

DEGREE PROGRAM REVIEW

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

Category:	D. Student / Academic
Parent Policy:	D22
Approval Date:	May 24, 2023
Effective Date:	May 24, 2023
Procedure Owner:	Director, Teaching and Learning Centre of Innovation

Overview:	<p>The Program Review schedule is established by the Vice President, Academic in consultation with the Deans.</p> <p>PAPRS approved degree programs will comply with Campus Alberta Quality Council cyclical review guidelines when conducting Formative and Comprehensive Program Reviews.</p> <p><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.</p> <p>The Comprehensive Program Review process at Olds College:</p> <ul style="list-style-type: none"> • 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) ; • bases the overall assessment of program quality on appropriate national, provincial, institutional and professional standards in consideration of accreditation bodies and associations. . <p><u>Formative Reviews</u> Formative Program Reviews are completed to identify improvements during early implementation of new or redeveloped programs, within one year following</p>
------------------	---

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 a major redevelopment of 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 appropriate) 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

Procedures:

Comprehensive Program Reviews

The Comprehensive Program review process comprises 9 stages: Initiation & Preparation, Self-Study, Independent Academic Expert Review, Independent Academic Expert Review Report, Response to IAE Review Report and Revision of Action Plan, Final Approval of Program Review and Action Plan, Communication of Results, Implementation of Action Plan, Monitoring of Action Plan.

Degree Programs

Stage 1: Initiation & Preparation

A. Initiation

The Teaching and Learning Centre of Innovation (TLCI) will notify the Dean and Associate Dean of upcoming CPR based on the CPR Schedule, determined by the Vice President, Academic, or the Dean may request a review earlier than scheduled.

B. Formation of a Self-Study Team

The Dean, in consultation with the PCC, will appoint a Leader for the Self-Study Team. The Self-Study Team Leader will normally be a faculty member from the program under review. The self-study team is described in detail in Stage 2.

The Dean and Self-Study Team Leader will select the Self-Study Team.

C. Orientation and Initial Planning

Representatives from the Teaching and Learning Centre of Innovation will meet with the Dean and the Self-Study Team to:

- Provide a program review orientation;
- Determine any special terms of reference or process that may apply to the particular review in question (e.g. coordination with

- a professional accreditation/certification process or the need to address identified issues regarding the program); and
- Determine any data requested for the review in addition to the standard data set

D. Identification of Independent Academic Expert (IAE) Reviewers

- The Self-Study Team will submit a list of four or more IAEs along with a brief description of the reviewers' qualifications to the Dean. The Self-Study Team must not contact the potential IAEs in order to solicit an unbiased external review.
- The IAEs should be associate or full professors who are established scholars in the field, and who have experience in program development and/or administration.
- The IAEs must be at arm's length from the program and college, as outlined in the [IAE Statement of non-conflict](#).

Please refer to the [Independent Academic Expert Guidelines](#) for additional information.

Stage 2: Self-Study

A. The Self-Study Team

The Self-Study Team will be formed according to the process described in Stage 1 B, and faculty will comprise the majority of the membership.

The Self-Study Team will normally consist of the following members:

- Three or more Olds College faculty members from the program;
- One Olds College faculty member from a different program;
- A senior student from the program;
- The Associate Dean; and
- Administrative support staff
- The Office of Institutional Research and Program Development (IR&PD) is a resource for the Self-Study team

B. Self-Study Team Activities

With support from IR&PD as necessary, the Self-Study team will:

- Review of the previous CPR report and action plan
- Determine data collection procedures, which may include surveys, interviews, focus groups, and document analysis. The selected data collection procedures will be used to:
 - Consult extensively with program faculty and staff, who are expected to participate in the Self-Study
 - Consult with current and former students, colleagues in similar programs at other institutions, employers, receiving institutions/programs, Industry Advisory Committee, and any other key stakeholders.
- Analyze and interpret data pertaining to faculty and staff, the student profile, achievement of learning outcomes, student and

graduate surveys, graduate employment and further education, program sustainability, etc.

- Conduct an environmental scan of external trends and factors relevant to the program's continuing success and quality.
- Identify leading practices and developments in the discipline and similar programs elsewhere.
- Conduct a critical, detailed analysis of the program's strengths, weaknesses, opportunities, and threats.
- Develop a preliminary Action Plan for improving the program.
- The Self-Study Team Lead is responsible for ensuring that the Self-Study report is prepared and submitted.

C. Self-Study Report

- The Self-Study Report documents the methods, findings, conclusions, and recommendations of the Self-Study Team.
- Once the Self-Study Report is completed, the Leader of the Self-Study Team will forward it to the Associate Dean and the Dean, who shall review the report and provide any feedback or comments.
- The Self-Study Team Leader finalizes the report, and the Dean will then submit the report to the Vice President, Academic.
- Upon final approval of the Self-Study Report, the VP, Academic will authorize initiation of the external IAE Review.
- [Recommended Self-Study Report template](#)

D. Resources and Support

- The Self-Study Team may draw upon the following resources for support:
 - The Office of Institutional Research & Program Development for support in compiling, collecting, and analyzing data;
 - The Teaching and Learning Centre of Innovation for support in assessing learning outcomes and in the review, revision, and renewal of curriculum, pedagogy, and delivery methods;
 - The Dean and/or Associate Dean for support in assessing the current financial status of the program and its future sustainability.

Stage 3: Independent Academic Expert Review

A. IAE Review Team

- The IAE Review Team will consist of two or three faculty from the discipline, field or profession who are external to the institution and at arm's length from the program, department and College.

- The IAEs must have doctoral degrees (or terminal degrees in the discipline) and hold (or have held) academic appointments at the senior level.
- Faculty submit a list of potential IAEs to the Dean.
- The members of the IAE Review Team will be selected by the Vice President, Academic in consultation with the Dean.
- The Dean will invite one of the IAE reviewers to act as Chair of the IAE Review Team and will also arrange for an Olds College staff member (ex. Associate Dean, IR&PD, TLCI) from outside the program to facilitate the work of the IAE Review Team.

B. IAE Review Team Activities

- Review the Self-Study Report.
- Visit the campus to conduct on-site interviews with key stakeholders including students, faculty, staff and administrators.
- Evaluate the overall quality of the program in terms of the criteria identified in Olds College's Program Review Policy.
- Identify the program's key strengths, weaknesses, opportunities and threats.
- Formulate concrete recommendations for improving and advancing the program.
- Prepare and submit the IAE Review Report.

C. Site Visit

In advance of the site visit, the IAE Review Team will be provided with:

- Information about Olds College and its mandate,
- A full copy of the Self-Study Report, and
- Any additional information requested in support of the review.
- The logistics of the site visit will be arranged by the Dean's office, with support from the Olds College staff member assigned to facilitate the work of the IAE review team.
- During its site visit, the IAE Review Team will have access to the program's academic administrators, faculty, staff and students, academic service department administrators and others as deemed appropriate. The site visit must be scheduled to ensure consultation with students in the program.
- On completion of the site visit, the IAE Review Team will provide an initial verbal debriefing of their key findings at a meeting with the Provost and Vice President, Academic, the Dean, the Leader of the Self-Study Team, key program administrators and any other individuals who may be invited by the IAE Review Team.

- The IAE Review Report documents the methods, findings, conclusions and recommendations of the IAE Review Team.
- A suggested template for the IAE Review Report is available on the Independent Academic Expert webpage.
- The IAE Review Team will be encouraged to present a single joint report based on consensus. However, if IAE Review Team members cannot reach consensus on key issues, they may submit individual reports in addition to or instead of a joint report.
- Within 30 days of the site visit, the IAE Review Team will submit their report to the Dean and Vice President, Academic.
- The Dean will circulate the IAE Review Report to the Self-Study Team and the Program Curriculum Committee. Relevant sections of the report may also be circulated by the Dean to service and support departments as appropriate.

Stage 5: Response to IAE Review Report and Revision of Action Plan

- Within 30 days of receiving the IAE Review Report, the Self-Study Team will prepare a written response and submit it to the Dean. The response may include:
 - Clarifications or corrections to the content of the Self-Study Report, and,
 - A revision/refinement of the preliminary Action Plan in response to recommendations of the IAE Review Team.
- The Dean may accept the response as submitted or refer it back to the Self-Study Team for further consideration.

Stage 6: Final Approval of Program Review and Action Plan

The Dean will forward the following to the Vice President, Academic:

- The Self-Study Report, including all appendices;
- The IAE Review Report, including names, positions and credentials of the reviewers;
- The Self-Study Team's response to the IAE Review Report;
- The CPR Action Plan Including:
 - a proposed detailed timeline for implementing improvements and changes;
 - the Dean's recommendations on how to implement any planned changes requiring new funding or resources. Implementation of such changes may be identified as conditional upon the securing of new funding or resources (e.g., through the regular budget process or other means); and,
- An executive summary prepared by the Dean of key program review findings and recommendations from the Self-Study Report, IAE Review Report and response to the IAE Review Report.

The Vice President, Academic will review the documentation provided, consult with the Dean and Self-Study Team as necessary to address any outstanding issues.

Stage 7: Communication of Results

Upon final approval, the results of the review will be communicated as follows:

- A summary of the review findings and Action Plan will be presented to the Academic Council for information only and will be posted on the Olds College website.
- The review documents including the Action Plan will be submitted to the CAQC to fulfill CAQC requirements for degree program quality monitoring.

Stage 8: Implementation of Action Plan

- The program Associate Dean and Dean will be responsible for ensuring the Action Plan is implemented by the PCC as per the timelines indicated in the plan.
- In implementing the plan, the Associate Dean and Dean may draw upon available institutional resources such as TLCI, Marketing & Communications, the Office of the Registrar, etc.
- Any curricular changes identified in the plan will be submitted for implementation through Olds College's regular curriculum change process.

Stage 9: Monitoring of Action Plan

Within 12 months from the final approval of the program review and action plan, the Dean will submit to the Vice President, Academic report detailing progress made in implementing the plan.

Important Deadlines to Consider:

- [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

- 8 months prior to 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 may request a formative program review at any time.

Collaboratively, 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 and confirm timelines, processes, and objectives

The Dean and Associate Dean in consultation with the PCC, will determine the faculty members who will be part of the Self-Study Team.

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

- Self-Study Team 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 TLCI to include in the Olds College Academic Document Repository
- PCC is responsible for implementing the action plan
- the PCC chair 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:

- [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, maintaining, and instructing certificate, diploma, applied degree, and degree programs approved by the Ministry of Advanced Education. For more details, please review Policy D35- Program Curriculum Committee.

Self-Study Team: The self-study team is primarily composed of program faculty, and may include other relevant OC representatives. The role of the self-study team is to conduct a self-reflective and evidence-based assessment of the program's design, how the learning outcomes are mapped throughout the curriculum and how they are assessed, and other outcomes (including student and graduate satisfaction, enrolment flow, completion rates, employment rates of graduates, numbers of graduates who go on to further education, etc.).

Student Success: Student success is defined as attainment of learning outcomes, personal satisfaction and goal/intent attainment, job placement, and career advancement. It may also include statistical feedback from the Office of the Registrar around student retention, persistence, and graduation.

Related Information:

A33 Sustainability
 D21 Course Development and Revision
 D35 Program Curriculum Committee
 D24 Academic Scheduling
[Recommended Self-Study Report template](#)
[Independent Academic Expert Guidelines](#)
[Independent Academic Expert webpage](#)
 CAQC Review Guidelines

Review Period:

3 years

Revision History:

New: 2007
 Revised: 2012
 Revised: 2015
 Revised: 2019
 Revised: 2021
 Revised: 2023

APPENDIX A : OVERVIEW OF PROGRAM REVIEW STEPS, RESPONSIBILITIES, AND TIMEFRAME

Stage	Primary Responsibility	Support Responsibility	Timeframe
Initiation and preparation Letter to Dean to initiate program review Appointment of Self-Study Team Leader Formation of Self-Study Team Orientation workshop and initial planning meeting Identification of potential external reviewers Provision of standard data to Self-Study Team	VP, Academic TLCI Dean and Associate Dean Dean and Self-Study Leader TLCI Self-Study Team Institutional Research & Product Development, and the Office of the Registrar		March - April
Self-Study Review and interpretation of data Consultation with Library, Financial Services, Enrolment Services and ITS Consultation with stakeholders Critical evaluation of program Preliminary CPR Action Plan Preparation and submission of Self-Study Report	Self-Study Team	Program Curriculum Committee TLCI Institutional Research & Product Development Office of the Registrar Dean/Associate Dean	May - December

Approval of Self-Study Report	Dean and VP, Academic		December
IAE Review Review of Self-Study Site Visit Preparation and submission of IAE Review Report	IAE Review Team	Dean's Office TLCI	January - March
Response to IAE Review Report and Revision of Action Plan	Self-Study Team and Dean		March
Approval of Review and Revised Action Plan	PCC	Dean	March
Final Approval of Review and Action Plan	Dean and VP, Academic		April
Communication of Review and Results to Academic Council	Dean	VP, Academic Office	May
Communication of Review Results to Campus Alberta Quality Council and Public	VP, Academic	VP, Academic Office	May
Implementation of Action Plan	Associate Dean and Dean	VP, Academic PCC	As per Action Plan timelines
Monitoring of Action Plan Implementation	Dean and VP, Academic	PCC	At a date determined by the VP, Academic and Dean