



ANNUAL PROGRAM REVIEW OVERVIEW AND PURPOSE

The annual program review process exists to facilitate the regular assessment of the strengths and challenges of individual programs, to support plans to improve any shortcomings, and to produce documentation that verifies that program quality is monitored across the college.

DATA SOURCES

The annual program review processes are designed to ensure that academic decision making and program improvements are based on the yearly review of pertinent, representative information from a variety of sources and key stakeholders. Program level academic data gathering, teaching team discussions and planning occur at different times throughout the year within individual programs and are managed directly by academic Chairs. The following list describes data that is reviewed annually to inform decision making.

- Key Performance Indicators (KPI) results
- Student Feedback Questionnaire (SFQ) results
- Quality (Quadrant Charts) - Portfolio Reviews
- Review of program and course outcomes, course outlines, course assessments, program learning and orientation materials
- Progress on action plan related to previous program review recommendations
- Program Advisory Committee (PAC) feedback
- Labour market information

In addition to the list above, individual programs are informed by sector data and professional reports that are released at various times throughout the year. George Brown's Office of Institutional Research & Planning and the Office of the Registrar compile additional reports in response to college wide initiatives and strategic imperatives (e.g. KPI Drivers Regression Analysis, Challenging Courses, Retention, Missing Grades, etc.) that are used to inform program improvement planning.

ANNUAL PROGRAM REVIEW RESPONSIBILITIES

Responsibility for making well informed academic decisions rests with all who deliver and/or support the delivery of the College's programs. The academic Chair disseminates relevant data to program faculty, PAC members, and Student Advisory Committee members (where they exist). The annual program review template ensures that the following activities are documented each year:

- Program meetings/workshops or related activities that involve reviewing relevant student, graduate and employer feedback (e.g. KPI, SFQ, etc.)
- Program academic quality meetings/workshops or related activities that involve reviewing program outcomes, course outcomes, essential employability skills, course learning activities, materials and assessments, other aspects of course outlines and making necessary revisions
- Program changes in response to academic quality planning meetings and previous program review recommendations
- Program meetings/workshops or related activities that involve reviewing data regarding enrollment, retention, program graduation rates and initiatives that support student success
- Program Advisory Committee meetings and Student Advisory Committee meetings (where they exist)
- Updating communication with students regarding, policies, program requirements and processes
- Review of new faculty on-boarding processes and their orientation to program learning outcomes and other program requirements
- Planning of budgetary requirements to support program quality improvement initiatives

Documentation of these meetings and related program quality improvement activities includes, but is not limited to, the following:

- Meeting invitations, agendas and notes/minutes
- Updated course outlines
- Updated learning materials including: booklists, revisions to course packs and electronic resources, software acquisitions, etc.
- Updated program planners or course sequencing documents
- Updated student handbooks, orientation materials and field placement support materials
- Curriculum maps and assessment analyses
- Actions related to program review recommendations as captured on program review accountability spreadsheets
- Budgeting documentation related to program quality improvements

This documentation is archived according to the annual program review template within the academic division and is made available to the Office of Academic Excellence as required in order to provide evidence of each program's commitment to using representative evidence based academic decision making processes in service of our collective goal of achieving excellence in teaching, applied learning and innovation.