



<b>SECTION:</b> Academic Affairs	
<b>TOPIC:</b> Undergraduate Program Review	
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## PROTOCOL FOR CYCLICAL PROGRAM REVIEW

### 1. Overview

For all existing degree programs, the following procedures set out the process for conducting a cyclical programmatic review to ensure that those programs continue to meet relevant external quality assurance requirements and to align with the Strategic Plan.

### 2. Principles

The program is subject to a formal, approved policy and procedure requiring a cyclical review and improvement process, and includes assessment of the program against published standards (including the institution's own learning outcome standards for the program), assessment of individual student work in the terminal stage of the program against program outcomes, assessment of faculty and staff, student experience and resources capacity.

### 3. Cyclical Programmatic Review Process

The office of Research and Academic Affairs (RAA) will maintain a college-wide schedule to ensure that each academic program is subject to review once every five (5) to seven (7) years. The first Cyclical Programmatic Review of any new program must be conducted no more than four (4) years after the date of the program's initial enrolment and normally in accordance with ACAD's program review schedule.

It will be the responsibility of the Vice-President Research and Academic Affairs (VPRAA), to determine when an accreditation review can be combined with or substituted for a cyclical programmatic review.

Where a program involves faculty and courses from more than one academic area, the Chair of School must consult with the VPRAA as to which Program Area shall hold the locus or responsibility for the review

Following are the steps involved in the programmatic review process (see *appendix 1*) for a schematic view):

1. RAA prepares a college wide schedule for program review and conduct a briefing in *March* for all the Chairs of the schools.
2. As per the schedule, Chair then initiates the review process by appointing a Program Review Committee (PRC).
3. PRC coordinates the review of the academic program, including the preparation of the Self-Study using Cyclical Program Review Template (*appendix 4*).
4. Chair submits the Self-Study Report (SSR) to Curriculum Standing Committee (CSC) by *September* for the review. SSR consists of the following:
  - Program Description
  - Program Structure
  - Curriculum and Modes of Delivery
  - Assessment of Teaching and Evaluation
  - Institution and industry Linkage
  - Student Experience
  - Progress
  - Faculty Resources
  - Program Resources
  - Program Demand
  - Admission
  - Future Direction
5. CSC reviews the document to ensure that it presents the full range of evidence to support an assessment of program quality. The CSC appoints a sub-committee to study the report and provide recommendations by *October/November*.
6. The Chair reviews the recommendation and may modify the SSR. Once finalized, SSR submit to RAA and a copy to VPRRA by *December*.
7. RAA schedules internal/external review in *February* as per VPRAA's recommendations. (If the program is a new program, VPRAA sends the report to the External Reviewer(s) or else task RAA to conduct the internal review. See *appendix 2* for External reviewer selection guidelines).
8. RAA prepares the review report by *March* (or the earlier) and submit to the Chair.
9. The Chair works with PRC and prepares a program response; an executive summary, highlighting any additional areas of opportunity or institutional constrains that may be needed to be taken into account as a result of the review and present it to Academic Council in *April/May*.
10. The Chair ensures that recommendations from the review process are appropriately followed-up and acted upon and reported the implementation progress to Academic Council in *February* (subsequent year).

#### 4. Internal/External Review Committee and Report

The internal/external review will be undertaken by a panel that will normally comprise of six members:

- Chair – the Vice-President Research and Academic Affairs(ex-officio) or Associate Vice-President Academics and Instructional Affairs, will normally chair the panel;
- Two staff from outside the school - one from a cognate field and one from a non-cognate field (academic/administrative/directors etc.),

For an internal review:

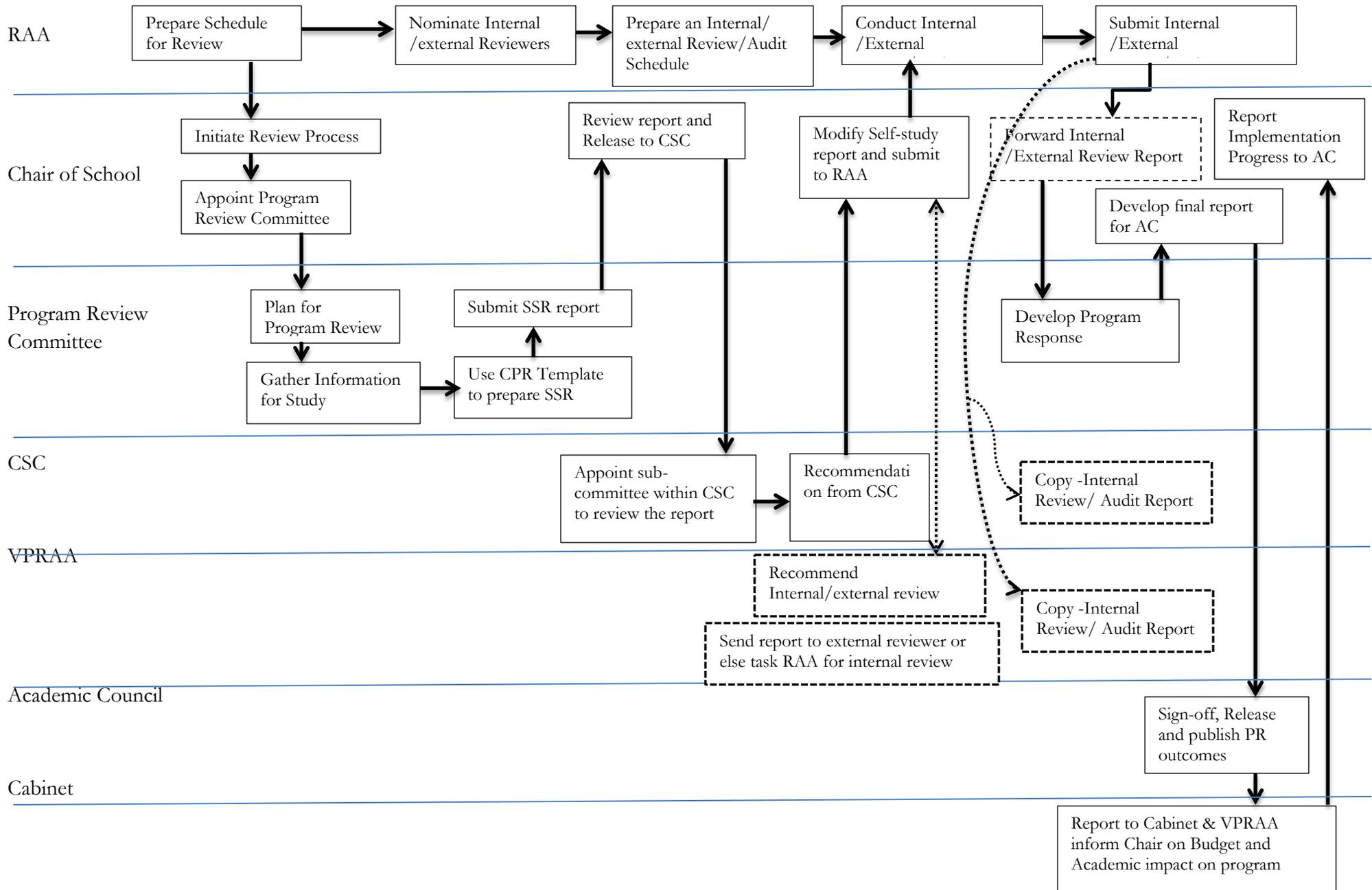
- Two other reviewers from a relevant field area - who, ideally, in addition to subject expertise, should have knowledge and experience of quality assurance and enhancement issues (e.g. involvement in CAQC audit activities or in internal institutional reviews, experience as an external examiner or as a member of a professional body).

For an external review

- One or two external reviewers appointed by VPRAA (*appendix 2*)
- A senior administrator – from within the academic support area who has knowledge of the College’s learning, teaching and assessment provision and quality management procedures
- An admin resource person – to act as secretary to the Review Panel and to provide administrative support to the review process.

The reviewers will jointly prepare and submit a report to RAA based on the format given in *Appendix 3*.

## Appendix 1: Flowchart of Cyclical Program Review



**Timeline:** Chair to initiate the review process in **April** (6 weeks of non-class time)- Self Study report submit to CSC in **September**, CSC to review and feedback by **October/November** CSC Meeting, School to modify and send report to RAA by **December**. RAA to organize internal review in **February** (Reading week), Chair present to AC in **April/May**, School to report implementation progress in **February**

## Appendix 2

### External Reviewers Selection Guidelines

The following Guidelines are used by the VPRAA when selecting experts in the field (either consultants or readers) for the review process.

1. External reviewers should possess an advanced academic credential (normally a doctoral or terminal degree) in the discipline, and hold or have held an academic appointment at the senior level (normally at the rank of full professor).
2. External reviewers should have experience in the design, delivery or administration of a similar program offered at a degree-granting institution and, preferably, experience in conducting program assessments in the discipline (e.g., as an appraiser for an accrediting body, or as a reviewer of a degree program).
3. External reviewers should possess relevant professional credentials and/or related work experiences of substantial depth and range that relate to the proposed program.
4. In addition, an external assessor would (preferably, for an undergraduate program; particularly, for a graduate program):
  - Have experience in graduate teaching and, as appropriate, graduate thesis supervision and/or graduate studio or applied studies supervision, and
  - Be experienced in the administration of graduate programs (e.g., as Chair of a department with graduate programs, graduate program coordinator, Chair of the graduate studies committee, member of a faculty or university graduate or research council/committee)

## Appendix 3

### Sample Format for Internal/External Review Report

Prepared by the Internal/External Reviewers, based on the findings of their Self-Study Report review, site visit and their other research and insights, the Internal/External Review Report assesses the program against the program review criteria, and provides counsel aimed at improving the program.

Section	Suggested Content
1 Overview	A summary assessment of the program and recommendations for improvement.
2 Process	The details of the process used to conduct the internal/external review, including individuals involved, interviews conducted, and other activities.
3 Strategic Alignment	How the program aligns with the College's Vision, Mission, Strategic Goals, and other relevant planning documents. Alignment with Key Performance Indicators at the College and School level (if any)
4 Curricula and Learning Environment	How the program's curricula and learning environments meet the Campus Alberta Quality Council's (CAQC) guidelines for Bachelor's Degree Level Expectations, National Association of Schools of Art and Design (NASAD) content standards and other pertinent regulatory accreditation standards.
5 Faculty and Staff	Analysis of academic and program support staff related to program academic quality. The roles of visiting artists, adjunct faculty and others. Professional development activities. Faculty and support staff evaluation methods and evidence of faculty and staff effectiveness.
6 Students	Analysis and discussion of: admission standards and procedures; student retention and graduation; student satisfaction; and graduate employment and other post-graduation activities. How the student learning outcomes align with the objectives of the program and the Mission, Vision, and Fundamental Principles of the College.
7 Resources	Analysis of the adequacy of program resources, including technology. Analysis of the support the program receives for its students in the areas of academic and career planning.
8 Research and Scholarship	Analysis of the research and scholarly activity of faculty members in the program and how it relates to teaching and learning in the program.
9 Degree Recognition	Discussion of how the degrees awarded are recognized for further study or employment.
10 Recommendations and Commendations	Recommendations for the continued improvement of the program. Commentary on what the program is currently doing well.