

Program Review

Number:	2.4.2
Responsible Executive:	Chief Academic Officer
Approval Authority:	Senior Leadership Team with recommendation from Academic Council
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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 promote academic excellence, evidence-based reflection, and continuous improvement, ensuring that all programs meet internal and external standards of quality, relevance, and student success.

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 instructors, staff, or administrators.

POLICY STATEMENTS

1. The College is committed to maintaining current, relevant, and high-quality academic programs that align with provincial standards; Ministry and DQAB requirements, articulation agreements, and internal quality enhancement processes.
2. Program review evaluates the achievement of program-level learning outcomes, the alignment of curriculum, and the effectiveness of teaching, learning, and assessment strategies in supporting student success.
3. All post-secondary programs undergo a Comprehensive Program Review every five (5) years.
4. A Program Review Steering Committee oversees the program review cycle, tracks implementation of recommendations, and ensures instructors are active participants in evaluation, analysis, and decision-making.
5. An executive summary of each comprehensive program review will be posted on the College website to promote transparency and accountability.
6. Program reviews engage a range of internal and external stakeholders, including students, alumni, faculty, and where applicable, community or industry representatives, to ensure relevance and responsiveness.
7. The scope, depth, and methodology of reviews are proportionate to the program's size, maturity, and external accreditation requirements, ensuring a sustainable and meaningful quality assurance process.

8. Program Review outcomes and action plans are integrated into academic, budgetary, and strategic planning at both departmental and institutional levels.

PROCEDURES

9. Program review is organized into two primary quality assurance processes that build upon each other within a five-year cycle. Each process emphasizes instructor engagement, data-informed reflection, and evidence-based decision-making.
10. This policy is supported by companion documents:
 - a. Comprehensive Program Review Guide
 - b. Comprehensive Program Review Templates, Tools and Resources Guide

A. Annual Department Assessment (ADA)

11. The ADA provides a concise, data-informed overview of departmental activities, priorities, and emerging issues to support continuous improvement.
12. The ADA process including the self-study is managed by the Coordinator of Curriculum and Pedagogy (Coordinator) who will:
 - a. Ensure departments receive the data necessary to complete the assessment
 - b. Facilitate self-study initiatives within departments, including:
 - i. Assisting with identifying trends in the subject areas
 - ii. Assessing curriculum currency
 - iii. Evaluate applicable resources and services
 - iv. Reviewing articulation involvement
 - v. evaluate progress on action plans, identify new priorities or challenges, and revise or update action plans
 - c. Receive and summarize final Self Study Reports and Action Plans from all Departments.
13. The Coordinator provide a college-wide ADA summary for the Chief Academic Officer (CAO). The summary will highlight common strengths, themes, and areas for attention.
14. The CAO may request further analysis, follow-up, or resource planning where significant issues or opportunities are identified.
15. Findings and action plans from the ADA may inform subsequent curriculum reviews, service reviews, and CPRs.

B. Comprehensive Program Review (CPR)

16. CPR provides a holistic evaluation of program quality, effectiveness, and relevance, grounded in faculty expertise, stakeholder feedback, and evidence-based analysis.
17. Prior to each program review, the CAO will convene a Program Review Steering Committee (PRSC) to determine:
 - a. Key review questions and priorities;
 - b. Timelines and deliverables; and
 - c. Required resources.
18. The CPR consists of:

- a. Internal Self-Study, which is a reflective, evidence-based document led by faculty and guided by the Coordinator and CAO. It includes:
 - i. Program Overview
 - ii. Analysis of Student Outcomes and Demand
 - iii. Curriculum Quality Assurance and Alignment
 - iv. Assessment of Resources
 - v. S.W.O.T Analysis
 - vi. Recommendations
- b. External Panel Review and Recommendations
- c. Summary Report and Action Plan

19. The PRSC consolidates all findings into a Comprehensive Summary Report and Action Plan, which will:

- a. Identify key priorities and improvement initiatives
- b. set measurable objectives and timelines
- c. assign responsibilities
- d. identify resource implications
- e. outline follow-up reporting requirements.

20. The CAO presents the Summary Report and Action Plan to the Senior Leadership Team and Academic Council for review. The President approves the final Action Plan.

21. The CAO is responsible for tracking implementation and reporting progress to the Senior Leadership Team and Academic Council.

22. Progress on approved Action Plans is reviewed annually through the ADA process and reported to the Academic Council.

23. Once approved an Executive Summary Report will be posted on the College website.

Continuous Improvement

21. The College will periodically review the program review framework to ensure its effectiveness, efficiency, and sustainability. Feedback from faculty, staff, and reviewers will be used to refine the process and ensure alignment with Ministry and DQAB standards.
22. Where significant issues are identified during any stage of review, the CAO may initiate an accelerated or targeted review to address academic or operational risks.

DEFINITIONS

Annual Departmental Assessment: An annual data-informed reflection using selected indicators to monitor program health and identify areas requiring attention.

Comprehensive Program Review: A systematic evaluation of a program's quality and effectiveness conducted every five years, incorporating internal self-study and external peer review.

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 group chaired by the CAO that oversees the Comprehensive Program Review process and ensures integrity and follow-through.

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 report summarizing findings and establishing a roadmap for program enhancement, with measurable objectives, responsibilities, and follow-up requirements.

RELATED RESOURCES

- [2.4.1 Curriculum Development, Alignment, and Approval Policy](#)
- [2.4.3 Service Reviews Policy](#)
- Comprehensive Program Review Guide
- Comprehensive Program Review Templates, Tools and Resources Guide