



Academic Program Review Manual

6th edition, October 2024

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EDITORIAL NOTE

This is the 6th edition (October 2024) of the Academic Program Review Manual (formerly Academic Programs Appraisal Manual). It reflects an adjusted program review process to align with the new criteria established by the *Bureau de coopération interuniversitaire (BCI)*, from Quebec's *Ministère de l'éducation (MES)*, in December 2023. The nomenclature for program reviews now omits the word "appraisal" in all relevant phrases, documents, and titles.

GLOSSARY

BCI (formerly CREPUQ)

Bureau de Coopération Interuniversitaire (BCI), formerly *Conférence des recteurs et des principaux des universités du Québec (CREPUQ)*. BCI, among other responsibilities, strives to facilitate communication between universities and the use of collective tools for evaluation and administration of the program review process. BCI's guidelines are established in the Policy of Quebec Universities for the Periodic Evaluation of Current Academic Programmes.¹

Curriculum Developer

Curriculum Developers collaborate with faculty members to conceptualize, develop, and refine academic programs, including defining program learning outcomes, and determining program pathways and course sequences. Curriculum Developers also facilitate curriculum mapping processes to ensure alignment between program-level learning outcomes, course learning outcomes, and instruction and assessment methods. Curriculum Developers provide a range of services to support the program review process including facilitating working sessions to aid the DPRC in their program review work.

Curriculum mapping

Curriculum mapping involves articulating the targeted learning outcomes that students achieve by virtue of completing an academic program and tracing the curricular mechanisms reaching these outcomes. The program reviews require curriculum mapping for each of the programs under review. Departments will be given the opportunity and the tools and resources to conduct this part of the process in collaboration with the curriculum developers.

Dean and Associate Dean (Academic Affairs), School of Graduate Studies

The Dean of Graduate Studies and the Associate Dean responsible for Academic Affairs are participants in the External Evaluators' visit to the department. The Faculty Dean also consults with the Dean of Graduate Studies when drafting the Implementation Plan. The Program Review Lead sends all reports and responses in the program review dossier to the Dean and Associate Dean (Academic Affairs) of Graduate Studies.

¹ BCI, *Cadre de référence du BCI pour l'évaluation périodique des programmes universitaires existents*. PDF (Montréal, 2023). https://www.bci-qc.ca/wp-content/uploads/2024/01/Cadre_reference_CVEP-dec_2023-ADOPTÉ.pdf

Department

While some units responsible for managing programs are not officially called departments, this Manual uses the term to designate both departments and units. Some units may be combined for the review (in consultation with the appropriate Faculty or School and the Vice-Provost, Innovation in Teaching and Learning) to facilitate the process and avoid repetition.

Department Program Review Committee (DPRC)

Formerly known as the Department Appraisal Committee (DAC), the DPRC is responsible for the preparation of the DPRC Report. Membership is suggested in this Manual and confirmed by the chair of the department undertaking the review. The DPRC is usually disbanded following the External Evaluators' visit to the department.

Departmental data package

To support analysis of programs using quantitative data, departments are presented with a data package that includes a wide range of key performance indicators. Please refer to The DPRC Report: Departmental data package for more information.

Departmental assembly (or Department Council)

This body, which includes full-time faculty, as well as part-time faculty, staff, and student representatives, is responsible for approving the DPRC Report and any response to the EE and UPRC Reports. If a department does not hold regular departmental assemblies or councils, approval of the DPRC Report and responses will require an extraordinary meeting composed of all full-time faculty and the DPRC members.

External Evaluators (EEs)

External Evaluators are considered peer experts in their disciplinary fields, chosen from universities offering similar programs of study. Invited to evaluate a program by the Program Review Lead in consultation with the DPRC and Faculty Associate Dean, the EEs visit the department under review, evaluate the recommendations in the DPRC Report, and send the EEs' Report to the Program Review Lead.

Faculty

The term Faculty is used in reference to any of the four Faculties: Arts and Science; Engineering and Computer Science; Fine Arts; and the John Molson School of Business. Specifically, the faculty where there are departments under review.

Faculty Associate Dean

The program review is identified as part of the portfolio of an Associate Dean from each Faculty. The Faculty Associate Dean serves as a consultant to the departments throughout the review process.

Guidelines on Length

The sections of the Department Program Review Committee (DPRC) Report do not contain guidelines on length. We encourage departments to submit a brief, but complete, report.

Implementation Plan

Following the completion of the University Program Review Committee (UPRC) Report, the Program Review Lead forwards a copy of the program review dossier to the Faculty Dean, with a request to write the Implementation Plan. The Implementation Plan is the Faculty Dean's rejoinder to the reports prepared during the review process; it should include recommendations as well as the Dean's response to the issues discussed by the various stakeholders. It is expected that the Faculty Dean will consult with the Dean of Graduate Studies in drafting recommendations linked to either graduate programs or elements of the School of Graduate Studies' portfolio. The Implementation Plan is the only document that is made available to the public at the conclusion of the review process.

Joint Programs - with other institutions

For guidelines on programs that are joint with other post-secondary institutions, please contact the Program Review Lead.

Joint Programs – internal

Programs that are offered collaboratively between two or more departments within Concordia, which may or may not have multiple streams. This category also includes interdisciplinary programs. These programs are reviewed in a collaborative process; please see the "Scope of the Program Review" section for more details.

Office of Institutional Planning and Analysis (OIPA)

The Office (previously known as the IPO) provides strategic information and analyses on issues related to the academic planning and mission of the University. Before the program review begins, the Office prepares the departmental data package for the use of the different committees involved in the process.

Program Learning Outcomes (PLOs)

Program learning outcomes are statements describing what students will know, be able to do, or have learned by the end of a program. They are broad statements formed from a student perspective to describe the knowledge, competencies, skills, and values students should acquire or develop upon completion of the program, and they describe observable and measurable outcomes of students' learning. Detailed information on program learning outcomes can be found in the Program Learning Outcomes Quick Guide, provided in the departmental data package.

Program Review Dossier

The Program Review Dossier (formerly Appraisal Dossier) includes the DPRC, UPRC, and EE Reports, as well as the Implementation Plan from the Faculty Dean. The latter is the only document that will be made available to the public; all other reports are confidential and will be exclusively shared with the units and people identified in this Manual.

Program Review Lead

The Program Review Lead (formerly Appraisal Coordinator) implements the schedule of program reviews, provides support to departments, forwards relevant documentation, plans External

Evaluator visits, and retains archives. The Lead acts in consultation with the Vice-Provost, Innovation in Teaching and Learning; the Faculty Deans; and the Dean of Graduate Studies.

Program Reviews

Program Reviews (formerly Department Appraisals) are periodic evaluations conducted by University-approved units and are a thorough, objective and constructive review of every academic program leading to a degree or non-degree (Minor, Major, Specialization, Honours, Masters and Doctoral programs) or to an official denomination (Undergraduate and Graduate Certificates, Graduate Diplomas, and Microprograms).

Progress Report

As part of the program review process, the Office of the Provost will initiate a Progress Report 24-30 months after the Program Review Dossier has been completed. Departments and units responsible for the implementation of recommendations will be asked to report on the progress of recommendations made in the program review, using updated program data from the Office of Institutional Planning and Analysis. A template will be provided for this brief report.

Subject Librarian

Subject Librarians hold professional graduate degrees in librarianship. As subject specialists, they collect and manage library collections in their subject area, provide in-depth reference and research consultations to students and faculty within their department, and provide working sessions on library research and resources for specific courses. The Subject Librarian of the department under review will submit a summary report (*'Librarian's Summary Report'*) to the Program Review Lead before the start of the review. This report will be sent to the DPRC Chair as part of the Departmental data package and must be included as Appendix 1 of the DPRC Report. The DPRC chair is encouraged to consult with the Subject Librarian throughout the program review process.

University Program Review Committee (UPRC)

University Program Review Committee (UPRC) (formerly University Appraisal Committee (UAC)). The UPRC is a consultative committee responsible for reviewing the DPRC and EE Reports and writing the UPRC Report. The UPRC membership includes faculty, representatives from academic support units such as the Office of Institutional Planning and Analysis, the Office of the Vice-President, Research and Graduate Studies, and Student Services; it also includes representatives from the Concordia Student Union and the Graduate Students' Association. The UPRC Report is confidential and will only be sent to the Department under review, the Faculty Dean, and the Dean of Graduate Studies.

Vice-Provost, Innovation in Teaching and Learning (VPITL)

Vice-Provost, Innovation in Teaching and Learning. The VPITL drafts the calendar for program reviews and updates the Manual with the help of the Program Review Lead, reviews the list of EE candidates with the help of the Faculty Associate Dean, and verifies compliance at every step of the process.

TIMELINE FOR PROGRAM REVIEW 2024-2025²

DEADLINES	ACTIVITY	RESPONSIBILITY	DELIVERABLE
Preparatory work			
May 15, 2024	The Program Review Lead contacts the Faculty Dean to initiate the program review	Program Review Lead	-
May 15, 2024	The Program Review Lead sends a request to CUPFA for the nomination of the DPRC's part-time faculty representative	Program Review Lead and CUPFA	-
By August 15, 2024	Department chair sends documentation to Program Review Lead: course syllabi, course learning outcomes, latest accreditation report, etc. (if available)	DPRC	Department documentation
By August 15, 2024	Department sends 1-2 questions for student survey to Program Review Lead	Department Chair	Survey questions
By August 15, 2024	The Department Chair confirms the DPRC membership to the Program Review Lead	Department Chair	DPRC membership
Oct – Dec 2024	Facilitated working sessions with DPRC and Curriculum Developers (Recommended)	DPRC and Curriculum Developers	PLOs, Curriculum Map (Undergrad & Grad)
Academic program review			
Sept - Oct, 2024	Program review begins. Documents sent to the DPRC by the Program Review Lead	Program Review Lead	Departmental data package
By end of Oct, 2024	The DPRC chair calls the first meeting of the DPRC	DPRC chair	-
Nov 22, 2024	Deadline to make requests for additional data to the Program Review Lead	DPRC chair	-

² This timeline applies solely to the program reviews in 2024-2025. NOTE: The timeline may occasionally be adjusted by the Program Review Lead. For subsequent program reviews, please see later revised editions of this manual.

January 15, 2025	Submission of the list of EE candidates to the Program Review Lead	DPRC	EE candidates list
March - April, 2025	Submission of DPRC Report to the Departmental Assembly for review and approval. <i>(Following feedback, Dept may ask DPRC to make changes to report)</i>	DPRC	DPRC Report
May 1, 2025	Submission of the DPRC Report to the Program Review Lead <i>(after approval from the Departmental Assembly)</i>	DPRC	DPRC Report (Final, Approved)
Sept 15, 2025	Membership of the UPRC is confirmed by the Office of the Provost	Program Review Lead	UPRC membership
Sept – Oct, 2025	EE visit	Program Review Lead	-
Oct 31, 2025	Completion of the EE visit for the reviewed department	Program Review Lead	-
Nov 21, 2025 (within 3 wks after EE visit)	Submission of the EE Report (3 weeks after EE visit)	EE	EE Report
Dec 5, 2025 (within 2 wks after EE report)	Department's response to the EE Report (if needed)	Department assembly	DPRC Response
Jan 30, 2026 (within 6 wks after EE report)	Submission of the UPRC Report (6 weeks after EE report)	UPRC	UPRC Report
Feb 13, 2026 (within 2 wks after UPRC report)	Department's response to the UPRC Report (if needed)	Department assembly	DPRC Response
March – May, 2026	The Program Review Lead sends the Program Review Dossier to the Faculty Dean and Dean of Graduate Studies.	Program Review Lead and Faculty Dean	Program Review Dossier
May 30, 2026	Submission of the Dean's Implementation Plan to the Program Review Lead	Faculty Dean	Implementation Plan
June 15, 2026	Online availability of the Implementation Plan	Program Review Lead	Summary



Progress Report (Two years after the <u>end</u> of the academic program review)			
June 15, 2028	Program Review Lead sends documentation on the Progress Report to the Faculty Dean and department	Program Review Lead	-
Aug 15, 2028	Faculty Dean and Department submits the Progress Report to the Program Review Lead	Faculty Dean and Department	Progress report
Aug 22, 2028	Program Review Lead sends the Progress Report to the Provost	Program Review Lead	-

OVERVIEW OF PROGRAM REVIEW

Introduction

Academic program reviews are a systematic analysis of a department's academic programs, strategic vision, research innovations, and pedagogical values. They are an important opportunity for departments to engage in thoughtful self-study of programs and clarify their aims and objectives. They are also an opportunity to recognize and celebrate the dedicated efforts and innovative practices of faculty and administrative staff.

As a partially public-facing process, program reviews provide accountability of the contribution of Concordia University to society's needs. Program reviews encourage each department to consider the service it offers as a public institution providing accessible, innovative, and sustainable education in a next-generation university.

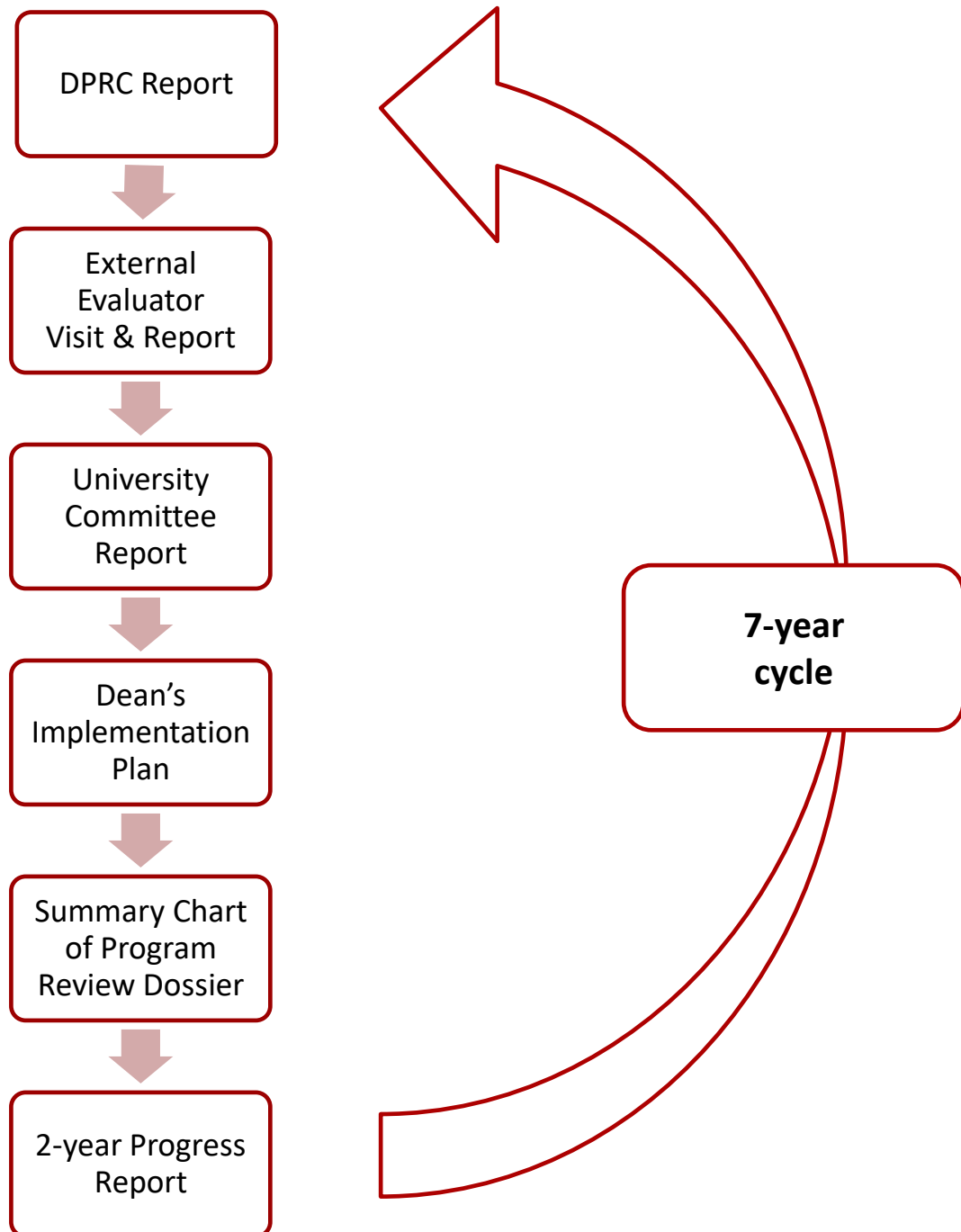
Concordia Program Reviews are mandated by the *Ministère de l'Enseignement supérieur (MES)* according to new criteria for quality assurance established via the BCI in 2023 (see below for criteria). These reviews are conducted through the Department Program Review Committee (DPRC). Departments are asked to engage in an analytical review of their programs using the data package provided, responses from a student survey, a program curriculum mapping exercise, and other relevant data sources that will allow them to undertake a self-reflection and complete the DPRC report.

The data provided (in the departmental data package) allows the department to critically assess its strengths and challenges, and where needed, identify areas for academic and pedagogical improvement based on evidence. Critically, program reviews are structured as a self-assessment based on a range of elements.

Departments are invited to analyze their programs to determine existing opportunities to achieve distinctiveness and explore ways to enhance the delivery of the programs. Departments are invited to conceptualize possibilities for future program niches, or complementarity with respect to competing programs. Departments critically assess their strengths and identify potential areas for growth. Departments must also consider the potential to engage in innovative pedagogy or research and improve the curricular structure. Finally, departments must analyze the needs of the internal communities and consider the broader societal relevance of their programs.

This manual aims to facilitate the process by encouraging attention to specific data and trends, as well as going beyond a simple description of programs and departments. Program reviews should be succinct, honest, and consistent with the University's academic mission and long-range goals.

Program Review Cycle



Scope of the Program Review

The Concordia Academic Program Reviews process includes a significant focus on the self-study of programs. This includes reviewing every program leading to a degree including undergraduate major, specialization and honours programs, master's and doctorate programs, as well as all program options and streams included within the degree programs. Short term credentials including minors, certificates, diplomas and microprograms will also be reviewed through a modulate process, starting in 2025-26. Departments will examine programs and data from the last five years. Programs less than 5 years old may not need to be reviewed (the Program Review Lead will specify on a case-by-case basis.)

The evaluation of program processes and performance includes examining program pedagogy, teaching philosophy and practices, the quality of the curriculum and program design, enrolment rates (admission, retention, failure and withdrawal, and graduation rates), research and creation, supports for student success, student performance, professional development, and administrative processes.

Departments are counselled to reflect honestly and strategically in preparing their report. The Department Program Review Committee report focuses on explicit facets of program quality for each program delivered within the unit. Comments about physical space, research needs, and tenure-track hires should be limited and must be *directly relevant* to the program being discussed.

PROGRAM-BASED APPROACH

A program-based approach to the self-study encourages departments to engage in an examination of the sustainability and quality of each program, including the coherence of courses, the social relevance of its program learning outcomes, and the overall objectives of the program. The DPRC will examine the global vision of the program offerings, the admission requirements, teaching complement, and structure of course delivery. In the DPRC report, some questions will be responded to in a unique fashion for each program, while other questions pertain to the department more broadly. The DPRC is encouraged to consult or collaborate with departmental colleagues where applicable in responding to program-specific questions.

RATIONALE FOR SMALL PROGRAMS

In general, programs with fewer than 10 currently registered students (five for graduate programs) will not be reviewed. The DPRC must, however, provide a short rationale explaining why programs with fewer than 10 currently registered students (five for graduate programs) per year are kept open. (See Section 6 of the DPRC Report Template.

INTERDISCIPLINARY AND JOINT PROGRAMS

Joint programs

For programs offered jointly with a partner institution, as an extension of the home institution, or with interprovincial or international programs, one institution takes the primary responsibility for the review, according to a procedure set out in the Memorandum of Understanding (MOU). In all cases, the MOU outlines the different responsibilities of the program review (e.g. frequency of meetings, commitment to provide required data, allocation of resources, selection and scheduling of evaluators, etc.) for each partner. For programs without a procedural guideline in the MOU, contact the Program Review Lead.

Internal joint programs and interdisciplinary programs

Interdisciplinary programs within the same institution are reviewed in a collaborative process according to the Memorandum of Understanding for the program. Generally, interdisciplinary programs are reviewed as part of the “home department” review, and the DRPC report should be reviewed by the partner departments before it’s submitted. For programs without a procedural guideline in the MOU, contact the Program Review Lead.

BCI Criteria

The *Bureau de coopération interuniversitaire (BCI)* defines program quality across the province of Quebec. The program review process ensures the quality and relevance of programs offered by higher education institutions at all levels and in all sectors with the goal of improving curricula, teaching, and learning to the benefit of students at the standard of internationally recognized best practices. All programs are now evaluated by the following nine [BCI criteria](#).

CRITERIA	THINGS TO CONSIDER
1. Clarity and coherence of program learning outcomes and their suitability for the level of study.	<ul style="list-style-type: none">• Expected learning outcomes, knowledge and skills and their alignment with changes in the discipline and/or professional environment• Degree awarded• Comparison to BCI and ADESAQ competencies• Comparison to Quebec future skills framework (CPMT)
2. Adequacy of the admission requirements relative to the program learning outcomes.	<ul style="list-style-type: none">• Conditions of admission• Selection procedures for capped programs• Statistical data on the student population (number of applications, acceptances, registrations etc.)• Diversity of the student population• Recognition of acquired knowledge and skills (RAC), where applicable

3. Appropriateness of the program structure in relation to the program learning outcomes.	<ul style="list-style-type: none"> • Distribution of credits • Distribution of required and elective courses • Frequency of course offerings • Experiential learning (including internships) • Course sequencing
4. Coherence between the curriculum and the expected program learning outcomes.	<ul style="list-style-type: none"> • Relationship between the curriculum and the program learning outcomes • The extent to which students demonstrate their achievement of the learning outcomes • Level of the curriculum and its alignment with the level of degree or credential awarded • Final assignment or projects required of graduate students (e.g. dissertations, theses, and research papers) • Relevance of experiential learning activities (including internships) • Comparison to BCI and ADESAQ competencies • Comparison to Québécois future skills framework (CPMT)
5. Appropriateness of teaching and learning assessment strategies in relation to program learning outcomes.	<ul style="list-style-type: none"> • Teaching methods and learning strategies (including pedagogical innovations) • Assessment methods including the evaluation of learning outcomes and/or acquired skills • Course syllabi • Teaching recognition
6. Measures to support student success tailored to the needs and diversity of student population.	<ul style="list-style-type: none"> • Student progress in the program: <ul style="list-style-type: none"> ○ Graduation rates ○ Time to completion ○ Retention or attrition rate after the first year of study • Orientation, integration, and support services for students offered by the program • Measures to support students tailored to the diversity of the student population • Identification and support of students in difficulty • Supervision and support offered for practical activities (experiential learning and work-integrated learning) • Availability of faculty members, teaching staff, technical and administrative staff • Scholarships and financial aid

7. Adequacy of faculty expertise and other human resources required to deliver quality programs.	<ul style="list-style-type: none"> • Qualifications, fields of interest, research activities of faculty members • Research grants • Professional development and training activities for faculty members to support quality teaching practices • Initiatives taken to support professors in their responsibilities • Participation of professional, administrative and technical staff in support of teaching activities • Pedagogical development of the teaching staff (individually and collectively)
8. Adequacy of material, informational, and digital resources in relation to program outcomes.	<ul style="list-style-type: none"> • Library and information resources • Digital resources • Physical resources (premises, laboratories and equipment) • Work and living spaces for students
9. Maintaining the relevance of the program.	<p>Academic or artistic relevance</p> <ul style="list-style-type: none"> • Developments in the disciplinary field • Current research and creative work (graduate programs) • Links between professors' research, the curriculum, and students' work
	<p>Societal relevance (in relation to society's expectations and needs)</p> <ul style="list-style-type: none"> • Contribution of the program to Quebec society (for example: community service, cultural development, job placement rate, etc.) • Results of surveys conducted with graduates of the program • Evolution of the program curriculum in relation to the needs of society • Registration and graduation in relation to societal needs
	<p>System relevance (its location in the university system):</p> <ul style="list-style-type: none"> • Uniqueness of the program compared to those offered in other Quebec universities (for example: comparison of learning outcomes, admission conditions, curriculum, etc.) • Place of the program within the Canadian and international university network

	<p>Institutional relevance (its location in Concordia University and the Faculty):</p> <ul style="list-style-type: none"> • Examination of the relationship of the program to other programs and institutional commitments at the University • Relationship of the program with institutional strategic priorities
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With respect to provincial accountability, BCI reviews the evaluation processes of all Quebec universities at regular intervals. On a random basis, BCI also conducts detailed audits of a number of program reviews in each university to ensure that guidelines are followed.

To collect the required information according to the BCI's criteria, we have developed two templates designed to facilitate departments in their self-study and completion of the DPRC report. The templates allow reflection on the department, how program design aligns with learning outcomes, a commitment to innovation, and Concordia's key priorities. (See the DPRC Report Template). To facilitate coherence and processes, we have also provided a [Data Alignment Matrix](#). The matrix aligns the questions in the DPRC report template with relevant data sources, ensuring that committees are directed to the appropriate resources to facilitate the program review process. The matrix also aligns the questions in the DPRC report template with its the corresponding BCI criteria.

Curriculum Mapping and Program Learning Outcomes

Program learning outcomes (PLOs) and curriculum mapping are central to the program review process, as the program learning outcomes should inform many aspects of the program design from admission to graduation. The questions within the Program Quality section of the DPRC report require an analysis of findings generated through the validation of the PLOs and the completion of the curriculum mapping exercise.

The completed curriculum maps and program learning outcomes should be included with the DPRC report as appendices.

The role of the DPRC in the curriculum mapping process is to verify that the program learning outcomes (PLOs) are validated by faculty members teaching in the program(s) under review, and that the curriculum mapping exercise is completed, with sign off by the Program Director(s). The DPRC may consult with Program Directors or other relevant departmental committees, such as the Department Curriculum Committee (DCC) to complete the curriculum mapping exercise as appropriate. If the DPRC membership has not been finalized, the Department Curriculum Committee and/or the Program Director(s) may begin the process of validating the Program Learning Outcomes and completing the Curriculum Mapping exercise.

WHAT ARE PROGRAM LEARNING OUTCOMES (PLOs)?

Program learning outcomes (PLOs) are statements describing what students *will know* or *will be able to do* by the end of a program. They clarify the academic intent of a program for both students and instructors. PLOs **promote** rigor and an evidence-based approach to teaching, learning and assessment. They also support student engagement and success, as they enable students to understand the value of their coursework and assignments and develop effective study strategies.

The University advocates for learning outcome statements that:

- **are student centred.** The learning outcomes should use student-friendly language to clearly describe the knowledge, skills and competencies students will acquire by the end of the program;
- **are observable and measurable.** The learning outcomes should be phrased so that it will be possible to observe and measure the extent to which students have achieved the expected outcomes by the end of the program;
- **address societal needs.** The knowledge and competencies described in the learning outcomes should be connected to existing and emerging societal needs and prepare students to contribute meaningfully to society.

*Please see the **Program Learning Outcomes- Quick Guide** included in the data package for details on best practices for developing program learning outcomes.*

WHAT ARE CURRICULUM MAPS?

A curriculum map is a document which, when completed, shows *where* in the program and *to what degree* student learning and skill development takes place within the courses that make up the program curriculum. Concordia's curriculum mapping tool allows instructors to identify the specific courses where each program learning outcome is introduced, reinforced, and where students achieve proficiency. Examining the curriculum map should make clear the alignment between the course content and the learning outcomes for each program.

Through the curriculum mapping exercise, the participating faculty members will have an opportunity to:

- Demonstrate how the curriculum enables students to achieve the program learning outcomes;
- Understand the extent to which required courses contribute to the program learning outcomes;
- Identify gaps and redundancies in the curriculum;
- Share information about the range of learning and assessment activities used in the program, how they support student learning, and the level of proficiency they contribute to.

ROLE OF CURRICULUM DEVELOPERS

The Curriculum Development team is available to support the Program Learning Outcome (PLO) and curriculum mapping processes conducted as part of the program review. They can support this work by offering facilitated working sessions, designed to address the questions included in the Program Quality section of the Department Self Study report.

The types of support offered may be tailored to the department's specific needs. Examples of possible working sessions include:

- Validating Program Learning Outcomes: Curriculum Developers facilitate a conversation with faculty teaching in the program to validate the Program Learning Outcomes (PLOs). Model PLOs are shared with participating faculty members in advance, drawing from course syllabi and curriculum documentation.
- Curriculum Mapping: Curriculum Developers guide faculty members teaching in the program through the process of entering the required information into the curriculum mapping tool.
- Curriculum Map Analysis: Curriculum Developers offer a facilitated conversation around the findings from the curriculum mapping exercise to help identify gaps and redundancies in the curriculum and to generate discussion among faculty members and share ideas around teaching and assessment methods. The guiding questions for this work session are tailored to respond directly to the questions included in the Program Quality section of the DPRC Self Study report.

Additionally, the departmental data package includes guides and resources for departments to support the program learning outcome and curriculum mapping processes.

To request facilitated working sessions or other support from the curriculum developer team, please contact the Program Review Lead.

PROCEDURES FOR PLOs AND CURRICULUM MAPS

Step One: Review / Validation of the Program Learning Outcomes by the Department

For the purpose of the curriculum mapping exercise, each program typically has between five to eight program learning outcomes that are student-centred, observable and measurable and that demonstrate a benefit to society.

The validation of program learning outcomes should involve a conversation with faculty members teaching in the department, to arrive at a shared understanding of what students are expected to learn by the time they complete their program. This is an important step to undertake, as all instructors teaching in the program should have a good understanding of the program learning outcomes prior to completing the curriculum mapping exercise.

The program learning outcomes should capture a realistic picture of the learning outcomes for the program in its current form. If there are **aspirational** learning outcomes that faculty members feel should be addressed in the program, but are not currently being addressed, this should be captured in the recommendations for the Program Quality section of the DPRC Self Study report.

*See the **Program Learning Outcomes- Quick Guide** (in the departmental data package) for further detail on how to develop program learning outcomes.*

Contact the Program Review Lead to book a Program Learning Outcomes Facilitated Work Session with a curriculum developer, if you would like support with this step.

Step Two: Curriculum Mapping

Ideally, all instructors teaching courses that are included in the program should participate in the curriculum mapping exercise. The curriculum development team has prepared a curriculum mapping tool and step-by-step instructions to support instructors in entering the requested information. The tool allows instructors to enter information about how the courses they teach are related to the program learning outcomes, as well as information about the teaching and instruction methods used into one shared curriculum mapping tool. The exercise should only take about five minutes for each course taught.

*See the **Curriculum Mapping – Quick Guide** (in the departmental data package).*

Contact the Program Review Lead to book a Curriculum Mapping Facilitated Work Session with a curriculum developer, if you would like support with this step.

Step Three: Analysis of the Curriculum Map

Once all course information has been entered into the curriculum mapping tool, the tool will generate graphs and visual aids that will be shared with the DPRC, to help them identify gaps or redundancies in the curriculum, assess the range of the teaching and assessment methods used, and understand the extent to which strategic priorities are reflected.

*See the **Curriculum Map Analysis Guide** (in the departmental data package)*

Contact the Program Review Lead to book a Curriculum Map Analysis Facilitated Work Session with a curriculum developer, if you would like support with this step.
These sessions are designed so that notes from the discussion can be used to answer the questions included in the DPRC report.

Coordination with Accreditation Reviews

BCI recognizes that “university programs subject to accreditation by an external body face a demanding evaluation procedure.”³ Institutions are required to demonstrate that all the requirements of periodic evaluation related to accreditation are fulfilled. While the program reviews and the accreditation reports are distinct processes, departments requiring professional accreditation reviews are encouraged to use all pertinent information gathered during the accreditation review for the program review. A comparison grid, available by request to the Program Review Lead, may be used by the department to determine which sections of the accreditation report may be reused for the program review.

Programs requiring accreditation may be able to substitute the competency maps for the curriculum maps. The Program Review Lead will request all accreditation documents and competencies maps before the start of the program review cycle, and they will be reviewed by the curriculum developer team. The Program Review Lead will then follow up with the DPRC to confirm that the accreditation / competency maps may be used *instead of* a curriculum map.

Program Review Results

Program reviews result in the creation of a Program Review Dossier, and 24-30 months later, a progress report is completed by the department.

PROGRAM REVIEW DOSSIER - CONTENTS

1. Department Program Review Committee (DPRC) Report

The report consists of a self-study of a department and its programs; departments are asked to submit the final report (Appendix A) to the Program Review Lead, along with its appendices. The Program Review Lead will review the report to ensure that it is complete and will coordinate providing the report along with the relevant data to the External Evaluators.

2. External Evaluators' (EEs) Report

Evaluation conducted by two external faculty members with expertise in the discipline who are suggested by the department and appointed by the Vice-Provost, Innovation in Teaching and Learning (VPITL). External Evaluators are invited to review the DPRC Report and data package, conduct a site visit, and submit a collaborative External Evaluator Report (Appendix D). This report must include a list of recommendations for the Faculty Dean's consideration.

³ BCI, *Cadre de référence du BCI pour l'évaluation périodique des programmes universitaires existents*. PDF (Montréal, 2023), pp 8. https://www.bci-qc.ca/wp-content/uploads/2024/01/Cadre_reference_CVEP-dec_2023-ADOPTÉ.pdf

3. University Program Review Committee (UPRC) Report

Review of the DPRC and EE Reports. The UPRC Report (Appendix E) includes a summary on the department and programs under review, as well as a list of suggestions for improvement based on the committee's reading of the DPRC Report, the EE Report, and the DPRC Response to the EE Report.

4. Departmental Responses

The departmental assembly has the opportunity to respond to the EE and UPRC Reports; the decision to respond or not is left to the assembly's discretion. Responses to the reports will be submitted to the Program Review Lead within two (2) weeks of the reports.

5. Implementation Plan

After reviewing the Reports and responses sent by the Program Review Lead, the Faculty Dean prepares an Implementation Plan (Appendix F), which includes recommendations and an implementation schedule, in consultation with the chair of the department under review. The Faculty Dean is invited to consult with the Dean of Graduate Studies in drafting recommendations linked to either graduate programs or elements of the School of Graduate Studies' portfolio. The Dean may also forward the draft of the Plan to any other relevant senior administrative unit for their feedback. The Implementation Plan is the only document made available to the public by publication on the web page of the Office of the Provost and Vice-President, Academic Affairs.

6. Summary Chart

A Summary Chart that includes the recommendations and responses from all reports within the current review cycle will be made available to Senate for information purposes only.

PROGRESS REPORT

Between twenty-four and thirty months after the Program Review Dossier has been assembled, and the implementation plan has been submitted to the Program Review Lead (and posted online), the Faculty Dean and the department will create a progress report that assesses the status of the *recommendations* from the Implementation Plan. Updated departmental data will be provided by the Office of Institutional Planning and Analysis (OIPA) to the Program Review Lead, who will share it with the Faculty Dean and the department in order to support preparation of the Progress Report.

Role of the Program Review Lead

The Program Review Lead serves as liaison between the various offices involved in the program review process, as well as the point person for the units involved in the review to ask questions and request additional information and support. The Lead follows up with individual units throughout the process, as outlined in the Timeline. The Lead contacts the chair of the DPRC regularly to inquire about the status of the review and is available to act in a consultative role as required. The Lead also adjusts the timeline as needed throughout the program review cycle.

The Program Review Lead is also responsible for planning the External Evaluators' visit to the University, including all contacts with the candidates, travel arrangements, and the scheduling of administrator meetings. A model meeting schedule will be shared with the department for the scheduling of all departmental meetings. The Program Review Lead attends the visit to provide logistical support to the Evaluators.

The Program Review Lead serves as secretary to the EE visits and the UPRC meeting. They send requests for responses to the department following the submission of the EE and UPRC Reports.

DEPARTMENT PROGRAM REVIEW COMMITTEE (DPRC)

Overview & Role of the Committee

The DPRC is formed before the start of the program review cycle by the Chair of the department under review. The DPRC's responsibility is to ensure that the DPRC report is completed with an adequate level of detail and thoroughness. The DPRC may complete the report themselves and/or delegate parts of the report to colleagues and/or committees within the department, where deemed appropriate (for example, in the answering of program-specific questions.)

The DPRC's report must address the department's strategic vision, research expertise and output, program relevance, administrative processes, and pedagogical innovations and values, as well as its programs' pedagogical objectives, assessment mechanisms, performance, viability and overall strengths and weaknesses. The DPRC must also discuss its aspirations for the department and programs in future and make recommendations based on the current situation and what is required to attain those aspirations.

The DPRC is responsible for the following deliverables:

- a) DPRC Report (Appendix A)
- b) List of External Evaluators candidates (see Appendix C)

The DPRC will meet with the External Evaluators during their visit to the department. Following the visit of the Evaluators, the role of the DPRC is concluded. The Department Chair then assumes all additional actions at the departmental level pertaining to the program review, including the optional responses to the EE and UPRC Reports, provided that the Department Chair consults with the departmental assembly prior to submitting any response on the department's behalf.

Membership

The DPRC must include the following members, nominated or elected in departmental assembly in the case of faculty and staff, and confirmed in departmental assembly in the case of the student(s). Additional members may be invited to participate in the DPRC as the Chair of the department sees fit. It is essential that the DPRC includes stakeholder feedback to ensure the quality and relevance of the programs under review.

- **One tenured faculty**, having already served as Chair, Undergraduate Program Director or Graduate Program Director;
- **One full-time faculty** (extended-term appointment, tenure-track or tenured). At least ONE of the full-time faculty members participating in the DPRC is required to have been actively involved in either graduate supervision or graduate teaching in the last 3 years.
- **One part-time faculty** (> 24 credits of seniority, appointed by CUPFA)

- **One staff representative;**
- **Two undergraduate student representatives**, nominated by the departmental or Faculty undergraduate student association (if undergraduate programs are included in the review);
- **One graduate student representative**, nominated by the departmental or the Faculty graduate student association (if graduate programs are included in the review);
- **Optional:** the DPRC is welcome to invite an **alumni, industry, or other community partner** or stakeholder to sit on the committee, depending on the appropriateness or needs of the programs under review.

Please note the following details:

- Chairship and membership of the DPRC is to be decided by the Chair of the Department and approved by the departmental assembly.
- **It is mandatory to include one part-time faculty representative (> 24 credits of seniority) in the DPRC; the President of the Concordia University Part-time Faculty Association (CUPFA) is responsible for choosing this representative.** The Program Review Lead sends the request to the CUPFA President prior to the start of the review and communicates the name of the representative to the Department Chair and DPRC Chair once available.
- The Program Review Lead must be informed of the composition of the DPRC once it is established. (The template to list the members of the DPRC is contained in the DPRC Report Template; Appendix A, Section 3.)
- The DPRC does not normally meet (for the first time) until confirming its entire membership. Exceptions or special circumstances should be discussed with the Program Review Lead.
- The DPRC Chair is responsible for calling DPRC meetings once the DPRC membership is confirmed.
- For programs not housed within a department (e.g., the Individualized Program, the Humanities Interdisciplinary Program, etc.) the membership of the program review committee will be nominated or elected by the relevant oversight body of the unit housing the program.

The DPRC may consult colleagues, staff and students in the department and require their assistance as needed. For example, if the DPRC lacks representation from each program, they may involve program directors, other faculty, curriculum committees, etc., in the writing of the *program-specific* sections of the DPRC report.

Roles of the DPRC members

DPRC Chair

The DPRC Chair is responsible for coordinating the writing of the [DPRC Report](#) at the departmental level and for dividing the work between DPRC members. This includes gathering information, analyzing the documentation provided, booking facilitated working sessions with curriculum developers, sending out a request for full-time faculty CVs, and sharing the data package with the members of the DPRC. The DPRC Chair is also invited to submit the draft and final version of the DPRC Report to the departmental assembly for approval, and send the final report to the Vice-Provost, Innovation in Teaching and Learning and the Program Review Lead.

Full-time faculty representatives

As a rule, full-time faculty representatives on the DPRC will be asked by the DPRC Chair to write sections or part of sections of the DPRC Report, and to comment on the rest of the report.

Part-time faculty representative

The part-time faculty representative on the DPRC will be asked to review and comment on the DPRC report. They may also be asked by the DPRC Chair to write sections or parts of sections of the DPRC report and provide information as needed. The representative may be asked to consult with their colleagues on topics of interest identified by the DPRC.

Staff representative

The staff representative might be asked to provide support in preparing the document, depending on their role in the department. The staff representative also has a consultative role with other staff in the department and might be asked to contribute or comment more specifically on sections relating to administrative processes, facilities, resources, and sections relating to front-line services with students.

Student representatives

Student representatives on the DPRC also have a consultative role, more specifically on sections relating to program quality, teaching and learning, faculty expertise, administrative processes, facilities and resources, and sections relating to student learning and experience. The student representatives might be asked to consult with their peers on topics of interest identified by the DPRC Chair.

Departmental data package

A departmental data package is compiled in collaboration between the Office of Institutional Planning and Analysis and the Program Review Lead and is provided to the DPRC by the Program Review Lead. The package includes, among other measurements, information on applications, admissions, retention, and graduation, by cohort over the last five years. It also includes some available demographic data of the student body. A [Data Alignment Matrix](#) is provided which maps

various data sources onto the program review questions. This “matrix” helps the DPRC identify which data may be helpful when responding to each question in the program review report template. When examining the data, the DPRC should consider enrolment and retention trends, faculty to student ratios, and the diversity of their students when completing the questionnaire, among other pertinent themes.

A “Data Review” facilitated work session can be scheduled upon request to the Program Review Lead.

In addition to the data mentioned above, data from a student survey circulated via the Office of Institutional Planning and Analysis (OIPA) as well as the Librarian’s Summary Report is provided to the DPRC. Requests for additional information may be sent to the Program Review Lead. DPRCs are also encouraged to consult any other data sources they deem relevant; additional data sources should be listed at the end of each section of the report.

The Program Review Lead will also provide the previous program review report to the DPRC Chair. There is no expectation that any reference will be made to the archived reports in the DPRC Report.

List of External Evaluator candidates

The DPRC is required to provide a short list of EE candidates to the Program Review Lead before submitting the DPRC report. (Please refer to **Appendix C** for a template.) The deadline for submitting the list of External Evaluator candidates can be found in the [Program Review Timeline](#).

The list of six names should be created in consultation with the faculty in the department. The following is required:

- Name and title of each candidate;
- Affiliation;
- Contact information (email address); and
- Brief description of the administrative experience of the candidate, if applicable.

For full details on criteria for selecting external evaluators, see the [External Evaluators \(EE\)](#) section that follows.

The DPRC and other members of the department **must refrain from any contact** with the candidates regarding their nomination at any time during the program review. The Program Review Lead is responsible for inviting the prospective External Evaluators on behalf of the Office of the Provost.

DPRC Report

The **DPRC Report** comprises a total of 13 sections. Each section contains a series of questions which should be responded to in the report template documents provided by the Program Review Lead. The templates also provide guidelines and suggestions of subtopics for each section.

The report template is broken into two files: Appendix A1 contains all sections pertinent to the department as a whole, and Appendix A2 contains the sections which pertain to the programs individually. A copy of Appendix A2 should be completed for each program under review.

Section 1: Checklist

Section 2: Introduction to Program Reviews

This section introduces the process of program reviews as mandated by the Ministère de l'Enseignement Supérieur (MES) according to new criteria established via the Bureau de Coopération Interuniversitaire (BCI). It also outlines the curriculum mapping and program learning outcomes process.

Section 3: Departmental Overview

This section provides a template for inputting the composition of the Departmental Program Review Committee (DPRC), as well as a "Department Governance" table to be completed. This is also where the overall vision of the department will be outlined.

Section 4: Department

This section contains a series of questions that relate to the department as a whole.

Section 5: Innovation in Teaching and Learning, Professional Development and Faculty Expertise

This section outlines the department's professional development in teaching and learning. This includes the department's hiring strategy, pedagogical innovations, and faculty development. Departments can consider the overall impact of the faculty's initiatives in teaching, and the profile of faculty as a group.

Section 6: Rationale for Small Programs

The DPRC must provide a rationale explaining why, in the committee's opinion, programs with fewer than ten currently registered students (five for graduate programs) per year are kept open. No further analysis is required for these programs.

Section 7: Program Quality and Structure

This section assesses the overall quality of programs offered in the department. It aims to delineate the program learning outcomes, curriculum, teaching and assessment practices, student learning and performance, and program structures. Departments are invited to consider how the program quality aligns with the department's overall strategic mission and vision. Departments are also encouraged to consult data sources relevant to competencies, skills, employability, and the labour market.

Note: Departments are encouraged to book a consultation session with a curriculum developer prior to starting this section. Curriculum development support is available for the validation of the Program Learning Outcomes (PLOs) and the curriculum mapping process. To book a consultation session, please contact the Program Review Lead.

Section 8: Post-Graduation Opportunities

This section outlines the ways in which the program develops and promotes opportunities (e.g., employment and/or further education and training) for graduates. Departments are invited to consider the coherence between learning activities and initiatives related to the preparation for diverse career or further education paths, developing transferable skills, working sessions with institutional partners, etc.

Section 9: Program Relevance

This section provides an opportunity to highlight excellence in your programs and speak to their relevance and application in four key areas: social relevance, academic or artistic relevance, systemic relevance, and institutional relevance. Departments are invited to consult data provided, as well as any additional data they deem relevant to the discussion.

Section 10: Program Sustainability

This section aims to outline the overall health of the programs in the department. Departments are invited to analyse trends in applications, admissions, retention, withdrawals, and graduation rates to provide strategies for intervention methods for retention and recommendations for improvement of applications and admissions, when applicable.

Section 11: Administrative, Informational, Digital, and Space Resources

This section outlines the department's administrative and resource capacity and development. Consider the strategies used to optimize administrative training, performance, and communication, as well as the facilities available to faculty, staff, and students. Where applicable, provide a short description of the department's facilities, teaching laboratories, research centres, and administrative processes.

Section 12: Cumulative Recommendations

This section is a cumulative list of all recommendations included in the DPRC report.

Section 13: Appendices of DPRC Report

- Appendix 1: Librarian's Summary Report (provided as part of Program Review Data Package)
- Appendix 2: CVs for all full-time faculty employed by the department at the time of the writing of the DPRC Report
- Appendix 3: Faculty Complement

The provided template must be used if the curricula vitae do not include sections on teaching, course development, program development, and university service.

- Appendix 4: Program Learning Outcomes and Curriculum Maps.

The documents developed with the Curriculum Developers must be attached to this report. Please include the Program Learning Outcomes (PLOs), the Curriculum Map – Undergraduate, and the Curriculum Map – Graduate.

- Appendix 5+: Other relevant documentation

The DPRC is invited to include as appendices all documentation considered relevant to the program review and to the understanding of the department and programs. This can include course syllabi, course evaluations, strategic mission and hiring plans, reference guides for faculty or staff, brochures and advertisements, health and safety guidelines or handbooks, information of research groups or centres, MA and PhD thesis topics, other data sources consulted by the DPRC, and other relevant documentation, etc.

Submission of the DPRC Report

Once the DPRC report is complete:

1. The DPRC shall make the draft report available to the department assembly for discussion and feedback (either electronically or during a departmental assembly meeting).
 - a. The draft should also be made available to part-time faculty and staff, and through their representative on the DPRC.
2. Following this consultation, the DPRC completes the report and sends the final version to their departmental assembly for *final* approval.
3. Once the DPRC report has been approved, The Chair of the DPRC submits the electronic version of the approved report to the Program Review Lead. The Program Review Lead will review the report to ensure no parts are missing and all sections are complete.

The Program Review Lead forwards a copy of the DPRC Report to the following:

- Faculty Dean and Associate Dean
- Dean of Graduate Studies
- External Evaluators (EE)

Following the submission of the DPRC report, the next step is the visit of the External Evaluation (EE) and the EE's report submission. (See the [External Evaluators](#) section for more detail.)

Departmental responses to the EE and the UPRC Reports

Following the completion of the DPRC Report and the visit of the External Evaluators, the role of the DPRC is concluded. The responsibility for completing the remaining steps of the program review then belongs to the Department Chair and the departmental assembly.

The Program Review Lead sends the External Evaluators' Report to the Department Chair, once available, and requests a response to the comments and recommendations made by the Evaluators. Following the dissemination of the EE Report to the departmental assembly, the department has two choices:

- Decline to respond: the Department Chair may send an email to the Program Review Lead, confirming that the departmental assembly is in agreement with the contents of the EE Report and therefore chose not to respond.
- Respond: the response may include corrections to factual errors, support for or disagreement with some of the recommendations put forward by the Evaluators, and further comments on the process or the visit.

The process for responding to the UPRC Report is the same as above. The responses are not forwarded to the Evaluators or the UPRC but are included in the final program review dossier for the Faculty Dean's consideration in writing the Implementation Plan.

EXTERNAL EVALUATORS (EEs)

Role

The role of the External Evaluators (EEs) is to provide considered and objective feedback to the Faculty Dean, by consulting with program administrators, faculty, staff and students and enriching the experience with their perspective. The EE Report is sent to the UPRC and the Faculty Dean as part of the final program review dossier. The use of EEs is mandated by the BCI guidelines for program reviews:

“The assessment is conducted by experts whose competence in the field of study or in the discipline of the program is recognized, and whose independence is ensured.”⁴

“The mandate of external evaluators is to make their own judgement based on the DPRC report and recommend actions that could be taken to improve [the program’s] quality and relevance. External evaluators must therefore receive sufficient information to support their judgment and assess the program in its Quebec, Canadian and international contexts.”⁵

Normally, each program review will include one Report, written collaboratively by the two EEs.

Criteria for EE Selection

- Recognized experts in the field or discipline of the programs under review.
- External evaluators should not hold (or have held), during the past five years, professional or personal relationships with managers or faculty of the program(s) being evaluated. In addition, it must not be a former colleague or graduate of the institution, unless more than ten (10) years have passed since they held the position.
- Ideally, at least one (1) external evaluator must be affiliated with a Quebec university or be familiar with the Quebec university system.
- At least one (1) external evaluator must have administrative experience, either as a Chair, Undergraduate Program Director, or Graduate Program director, or at the decanal or provostial level.

⁴ BCI, *Cadre de référence du BCI pour l'évaluation périodique des programmes universitaires existents*. PDF (Montréal, 2023), pp 17. https://www.bci-qc.ca/wp-content/uploads/2024/01/Cadre_reference_CVEP-dec_2023-ADOPTÉ.pdf

⁵ BCI, *Cadre de référence du BCI pour l'évaluation périodique des programmes universitaires existents*. PDF (Montréal, 2023), pp 17. https://www.bci-qc.ca/wp-content/uploads/2024/01/Cadre_reference_CVEP-dec_2023-ADOPTÉ.pdf

Appointment

The Vice-Provost, Innovation in Teaching and Learning (VPITL) evaluates the list of EE candidates created and submitted by the DPRC. The Program Review Lead contacts the candidates and requests a short curriculum vitae, as well as confirms that the candidate knows of no conflict of interest that would prevent them from serving as an EE.

The curriculum vitae provided by the candidate must include the following:

- Name and rank/position;
- Institution/firm with current address and contact information;
- University degrees, discipline and date;
- Areas of specialization;
- Any professional experience relevant to the appointment as an External Evaluator;
- Recent teaching, scholarly, creative or business-related activity;
- Any previous affiliation with Concordia University; and
- Any previous or current association with members of the faculty, staff or students.

After receiving the candidates' CV, the VPITL selects the EEs and an invitation is sent.

Pre-visit package

The Program Review Lead provides each EE with the following documents well in advance of their visit:

- Final DPRC Report with all appendices;
- Departmental Data Package;
- Concordia University Academic Program Review Manual;
- BCI policies;
- Academic plans of the University, Research and Graduate Studies, Faculty, and department, as available;
- Any relevant sections of the current Undergraduate and Graduate Calendars;
- Guidelines on allowable expenses for EE visits;
- Tentative schedule for the site visit.

Site visit

The Program Review Lead contacts the department under program review to prepare a schedule for the visit and ensures that all relevant parties have access to it. The Program Review Lead also makes the necessary travel arrangements for the EE. The visit must include interviews with the following:

- Vice-Provost, Innovation in Teaching and Learning
- Faculty Dean or their representative
- Dean of Graduate Studies or their representative (if requested)
- Member(s) of the Department Program Review Committee (DPRC)
- Full-time faculty and staff who are not part of the DPRC
- Part-time faculty
- Students (graduate and undergraduate)

The Program Review Lead, on behalf of the Vice-Provost, Innovation in Teaching and Learning, will serve as local host and will lend general assistance to the EEs throughout the visit. The Program Review Lead will also ensure that the EEs save all receipts and know where to submit them for reimbursement after completing the visit.

While variations are expected, the length of the visit should be three days, with two days reserved for meetings and the third day for the writing of the collaborative EE Report. A template for the EE visits is attached in Appendix D: EE Report template.

EE Report

Following the meetings with the department and administration, the EEs will have time to work on their collaborative EE Report, with the Program Review Lead available as a resource, if necessary. It is vital that the EE Report deal fully and frankly with the key issues highlighted by the DPRC as either strengths or weaknesses of the program(s) being evaluated. The EEs should concentrate on the data, trends and recommendations outlined in the DPRC Report, and more precisely on the analysis of programs, faculty and administrative processes, which will subsequently allow them to make recommendations. The length of the EE Report should be between 5 and 10 pages.

The EE Report must include the components listed below and follow the suggested format presented in Appendix D. An incomplete EE Report will be returned to the EEs for amendment.

- 1. Model schedule EE visit**
- 2. Cover page**
- 3. Short outline of visit**
 - Schedule (this document will be provided by the Program Review Lead)
 - Facilities observed
 - Additional activities
- 4. Assessment of the DPRC Report**

The assessment of the DPRC report should touch on each major section of the department and program review sections.

- Department overview

- Innovation in teaching & learning, faculty expertise
- Program quality & structure
- Employability of graduates
- Program relevance
- Program sustainability
- Administrative, informational, digital, and space resources

5. Recommendations

- The report must include a list of numbered recommendations, based on the Evaluators' reading of the DPRC Report and their own conclusions following the visit. If possible, the Evaluators are invited to respond to the list of recommendations from the DPRC, following the order shown in Section 12: Cumulative Recommendations of the DPRC Report.

Submission of the EE Report

The EEs submit a signed, electronic copy of their EE Report to the Program Review Lead no more than three weeks after the visit. The Lead then forwards copies to:

- Vice-Provost, Innovation in Teaching and Learning
- Faculty Dean and Associate Dean
- Dean of Graduate Studies
- DPRC Chair, for distribution to the committee

The EE Report will be made available to the department under program review should they wish to respond and will be archived in the Office of the Provost and Vice-President, Academic Affairs.

Reimbursement of expenses

The following costs are covered by the University's academic program review budget for each EE as described in the guidelines sent to the EEs prior to their visit:

- Transportation costs (air travel - economy; train - business class is permitted.)
- Accommodation (University-approved hotels only)
- Per diem

In addition to reimbursement for the costs listed above, EEs will receive an honorarium. The Vice-Provost, Innovation in Teaching and Learning, determines allocations for all expenses. There will be no reimbursement of expenses or payment of honoraria until the Vice-Provost, Innovation in Teaching and Learning has received the EE Report. Receipts and documentation, as needed, are submitted to the Program Review Lead.

UNIVERSITY PROGRAM REVIEW COMMITTEE (UPRC)

Role

The role of the UPRC is not to allocate resources, but to provide a university-level view on the academic programs under program review, as an unbiased assessor, neither prosecuting nor advocating for any programs. The UPRC members respond to the recommendations from their perspective as faculty, administrators, or students at the university community. The UPRC is responsible for reviewing and commenting on the following:

- DPRC Report;
- EE Report; and
- DPRC Response to the EE Report

Membership

The Provost and Vice-President, Academic Affairs, is responsible for approving the membership of the UPRC. Membership is generally constituted for one cycle of program reviews, and members should have not been directly involved with the current program review.

The committee includes:

- Vice-Provost, Innovation in Teaching and Learning (Chair);
- One representative selected by the Dean of Graduate Studies;
- One representative selected by the Concordia Student Union;
- One representative selected by the Graduate Students' Association;
- One faculty (tenured), having already served as Chair or undergraduate program director;
- One faculty (tenured), having already served as Chair or graduate program director;
- One faculty (extended-term appointment, tenure-track or tenured);
- One part-time faculty (with at least 24 credits of seniority), selected by the President of the Concordia University Part-time Faculty Association; and
- Program Review Lead (non-voting member, acts as committee secretary).

In addition, members from Student Services as well as the Office of Institutional Planning and Analysis provide consultative assistance to the UPRC, as needed. Members of the UPRC must refrain from any informal contact related to program reviews with the Associate Dean(s), the DPRC and the department until the deliberations of the UPRC are complete.

Meeting planning

The Program Review Manual, DPRC Report, and any relevant documentation will be forwarded to the UPRC members before their meeting. In this email, the Program Review Lead will also introduce the process and provide a rough timeline for completion.

At the meeting, the UPRC Chair should:

1. Review the general situation of the department in the Faculty and the University.
2. Review the salient points of the DPRC Report, EE Report, and DPRC Response to the EE Report.
3. Discuss the recommendations to be included in the UPRC Report.

Following the meeting, the UPRC Chair prepares a draft of the UPRC Report and distributes it to the committee for feedback, modifications, and approval. Additional meetings may be scheduled as required by the UPRC Chair.

UPRC Report

The ideal length for the UPRC Report is five pages. The template of the report may be found in Appendix E.

1. **Cover page**
2. **Summary**

The UPRC must summarize the status of the department and programs under program review. More specifically, the UPRC:

- a) Situates the department in the university program review process
- b) Summarizes the department and its programs (including services, facilities, and resources)
- c) Responds to the DPRC Report, EE Report, and DPRC Response to the EE Report (if applicable)

3. **Numbered recommendations**

Submission of the UPRC Report

The Program Review Lead sends an electronic version of the final UPRC Report to the Department Chair and requests a response within a specific time frame. If the departmental assembly chooses to send a formal response, they must forward it to the Program Review Lead, who includes it in the Program Review Dossier. The Dossier is then forwarded electronically to the Faculty Dean and to the Dean of Graduate Studies.

IMPLEMENTATION PLAN

The Program Review Lead will send a copy of the program review dossier to the Faculty Dean and Dean of Graduate Studies (if graduate programs were part of the program review). The Dean may request a meeting with the Dean of Graduate Studies to discuss the draft of the Implementation Plan before submitting it. The Faculty Dean reviews the DPRC, EE and UPRC Reports, along with all responses from the department; then, the Faculty Dean finalizes the Implementation Plan, which includes a schedule for implementing recommendations.

In response to recommendations put forward by the DPRC, EE, or the UPRC, the Faculty Dean comments on the recommendations from the Reports regarding their feasibility and, if applicable, the rationale for pursuing or not pursuing a recommendation. The Faculty Dean may discuss this draft with the Department Chair, and any other senior administrative offices that may seem relevant, before finalizing the text.

The Implementation Plan should include the following sections (see template in Appendix F):

1. **Cover page**
2. **Summary**
 - Short description of the department and its programs, including its mission statement
 - Identification of strengths and opportunities for positive change
 - Description of research strengths and future directions
 - Identification of exceptional facilities
3. **Numbered recommendations and a plan for implementing the changes required to address the recommendations.**

Submission of the Implementation Plan

Once the Implementation Plan has been completed, the Faculty Dean sends a signed electronic copy to the Program Review Lead, who forwards the accepted finalized recommendations of the Implementation Plan to:

- Provost and Vice-President, Academic Affairs
- Dean of the School of Graduate Studies
- Vice-Provost, Innovation in Teaching and Learning
- Department Chair

The Summary Chart of the final program review dossier will also be made available to the Senate for their information. The Program Review Lead is responsible for adding the summary of the Implementation Plan to the Office of the Provost and Vice-President, Academic Affairs' webpage, as per BCI's regulations on making some results from the program review process accessible to the public.⁶

⁶ BCI, *Cadre de référence du BCI pour l'évaluation périodique des programmes universitaires existents*. PDF (Montréal, 2023), pp 17. https://www.bci-qc.ca/wp-content/uploads/2024/01/Cadre_reference_CVEP-dec_2023-ADOPTÉ.pdf

PROGRESS REPORT

Work on the Progress Report will be initiated by the Program Review Lead generally within 24-30 months of the end of the review process⁷.

The Program Review Lead contacts the department and the Faculty Dean to initiate the process and provides access to an updated data package and to a document detailing the recommendations from the Implementation Plan as a basis for analysis.

The format of the Progress Report includes the following for each recommendation listed in the Dean's Implementation Plan:

- Initial implementation schedule and responsibility;
- Status of the recommendation, including if completed, delayed, or cancelled;
- If the recommendation has been delayed or cancelled, the Faculty Dean or department will be invited to provide a short rationale.
- Additional or emergent areas of concern
- Assessment of any measures implemented since the last report

The Department Chair must present the draft of the Progress Report to the departmental assembly for feedback on the status of the recommendations prior to sending it to the Faculty Dean. The time frame for submitting the Progress Report to the Program Review Lead is three months. The Program Review Lead adds the Progress Report to the final program review dossier as an appendix, and forwards the Report to the Provost, with the Vice-Provost, Innovation in Teaching & Learning in copy. The summary of the Implementation Plan already available on the Provost's public web page will also be updated with the status of the recommendations.

Further details about the Progress Report (e.g., guidelines and report templates) will be provided at the beginning of this phase.

⁷ This is considered to be the moment when the Summary of the Implementation Plan is made available on the Office of the Provost and Vice-President, Academic Affairs' web page