

PROGRAM REVIEW POLICY

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A. PURPOSE

This policy outlines the purpose for and principles underlying regular academic program review processes, ensuring that programs are evaluated for quality and operational effectiveness.

B. SCOPE

This policy applies to all academic credit courses and programs and continuing education programs offered at Douglas College (the College).

C. DEFINITIONS

Annual Review: A largely quantitative and formative report on a variety of success indicators (e.g., application numbers, fill rates) relating to inputs, processes and outcomes, and reflecting on the quality and effectiveness of each department/discipline/program (DDP) or cluster of closely related programs within the Academic Division.

Comprehensive Review): An in-depth assessment of the goals, processes, operational issues and outcomes of a DDP, informed by input from faculty and other College employees, students and external stakeholders, as appropriate.

Program: Coordinated instructional activities, including closed- or limited-enrolment programs that offer specific credentials; open-enrolment departments/disciplines that contribute credit course options for a variety of College credentials (i.e., Associate degrees); and defined continuing studies offerings that lead to a credential.

Self-Study: A detailed report and the principal component in a Comprehensive Review (CR), developed according to the appropriate [Self-Study Guide and Template](#) under the guidance of the Dean and assessing the quality, currency and effectiveness of the DDP under review; template details and prescribed contents for Self-Studies are differentiated to address specific program contexts (e.g., variations for open enrolment DDPs, limited enrolment programs and programs subject to external accreditation).

D. POLICY STATEMENTS

1. Douglas College is committed to excellence in providing education for its students. Formal, systematic and timely review of programs ensures that these programs meet expectations for excellence. Program development, implementation and review are based on the College's [Core Purpose, Vision and Values](#) as well as on its Strategic Plan.
2. Program reviews fulfill the following objectives:
 - Assess curricular rigour and currency with respect to trends in the discipline;
 - Assess curriculum and programs with respect to institutional priorities (e.g., Indigenization, accessibility and equity, diversity and inclusion considerations);
 - Communicate accomplishments;
 - Identify and provide opportunities for program and curriculum improvement;
 - Provide a formal avenue for identifying risks and corresponding mitigation strategies, to inform planning; and
 - Provide public accountability.
3. Annual Reviews (ARs) inform planning processes, enrolment management activities and assessments of risk.
4. CRs ensure that programs remain relevant, current and aligned with the College's overall strategic directions and Core Purpose, Vision and Values, and are routinely scheduled according to a five- to seven-year cycle, as established by the Vice President, Academic and Provost (VPA), in consultation with the Vice President's Academic Council (VPAC).
5. The [Schedule of Comprehensive Reviews](#) is reviewed annually by Senior Management Team.
6. An off-cycle CR may be undertaken ahead of schedule in response to emergent concerns and/or trends, at the discretion of the VPA in consultation with the relevant Dean and Senior Management Team. Programs that are subject to external accreditation reviews will have external review cycles taken into account.
7. Whereas ARs are generally conducted at the DDP level, CRs may be conducted across groups of related DDPs, at the discretion of the Dean in consultation with the VPA.

E. PROCEDURES

Responsibility for ensuring that each DDP completes its AR as per established timelines, and for initiating CRs as per the [Schedule for Comprehensive Reviews](#), rests with the area's Dean, who will consult with the appropriate Chairs and/or Coordinators.

Evidence that may trigger an early CR includes but is not limited to any of the following:

1. Major enrolment deficits;
2. Major Program Advisory Committee recommendations;
3. Major changes in the employment field or labour market for graduates;
4. Major changes in articulation or transfer agreements with other institutions; and/or
5. Changing College priorities that affect one or more programs.

The Office of Institutional Effectiveness supports the completion of ARs and the Self-Study component of CRs through the provision of survey tools, data and training in software related to data extraction and analysis.

F. SUPPORTING FORMS, DOCUMENTS, WEBSITES, RELATED POLICIES

[Completed Comprehensive Program Reviews](#)

[Master Schedule for Comprehensive Program Reviews](#)

[Program Review Materials \(overview and templates, differentiated by program type\)](#) *(for internal users only)*

G. RELATED ACTS AND REGULATIONS

N/A

H. RELATED COLLECTIVE AGREEMENTS

N/A