	
Policy Holder:	<i>Senior Vice-President Academic</i>
Replaces Policy Dated:	<i>January 4, 2013</i>
Review Date:	<i>December 2026</i>

PROGRAM REVIEW PROCEDURE

Purpose:

This procedure outlines the program renewal process for all Ministry approved postsecondary programs of instruction. The procedure aligns with Humber College Institute of Technology & Advanced Learning's (hereafter referred to as "Humber" or "the College") *Program Review Policy* and *Program and Course Change Policies*.

The renewal process is designed to be a quality assurance mechanism that supports Humber's commitment to delivering quality programming and aligns with the Comprehensive Program Review Framework.

Definitions:

For the purposes of these procedures the following definitions apply:

Action Plan: outlines goals and recommendations intended to provide direction for continuous program improvement. Recommendations are actionable, measurable and informed by evidenced-based practices. The action plan is reviewed and updated annually until recommendations or goals are completed.

APQA: Annual Program Quality Assessment is an internal college review process, guided through process supported by the Program Planning, Development and Renewal department. All programs of instruction are reviewed annually through the APQA process. This assessment is intended to provide a snapshot of a program of instruction in its lifecycle. It allows academic staff and administrators to reflect on the program's annual performance metrics, alignment with program/vocational learning outcomes, the program map, and progress toward goals identified in the action plan.

Comprehensive cyclical review: An in-depth program review that takes place at a minimum once every 5 – 7 years.

COSSID: Course Outline Software Supporting Instructional Design

PPDR: Program Planning, Development and Renewal

PEQAB: Postsecondary Education Quality Assessment Board

Ministry: To denote the provincial Ministry responsible for Colleges and Universities. At the time of writing, this is the Ministry of Colleges and Universities (MCU).

Procedures:

These procedures outline the Annual Program Quality Assessment (APQA) and the Comprehensive Program Review that occurs every 5-7 years.

1. Annual Program Quality Assessment (APQA)

- 1.1 The APQA process occurs annually by the end of June each year.
- 1.2 The template and questions asked of each program is reviewed annually and approved by the Associate Vice-President Academic.
- 1.3 At minimum the APQA will require the following:
 - Review and submission of a current program map to ensure accuracy of schedule of study, currency to field of practice, alignment with program learning outcomes and intentional scaffolding of learning throughout the program.
 - Assurances that course outlines have been approved and entered to COSSID.
 - Assurances that the required PAC meetings have taken place over the past year and concerns raised by PAC have been addressed.
 - An assessment of the ability of the program to meet enrolment targets.
 - A review of the budget and facility/equipment needs.
 - Notable program accomplishments that align with the vision, mission, strategic directions and Humber Learning Outcomes Framework.
 - Upcoming plans for curriculum renewal.
 - An assessment of progress made on the current action plan for the program.
- 1.4 Additional questions may be added at the discretion of the SVPA where emerging issues that impact the overall quality of academic programs may need to be assessed or addressed.
- 1.5 The APQA is completed collaboratively by the Associate Dean and Program Coordinator for each program of instruction and is approved by the Senior Dean.
- 1.6 The SVPA reviews and approves the distribution of APQA data.

2. Comprehensive Program Review

- 2.1 All approved postsecondary programs are reviewed every 5-7 years through a process that includes the completion of a self-study report, review by an external Program Evaluation Committee (PEC), and an Action Plan based on recommendations that arise.

2.2 Self-Study Report

2.2.1 Comprehensive program reviews begin with the writing of a self-study report authored by a program review team consisting of the Associate Dean, Program Coordinator, PPDR Consultant and other stakeholders as necessary. PPDR provides the required templates, institutional and external data and support for the completion of the self-study.

2.2.2 The self-study reports on and assesses quantitative and qualitative data, reflects student, alumni, and Program Advisory Committee (PAC) input, and acts as a mechanism to inform planning for the next 5–7-year cycle. It does so in alignment with Ministry and Humber requirements, including Humber's Strategic and Academic plans.

2.2.3 The self-study is completed in compliance with Ministry binding policy directives and includes an assessment of the achievement of program goals and requirements including:

- For undergraduate programs, the program's approved vocational learning outcomes, essential employability skills, general education requirements or non-core requirements, and Humber's Institutional Learning Outcomes Framework.
- For degree programs, degree-level standards.
- Standards of any related regulatory, accrediting or professional associations when required.
- The program's structure, method of delivery and curriculum in meeting goals, standards and requirements.
- The methods of learner assessment used for evaluating student progress and achievements.
- Program performance indicators including, but not limited to, assessment of graduate satisfaction and employment levels, student satisfaction, employer satisfaction, retention and graduation rates.
- Program currency and relevancy to the field of practice it serves, including evidence that program changes are made to adapt to changes in the field of practice.
- Admission requirements.
- The efficient and effective utilization of existing human, physical, technological and financial resources including student support services.
- For baccalaureate programs and programs where required by regulatory, accrediting or professional associations, individual student work in the terminal stage of the program that reflects exemplary, average, and minimally acceptable performance, and demonstrates that the standard has been achieved.
- For baccalaureate programs and any program where required by regulatory, accrediting or professional associations, evidence of faculty engagement and qualifications including professional and scholarly achievements.

2.2.4 Upon its completion the Dean, PPDR in consultation with the Senior Dean of the Faculty will review and approve the self-study to ensure that it presents the full range of evidence to support an assessment of program quality.

2.3 External Site Visit and Assessment

- 2.3.1 Following the completion of the self-study, a site visit is conducted by a Program Evaluation Committee (PEC).
 - 2.3.2 For baccalaureate programs and programs where required by regulatory, accrediting or professional associations, a program evaluation committee (PEC) is identified to evaluate the program in alignment with PEQAB process and association requirements.
 - 2.3.3 For baccalaureate programs, the PEC is composed of senior academic peers (two external peers) and one academic peer internal to the college but outside the program and the Faculty. The external committee members must have relevant expertise, meet credential requirements and be free of any conflict of interest. Additional members may be added including, whenever possible, an internal academic peer outside the program and Faculty and a student or recent program graduate.
 - 2.3.4 For non-degree programs, where an external PEC convenes, the committee is composed of two outside reviewers from industry, postsecondary, or both. Additional members may be added including, whenever possible, program alumni.
 - 2.3.5 Approval of Program Evaluation Committee members is through a nomination process. Nomination forms are maintained and collected by PPDR.
 - 2.3.6 The PEC evaluates the program based on (a) the self-study report and other relevant materials and (b) site visits as appropriate.
 - 2.3.7 The self-study report will be distributed to the PEC by PPDR at least two weeks prior to any site visit.
 - 2.3.8 The site visit is planned by PPDR in coordination with the Senior Dean, Associate Dean and the PEC.
 - 2.3.9 At site visits, whether in-person or virtual, the PEC meets with program stakeholders, including faculty, students, graduates, Program Advisory Committee members, staff, administrators and other relevant personnel to gather and clarify information.
 - 2.3.10 The PEC submits a report summarizing their evaluation using a template provided by PPDR. Normally this report is submitted within two to four weeks of the site visit. The PEC Report template is approved by the Associate Vice-President Academic.
 - 2.3.11 PPDR receives the PEC report and coordinates the internal distribution as per PEQAB requirements and accepted best practices.
- 2.4 Creation of a Comprehensive Action Plan
- 2.4.1 The PEC recommendations contained in the report are considered in the development of an Action and Implementation Plan.

- 2.4.2 The Senior Dean, Associate Dean and Program Planning, Development and Renewal (PPDR) collaboratively prepare an Action Plan that informs planning decisions and changes to the program (program renewal).
- 2.4.3 The Senior Dean and Associate Dean are responsible for the implementation and continuous monitoring of the Action Plan.
- 2.4.4 Any curriculum changes resulting from the comprehensive program review process must conform to the requirements outlined in the Program Change Matrix.
- 2.4.5 PPDR tracks Action Plan status updates as part of the APQA.
- 2.4.6 PPDR will report on action plan data annually by program, program cluster, Faculty, and college-wide to identify broad themes as they emerge and provide support as required to successfully implement associated recommendations.

References:

Annual Program Quality Assessment

Ontario Ministry of Colleges and Universities. (2019, December 27). *Minister's Binding Policy Directives, and Operating Procedures*.

<http://www.tcu.gov.on.ca/pepg/audiences/colleges/>

Program and Course Change Policy

Program Change Matrix

Postsecondary Education Quality and Assessment Board. (n.d.). *Manuals*.

<http://www.peqab.ca/handbooks.html>

This document is available in alternate format on request.