Policy No. & Title:	**A126: PROGRAM EXCELLENCE**
Policy Sponsor:	Sr. Vice-President Academic
Reference Cttee:	College Council
Effective:	2018-02-28
Next Review:	2023-02-28
Approvals:	2018-02-28/CC-17-06

1. **PURPOSE**

The purpose of this policy is to establish a process that ensures the College's commitment to Quality excellence over the lifecycle of programs of instruction.

2. **DEFINITIONS**

Quality: The achievement of a student reliably demonstrating program learning outcomes upon graduation.

3. **POLICY**

College programming shall be of the highest Quality in order to support the College's Vision and Mission, ensure student success, and meet the labour market needs of Fanshawe's communities.

3.1. Scope

This policy applies all College programs.

3.2. Principles

3.2.1. Programs of instruction shall be developed according to a comprehensive process that ensures the highest Quality.

3.2.2. Programs shall be monitored annually to keep them current and relevant with provincial standards, Board of Governor's policies, and relevant professional body requirements, and to ensure that recommendations arising from previous program reviews have been considered and addressed.

3.2.3. Programs shall comply with legislative and third-party accreditation requirements.

3.2.4. Programs shall respond to formal evaluations through a process that supports the purpose of this policy.

3.3. Administration

3.3.1. Associated addenda to this policy may be amended by authority of the Policy Sponsor.

4. **REFERENCES**

Board of Governor's Polices

D35: Commitment to Quality
D36: College Programming

Ministers Binding Policy Directives

Framework for Programs of Instruction Minister's Binding Policy Directive

Ontario College Quality Assurance Service

College Quality Assurance Audit Process (CQAAP)

5. ADDENDA

Guideline A: College Program Development and Content

Guideline B: Continuous Program Quality Improvement

Guideline C: Formal Program Review

Guideline D: Full-Time Post-Secondary Program Revitalization and Rationalization

Appendix 1: Program Excellence Model

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Policy No. & Title:	A126: Program Excellence
Addendum:	**Guideline A: COLLEGE PROGRAM DEVELOPMENT AND CONTENT**
Issued by:	Sr. Vice-President Academic
Effective:	2018-02-28

1. PURPOSE

In order to educate learners for their chosen career field, as well as develop their abilities in the areas of personal growth and enrichment, informed citizenship and working life, the content of programs leading to a College credential must ensure an appropriate balance of learning outcomes between specific vocational knowledge and skills on the one hand, and essential employability skills and General Education on the other. This balance applies to graduates from all Fanshawe College post-secondary programs with a designation in any of the following:

- Fanshawe College Certificate,
- Ontario College Certificate,
- Ontario College Diploma,
- Ontario College Advanced Diploma,
- Ontario College Graduate Certificate, or
- Degree

To achieve this balance graduates from these programs must achieve program specific vocational learning outcomes and Essential Employability Skills. The General Education requirement only applies to diplomas, advanced diplomas and applied degrees.
In the case of degree offerings, all degree programs will comply with the Postsecondary Education Quality Assessment Board (PEQAB) requirements as well as the requirements noted in the Minister's Binding Policy Directive.

The College also believes that participation in community-based research and innovation projects will significantly enhance students' learning experiences, and their ability to be innovative throughout their careers. Wherever possible, students will have the opportunity to engage in research and innovation projects with industry partners, social agencies or other community partners as appropriate to their program. The purpose of this policy is to mandate and enable the achievement of these ends.

2. DEFINITIONS

General Education

The broad study of foundational subjects in the arts, humanities, languages, mathematics, sciences and social sciences -- subjects that are central to education for life in our culture. General Education is liberal rather than vocational. General Education encourages students to know and understand themselves, their society and institutions, and their roles and responsibilities as citizens and workers. General Education benefits learners' personal growth and enrichment, informed citizenship and working life.

At Fanshawe College, General Education courses address one or more of the following five themes and associated broad objectives: arts in society; civic life; social and cultural understanding; personal understanding; science and technology.

Essential Employability Skills

Practical life skills essential for both personal and career success. These are not job-specific skills; they are universal skills shared by all vocations and are crucial to mastering changing technologies, changing environments and changing jobs. Essential Employability Skills include communication skills (including reading, writing, speaking, listening, presenting and visual literacy); numeracy (mathematical concepts, reasoning,

analyzing numerical data, conceptualizing); information management computer literacy, internet skills, IT tools, data collection and management); interpersonal skills (teamwork, managing relationships, conflict resolution, networking); including critical thinking and problem-solving; and personal skills (managing self, being adaptable, reflecting, responsibility).

In contrast to General Education, which places emphasis on content, Essential Employability Skills emphasize "how-to" processes. For example, how to write essays and reports, how to solve mathematical problems, how to find information in a library. In Essential Employability Skills development, content is secondary to the development and refinement of a particular skill.

Vocational Knowledge and Skills

Knowledge and skills specifically applicable to and necessary for entry into or certification for a particular job or vocational field. Some are broad-based skills or knowledge which provide an integrated overview of a student's career field; others are specialized and focus on a specific aspect of a student's career field. The curriculum for such specialized courses should be flexible and responsive to both the short- and long-term requirements of employers.

In contrast to General Education and Essential Employability Skills, vocational learning, especially specialized vocational learning, will be more intensely focused on specific labour market requirements and/or certification requirements for a particular job or vocational field. For this reason, the curriculum for such vocational courses will be more attuned to the changing needs of the vocational fields than other types of courses.

Research and Innovation Project: Activity that involves the student in a formal project requiring knowledge and application of recognized research and innovation methodologies, techniques, strategies and implementations.

3. NEW PROGRAM DEVELOPMENT

3.1   General

Fanshawe College students are expected to develop abilities in employment and career learning, as well as in the General Education areas of personal growth and enrichment, informed citizenship and working life.

New program development is the result of a rigorous, comprehensive process that depends on quality measures. These measures are achieved through Fanshawe's Stage Gate process. This process ensures that:

- program learning outcomes are established for the program; consistent with the program's intended purpose, and appropriate to the employment requirements for program graduates;

- the program conforms to current government policy related to design and delivery; and

3.2   Specific Program Curriculum Requirements

3.2.1   Program curriculum includes measurable learning outcomes that identify vocational skills.

3.2.2   Where appropriate to the program, curriculum includes a requirement to develop research and innovation skills.

3.2.3   Ministry-approved Ontario College Diploma programs include a minimum of three General Education courses, one course of which is selected from General Education elective offerings. Ministry-approved Ontario College Advanced Diploma programs include a minimum of four General Education courses, with at least two of the courses obtained from General Education elective offerings. College degree program curricula follow current PEQAB guidelines.

3.2.4   In order to maintain breadth of content, programs offer General Education content from more than one of the following five areas: arts in society; civic life; social and cultural understanding; personal understanding; science and technology. Courses included in elective offerings provide students with exposure to areas of learning outside their vocational area.

3.2.5 General Education course offerings are not restricted to any one school but may be offered by any school or individual qualified to offer such courses.

3.2.6 Wherever possible, General Education courses do not have College prerequisites, but are at a post-secondary level (rather than remedial). There may, however, be first level General Education courses that require secondary school prerequisites.

3.2.7 Co-operative Education work terms and field placement experiences include opportunities for students to achieve Essential Employability Skills objectives. Evaluation criteria for co-op activities include Essential Employability Skills along with other criteria.

3.2.8 Students may receive credit through prior learning assessment or external credits for General Education and courses required by their particular program.

3.2.9 Wherever possible, students will have choice in the selection of General Education courses.

3.3 Responsibility

The Senior Vice-President, Academic (SVPA), is responsible for maintaining Procedures as may be required to implement or support this policy. For ease or reference such Procedures are posted in the College Policy Manual adjacent to this policy and may be updated by SVPA, without reference to College Council.

4. CURRICULUM DEVELOPMENT

4.1 General

The development of curriculum for programs and courses covered by this policy is guided by the following.

4.2 Administration

4.2.1 Responsibility for ensuring that General Education and Essential Employability Skills are appropriately represented in a program as outlined by this policy rests with the Chair or Program Manager offering the program.

4.2.2 Policies for the development and evaluation of courses and programs are consistent with this policy. Chairs, Deans and Program Managers ensure that program evaluation committees receive a copy of this policy and that, in their deliberations and recommendations; they consider the achievement of General Education and Essential Employability Skills as equal in importance to specific vocational knowledge and skills.

4.2.3 Chairs, Deans and Program Managers in collaboration with program Coordinators implement this policy. Academic units implement procedures to ensure that this policy is carried out.

4.3 Communication

4.3.1 Program information provided to students will include explicit references to General Education and Essential Employability Skills goals and to the methods used to achieve these goals within each program.

4.3.2 College publications will identify General Education courses. …

5. **COLLEGE DEGREE BREADTH REQUIREMENTS AND COURSE OFFERINGS**

   5.1 <u>General</u>

   All baccalaureate degree programs at Fanshawe must include Liberal Arts and Science courses to satisfy the breadth requirements stipulated by the Post-Secondary Education Quality Assessment Board for degrees.

   Detailed information regarding the breadth requirements may be found in the Handbook for Ontario Colleges which is a guide for those Ontario Colleges, established under the Ministry of Training, Colleges and University Act, 1990, and named in Regulation 771, seeking a new or renewed consent of the Minister pursuant to the Post-secondary Education Choice and Excellence Act, 2000 to offer bachelor degree programs in applied areas of study. The Handbook outlines the mandate of the Postsecondary Education Quality Assessment Board (PEQAB), and its criteria and procedures for review of applications for consent to offer or advertise all or part of degree programs in Ontario. Policy A126 is designed to comply with all PEQAB and Ministry requirements.

   5.2 <u>Principles</u>

   Fanshawe College non-core curriculum for degree programs is designed to contribute to the development of critical thinking, quantitative reasoning, and written and oral communication skills, and to allow students to engage in more than introductory level knowledge of the distinctive assumptions and modes of analysis in the following fields of study: Humanities, Social Science, Global Culture, Mathematics and Science.

   Each field of study is divided into a variety of disciplines. Courses in each discipline within a field of study are designed at the introductory, intermediate, and advanced levels. These levels are defined as follows:

   - Introductory Level Courses: Provide the basic foundation for a given discipline, introduce an overview of the discipline, or explore a subject area at an introductory level. Introductory courses will require students to begin to engage with the theoretical and methodological concerns of the given discipline. These courses will focus on introducing students to the current research in the field of study.

   - Intermediate Level Courses: Build on the knowledge base established at the introductory level so that students explore a subset of a discipline. These courses provide additional breadth and depth of knowledge within a specified area and apply a critical or theoretical approach to analysis and research. Because intermediate courses provide more than introductory knowledge about a particular discipline, they will require students to engage critically with the quantitative and/or qualitative discourse inherent to the field.

   - Advanced Level Courses: Focus on the application of conceptual analysis and advanced critical theory to a topic in a given discipline. These courses build on prior disciplinary learning and require greater depth of critical analysis, and advanced theory and research. In these courses, students access previous knowledge and apply it in new and relevant ways.

   In general, the Introductory Level non-core courses are designed for first- or second-year students. Upper level courses represent a more intensive examination of the given discipline, and the standards of evaluation reflect those required by curriculum at the upper level of applied degrees. Therefore, these courses are offered in the third and fourth year of study.

Students are expected to successfully complete:

- An Introductory Level course in a minimum of three (3) of the five (5) above fields of study.

- At least two (2) courses at the Intermediate Level; and

- At least one (1) course at the Advanced Level.

NOTE: In addition to the above, every degree program will include an Argumentation & Persuasion course in order to hone the students' communication skills and elective breadth courses to complete the requirement for the specific degree.

Degree programs may have exclusions for some Liberal Arts and Science courses when these courses are closely related to the main area of study of the particular degree and would therefore be considered "core".

6. REFERENCES

Postsecondary Education Quality Assessment Board Guidelines

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Policy No. & Title:	A126: Program Excellence
Addendum:	**Guideline B: CONTINUOUS PROGRAM QUALITY IMPROVEMENT**
Issued by:	Sr. Vice-President Academic
Effective:	2018-02-28

1. PURPOSE

The purpose of this document is to identify and set the processes by which programs engage in continuous quality improvement.

2. DEFINITIONS

None

3. GENERAL

Continuous Program Quality Improvement has three components.

3.1. Annual Program Quality Assurance Self-Assessment

The Annual Program Quality Assurance Self-Assessment survey is a self-assessment mechanism that reviews the ongoing quality of programs reflected in the College Quality Assurance Audit Process Standards and other program specific variables. In addition to the comprehensive Stage-Gate program development process and formal program review done every 5 years, this annual assessment ensures that the College is taking the necessary steps to unlock the potential of students, provide them with an exceptional learning experience, and meet the needs of community partners.

The survey requires that programs review their Strategic Dashboards, which display program specific data essential to the business knowledge of programs, annual Key Performance Indicator results, the most recent Program Review Action Plan and the College's Master Academic Priorities Plan.

3.2. Program Advisory Committees

Program Advisory Committees are groups that advise the College concerning the development, currency and community acceptance of its programs. These committees, mandated by the Ministry of Advanced Education and Skills Development, are provisioned by the Board of Governors through policy D-30.05: Program Advisory Committees and College Council and ToR27: Program Advisory Committees.

The Committees are comprised of a cross-section of persons external to the college who have a direct interest in and a diversity of experience and expertise related to the particular occupational area addressed by the program.

3.3. Program Curriculum Modification

In accordance with the process described in Policy A113: Programs and Courses, programs may engage in Curriculum Modification in order to ensure accurate information is offered to students and comply with quality and integrity responsibilities from the MAESD. These modifications are often direct results of the actions taken through the Annual Program Quality Assurance Self-Assessment survey and Program Advisory Committees.

Policy No. & Title:	A126: Program Excellence
Addendum:	**Guideline C: FORMAL PROGRAM REVIEW**
Issued by:	Sr. Vice-President Academic
Effective:	2018-02-28

1. PURPOSE

The mandate of the College is to provide educational programs that meet community needs, such as the need of employers for graduates, and the need of students for continuing education. Regular review of College programs is required by statute and follows a rigorous process established by the Ontario College Quality Assurance Service (OCQAS). The purpose of this policy is to establish a framework to achieve these ends.

2. DEFINITIONS

Lead: An academic unit (School or Campus) that develops a program or course.

Affiliate: An academic unit (School or Campus) that offers a program or course that has been developed by the Lead.

3. FORMAL PROGRAM REVIEW

3.1. Program Review

3.1.1. Programs of instruction that are funded through the Ministry of Advanced Education and Skills Development operating grant, with the exception of collaborative degree programs, are subject to two forms of regular review:

- An informal process of continual review within academic units, including arrangements by the academic manager for the annual review and approval of all course outlines;
- A formal review of each program is conducted in accordance with this policy at least once every five years. The formal review is conducted by a Program Review Committee engaged under this policy.

3.1.2. The Director, Centre for Academic Excellence (CAE) is responsible for providing coordination and support for each formal program review.

3.1.3. For designated College preparatory programs, the Program Review Committee includes representation from programs receiving students from the particular preparatory program.

3.1.4. For the purpose of clarity, note that degree programs are subject to this policy AND to the Renewal of Ministerial Consent process. The process of this policy provides the information required for the Consent Renewal process.

3.1.5. Programs funded from sources other than the provincial operating grant are subject to other forms of external monitoring. As a result, formal review under this policy may be inappropriate. The SVPA, determines from time to time whether it is appropriate for such programs to be reviewed. If it is decided a program needs to be reviewed, the appropriate academic manager is asked by the Vice-President to arrange for a Program Review Committee to carry out the review.

3.1.6. Accredited programs and degree programs are required to undergo review and where appropriate, aligned with the Consent Renewal process.

3.1.7. In the case of programs offered by more than one unit, the Lead program is responsible for initiating the review process and ensures that the process includes representatives from Affiliate program.

3.2.   Steps in the Formal Review Process

The formal program review process consists of eight steps:

1. Program identified for formal review;
2. Process orientation meeting;
3. Program mapping analysis;
4. Review of program data from Institutional Research and internal assessment report;
5. External Focus Group meeting;
6. Final report creation with review and approval by Curriculum Consultant, Director, CAE, Chair(s), Dean(s), PAC Chair, SVPA and President;
7. Presentation of report to Program Advisory Committee; and
8. Action and follow-up.

3.2.1. The Formal Program Review Process Handbook for Post-Secondary and Apprenticeship Programs is developed and maintained by CAE. The Handbook details the process to be followed by academic managers, Program Review Committees and others involved in the review process. The Handbook complies with this policy and is designed to comply with all OCQAS and Ministry requirements for formal program review. The Handbook details each step in the process and is formatted to be used as a procedural checklist. The Handbook may be amended without reference to Senior Leadership Council. The Handbook is made available through CAE.

3.3.   Program Review Committee Terms of Reference

The Terms of Reference for a Program Review Committee (PRC) are set out in TOR34: Program Review Committees.

3.4.   Schedule of Evaluations

Every Spring, the Director, CAE issues to academic Deans and Chairs a list of programs that require review in the following academic year, with a copy to the Manager, Institutional Research, so that the collection of data can begin.

3.5.   Responsibility for Coordinating the Review

The Director, CAE is responsible for co-ordinating program reviews in collaboration with the academic manager(s) responsible for the Lead and Affiliate programs.

3.6.   Report

CAE prepares a Program Review Report consisting of:

- Signature Page

- Table of Contents

- Abstract

- Program Review Committee

- Priorities of Recommendations

- Commendations Summary of External Recommendations

- Summary of Internal Recommendations

CAE and the academic manager responsible for the program arrange to retain the Program Review Report and a complete set of the program data above until such time as the second subsequent review documents are completed and filed.

3.7.   Action Following Formal Program Review

The Program Advisory Committee reviews the Program Review Report and makes a recommendation to the President to accept the Report for follow-up action or to take other appropriate action.

Responsibility for ensuring that appropriate action is taken rests with the academic manager. In some instances, recommendations may impact budgets, Ministry policy, College or Board of Governors policy. In these instances, it is necessary for the matter to be referred for action to the SVPA.

So that the Program Advisory Committee that endorses the recommendations is kept informed of subsequent progress, the academic manager submits a report to the Program Advisory Committee, copied to all Program Review Committee members, approximately one year after the date of the evaluation, summarizing the recommendations made in that report and the action taken by the College.

4. REFERENCES

Board Policies

A-35: Student Success
A-40: Meeting Labour Market Needs

College Policies

TOR34   Program Review Committees

Internal Documents

Formal Program Review Process Handbook for Post-Secondary and Apprenticeship Programs

Policy No. & Title:	A126: Program Excellence
Addendum:	**Guideline D: FULL-TIME POST-SECONDARY PROGRAM REVITALIZATION AND RATIONALIZATION**
Issued by:	Sr. Vice-President Academic
Effective:	2018-02-28

1. PURPOSE

The purpose of this Guideline is to formalize a Revitalization and Rationalization process. The process assesses program ability to meet student and employer needs, program quality, and use of resources. The process also assesses program efficiency, considers possible program modification and identifies opportunities to facilitate academic planning and budgeting.

2. DEFINITIONS

Rationalization: An attempt to improve College academic offerings through assessment based on fact and logic leading to modification or elimination of programs or courses that do not match well with the needs of employers and students in areas served by the College.

Revitalization: The act of realigning the content of College programs and courses that do not match well with the needs of employers and students in areas served by the College.

3. GENERAL

3.1.   Introduction

Program Revitalization and Rationalization are intended to maintain and enhance program quality, while limiting adverse impacts on student access. Demographic shifts, new technologies, changes in employment trends, and global competition are among the factors that may lead to program changes and the development of new student markets. Therefore, careful attention to ongoing program assessment and enhancement is necessary. Revitalization, suspension or cancellation of programs must be considered in the context of the Board Policy D-36: College Programming.

The process operates within the following framework:

- Board Mission and Ends policy
- Board Strategic Directions
- College Strategic Plan
- Academic Plan
- Awareness of employer and community needs
- Program accountability measures
- Need for specialization
- Consideration of Access
- Collective Agreements
- Financial Viability

3.2.   Responsibilities

3.2.1.   The SVPA develops, maintains and implements a process and criteria for the regular assessment of post-secondary programs. The process and criteria below in Sections 4 and 5 may be updated and posted to the College Policy Manual without reference to College Council.

3.2.2.   All programs are reviewed annually as part of the operational planning cycle, based on the Balanced Scorecard results and the Programs with Weak Factors report that includes student retention rates, KPI's, application trends, OSAP default rates, program quality and program costing. Programs that do not meet minimum criteria are flagged for the Revitalization and Rationalization process.

3.2.3.   Programs data are measured for a three-year period against benchmarks established in Section 4.

4.   PROGRAM REVIEW PROCESS AND BENCHMARKS

4.1.   Process Timeline for Revitalization and Rationalization of Full-Time Post-Secondary Programs

September to October

Strategy and Planning:

- Reviews Fall enrolment projections.

- Identifies programs to be more thoroughly assessed and reports them to ALT.

- Prepares a report for the SVPA and the Academic Program Planning Sub-Committee.

September to November

Deans, Chairs and Coordinators:

- Discuss concerns with program faculty and relevant Program Advisory Committees.

- Discuss alternatives and prepare action plans.

December to February

Academic Program Planning Sub-Committee:

- Reviews the Strategy Planning report and the Dean/Chair/Coordinator action plans.

- Identifies cases that require program modification, suspension or continuation prior to admission.

- Makes recommendations to the SVPA regarding program modifications and suspensions.

March to June

- College implements plans.

4.2.   Benchmarks

The following are benchmarks and associated criteria against which programs and courses are measured during the Rationalization and Revitalization process.

4.2.1.   *Student Demand*

Measured by the number of first-year students enrolled on the November 1st audit. This criteria may be altered in circumstances where students have common years, shared curriculum or where program clustering exists.

Minimum values (initial intake):

One-Year Program	24 students
Two-Year Program	36 students
Three-Year Program	50 students
College Degree	30 students

4.2.2. Graduation Rates

Retention is measured by comparing the number of students who begin a program against the number, within the same cohort of students, who successfully complete and graduate or transfer from the program.

Minimum values:

One-Year Programs	75%
Two-Year Programs	60%
Three-Year Programs	50%

Programs offered in collaboration with another institution are considered separately, and appropriate graduation rate factors are identified for each program.

4.2.3. Program Quality

Key Elements and Data Sources:

- Teaching quality and effectiveness (SFS results and indications).
- Program relevance and current curriculum (Program Review).
- Faculty currency (Faculty Evaluation).
- Program standards.
- Program reputation (GradTracks, KPI's).
- Student achievement of educational objectives of courses and programs (student outcomes, grades, etc.).

Although the above criteria are identified, it is recognized that other factors may affect a program's success, such as the availability of co-op clinical and field placements.

4.2.4. Key Performance Indicators (KPI)

The five KPI's used to measure program performance are as follows:

- Graduate Employment
- Graduate Satisfaction
- Employer Satisfaction
- Student Satisfaction
- Graduation Rate/Program Completion

KPI baselines and targets are based on the most recent KPI results. Each program strives to achieve or exceed the benchmark. Specific program results are reviewed as part of the program Revitalization and Rationalization process.

4.2.5. Program Costing of Direct Program Costs

Total program costs are calculated for all post-secondary program. The following are included:

- Full-time and part-time faculty salaries and benefits;

- Direct costs associated with program, such as instructional materials;

- Technicians and Technologists salaries and benefits;

- Included in program revenue is:

  o Operating grant: Allocated based on weighted funding units generated by each program. The number of units per program is calculated using in-year enrolment by term, multiplied by program funding unit and program weight factors;

  o Tuition: Calculated by enrolment each term;

  o Other grants and miscellaneous revenues or fees: Pro-rated to the appropriate programs based on funding units.

Contribution to Overhead (CTO) is calculated and reported for each program.

4.2.6. OSAP Default Rates

The most recent OSAP default rate is reviewed as part of the program Revitalization process.

5. REFERENCES

College Policy

A122: Graduation from Approved College Programs

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Policy No. & Title: A126: Program Excellence

Addendum: **Appendix 1: Program Excellence Model**

Issued by: Sr. Vice-President Academic

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