

Annual Program Quality Review Policy

Policy #ACA-SS-POL-137

Version	Version Date (MM/DD/YYYY)	Next Review Date (MM/DD/YYYY)	Description of Changes
2	05/22/2025	05/22/2025	Modifications to align with new process in pilot and launching May 2025. Includes title change.
1	09/16/2019	09/16/2020	Initial release

Anne-Liisa Longmore Dean, Liberal Arts and Academic Quality	04/02/2025
Policy Holder	Date Reviewed

Academic Council	05/22/2025
Advising Body	Date Consulted

Yael Katz Vice President, Academic	
Approver (Name and Title)	Date Approved

Purpose

The purpose of this policy is to ensure that programs of instruction at Georgian College are reviewed annually, and in accordance with Ministry of Colleges, Universities, Research Excellence and Security (MCURES) standards, and quality assurance criteria established by the Ontario College Quality Assurance Service (OCQAS) and the Post-secondary Education Quality Assessment Board (PEQAB). As a publicly funded postsecondary institution, it is essential that programs are also aligned with Georgian College policies and relevant professional body requirements, and that they maintain quality, relevancy and currency for the students and communities we serve.

Scope

This policy applies to all Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario Graduate Certificate, and Degree programs leading to a Georgian College credential.

Definitions

Word/Term	Definition
Annual Program Quality Review Form	A fillable template in which the academic areas detail how programs are achieving Georgian's vision and ensuring program quality. The form has three parts: Section 1. Program Learning Outcomes; Curriculum Design and Delivery; Experiential Learning; The Whole Learner; Section 2. Program Context and Performance; Part 3. Action Plan. Program areas identify continuous improvement strategies for the next planning year, which informs comprehensive program renewals and enrolment planning.
Annual Program Quality Review Data	Program specific data analysis prepared by Institutional Research and Strategic Insights, including but not limited to student demographics, retention, net gain/drain, program health, labour market demand, re-enrolment pathways, academic outcomes, and market share).
Curriculum Information Management system (CIM)	Curriculum Information Management module of CourseLeaf software used to manage course and program approval processes and data entry. The CourseLeaf Curriculum and CourseLeaf Catalog modules work together to automatically update all catalogues with approved course, program and student information system (Banner) data.
Institutional Research and Strategic Insights SharePoint	Institutional Research and Strategic Insights SharePoint site used to house key data and information to assist program areas in the Annual Program Quality Review. The site includes reports and interactive dashboards for that expand upon the comprehensive data (e.g., Retention Reporting, KPI results, Labour Market projections, etc.) that are included in the program slide decks.
Key Performance Indicators (KPI)	Metrics collected for all Ontario publicly funded colleges. The KPIs evaluate graduate satisfaction, employer satisfaction, graduation rate, and employment rate by program area.
Program Renewal	A comprehensive, cyclical program quality review process, typically conducted every five years.
Academic Team	Academic staff who are involved with delivering a program (i.e. Dean, Associate Dean, Program Coordinator, Faculty, Technologists, Technicians).

Responsibility

- The **Vice President, Academic** (VPA) is responsible for
 - ensuring the Annual Program Quality Review (APQR) is administered each year;
 - discussing APQR action plans with Deans where programs may have potential areas of challenge or opportunity;

- flagging programs with potential areas of challenge with the Presidential Leadership Team.
- The **Presidential Leadership Team (PLT)** is responsible for discussing programs flagged by the VPA.
- The ***Dean** of the academic area is responsible for
 - ensuring the completion and submission of the APQR;
 - including relevant action items on their Personal Development Plan (PDP);
 - identifying the programs with potential areas of challenge or opportunity, reviewing with the VPA, and recommending the necessary course of action tracking recommendations resulting from the program quality review until completion;
 - identifying programs to the VPA that require additional analysis or resource allocation to address the areas of challenge or opportunity.

*Note: The Dean may delegate responsibility to the Associate Dean or Program Manager as appropriate.

Program Faculty are responsible for reviewing and analyzing data, student and industry feedback, and program curriculum to inform continuous program improvement plans.

- **Institutional Research and Strategic Insights** is responsible for
 - collecting and analyzing data to be used in the APQR process;
 - preparing program-specific data analysis that include relevant program metrics and insights; and
 - providing guidance to academic teams about how to interpret the data related to APQR and navigate the various dashboards that are available to college staff.
- The **Office of Academic Quality** is responsible for facilitating the APQR process including
 - distributing the APQR materials at the beginning of each cycle; and
 - providing support to academic areas with the annual review of curriculum, thereby ensuring the connection between APQR and Program Renewal, and between APQR and minor program and course changes.
- The **Office of the Registrar** is responsible for operationalizing the new or revised course and program offerings resulting from the APQR as they relate to admissions, registration, and graduation.

Policy

- 1.1 Academic programs must be reviewed annually to ensure academic quality and the systematic measurement of indicators that program outcomes have been met, and that the views of interested and effected parties (students, employers, accrediting, professional and trade bodies, and academic communities) are considered. This involves annual analysis of program curriculum, input from critical parties, and the use of provincial KPI and college performance data (refer to Academic Quality Assurance Policy).

- 1.2 Academic programs are also reviewed annually to ensure enrolment stability and program viability. Program quality review data is also essential to informing the college's enrolment planning and budget setting processes. Should a program's sustainability be at risk, relevant parties meet to discuss the data and findings and make necessary recommendations for course correction and/or suspend or cancel the program (refer Program Suspension or Cancellation Policy).
- 1.3 Annual Program Quality Review (APQR) is conducted by the academic area and includes assessment of the continuing consistency of the program with Georgian College's Strategic Plan, Academic Plan and Business Plan.
- 1.4 All changes resulting from APQR are made according to college deadlines (refer to 2.5 below) and communicated to relevant parties in a timely manner to maintain the sustainability of the program. Recommendations are tracked until completion.
- 1.5 The APQR process supports the formal Program Renewal process by providing yearly trend data, as well as planning tools for continuous improvement (refer to Program Renewal Policy).
- 1.6 The APQR process for programs delivered on multiple campuses should include consultation with faculty delivering the curriculum outside of the main campus.

Procedures

- 2.1 In of the spring of each year, Institutional Research and Strategic Insights compiles Annual Program Quality Review (APQR) data resources for all programs leading to an Ontario College credential at the college, and sends them to the Office of Academic Quality for distribution.
- 2.2 The Office of Academic Quality emails the APQR form and data resources to the academic deans for their relevant programs. This typically occurs the first Monday of May.
- 2.3 The academic team meets to discuss the program and analyze the APQR data . Based on this discussion and findings, the program team populates the APQR form with responses to questions in relation to metrics and qualitative analyses and outlines the program area's plans for continuous program improvement.
 - 2.3.1 Section 1 of the APQR is completed by faculty and submitted to the Dean before the start of the standard faculty summer vacation date.
 - 2.3.2 Sections 2 and 3 are completed by the dean and uploaded to the Curriculum Information Management system (CIM) by July 31.
- 2.4 The Dean ensures that the APQR form is complete and accurate, determines responsibility for action plans. Action items are included on the Dean/Associate Dean/Program Manager's Professional Development Plan as relevant. Programs with potential areas of challenge and opportunity are brought to the VPA for further discussion.

2.5 If during the APQR process, teams identify the need for revision to program curriculum, they work with support from the Office of Academic Quality to make changes according to the following deadlines:

- 2.5.1 Minor program changes, such as sequencing or minor wordsmithing, must be approved in CIM by June 30. Changes are effective for the fall semester of the following Academic year.
- 2.5.2 Minor changes to course outlines must be approved in CIM by November 30. Changes are effective for the fall semester of the following Academic year.
- 2.5.3 Major changes must adhere to the process and deadlines outlined in Policy Curriculum Revision Policy.

2.6 Completed APQRs are uploaded and maintained in CIM to support continuous quality improvement of the program, including for use in the formal Program Renewal process, and for making decisions about program feasibility.

Related Materials

[Ontario College Quality Assurance Service College Quality Assurance Audit Process Guidelines](#)

Academic Quality Assurance Policy

Program Suspension or Cancellation Policy

Program Renewal Policy

Curriculum Revision Policy