College of New Caledonia

Procedure Information	
Related to Policy No:	E-1.26
Approved by:	EDUCATION COUNCIL
Approval Date:	February 10, 2015
Date of Next Review:	February 2020

EDUCATION COUNCIL
Procedures For Program/Discipline Area Review Policy

Definitions

1. Program
   A "program" in the context of these procedures is a CNC program curriculum that has been approved by Education Council and leads to a CNC credential.

2. Discipline Area
   A discipline area is a cluster of similar courses that students are taking at CNC to allow them to move into a program at CNC and/or other post-secondary institution, i.e., Biology, Humanities (Philosophy, English, History, Aboriginal Studies), CCP, etc. The Educational Administrator will designate disciplinary area clusters for reporting purposes. To facilitate effective analysis and reporting, the Education Administrator will provide definition of the discipline area clusters to Institutional Research on an annual basis.

3. Annual Report
   The Annual Report is a snapshot of the health of a program or discipline area from the previous year. It is submitted to the VPA annually by June 15. The process is intended to
   - Encourage regular internal peer review and reflection
   - Ensure consistent outcome tracking across all CNC programs
   - Detect programs/discipline areas in need of more in-depth review.

4. Comprehensive Review
   The Comprehensive Review is an in-depth systematic review of a program or discipline area that may be triggered by Education Council under the following situations:
   a. Evidence for concern based on Annual Report(s)
   b. A change in external competencies, articulation, or other factors
   c. Required by an external accrediting agency
   d. Operational efficiency considerations
   e. Requested by the Educational Administrator and/or faculty of the program or discipline area
   f. Requested by the Board of Governors

5. Program/Discipline Area Review Committee
   This Committee is established by the Educational Administrator to carry out the work associated with the Comprehensive Review. Committee members are determined in consultation with program employees.

6. External Reviewer
   The External Reviewer is an objective senior CNC faculty member who is external to the program under review. The External Reviewer carries out a review of the data collected by the Program/Discipline Area Review Committee and a site visit as part of the Comprehensive Review process.

7. Program/Discipline Area Stakeholders
   Stakeholders include current students, past students, graduates, program advisory, faculty, staff, potential employers, and the community. Aboriginal students, organizations and communities are important subsets of these stakeholder groups, as are International students.

Procedures: Definition and Role

A. Annual Report

1. Every program and discipline area will complete an Annual Report. The Annual Report will be an assessment of the program/discipline area as it is delivered throughout the campuses at CNC. The report will be submitted to the VPA by June 15 of each year.
2. Following consultation with the program/discipline area faculty, the faculty coordinator and/or faculty team [or designate(s)] will complete the report, in consultation with the Educational Administrator, using one of the attached templates. In unique circumstances, such as programs with one faculty member, an alternative reporting mechanism may be established by the Educational Administrator and faculty member(s).
3. Once signed by the Educational Administrator and the Faculty/Program or Discipline area representative, the Educational Administrator will send the report (maximum 3 pages) to the VPA.
4. The VPA will review the report and make recommendations.
5. A summary of the annual reports will be presented at the September Education Council meeting. Full reports will be presented to Advisory Committees or other External Stakeholders and made available to all CNC employees. Note: The VPA may choose to present full reports to Education Council or Education Council may request full reports.

B. Comprehensive Review

1. A Comprehensive Review will be carried out under circumstances as stated in bullet 4 under Definitions of this document.

2. The Educational Administrator will convene a Comprehensive Review Committee. Committee membership will be determined by the Educational Administrator in consultation with program employees, and consist of:
    - Educational Administrator (1, Chair)
    - Faculty members from program/discipline area (2)
    - Operational staff member from within the program/discipline area (1)
    - Advisory Committee members or community members (1)
    - Graduate of program or past student in discipline area (1)
    - Others as jointly determined

3. The Review Committee will carry out an Internal Assessment.
    i. The Committee will collect evidence that the program or discipline area meets or exceeds targets in twelve assessment areas as described in the following table:

Assessment Area	Targets
Content and Curriculum	• Meets or exceeds learning outcomes specified in curriculum. • Meets or exceeds CNC Institutional Learning Outcomes (currently under development by Education council). • Content is current. • Maximizes opportunities for applied learning. • Includes Aboriginal cultural components. • Includes international/global components. • Meets or exceeds the breadth and depth of education provided by similar programs at other institutions.
Delivery	• Delivery method is pedagogically sound. • Delivery method is responsive to learner needs.
Articulation, Entry and Exit	• The courses articulate well with similar courses at other institutions. • There are clear and flexible pathways into the program/discipline area and multiple entry/exit points, if appropriate. • There are clear pathways from the program/discipline area to more advanced programs in the field/discipline.
Access, Enrollment and Retention	• Effective marketing • Application rates demonstrate a strong demand for the program by qualified applicants. • Appropriate access is ensured. Admission requirements are consistent with similar programs/discipline areas at other institutions. Higher or lower admission standards are justified on educational grounds. • Works with other service areas to provide support for non-qualified applicants. • Meets or exceeds enrollment targets.

	• Retention is strong. Services are provided to support student persistence and success.
Faculty Professional Development	• Faculty stays current in their disciplines by being engaged in appropriate activities (e.g., research, professional development).
Admissions	• Admissions processes are smooth, timely and efficient from a student's perspective.
Student Supports	• Student Services are a priority for the program/discipline area, accessible and appropriate for students' needs.
Costs	• Cost effective. • Areas for cost efficiencies have been considered.
Student Outcomes	• Courses/programs prepare students for further studies (i.e., advanced courses) or job opportunities, as appropriate.
Student Satisfaction	• Current students believe program/discipline area meets their expectations. • Graduated or past students feel prepared for higher level studies or employment.
Stakeholder Engagement	• Consistently engages external stakeholders.
Program Risks and Opportunities	• There is an informed assessment of risks and opportunities associated with the current program/discipline area structure and operations. • There are strategies in place to mitigate risks and enhance opportunities.

ii. Where appropriate, the evidence that is collected to demonstrate that targets are being met should be in the form of validated data drawn from Institutional Research systems. The Appendix provides suggestions for measurement tools that can be used to provide this evidence.
iii. Input from all stakeholders (including students) is required.
iv. The process is intended to be consultative, evidence-based, and reflective.

4. The Committee will complete the attached *Internal Assessment Report Template.*
5. The Educational Administrator will select an objective External Reviewer, who will be internal to CNC but external to the department. The Reviewer will:
   i. Review the assessment data
   ii. Undertake a site visit
   iii. Complete a report using the *External Program Review Report Template*
   iv. Submit the report to the Educational Administrator
6. The Educational Administrator will analyze the Internal Assessment and External Review findings and prepare a report for the VPA. The report will contain (at a minimum) the following sections:
   i. Executive Summary
   ii. Findings of Review Committee
   iii. Report from External Reviewer

iv. Recommendations and an Action Plan

7. The VPA will
   i. Review Comprehensive Report in consultation with the Educational Administrator and a committee faculty member
   ii. Sign off on the final Report
   iii. Make recommendations for the program/discipline area
   iv. Set up an accountability process to address recommendations, opportunities and deficiencies as identified
   v. Report to Education Council and the College Board
8. Education Council will report to the College Board.

Note: It is intended that the Comprehensive Review take no more than 5 months to complete. Estimated component completion timelines:

- Project initiation and planning: 2 weeks
- Internal assessment and report: 8 weeks
- External review and report: 3 weeks
- Educational Administrator analysis and report: 3 weeks
- VPA analysis and report: 4 weeks

Related Policy

Education Council Program/Discipline Area Review Policy E-1.26

Forms

A. Annual Report
   1. Annual Report Template Academic Upgrading
   2. Annual Report Template for Discipline Areas
   3. Annual Report Template Programs
   4. Annual Report Template Trades

B. Comprehensive Program Review
   1. Internal Assessment Report Template
   2. External Review Report Template

Appendix

The following table provides suggestions as to how programs/discipline areas undertaking a Comprehensive Review might demonstrate that targets are being met. They may choose to use equivalent alternative measurement tools in consultation with Educational Administrator.

Assessment Area	Evidence of meeting Targets (examples)	Suggested Measurement Tools
Content and Curriculum	A majority of students and/or graduates met or exceeded institutional learning outcomes (currently under development by Education Council) and program learning outcomes.	List program/discipline area and institutional learning outcomes. Provide evidence that (over the previous five years) a majority of students and/or graduates met these outcomes.
	Revisions have been made in order to adapt to changes in the field of practice, industry, or body of knowledge.	Describe three revisions made to update curriculum in the past two years.
	All courses include applied learning activities.	List two applied learning activities for each course in the program.
	All courses include cultural enhancement of curriculum.	List one example of cultural enhancement for each course in the program.
	Program/discipline area compares favorably to similar programs at other institutions.	Compare the content to three similar programs/discipline areas at other institutions. Provide evidence that CNC content meets or exceeds breadth/depth of these programs.
Delivery	There is pedagogical evidence that delivery method is appropriate.	Provide pedagogical evidence that supports delivery method
	Program/discipline area determines and responds to student needs around delivery.	List three ways in which program/discipline area has determined and responded to students' needs for delivery method.
Articulation, Entry and Exit	More than 80% of the program or courses have transfer credit with at least one other institution.	Provide a table showing articulations for the courses/program with other public post-secondary institutions. Provide explanations for UT courses that receive "no credit" or "unassigned credit" from one or more institutions.
	Pathways are clear and flexible.	List all pathways into and out of the program/discipline area (entry points, exit to graduation or other programs).
Access, Enrollment and Retention	Program has a marketing plan and it has been implemented.	Describe the program marketing plan and provide an example of a marketing tool (brochure, webpage etc.).

Assessment Area	Evidence of meeting Targets (examples)	Suggested Measurement Tools
	Application rates demonstrate a strong demand for the program/discipline area.	Provide four years of data for application and acceptance rates.
	Admission requirements are consistent with similar programs/discipline areas at other institutions. Higher or lower admission standards are justified on educational grounds.	List admission requirements and compare to requirements for similar programs/discipline areas at two other institutions. Justify if higher or lower.
	Meets or exceeds enrollment targets (ideally this would be 100% of seats filled).	Provide four years of enrollment data. Provide explanations for enrollments below 100%. List measures taken to address low enrollments.
	Attrition rate is less than 20% for cohort programs. Retention rates are 60% or better for discipline areas	Provide four years of attrition data (enrollments minus completions). Provide explanation for attrition and retention rates. List measures taken to address high attrition or low retention.
Faculty Professional Development	Faculty engages in appropriate and sufficient professional development activities to ensure their knowledge is current.	List faculty professional development activities over the previous four years.
Admissions	Admissions processes are smooth and efficient from a student's perspective.	Provide feedback from three current students (randomly selected) on their experience with application and admission processes.
Student Supports	Students feel that student services are appropriate, useful and accessible.	Provide feedback from three students in the program/discipline area (randomly selected) on their experience with student services.
Costs	Budget demonstrates that it is cost effective.	Provide a 4-year budget and calculate cost/student.
	Areas for cost efficiencies have been considered and implemented.	List three areas in which cost efficiencies have been implemented.
Student Outcomes	A significant percentage of graduates or students' progress to employment or advanced studies.	Provide outcome data for each graduate in the previous two years. Classify as: working/ looking for work /advanced studies/other/unknown.
Student Satisfaction	Current students feel program/discipline area meets their expectations.	Provide results of satisfaction survey of more than 75% of current students.
	Graduates feel prepared for advanced studies or employment.	Provide results of satisfaction survey of more than 50% of graduates/past students from previous three years.
Stakeholder Engagement	Consistently engages identified external stakeholders.	Provide a list of external stakeholders and a brief description of how each has been engaged.

Assessment Area	Evidence of meeting Targets (examples)	Suggested Measurement Tools
Program Risks and Opportunities	Has performed a SWOT analysis	Provide SWOT analysis with enhancement/mitigation strategies.

Procedure Amendment Log

Amendment Number:	Date:
0	February 10, 2015
1	June 22, 2016, Annual Report Template revisions
2	