

# Program Review Policy

**Purpose** The primary purpose of the Program Review Policy is to measure and support the quality of VCC programs. The results of program review will assist the College in making programming decisions and changes.

- Policy**
1. VCC is committed to separating program review and evaluation from instructor appraisal and evaluation. This policy covers ongoing program review and formal program review.
  2. All instructional departments will conduct Ongoing Program Reviews once each year to assist in maintaining and improving program quality.
  3. In addition, on a rotational basis (normally, once every five years), as resources allow, Formal Program Review Committees will be formed to conduct Formal Program Reviews.
  4. All recommendations and resulting actions will be subject to the governance processes of Education Council, Operations Council and the VCC Board.
  5. This policy does not preclude Departments from undertaking informal program reviews at the department level.

**Applies to** All VCC Instructional Departments.

- Procedures**
- I. Once each year, normally in the fall, the policy sponsor and Education Council will review the policy and implement any policy and/or procedural changes required to address implementation concerns.
  - II. The Vice President will seek Education Council's advice and/or approval on any recommendations or resulting plans for action from ongoing and/or formal program review that fall within Education Council's jurisdiction.
  - III. Each program will receive a copy of the Program Review Policy from Institutional Research and/or the Dean's Office prior to undertaking ongoing or formal review.

## **A. Ongoing Program Review**

1. Each year [spring or as negotiated with the Dean ] the Dean or delegate and Department Head will conduct a ongoing review of the program by:
  - i. Reviewing and updating Program Advisory Committees and their role in program support
  - ii. Reviewing and updating relationships with industry and/or community supporters
  - iii. Reviewing and making any recommendations based on Institutional Research data such as graduate outcome reports, survey results, enrollment and completion statistics, as they become available
  - iv. Reviewing and making any recommendations based on the IR tabulated results of exit surveys conducted by departments of all their students [Departments will adapt, if necessary, the exit survey in co-operation with the IR and forward a copy to the VCCFA and the Dean. The Dean will approve the survey]
  - v. Reviewing curriculum and recommending curriculum changes if necessary
2. The Department Head will review the information with the Dean, involving other department members, as appropriate, to identify and act on strengths and areas for improvement.
3. The Dean and Department Head will provide a one to two page report to the Department and the Vice President outlining:
  - i. Program status, innovations and issues
  - ii. Program development recommendations and how the recommendations will be achieved

**B. Formal Program Review**

1. The Vice President will bring forward the proposed Formal Program Review schedule to Education Council for information in September of each year  
[For programs that require external accreditation *and/or have external program review* requirements the relevant reports will function as the formal program review unless otherwise requested by the Vice President]
2. The Vice President may initiate a Formal Program Review outside the usual rotational schedule for programs where low enrollment; high attrition rates; poor placement rates; industry and/or community concerns; or other curricular issues exist. The Vice President will bring any out of rotation reviews to Education Council for information. In addition, departments may

request Formal Program Reviews outside the usual rotational schedule.

3. The Dean of the program will strike a Formal Program Review Committee (FPRC) normally consisting of:

- i) **An Instructional Associate as chair (FPRC chair)**
- ii) **A Dean not from the program area**
- iii) an Instructor with Responsibility Allowance (IRA) from the program department
- iv) a faculty member from the program department elected by the department
- v) a representative of IR

The chair in consultation with the above committee may add to the committee:

- vi) a student or graduate
- vii) a member of the community and/or industry
- viii) a representative of a receiving program
- ix) others as deemed appropriate by the committee
- ~~x) as delegated by the Dean the instructional associate, if appropriate~~

4. The FPRC will collect Formal Program Review data from the following sources

- i) Ongoing Program Reviews
- ii) Faculty and Staff
- iii) Students and graduates
- iv) VCCFA
- v) CUPE
- vi) Dean and/or VP of the program area
- vii) IR reports
- viii) industry and or community

via exit surveys, focus groups, hard data, reports (see appendices)

5. The FPRC chair in consultation with the committee will prepare a draft report

6. The FPRC chair will forward a copy of the report to the Dean of the program and the department faculty for their input and clarification

7. The FPRC chair will forward a copy of the report to Program Advisory Committee members and invite their comments

8. The FPRC chair in consultation with department head will review all available data, and the responses to the draft report and submit to the Vice President a final report of its findings and

recommendations based on the data collected. The Vice President will review the report and approve or request further information.

9. Additional Review:

- i) If the Vice President concludes, that further review is required, he/she will re-convene the FPRC and will request a specific additional review. The Vice President may request expanded membership of the Committee.
- ii) At the conclusion of the additional review, the FPRC chair will submit a revised report to the vice president of the program area.

Responsibilities:

The Vice President is responsible for:

- determining the number of reviews per year
- initiating a review outside rotational schedule when warranted
- informing Education Council of annual Formal Program Reviews
- seeking Education Council's advice or approval on any recommendations or resulting plans for action that fall within its jurisdiction.

The Dean is responsible for:

- approving student surveys and degree of sampling
- striking the Formal Program Review Committee
- initiating further review where required
- informing the Vice President of the results
- making recommendations to the Vice President

Department Heads are responsible for:

- ongoing review of information, undertaking appropriate actions as a result of ongoing review
- developing student exit survey with IR
- proposing schedule and degree of sampling for student surveys
- faculty and staff input into Formal Program Review Committee
- assisting in development of report to the Appropriate vice president

The **Instructional Associate** as Chair of the Formal Program Review Committee is responsible for:

- scheduling and chairing of the meetings
- writing and filing the report of the Committee **in collaboration with the committee**

The Institutional Research Officer is responsible for:

- forwarding pertinent information to departments
- assisting in development and implementation of student surveys
- assisting in development and implementation of other surveys

Education Council is responsible for:

- providing advice to the college board on the development of program review policy
- consulting on the review process as stated in this policy
- approving and/or providing advise on any recommendations or resulting plans for action that fall within Education Council's jurisdiction

## Appendix A

# Program Exit-Survey Protocol and Core Questions

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### Survey Schedule

The Office of Institutional Research will take a master list of all program start- and end-dates from the annual training plans.

Since programs vary in length, size and capacity, the census schedule will vary from program to program to achieve a minimum threshold of responses.

Program Duration	Intakes per year	Period of Survey	Sample Type
3 months or less	3+	every 3 <sup>rd</sup> cohort (intake/group)	Census survey
3 months or less	2 or fewer	every 2 <sup>nd</sup> cohort	Census survey
4 to 10 months	<=3	every 2 <sup>nd</sup> cohort	Census survey
4 to 10 months	>3	Every 3 <sup>rd</sup> , no more than 2 a year	Census survey
Term based (i.e. ABE, ESL)	3+	every 3 <sup>rd</sup> cohort	Sample survey
Term based (i.e. ABE, ESL)	2 or fewer	every 2 <sup>nd</sup> cohort	Sample survey
More than 10 months	< 3	Every 2 <sup>nd</sup> cohort	Census survey
More than 10 months	>3	Every 3 <sup>rd</sup> , no more than 2 a year	Census survey

### Survey Administration

The survey will be administered in-class by a proctor. A suitable proctor must be an IRA or instructor or IA from another program, or someone from the IR office.

The Office of Institutional Research will provide the departments and Formal Program Review Committees with guidelines for correct survey administration in addition to the survey instruments.

The Office of Institutional Research will store completed survey forms for no longer than two years. Electronic copies of the data will be stored indefinitely for longitudinal analysis and further research.

### Summary Reporting

The Office of Institutional Research will provide a summary report from the surveys provided to departments and Formal Program Review Committees. This report will contain the transcribed long answer comments and a summary of descriptive statistics. When available, the report will also include trend data and retention/attrition data.

An annual, college-wide report will be produced by the Office of Institutional Research and submitted to the Vice-President of Education.

## **Survey Questions**

The survey will be composed of three sections: (a) student information; (b) campus questions; and (c) program-specific questions. Sections (a) and (b) will be consistent for all program review surveys, and will be maintained by the Office of Institutional Research. Section (c) will be co-developed by the Office of Institutional Research and the program. The Office of Institutional Research will assist programs to meet institutional and research standards.

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## **APPENDIX B**

### **FORMAL PROGRAM REVIEW**

*Program review is summative in nature and designed with the goal of assisting faculty, staff and administrators across the college in improving and refining programs and services. This Appendix provides a framework to assist Formal Program Review Committees to identify, collect and analyze relevant information for their deliberation in formal program review.*

Describe the program as communicated in the calendar:

Describe the program philosophy:

Provide a brief history of the program.



**PROGRAM STATISTICS (provided by Finance and Administration Services)**

	<b>Previous year</b>	<b>Current year</b>	<b>% change</b>
<b>Annual operating budget</b>			
<b>Annual capital allocation</b>			
<b>Funded FTE students</b>			
<b>Intake numbers</b>			
<b>Capacity</b>			
<b>Length of program</b>			
<b>FTE faculty</b>			
<b>Number of faculty</b>			
<b>Cost per FTE</b>			
<b>Annual tuition</b>			

Area	Source
<p><b>1. Curriculum</b></p> <p>How is the curriculum designed and implemented to meet the program's philosophy, goals and outcomes?</p> <p>Describe how learning activities are effectively coordinated and integrated so that the learners' educational experiences are comprehensive and complete.</p> <p>How are the courses structured and sequenced to support program outcomes?</p> <p>Describe the instructional methods used to support learning.</p> <p>Describe how student evaluation is linked to course outcomes.</p> <p>Describe how standards are determined for student assessment.</p> <p>How does the program curriculum and delivery facilitate transfer to other educational programs?</p> <p>Describe how the program curriculum reflects current concepts and approaches within the employment / community sector.</p> <p>How does the curriculum reflect current realities of the employment sector and / or community life?</p> <p>How does the program curriculum and delivery support prior learning assessment initiatives?</p> <p>How is course evaluation linked to the overall program outcomes?</p> <p>Describe how courses are scheduled to provide student access and success.</p> <p>What opportunities exist to delivery the courses / program in alternate ways that would better support student learning and success?</p> <p>What is the response time for implementation of new courses/curriculum components?</p>	

<p>Is there evaluation by clients of the relevance of the course offerings?</p> <p>Are the teaching and learning strategies appropriate to the outlines of the programs?</p> <p>Are a variety of learning modes available?</p> <p>Are teaching and learning strategies regularly reviewed and measured by a range of objective criteria?</p> <p>Do students demonstrate competencies matched to expected curriculum outcomes?</p> <p>Are programs backed by certification from external organization or association?</p> <p>Where is the master curriculum/resource/program file?</p>	
<p><b>2. Student Attrition:</b></p> <p>What are the reasons students do not complete the program?</p> <p>What is known about students who do not complete the program?</p>	<p>IR and Department</p>
<p><b>3. Professional Development</b></p> <p>Describe the professional development activities that have occurred with program faculty and staff since the last review.</p>	
<p><b>4. Learning Resources</b></p> <p>How adequate are the library resources for the program?</p> <p>How does the faculty work with library personnel to promote student learning?</p> <p>How are textbooks and teaching materials used to facilitate learning?</p> <p>How is support from the learning centre used by learners?</p>	
<p><b>5. Program Relationships</b></p> <p>Describe efforts to link with employment sector groups and/or community groups who are clients of the program.</p>	

<p>What relationships exist between the program and external groups (e.g. advisory groups, employment sector groups, government agencies, and professional associations)?</p> <p>If relationships exist, how do the external groups feel about their contribution to the program?</p> <p>How are community resources used to support learning?</p>	
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### QUANTITATIVE PROGRAM INFORMATION

*Each Program Review Committee will select the most relevant or applicable performance indicators from the following list of potential sources of information. Additional indicators may be developed by a Program Review Committee.*

PERFORMANCE INDICATORS	SOURCE
<b>Profile of Graduates</b>	
1. Percentage of students who graduate.	Institutional Research (IR)
2. Percentage of graduating students who pass the licensing agency's registration examination on their first attempt.	Agency(ies)
3. Percentage of students who express satisfaction with program at time of graduation.	IR – Student Exit Survey
4. Percentage of graduates who were able to find employment in a training related job.	IR – Student Outcome Reporting System (SORS)
5. Percentage of graduates who are currently employed.	IR – SORS
6. Percentage of graduates who view their training as “definitely worthwhile”.	IR – SORS
7. Percentage of employers who view the graduates as having the needed skills to do the work.	IR - Employer survey
8. Percentage of employers who express satisfaction with program graduates.	IR - Employer survey
9. Percentage of employers who would hire a program graduate again if an opening existed.	IR - Employer survey
10. Percentage of available seats in entering class actually utilized.	IR

<p>11. Size of waiting list of qualified applicants.</p> <p>12. Number of years for which the program has been accredited by the appropriate licensing agency, if applicable.</p>	<p>Registrar</p> <p>Department</p>
<p><b>Profile of New Students</b></p> <p>1. Student demographics</p> <p>2. Student expectations</p> <p>3. Other selected data</p>	<p>IR – New Student Survey/Exit Survey</p>
<p><b>Survey of Program Advisory Committee</b></p> <p>1. Number of PAC meetings in past year.</p> <p>2. On a scale of 0 to 4, the extent to which PAC members agree that:</p> <p>(a) They are asked to provide advice on substantive and important issues.</p> <p>(b) PAC’s advice is considered in decision making.</p> <p>(c) PAC is an effective tool for obtaining community and employment sector involvement.</p> <p>(d) The program is relevant.</p> <p>(e) The program’s curriculum is appropriate.</p> <p>(f) The program is achieving its objectives and intended results.</p> <p>(g) The program is educating students for future trends in the community or employment sector.</p> <p>(h) They would recommend the program to someone who expresses an interest in it.</p> <p>(i) They would hire a graduate of the program if a relevant job opening occurred.</p>	<p>Secretary to the PAC</p> <p>IR – PAC survey</p>

<p><b>Student Transfers</b></p> <ol style="list-style-type: none"> <li>1. Percentage of former students who are currently attending another post-secondary institution.</li> <li>2. Percentage of former students who view their VCC program as “definitely worthwhile”.</li> <li>3. Percentage of receiving programs that view the VCC graduates as having the needed skills to succeed in their program.</li> <li>4. Percentage of receiving programs that express satisfaction with VCC program graduates.</li> <li>5. Percentage of receiving programs that would accept a VCC program graduate again if an opening existed.</li> </ol>	<p>IR - Receiving program survey</p>
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**1. Policy Sponsor:** Vice President Education and Vice President Access and  
Education Services

**2. Approvals:**

President: \_\_\_\_\_ Date:

Education Council Chair: \_\_\_\_\_ Date:

Operations Council Chair: \_\_\_\_\_ Date:

Board Chair: \_\_\_\_\_ Date:

**3. Amendments:**

President: \_\_\_\_\_ Date:

Education Council Chair: \_\_\_\_\_ Date:

Operations Council Chair: \_\_\_\_\_ Date:

Board Chair: \_\_\_\_\_ Date:

**4. Review Date:**