



**COLLEGE OF THE NORTH ATLANTIC**  
**OPERATIONAL PROCEDURE**

**TOPIC: PROGRAM REVIEW**

<b>Procedure No.</b>	AC-109-PR	<b>Division</b>	Academics
<b>Supersedes</b>	n/a	<b>Board Policy Ref.</b>	GP-RR-904
<b>Related Policy</b>	AC-109	<b>Effective Date</b>	December 20, 2022 (R3)

**PROCEDURE**

**1.0 Purpose of Program Quality Assurance Activities**

Program quality assurance activities provide an opportunity to evaluate, analyze and assess the content, currency, direction and quality of programs.

The following statements are outcomes of Program Reviews:

1. Enhance the quality of learning offered by the program.
2. Demonstrate the extent to which the program conforms to defined standards or program outcomes.
3. Advance an expanded understanding of the program's strengths and challenges so they can be addressed.
4. Endorse the relevancy of the program in the current labour market by consulting with industry professionals.
5. Encourage discussion, dialogue and reflection amongst faculty who are collaborating on a shared vision for the program.
6. Ensure that all program and course changes are based on evidentiary information and discussion.
7. Confirm the program continues to meet the strategic direction and goals of College of the North Atlantic (CNA).

## 2.0 Program Quality Assurance Cycle

Program Quality Assurance at CNA consists of four distinct processes that, together, constitute a complete Program Quality Assurance Life Cycle:

1. Semester Curriculum Review

Program developers review the feedback from faculty on courses they teach each semester, student surveys for course evaluation, curriculum meetings and Program Advisory Committee meetings. Textbooks, equipment, facilities, and course materials are updated based on the feedback as appropriate to meet program and course outcomes. An assessment of evaluation methodologies show alignment with learning activities and specific course learning objectives to ensure their relevance to course content and design.

2. Periodic Program Vitality Report

The Academic Development Office in conjunction with the School Dean, will initiate a program vitality report. The Office of Institutional Research will create data-driven report of program quality measures. Admissions and registration data (domestic and international), attrition and retention data, graduate feedback survey data, employment rates, student feedback survey data and program costing data are reviewed.

Program Vitality Reports for **new programs** will be conducted 12 to 24 months after the first graduating student. For **ongoing programs**, Vitality Reports should occur at least once every five years, prior to an academic program assessment and comprehensive program review.

Programs not meeting CNA expectations are noted and action plans are developed by the Dean to sanction corrective actions.

3. Academic Program Assessment

Academic program assessments, or program audits, will be performed by the Director of Academic Quality Assurance in conjunction with subject matter experts. The program assessments will be both program and site based. They will use program vitality data from the site along with a series of quality indicators related to teaching and learning to assess a program. The purpose of the program assessment is to provide an independent site review, ensure academic programming delivered across multiple campuses is consistent in quality, and that the program is being delivered as originally intended when developed.

#### 4. Comprehensive Program Review

Comprehensive program reviews ensure that each program goes through a comprehensive review and validation, every eight years. The process builds on annual review activities by including Program Vitality Report data, and soliciting direct feedback from stakeholders and students into the program review. Each review results in an implementation plan containing actions to maintain and improve the program.

If a program has a positive program vitality report, has participated in semester curriculum reviews and has received an acceptable program assessment, the Dean of the School may make the case to the Director, Academic Development and Planning that a comprehensive review is not required.

### **3.0 Schedule**

Academic quality assurance activities are based on an eight-year schedule developed and maintained by the Academic Development and Planning Office.

### **4.0 Roles**

#### Role of the Academic Development and Planning Office

The responsibilities of the Academic Development and Planning Office, under the direction of the Director, Academic Development and Planning include:

1. Ensuring programs are compliant with academic quality review policies and procedures.
2. Consulting with Schools regarding quality Program Review.
3. Preparing documents related to quality assurance.
4. Supporting the work of the Program Developers.
5. Meeting regularly with School representatives during the review process to monitor progress and provide guidance.
6. Approving program review documents.
7. Setting the agenda for Academic Council meetings.
8. Reporting annual program quality assurance activities to CNA executive.

Role of the Program Developer

The Program Developer is the project manager for all review activities. He/she ensures process is followed throughout the review activities. Duties include:

1. Executing the academic quality review process for the programs in their assigned School.
2. Analyzing annual curriculum review data and implementing necessary changes.
3. Facilitating internal and external focus groups.
4. Compiling data for revisions.
5. Updating course outlines.
6. Writing program review reports.
7. Preparing documentation for all quality assurance activities.

Role of the School Dean

The responsibilities of the Dean include:

1. Identifying programs for review activities, in conjunction with the Director, Academic Development and Planning.
2. Supporting the quality assurance process.
3. Reviewing and signing-off on all reports prior to submitting to the Academic Development and Planning Office.
4. Follow up regarding implementation plans and recommendations included in the quality assurance reports.
5. Reporting to the Director, Academic Development and Planning and Vice President, Academics and Applied Research regarding implementation plans and recommendations.

**5.0 Quality Assurance Processes**

Semester Curriculum Review

1. Academic Development and Planning will, at the end of each semester, send a survey to faculty asking them about the following curriculum elements:
  - a. Relevance of the course title.
  - b. Pre- and co-requisite applicability.
  - c. Accuracy of course description.
  - d. Currency of course textbook.
  - e. Relevance of learning resources.
  - f. Validity of evaluation scheme.
  - g. Identification of minor edits to objectives.
  - h. Identification of errors in the course outline to be corrected.
  - i. Provision of any teaching and learning resources that faculty developed for the course.
2. Program Developers will compile the survey data and revise course outlines as necessary.
3. The Program Developers will review the teaching and learning resources and upload quality materials to appropriate 'Master Course Shells'. Master Course Shells contain vetted and approved teaching and learning resources to meet all course objectives.

#### Periodic Program Vitality Report

This data-driven report will be produced periodically throughout the quality life-cycle as a means to assess the vitality of a program. This will be used to make interim changes to strengthen the quality of the program, attract and retain more students to the program and to validate the necessity to deliver the program.

Vitality reports are conducted at least once in a five-year cycle and are scheduled by the Academic Development and Planning Office. A scheduled vitality report does not preclude a Dean or Vice President initiating such reports off-cycle.

1. The Director, Academic Development and Planning will work with the School Dean, Associate School Dean and Program Developer to set the timeline for completing the vitality report.
2. Institutional Research, in conjunction with Academic Development and Planning, will produce a report containing three to five year trending data on:
  - a. Application numbers (domestic/international).
  - b. Registration data (domestic/international).
  - c. Retention rates (by site).
  - d. Student feedback on course data.
  - e. Graduate feedback data.
  - f. Graduate employment rates.
  - g. Program costing.
  - h. Number of full and part time faculty required to deliver the program.
3. School Deans will provide an analysis and explanation of the data, highlight strengths of the program, develop a detailed action plan to remedy deficiencies, and submit a report detailing this information to the Director, Academic Development and Planning.
4. The Director, Academic Development and Planning will perform a Quality Assessment on the report - edits will be made in conjunction with the School Dean - and present the final report to the Vice President, Academics and Applied Research.

#### Cyclical Academic Program Assessment

Academic program assessments, or program audits, will be implemented by the Director of Academic Quality Assurance in conjunction with subject matter experts.

The purpose of the program assessment is to provide an independent site review, ensure programming delivered across multiple campuses is consistent, confirm that the program is being delivered as originally intended when developed, and facilitate continuous quality improvement of programs.

Refer to Policy AC-122 on Academic Program Assessments for content and procedure.

### Comprehensive Program Review

A comprehensive program review is an opportunity for all program stakeholders to reflect on the content, delivery and relevancy of a program. Other considerations include:

- The program's alignment with CNA's strategic and academic plans.
- Student achievement of learning outcomes in relation to:
  - The program's stated learning outcomes.
  - Opinions of instructors, employers and students.
  - Standards of accrediting bodies or professional associations.
  - The appropriateness of the program's curriculum in meeting educational goals and the current workforce.
- The efficient and effective use of human, physical and technological resources.

Process for conducting a comprehensive program review:

1. The Program Developer is responsible for all process oversight and project management activities. They will:
  - a. Set an overall review schedule, in collaboration with the School leadership team.
  - b. Obtain official course outlines from the Academic Development and Planning Office.
  - c. Conduct program research on:
    - Trends in the area of study.
    - Courses other colleges offer in the program suite.
    - Current labour market information.
    - Graduate/employer feedback surveys.
    - Regulatory body or accrediting body guidelines, scopes of practice, etc.
  - d. Arrange consultations with stakeholders such as:
    - Industry
    - Students

- Alumni
  - Faculty
  - Regulators
- e. Tabulate suggested changes and feedback for future stakeholder consultations through which changes to course content and program structure may occur.
- f. Compile a program review report containing the following sections:
- i. Program description.
  - ii. Program outcomes/objectives.
  - iii. Entrance requirements.
  - iv. Accreditation.
  - v. Articulation.
  - vi. Minimum faculty qualifications.
  - vii. Evidence of stakeholder engagement.
  - viii. Industry and regulatory bodies.
  - ix. Students.
  - x. Faculty.
  - xi. Government.
  - xii. Community.
  - xiii. Implementation requirements.
  - xiv. Appendices.
  - xv. Program Structure.
  - xvi. Course descriptions and major topics.
- g. Submit the complete program review documents (report and course outlines) to the Dean for their review.
2. The Dean will review the program review report, collaborate with the Program Developer on any revisions, and submit the final program review documents (report and course outlines) to the Director, Academic Development and Planning for their review and approval. Concurrently, the Dean will submit a program implementation plan (PIP) to the Manager of Academic Planning.
3. The Director, Academic Development and Planning will:
- a. Have all course outlines reviewed by department staff and the Registrar's Office to ensure they meet defined criteria, verify credit hour values, assign new course numbers where necessary, and validate program structure in terms of co- and pre-requisites.

- b. Review the content of the final program review report to ensure stakeholder consultation was conducted and feedback reflected in the new course content and program structure.
  - c. Send the final program review documents back to the School for revisions where necessary.
  - d. Ensure the program implementation plan (PIP) has been approved and will align the program review implementation date with the program implementation plan.
  - e. Send a letter of approval, once the final program review is complete, to the School Dean for implementation.
4. The Academic Development and Planning Office will assume responsibility for updating the program charts, website and official course calendar.

**6.0 Reporting**

The Director, Academic Development and Planning will provide an annual report of program quality assurance activities, and their results, to Academic Council.

Approval History	
Approved by President	March 25, 1999
Reviewed	September 12, 2007
Revision 1	November 4, 2016
Revision 2	January 11, 2022
Revision 3	December 20, 2022