Program Review

Number:	2.4.2
Responsible Executive:	Chief Academic Officer
Approval Authority:	Academic Council
Effective Date:	June 26, 2025
Next Review Date:	June 25, 2030
Revised Date:	
Category:	Academic

PURPOSE

This policy establishes a quality assurance framework for the systematic review, assessment, and evaluation of post-secondary programs offered by Coquitlam College (the College). Program reviews support continuous improvement, promote academic excellence, and ensure programs meet internal and external standards of quality and relevance.

SCOPE

This policy applies to all programs offered by the College that result in the awarding of a post-secondary credential.

The Program Review process does not evaluate the individual performance of faculty, staff, or administrators.

POLICY STATEMENTS

1. The College is committed to delivering current and effective post-secondary academic programs delivery that align with applicable provincial and national standards; Ministry of Post-Secondary Education and Future Skills quality assurance requirements; articulations standards, and internal quality enhancement processes

2. All post-secondary programs undergo a comprehensive program review every five (5) years.

3. A Program Review Steering Committee oversees the program review schedule, tracking of recommendations, and completion of the final report and action plan.

4. Recommendations and action plans resulting from Program Review are integrated into departmental and College-wide strategic, academic, and budget planning.

5. An executive summary of each program review will be posted on the College website.

PROCEDURES

6. Program reviews are supported by the following three ongoing quality assurance processes at the College. Each process builds upon the last to inform and strengthen the next stage in the quality review cycle.

    A. Annual Department Assessment

    B. Department Self-Study (conducted every three years)

    C. Comprehensive Program Review (conducted every five years)

A. Annual Department Assessment

The Annual Department Assessment (ADA) provide a data-informed overview of departmental activities and priorities to support continuous improvement.

7. Each year Department Heads will receive the following data to inform their ADA:
   a. Student profile data
   b. Student survey data
   c. Student enrolment data

8. Department Head's will review and analyze the data, and may consult with faculty, staff, and/or administrators as needed, and prepare an ADA Report that includes:
   a. Commentary on the data provided
   b. A brief update on action items from the most recent Department Self Study

9. The Coordinator of Curriculum and Pedagogy (Coordinator) reviews the reports and may follow up with Department Heads for clarification. The Coordinator prepares a Summary Report that highlights key findings, trends and areas for attention across all departmental assessments. Both the individual ADA Reports to Summary Report are submitted to the Chief Academic Officer.

10. The Chief Academic Officer determines if further action is required and may consult the Senior Leadership Team and/or Academic Council as appropriate.

11. The Coordinator manages the ADA process and maintains the resources necessary to support it.

12. Insights and outcomes from the ADA process inform the Department Self Study.

B. Department Self Study

The Department Self Study (DSS) is a structured, collaborative process that supports the ongoing quality and relevance of academic programming. Conducted every three years, the DSS ensures that course and program curriculum remain current and aligned through the principles of constructive alignment, including linking learning outcomes, teaching strategies, and assessment methods. The process emphasizes academic rigor, standardization, and curriculum mapping and culminates in a Department Action Plan for targeted improvements.

13. The Coordinator will oversee and facilitate the DSS process and maintain the tools and resources required to support its implementation.

14. The Coordinator will establish a review schedule for each department, typically on a three-year cycle, to ensure all curriculum documents are reviewed regularly.

15. Each course within the department will be reviewed in collaboration with instructor(s) who teach the course, to ensure accuracy, relevance, and consistency in course design and delivery.

16. As part of the curriculum mapping process, a randomized sample of student assessments will be collected and reviewed. This contributes to the evaluation of course-level and program-level learning outcomes and supports continuous improvement efforts.

17. Department Heads are responsible for leading the implementation and ongoing monitoring of their department's Action Plan, and for reporting updates in the ADA process.

18. Findings and recommendations from the DSS directly inform the Comprehensive Program Review, ensuring alignment across all levels of quality assurance and academic planning.

C. Comprehensive Program Review

The Comprehensive Program Review (CPR) is the most extensive quality assurance process at the College. Conducted every five years, it provides a holistic evaluation of an academic program and draws on data and finding from the Annual Department Assessments (ADAs), Department Self Studies (DSSs), and additional inputs such as:

- College service areas reviews (see Policy 2.4.3 Service Reviews)
- Engagement with external stakeholders
- Relevant legislation and quality assurance standards
- Accreditation requirements
- Evidence-based research and institutional priorities

Oversight

19. The Chief Academic Officer (CAO) will establish a Program Review Steering Committee (Committee) prior to each review cycle. The Committee will guide the CPR process and include the following members:
    a. Chief Academic Officer (Chair)
    b. Coordinator of Curriculum and Pedagogy
    c. Two Department Heads
    d. Three Instructors from various departments
    e. Registrar
    f. Head of Student Services
    g. Additional members as deemed necessary by the CAO
20. The Committee will be responsible for:
    a. Defining key review questions and priorities
    b. Establishing timeline and deliverables
    c. Identifying required resources
    d. Assigning roles and responsibilities throughout the review process
21. The CPR process includes the following components:
    a. Review of data and findings from ADAs and DSSs
    b. Assessment of student work (benchmarking of program learning outcomes)
    c. Internal Self-Study
    d. External Panel Review and Recommendations
    e. Summary Report and Action Plan

Assessment of Student Work

22. To evaluate the achievement of Program Learning Outcomes (PLOs), the Committee will establish an Assessment Benchmarking Team (ABT), chaired by the Coordinator and composed of four faculty members appointed by the Academic Council.

23. The ABT will:

    a. Review and update the College's standardized assessment rubric, ensuring alignment with the program's Learning Outcomes Matrix

    b. Evaluate a randomized selection of anonymized student work using the rubric

25. Following their review, the ABT will prepare a formal report for the Committee outlining findings, trends, and any areas of concern related to program learning outcomes.

Internal Self-Study

26. The Internal Self-Study is a reflective, evidence-based report that evaluates program strengths, challenges, and opportunities for improvement. Indicators and metrics are defined by the Committee and may include:

    a. Curriculum and instruction alignment

    b. Faculty and staff expertise and capacity

    c. Student learning outcomes

    d. Student support services and engagement

    e. Program planning and administrative structures

    f. Physical and digital learning environments

27. The final Internal Self-Study Report will include key findings and actionable recommendations.

28. The Chief Academic Officer will present the final Internal Self-Study Report to the Senior Leadership Team and the Academic Council for review and feedback.

External Panel Review and Recommendations

29. An External Review Panel (Panel) will be appointed to provide an independent assessment of the program. The panel will include at least three members:

    a. One academic peer from another post-secondary institution

    b. One representative from industry, employers, or the broader community with expertise in the program area

    c. Additional experts as needed

30. The Panel will:

    a. Review the Internal Self-Study Report

    b. Conduct a site visit

    c. Meet with students, instructors, support staff, and administrators

31. The Panel will prepare an External Review Report outlining the program's strengths and providing evidence-based recommendations for improvement.

32. The CAO will present the External Review Report to the Senior Leadership Team and Academic Council for feedback.

Summary Report and Action Plan

33. Drawing on findings from all stages of the CPR, the Committee will prepare a Comprehensive Summary Report and Action Plan.

34. The Action Plan will serve as a strategic roadmap for program enhancement. It will:
    a. Identify priority initiatives and areas of improvement
    b. Set clear objectives and measurable outcomes
    c. Assign responsibilities to appropriate departments or individuals
    d. Establish timelines and implementation phases
    e. Define required human, financial and technological resources
    f. Include monitoring, evaluation, and reporting mechanisms
35. The Comprehensive Summary Report and Action Plan will be submitted to the Senior Leadership Team and Academic Council for feedback. The President will approve the final Action Plan.
36. The Chief Academic Officer is responsible for tracking implementation of the Action Plan and reporting progress to the Senior Leadership Team and Academic Council as needed.

DEFINITIONS

Annual Departmental Assessment: An annual review process that uses selected performance indicators to monitor teaching and learning quality, identify emerging issues, and support continuous program improvement.

Comprehensive Program Review: A reflective, in-depth, formative evaluation of a post-secondary program that draws on internal self-study and external review to enhance program quality and student outcomes.

Constructive Alignment: A curriculum review that assesses learning outcomes, teaching methods and assessment strategies to ensure that all components of a course or program work cohesively to support meaningful student learning and achievement of academic and institutional objectives.

Program Review Steering Committee: A cross-functional committee that oversees the Comprehensive Program Review process, ensures integrity and consistency of the review process, and supports implementation of recommendations.

External Review Panel: An independent group of academic and industry experts who assess the program's quality, relevance, and alignment with external standards and expectations.

Summary Report and Action Plan: A final document that summarizes key review findings and provides an actionable roadmap for program enhancement and quality assurance.

RELATED RESOURCES
- 2.4.1 Curriculum Development and Approval Policy
- 2.4.3 Service Reviews