ST. CLAIR C O L L E G E

POLICY AND PROCEDURE MANUAL

Policy Title:	**ACADEMIC PROGRAM QUALITY ASSURANCE REVIEWS**	**Area of Responsibility:** **VICE PRESIDENT, ACADEMIC & Registrar**
Policy Section:	**ACADEMIC**	
Effective Date:	**2022 04 21**	**Executive Director, Academic Excellence**
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1.6.2 ACADEMIC PROGRAM QUALITY ASSURANCE REVIEWS

Preamble

1. The Minister's Binding Policy Directive issued under the Ministry of Training Colleges and Universities clearly establishes that quality assurance is a responsibility of every college. Under that Directive, "**Colleges are to establish mechanisms for the review of their programs of instruction to ensure ongoing quality, relevancy and currency**." (Section F. 1 of the Framework for Programs of Instruction).

2. The essential function of the program review process is to provide a method for ongoing quality improvement in the design, development and delivery of curriculum to our learners. By ensuring quality assurance reviews, the College participates in evidence-based decision-making and promotes accountability for the quality of academic programming.

3. The quality assurance review process is designed to articulate with and support the College Quality Assurance Audit Process (CQAAP) of the Ontario College Quality Assurance Service (OCQAS) and the criteria and procedures for Ontario Colleges of the Postsecondary Education Quality Assessment Board (PEQAB).

4. Quality assurance reviews ensure the health and vibrancy of academic programs by:
   - assessing curriculum in a program of study for compliance with ministry requirements and outcome-based education standards
   - comparing curriculum in a program of study with professional, business, industrial, or community standards and needs
   - examining the financial viability and efficiency of the programs
   - evaluating feedback from the various stakeholders of the programs, especially of students, graduates and employers
   - assessing a variety of performance indicators and other data relating to the program and its historical operation.

Extent of Application

5. This policy and its accompanying procedures and templates apply to all members of the College community who are responsible for, or involved in, the delivery of academic programs that must conform to the Framework for Programs of Instruction contained in the Minister's Binding Policy Directive issued by the Minister of Colleges and Universities. This policy, therefore, includes the traditional academic programs offered through the College's post-secondary academic schools as well as those programs offered through any St. Clair College department that are credentialed and approved through the Ministry of Colleges and Universities and approved through the College's Board of Governors such as the Continuing Education department.

Variations from this Policy

6. This policy is intended to establish the broad basis for Quality Assurance reviews of academic programs. Specific components of the policy implementation and application may vary or develop additional components or requirements as the processes mature over time. These components include the Centre for Academic Excellence and Quality Assurance (CAE) protocols or processes to be followed as well as templates and directives of the Academic Sector. Additions, modifications or deletions to the actual processes or practices must be approved by the Vice President, Academic & Registrar and Executive Director, Academic Excellence. If in the opinion of the Vice President, Academic & Registrar and the Executive Director, Academic Excellence a substantial variation or departure from the intent or purpose of this policy is being contemplated, the Vice President, Academic & Registrar may address the variation at the Senior Operations Group for consideration and approval as a modification to this policy.

Academic Quality Assurance Program Review Processes

7. All academic programs at the college will complete the review of the program curriculum and their review of program-related data on an annual basis.

8. All academic programs at the college will complete the comprehensive, Cyclical Quality Assurance Review of the currency and relevancy of its curriculum within a time period no greater than five years. This comprehensive cyclical and/or ongoing review will focus on the currency and relevance of the program curriculum and its compliance with outcome- based education and ministry requirements.

9. All academic programs at the college will complete regular reviews (annually) of program curriculum and its delivery based on their own professional assessment; on the feedback obtained from student focus groups; on the advice of the Program Advisory Committee; or on feedback obtained from some other appropriate community agency.

10. Program Metric Analysis (PMA) review will be conducted for every program and the results considered within Annual Review or a separate Impact Review process.

11. All academic programs at the college will be evaluated on annual basis to check if they meet the criteria for an Impact Review. This review ensures that program decisions are made taking into consideration a broad set of criteria.

Regular Annual Internal review of program-related data

12. The Annual Review of program-related data shall consist of such items as historical numbers of applications and registrations in the program, attrition/retention rates for the program, grade ranges by course, Key Performance Indicators (KPIs), Student Experience Surveys (SES) for the program, course feedback by students (IFSs), program costing and such other data as determined by the Vice President, Academic & Registrar.

13. Program related data for Annual Reviews, PMA, and Impact Reviews will be generated and collated by the IDEA office. The Centre for Academic Excellence and Quality Assurance will assist with making the program-related data available to the program teams.

14. In addition to program-related data, the Annual Review Lead and program faculty (the program team), will review the program curriculum and its delivery when necessary based on triggers from program- related data.

15. After reviewing and analyzing the program-related data, the Annual Review Lead and program faculty (the program team) will develop any appropriate action plans including proposed modifications to the curriculum or its delivery.

16. The resulting review and action plan must be reviewed and endorsed by the School Chair who will provide feedback to the Annual Review Lead and program faculty (the program team) on the feasibility of any proposed action plan.

17. After the endorsement of the action plan, the Annual Review Lead is responsible for inputting the action plans in the Action Plan System.

18. The School Chair is responsible to ensure that the action plan is implemented before the next annual internal review of program- related data.

19. The responsibility for ensuring the completion of the annual internal review of program- related data resides with the School Chair who shall ensure that the review is completed according to communicated deadlines and that the action plan is realistic and feasible.

20. The Annual Review of program data is part of the professional responsibility of the faculty members teaching in the program and is required to be completed each year according to the directives of the Academic Sector.

Cyclical Quality Assurance Review of Program Curriculum

21. The Cyclical Quality Assurance Review of program curriculum and its compliance with outcome-based education requirements and ministry compliance shall take place for each program at least once every five years according to a rotation developed by the Executive Director, Academic Excellence and the Vice President, Academic & Registrar with input by the School Chairs/Deans.

22. School Chairs/Deans, in consultation with the Vice President, Academic & Registrar and the Executive Director, Academic Excellence, may determine that a particular academic program should undergo a cyclical review of curriculum based on special circumstances, in which case, the five year cycle of reviews shall be adjusted to reflect this out-of-sequence review.

23. The Cyclical Quality Assurance Review of program curriculum shall consist of the following components that must be facilitated by the Centre for Academic Excellence and Quality Assurance:

    i.   A review of the occupational relevancy of the program curriculum conducted by industry or community experts to determine whether graduates from the program have the appropriate knowledge and skills for employment in the program's profession or trade.

    ii.   Input by means of surveys and/or focus groups from current students, graduates, employers, and other stakeholders as determined by the program team.

    iii.   A review by the Cyclical Review Lead and faculty (the program team) of the currency and relevance of the vocational learning outcomes for the program and the consequent updating and revision of those vocational learning outcomes.

    iv.   A review by the Cyclical Review Lead and program faculty (the program team) of the currency of the course outlines for the courses that are delivered in the program and the compliance of the program course outlines with outcome-based education and college policy and practices.

    v.   The mapping of the course learning outcomes to the program vocational learning outcomes as well as the compliance of the program to requirements relating to general education and essential employability skills outcomes.

24. The responsibility for conducting the Cyclical Quality Assurance Reviews resides with the School Chair/Dean with assistance and advice provided by the Centre for Academic Excellence and Quality Assurance.

25. The Lead for the Cyclical Quality Assurance Review will typically be the current Program Coordinator but the School Chair may designate a different faculty member as the Review Lead for the purpose of conducting the Quality Assurance review processes.

26. The Final Report and any action items generated from the Cyclical Review will be uploaded on the Action Plan database from the Centre for Academic Excellence and Quality Assurance. The responsibility for monitoring and completing action items resides with the School Chair/Dean and program faculty.

Exceptions to Requirement for a Cyclical Quality Assurance Review

27. Where an existing, mandated process for external certification already exists, the program Coordinator may request and School Chair/Dean may recommend to the Executive Director, Academic Excellence that the results of the certification process would meet some or all of the requirements for a Cyclical Quality Assurance review of the program curriculum.

28. On the recommendation of the Executive Director, Academic Excellence and with the approval of the Vice President, Academic & Registrar, an academic program with a mandated accreditation process will not need to engage in a full cyclical review of program curriculum. However, the accredited program must still complete a mapping of

the course learning outcomes to the program outcomes/competencies. The mapping of the Essential Employability Skills outcomes is required as well as the identification of the number and type of assessments. Other components of the Cyclical Quality Assurance review process may also be required as deemed appropriate by the Vice President, Academic & Registrar on the recommendation of the Executive Director, Academic Excellence.

Regular Annual Internal Review of Program Curriculum

29. Each academic year (or, in some cases, with the approval of the Vice President, Academic & Registrar, at some other more appropriate time) faculty review the program curriculum and its delivery and determine necessary changes for the purpose of enhancing the quality of the program curriculum and to prepare the curriculum for its delivery in the next academic year.

30. These changes in the curriculum can range from minor changes to course outlines that only require the approval of the Centre for Academic Excellence and Quality Assurance to more significant changes that may result in changes to the Program Curriculum Chart which requires the approval of the Program Chair, CAE Curriculum Coordinator, the Executive Director, Academic Excellence, the Vice President, Academic & Registrar, and the Director, Registration & Financial Aid Services.

31. Minor changes when approved will modify the curriculum for the upcoming or current academic year; while more significant changes involving many Program Curriculum Chart changes will not come into effect until the following academic year. What is considered to be minor or major modifications to the curriculum is the responsibility of the Centre for Academic Excellence and Quality Assurance. Any exceptions to the time frame for implementation of the modifications must be recommended by the Centre for Academic Excellence and Quality Assurance and approved by the Vice President, Academic & Registrar.

32. The impetus, motivation or basis for modifications to the curriculum may arise from any or all of the following sources:

    - The professional opinion and experience of the faculty member or faculty team
    - Feedback from students obtained through the Instructional Feedback Survey or Student Focus Group or in some other appropriate manner
    - Recommendations of the Program Advisory Committee
    - Feedback from industry or professional agencies related to the program area
    - Information from similar programs being offered at other educational institutions
    - Feedback from a program's accrediting agency, if any
    - Feedback from the ministry

Annual Program Metric Analysis

Based on the annual data provided from IDEA office, program chairs are responsible to ensure data is reviewed and responded to via the Annual Review process or through a separate review mechanism.

Impact Review

33. Where an academic program is encountering indications that its viability or sustainability is in question, it is appropriate to analyze and assess the causes of such a situation and whether or not there are measures that could be taken to revive or resuscitate the health and vigor of the program. St. Clair College is committed to ensuring that all of its programs are supported in

every possible way to ensure that the economic, social and employment needs of the community are met while at the same time ensuring that a program that no longer meets those needs is brought to a compassionate and considered end without significant disruption in the human and other resources of the college.

34. All post-secondary academic programs at St. Clair College shall be subject to review by the College Program Assessment Committee (CPAC) on the basis of the sustainability, viability or practicality of continuation as an active academic program. Programs will be subject to review from the Enrollment Management Committee (EMC) as outlined in this committees Terms of Reference (TOR).

35. Impact Review consists of the following phases:

   i. Comparison to Benchmarks via PMA - This phase is skipped if the program is being put through the Impact Review process because of the PMA review. In such a case, this step has already been completed. For programs entering the Impact Review process from a trigger other than the PMA review, the program's impact on SMA3 metrics will be evaluated. These impacts are already available for analysis because the PMA review is prepared annually and includes all academic programs.
   ii. Trends from Program Data (Annual Reviews) - The departmental Chairs of programs selected for Impact Review ensure the program faculty complete the Narrative Analysis Form and compile any necessary or relevant trend data from the Annual Review of Program-Related Data.
   iii. Implementation of SOG Directives - After SOG approval of the action plan, departmental Chairs are responsible for working with the faculty program team to ensure action items from the plan are implemented and assigned timelines.

36. Impact Reviews can be triggered from the following quality assurance processes
   i. Annual Review of Program-Related Data – reviews a program's performance (financial, enrollment, etc.).
   ii. Cyclical Review – reviews the quality and robustness of a program's curriculum and its fit with industry/discipline.
   iii. Program Metric Analysis Process – reviews a program's impact on SMA metrics

   iv. External Triggers (PACs, Accrediting Bodies, Professional Associations) – review involving external bodies.

The goal of these review mechanisms is to analyze and assess the current "health" of a program through the different lenses of performance, impact on SMA, and quality curriculum.

37. If any of these review processes indicates problems with performance, financial, or curriculum, an Impact Review can be triggered at the request of the Vice President, Academic & Registrar. The goal of such a review is to determine whether there are measures that could be taken to revive or resuscitate the health and vigor of the program.

38. When one of the listed triggers indicates a need for an Impact Review of an academic program, the Vice President, Academic & Registrar will task the College Program Assessment Committee (CPAC) with reviewing the program and recommending appropriate remedial steps to the Senior Operations Group (SOG) .
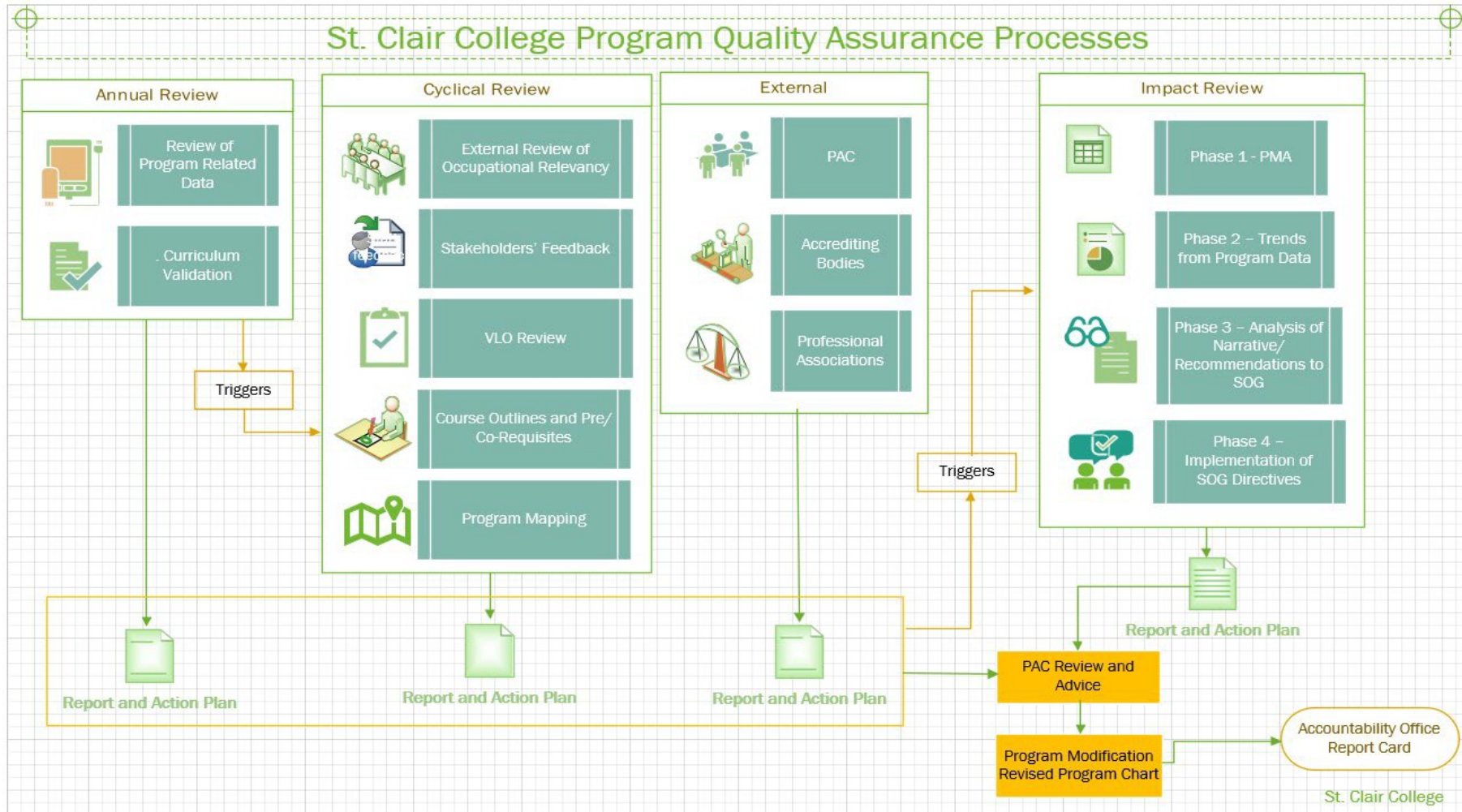
   The Vice President, Academic & Registrar and the Chairs/Deans of the Schools will establish a system of benchmarks that will be used to identify academic programs whose sustainability or viability are of concern. This set of benchmarks may be revised by the Vice President, Academic

& Registrar with input by the Chairs/Deans and Executive Director, Academic Excellence whenever it is considered to be appropriate for revision.

39. The Vice President, Academic & Registrar will schedule the review of the impact of the identified program(s) at the next available meeting of the College Program Assessment Committee(CPAC).

40. CPAC will review the relevant data relating to the identified program and make a decision in the form of a recommendation to the Senior Operations Group for one of the following conclusions;

   a. The program should be placed on a probationary status for one to three years to develop and implement a plan to address the identified issues. The Chair/Dean/Operations Manger should be involved in the development of such a plan and responsible for its implementation and monitoring of its progress.

   b. The program should be suspended or cancelled either immediately or within a designated time frame of less than one year. The Chair/ Dean/ Operations Manager should lead the development of a plan for the suspension or cancellation of the program which will encompass looking after the interests of students who are enrolled in the program as well as dealing with the disposition of any assets exclusively devoted to the program and the re-training and/or reassignment of faculty teaching in the program to other programs.

   c. Where other benefits acceptable to the College will outweigh the impact risk(s), the determination would be to maintain the status quo.

41. All plans developed for the probation, suspension or cancellation of a program must be approved by the Senior Operations Group before implementation.

42. In every case, a program that has been reviewed on the basis of its impact by CPAC and has had a plan approved by the Senior Operations Group regarding its impact, the program's status must be reviewed by CPAC at the end of the relevant designated time period to develop a final report and/or recommendation to the Senior Operations Group on the continued operation or suspension/cancellation of the program.

43. When a program has been triggered for a possible suspension of an intake or cancellation, the process in Appendix B shall be utilized to provide input to CPAC for recommendation, and SOG for final decision.

44. After SOG decision on the final report and/or recommendations, any action plans will be inputted in the Action Plan Database.

45. The School Chair is responsible to ensure that the action plan is implemented as per determined deadlines.

46. The responsibility for ensuring the completion of the Impact Review of program- related data resides with the School Chair who shall ensure that the review is completed according to communicated deadlines and that the action plan is realistic and feasible. This will be embedded in individual programs, where necessary, as part of the annual Review process

Protocols, Guidelines and Templates

47. For further information relating to the details of the Annual Review of program-related data, the various components of the Cyclical Quality Assurance Review of curriculum, Impact Reviews, course outline and curriculum modifications, and program suspension and cancelations please see the appropriate CAE protocols, guidelines and templates approved for current use by the Quality Assurance Panel and the Senior Operations Group. The current, approved protocols, guidelines and templates are available from the Centre for Academic Excellence and Quality Assurance.

Appendix A - QA Review Processes and Relationships

St. Clair College Program Quality Assurance Processes

Annual Review
- Review of Program Related Data
- . Curriculum Validation

Triggers

Cyclical Review
- External Review of Occupational Relevancy
- Stakeholders' Feedback
- VLO Review
- Course Outlines and Pre/Co-Requisites
- Program Mapping

External
- PAC
- Accrediting Bodies
- Professional Associations

Triggers

Impact Review
- Phase 1 - PMA
- Phase 2 – Trends from Program Data
- Phase 3 – Analysis of Narrative/Recommendations to SOG
- Phase 4 – Implementation of SOG Directives

Report and Action Plan

Report and Action Plan

Report and Action Plan

Report and Action Plan

PAC Review and Advice

Program Modification Revised Program Chart

Accountability Office Report Card

St. Clair College

Appendix B
Protocol for Program Suspension and Cancellation

ST. CLAIR
C O L L E G E

Protocol for Program Suspension and Cancellation

Centre for Academic Excellence &
Quality Assurance

EFFECTIVE DATE:	SEPT. 2017	REVIEW DATE:	NOVEMBER 2021

	RESPONSIBLE DEP'T	CAEQA, ACADEMIC

PREAMBLE

As per our *Quality Assurance of Academic Programs Policy (1.6.2)* and the Ministry of Colleges and Universities *Program Suspension and Cancellation: Operating Procedure*, academic programs need to regularly assess to determine their relevancy, viability and sustainability. If the review results in recommendations to alter the status of a program, the College is required to follow a process to inform the Ministry of changes to their program offerings. The following protocol outlines the process and necessary requirements involved when a program has been suspended or cancelled.

ROLES AND RESPONSIBILITY

ROLE	RESPONSIBILITY
Program Chair/Team	Participate in annual program reviews for impact analysis. Develop, implement and monitor plans for program probation, suspension and termination based on recommendation of CPAC and approval of the SOG
College Program Assessment Committee (CPAC)	Conduct review of all academic programs on the basis of sustainability, viability or practicality of continuation. Review data related to identified program and develop recommendation to SOG regarding status of program (probation, suspension or cancellation).
Vice President, Academic & Registrar	Along with Chairs and the Executive Director, Academic Excellence - Establish a system of benchmarks that will be used to identify academic programs whose sustainability or viability are of concern.
Senior Operations Group (SOG)	Approves plans for suspension or cancellation of a program.
Board of Governors	Approve all programs of instruction that a college will suspend or cancel Inform Ministry of decision to suspend or cancel **any** Ministry funded program offered by college Ensure students enrolled in the suspended or cancelled programs have opportunity to complete within normal time period at the college or, under special circumstances, assist students to become enrolled in same program offered by another college
Centre for Academic Excellence and Quality Assurance (CAE)	Acts as a liaison with the ministry, submits status of program via PFAAM. Provides support with quality assurance process that could trigger an Impact Review.
Enrollment Management Committee (EMC)	Reviews program related data and recommends program suspension/cancellation and/or recommends potential solutions to save the program from suspension and/or cancellation.
Registrar's Office (RO)	Handles student notifications and other relevant processes related to program suspension and cancellation.

KEYWORDS AND DEFINITIONS

KEYWORD	DEFINITION
APS Number	Approved program sequence number - Unique five-digit number assigned to an approved program by Credentials Validation service and used for enrollment reporting to the Ministry
Cancelled Program	A program the college is no longer offering, and no students are enrolled

Dormant Program	A program approved for funding that has never been delivered or; not been delivered for more than five years and has not been reported to the Ministry as cancelled
Suspended Program	A program that the college has decided not to admit first year or beginning level students into
Ministry Code	A five-digit number assigned by the Ministry to postsecondary programs and used to identify the provincial program category to which the program is assigned

PROCESS FOR IDENTIFYING PROGRAMS FOR SUSPENSION AND CANCELLATION

1. Program Matric Analysis (PMA) is conducted to determine academic program sustainability, viability or practicality of continuation as an active academic program using measurement of established benchmarks.
2. Vice President, Academic & Registrar will schedule an Impact Review of identified programs that falls below its established benchmarks at the scheduled CPAC meeting.
3. The Vice President, Academic & Registrar and the appropriate Chair will arrange all relevant data as outlined in Policy 1.6.2 to be presented to CPAC for review.
4. The Enrollment Management Committee (EMC) reviews potential actions to save program from suspension or cancellation and provides recommendations to CPAC.
5. Based on review, CPAC will form a recommendation to the Senior Operations Group for one of the following:
   a. Program placed on probation for 1 to three years to develop and implement a plan to address the identified issues.
   b. Program should be suspended or cancelled immediately or with a time frame of less than one year.
   c. Program maintains status quo if the benefits outweigh the risk(s).
6. Based on the decision of the SOG, appropriate Chair will be involved in developing a plan for program probation, suspension or cancellation. These plans need to be approved by SOG and monitored by Chair during implementation.
7. Program Chair/Dean will inform faculty and Marketing department of potential suspension or cancellation.
8. CPAC reviews the status of the program at the end of the relevant designated time period (4a, 4b, 4c) and develops a final report with recommendations to SOG on the future of the program (termination or cancellation).

MINISTRY REQUIREMENTS

Notifying Ministry

9. Upon decision to suspend or cancel a program, the College will inform the Ministry via PFAAM or email signed by the college president. The CAE will facilitate this process. The following information is relevant:
   - Program title, Ministry code and APS number of the program
   - Effective date of suspension (date after which first year applicants will no longer be accepted) or:
   - Effective date of cancellation (date after which students will no longer be enrolled at any level)
   - Name, title, and contact information of the college employee who may be contacted about suspension and/or suspension

Acknowledgement from the Ministry

10. Ministry will respond to College President with a letter acknowledging the suspension or cancellation and indicating the amendments that will be made in the approved programs list.
11. The Ministry will also inform colleges of decisions to suspend or cancel programs in the quarterly program memorandum.

Re-activate a Suspended Program

12. Upon approval by the Board of Governors to resume student intake to a program that has been suspended for less than five years, the College will notify the Ministry via PFAAM or email signed by the college President.
13. The Ministry will respond to notification by sending letter to College President acknowledging change in program status and amend the program list.

Cancellation of Dormant Programs

14. The Ministry will review program lists at regular intervals to identify programs that have been dormant or suspended for five years or more.
15. A list of programs identified for automatic cancellation will be sent to College President.

16. The College has thirty days to notify the Ministry of changes to the status of a program on the list. The CAE will facilitate this process via PFAAM or email.

17. The programs that have not been identified as still active be cancelled and changes will be included in the quarterly program memorandum.

18. Any program that has been cancelled will require a new funding approval application submitted to the Ministry if the college wishes to offer the program in the future.

Note: *Program suspensions and cancellations are used by Ministry to prepare the program lists used in the audit of enrolment. Students enrolled in programs identified as cancelled will not be counted for funding calculations.*

REQUIRED TIMELINES

1. College Program Assessment committee – all submissions for consideration by CPAC must be sent a minimum of one (1) week prior to the next scheduled CPAC meeting
2. Board of Governor Approval – all procedural steps in this protocol are required to be completed prior to receiving BOG final approval.

PROTOCOL REVIEW PROCEDURE AND TIMELINE

Unless extenuating circumstances require, this protocol in junction with the corresponding policy will be reviewed biennially in accordance with the Protocol for Protocol Review timeline.

FORMS & REFERENCES

List any referable source material, policy, manuals, forms etc.

College Program Assessment Committee 1.6.23
Quality Assurance Reviews of Academic Programs 1.6.2
Ministry of Training, Colleges and Universities-Minister's Binding Policy Operating Procedure: Program Suspension and Cancellation Operating Procedure, 2007