

MARIANOPOLIS
COLLEGE

Program Management Policy (PMP)

Adopted by the Board of Governors
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TABLE OF CONTENTS

1. Policy Statement	2
2. Guiding Principles.....	2
3. Definitions.....	3
4. Program Management Cycle	5
5. Ongoing Program Improvement Approach	6
6. In-Depth Program Evaluation	8
7. Program Information System	8
8. Roles and Responsibilities	9
8.1. Program Committees.....	9
8.2. General Education Committee.....	10
8.3. Program Coordinators.....	10
8.4. Program Coordination Committee (PCC)	10
8.5. Academic Departments	11
8.6. Academic Advisors.....	11
8.7. Pedagogical Counsellors	11
8.8. Associate Dean, Programs	11
8.9. Academic Dean.....	12
8.10. Academic Council.....	12
8.11. Director General	12
8.12. Board of Governors.....	12
9. Review of the Policy.....	13
9.1. Evaluation of the Policy	13
9.2. Revision of the Policy	13
10. Related Policies and Documents.....	13
11. APPENDIX.....	13
11.1. Program Revision Committees.....	13
11.2. Faculty Lead.....	14
11.3. Critical Path	15

1. POLICY STATEMENT

The Program Management Policy (PMP) provides the framework for the management of all programs at Marianopolis College and identifies areas of responsibility for the various College bodies. The PMP takes as its premise that a program is the foundation of college education. It is within programs that the Mission, Vision and Values of Marianopolis College are achieved.

The PMP defines a collaborative ongoing program improvement approach, which will ensure the quality and proper functioning of programs at Marianopolis College and support students as they pursue academic excellence.

2. GUIDING PRINCIPLES

As a general principle, the management of programs at Marianopolis College must be aligned with the Mission, Vision and Values of Marianopolis College, and with the implementation of the Strategic Plan and the Plan for Success.

Specifically, the PMP is guided by the following principles:

- Having the student at the center of program development and program improvement decisions;
- Emphasizing excellence and supporting innovation in all programs;
- Striving to position each program at Marianopolis College as a first-choice program in the college network;
- Framing decision-making within participatory structures in the spirit of collaboration and consensus-building between members of the community, while recognizing the key role of faculty in the development and delivery of programs;
- Allowing for flexibility in the composition and mandate of Program Committees to reflect the specific realities and needs of programs;
- Fostering participation of General Education disciplines in program decision-making;
- Privileging an ongoing improvement approach driven by the active participation of faculty;
- Making decisions for the continuous improvement of programs that are evidence-based;
- Ensuring the interdisciplinary consistency of programs by following the principles of the program approach and competency-based education.

3. DEFINITIONS

CEEC¹ quality assurance criteria:

- 1) Program relevance;
- 2) Program coherence;
- 3) Value of teaching methods and student supervision;
- 4) Alignment of human, financial and material resources with education needs;
- 5) Program effectiveness;
- 6) Quality of program management.

Competency map: A document that describes the logical progression of competencies of a program and how they are distributed within and across courses. A program competency can be met by a single course or by multiple courses. Similarly, a course can meet one or more program competencies.

Comprehensive assessment: A project or assignment that allows the students in a given program to demonstrate mastery of program competencies and the ability to make appropriate connections among program disciplines.

Course framework: A tool that provides a local interpretation of the objectives and standards set by the Ministerial Devis. It defines common elements for all sections of a course (e.g., program competencies; learning objectives; instructional activities; and assessment practices). It also locates the course in relation to other program courses.

Exit profile: A tool that defines the knowledge, attitudes and skills that all students must develop upon successful completion of the program.

Ministerial Devis: Ministerial document that describes the goals and competencies of a given program.

Program: An integrated set of courses offered by various disciplines, including General Education, that together help students develop the competencies set by the Ministry of Education, as well as those defined locally in the program's exit profile.

Program dashboard: A tool that provides an overview of a program's key performance indicators (KPIs), based on data from a variety of external and internal sources.

Program grid: A document that lists, by semester, the sequence of all the courses in a given program, their competencies, ponderation, and pre-requisites.

¹ CEEC: Commission d'évaluation de l'enseignement collégial. The six CEEC criteria are not defined explicitly by the CEEC; instead they are defined through the types of mechanisms used to measure them. Table 1, below, demonstrates how these mechanisms work together to address the six criteria in an integrated ongoing program improvement approach.

Program portfolio: A collection of all the documents that locally define a given program, including the exit profile, the competency map, the program grid(s), and the comprehensive assessment.

Work plan: An annual proposal submitted by the Program Committee to the Associate Dean, Programs, describing its goals for program monitoring and improvement in the upcoming academic year.

Year-end report: An annual report submitted by the program committee to the Associate Dean, Programs, describing the progress made on the work plan goals in the preceding academic year.

4. PROGRAM MANAGEMENT CYCLE

When a new program is created or a program is revised, the Ministry of Education produces a Ministerial Devis, which is then interpreted locally in order to develop a Marianopolis version of the program (Local Program Development). The College proceeds with the implementation of the program and the ongoing program improvement approach, as described in section 5. The program management cycle, shown in Figure 1 below, also includes the possibility of an in-depth program evaluation of all six criteria established by the Commission d'évaluation de l'enseignement collégial (CEEC), which leads to a local program revision.

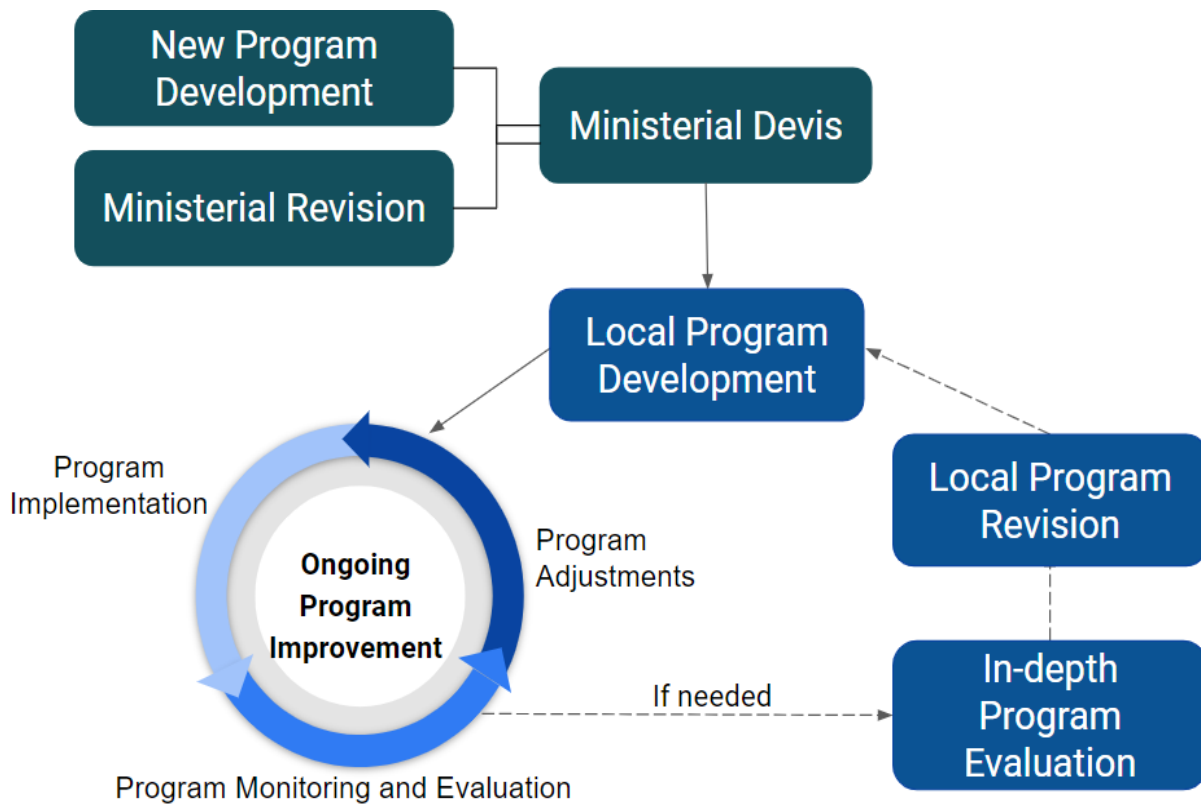


Figure 1: Marianopolis College Program Management Cycle

5. ONGOING PROGRAM IMPROVEMENT APPROACH

The ongoing program improvement approach is an iterative, cyclical process of monitoring and evaluating program quality, according to the criteria established by the CEEC - program relevance, program coherence, value of teaching methods and student supervision, alignment of human, material and financial resources with education needs, program effectiveness, and quality of program management. This approach involves making adjustments to the program, as needed, based on the program information generated through different quality assurance mechanisms, to ensure that the program remains of the highest quality. The ongoing program improvement approach is described in detail in Table 1 below.

Quality Assurance Mechanism	CEEC Criteria Covered	Groups Involved and Actions Performed	Frequency
Student end-of-program survey	<ul style="list-style-type: none"> • Program effectiveness • Program relevance • Program coherence • Quality of teaching methods and student supervision 	<p>Office of the Academic Dean runs survey and reports on results</p> <p>Program Committees analyze results and propose actions in annual plan</p>	Annual
Program dashboards	<ul style="list-style-type: none"> • Program effectiveness • Program relevance 	<p>Office of the Academic Dean produces dashboards (5-year overview)</p> <p>Program Committees analyze results and propose actions in annual plan</p>	Annual
Regular review processes for: <ul style="list-style-type: none"> • Course frameworks • Comprehensive assessment 	<ul style="list-style-type: none"> • Program coherence 	<p>Program Committees and General Education Committee review and make recommendations to Academic Departments</p>	As needed, but at least every 5 years for new courses, program revisions

Quality Assurance Mechanism	CEEC Criteria Covered	Groups Involved and Actions Performed	Frequency
Regular review processes for: <ul style="list-style-type: none"> • Course outlines • Final evaluations 	<ul style="list-style-type: none"> • Program coherence • Program effectiveness 	<p>Academic Departments verify course outlines and final evaluations</p> <p>Office of the Academic Dean spotchecks to validate the Departmental review</p>	<p>Annual</p> <p>Cyclical over 2 years to cover all courses</p>
Evaluation of PMP implementation	<ul style="list-style-type: none"> • Quality of program management 	Office of the Academic Dean conducts an evaluation of the policy implementation	As needed, but at least every 5 years
Evaluation of program resources / processes <ul style="list-style-type: none"> • Budgeting and staffing • Professional development • Material and physical resources 	<ul style="list-style-type: none"> • Alignment of human, material and financial resources with education needs 	<p>Program Committees propose actions in annual plan</p> <p>Director General assesses recommendations with the Academic Dean and the Senior Director, Finance and Administration</p>	As needed, but at least every 5 years
Review of program portfolio materials <ul style="list-style-type: none"> • Exit profile • Competency map • Program grid(s) • Comprehensive assessment 	<ul style="list-style-type: none"> • All 6 CEEC criteria 	<p>Program Committees review materials and propose actions in annual plan</p> <p>Office of the Academic Dean ensures that the Program Information System is accurate and up-to-date</p>	Ongoing, as needed
Program annual plans and year-end reports	<ul style="list-style-type: none"> • All 6 CEEC criteria (in response to program monitoring / evaluation data in the Program Information System) 	<p>Program Committees produce annual plans and year-end reports</p> <p>Associate Dean, Programs presents plan and reports to Academic Council</p>	<p>Annual plan in fall</p> <p>Year-end report in spring</p>

Table 1: Marianopolis College Ongoing Program Improvement Approach

6. IN-DEPTH PROGRAM EVALUATION

In addition to an ongoing program improvement approach, there may be exceptional circumstances that require an in-depth evaluation of a program that covers all six CEEC criteria indicated in section 5. The Academic Dean can request an in-depth evaluation when there are concerning trends in key performance indicators (KPIs) (e.g., drop in enrolment; drop in graduation rates).

Once a decision has been made to conduct an in-depth program evaluation, the Program Committee develops a framework for evaluation and submits it to the Academic Dean for approval. The framework should include:

- A rationale for the evaluation;
- A description of the methodology that will be used to evaluate the six CEEC criteria;
- A definition of roles and responsibilities; and
- A timeline for the evaluation and the subsequent revision and implementation processes.

7. PROGRAM INFORMATION SYSTEM

In order to make informed decisions in support of ongoing program improvement, the Office of the Academic Dean compiles different sources of program-related historical and current data and documents. This program information system includes:

- Program portfolio materials;
- Program dashboards, student survey results, and other relevant program evaluation reports;
- Annual plans and year-end reports produced by the Program Committees;
- Record of program management decisions and activities.

8. ROLES AND RESPONSIBILITIES

The following is a description of the roles and responsibilities of those involved in the ongoing improvement and management of programs.

8.1. Program Committees

Program Committees are responsible for:

- Fostering the quality of the program through ongoing program improvement;
- Participating in all aspects of program management, including the development, implementation and evaluation of the program, as well as regular program operations;
- Determining internal regulations for the functioning of the Program Committee and creating sub-committees and taskforces on specific issues, as necessary;
- Establishing program improvement objectives on an annual basis (annual plan) and reporting on their progress at the end of the year (year-end report);
- Contributing documents to the program portfolio in collaboration with Academic Departments;
- Recommending the program portfolio materials to the Associate Dean, Programs;
- Reviewing course frameworks for coherence and alignment with program aims in collaboration with Academic Departments.

The composition of Program Committees takes into account the size of the program and must minimally include the following members:

- Program Coordinator (Chair);
- At least 2 other faculty members from contributing specific education disciplines;
- At least 1 delegate from the General Education Committee.

The Program Committees could also include other members, such as more faculty members from contributing specific education disciplines and General Education, a pedagogical counsellor (appointed by the Associate Dean, Programs) and an Academic Advisor (appointed by the Associate Dean, Student Success), as standing members. Members of Program Committees have a term of two years.

The composition and membership of Program Committees for each program are determined by the Academic Dean, in consultation with the Program Coordinator and the Associate Dean, Programs.

8.2. General Education Committee

The General Education Committee is responsible for:

- Fostering the quality of the General Education component of all programs, in coordination with Program Committees and Academic Departments;
- Reviewing course frameworks for coherence and alignment with program aims (as per the Ministerial Devis), for all General Education disciplines;
- Participating in Program Committees, as required.

The General Education Committee is formed by the Chairs of the Departments that include General Education disciplines (English, French, Humanities, and Physical Education), or delegates from their curriculum committees. The Chair of the General Education Committee is selected from among the committee members and is a member of the Program Coordination Committee.

8.3. Program Coordinators

Reporting to the Associate Dean, Programs, the Program Coordinator is responsible for:

- Actively supporting all aspects of the management of the program as well as its regular operations;
- Chairing and facilitating Program Committee meetings;
- Following up on work done by the Program Committee and related sub-committees and taskforces;
- Acting as the link between the Program Committee and the Chairs of Academic Departments which offer courses in the program;
- Presenting program materials to Academic Council.

Program Coordinators have a term of three years and are chosen by a selection committee composed of faculty and chaired by the Associate Dean, Programs. The committee makes its recommendation to the Academic Dean.

8.4. Program Coordination Committee (PCC)

The Program Coordination Committee is responsible for:

- Advising the Associate Dean, Programs on matters related to program management;
- Sharing program materials and program development initiatives to foster a College-wide perspective on the learning experience of students.

The Program Coordination Committee is composed of the following members:

- Associate Dean, Programs (Chair);
- Program Coordinators;
- Chair of the General Education Committee;

- Pedagogical Counsellors.

8.5. Academic Departments

Academic Departments are responsible for:

- Determining the makeup and mandate of their respective curriculum committees;
- Ensuring the quality of the course offering that meets the needs of the different programs;
- Proposing new courses to the Office of the Academic Dean;
- Developing course frameworks for their respective disciplines, in collaboration with Program Committees or the General Education Committee.

8.6. Academic Advisors

Academic Advisors are responsible for:

- Providing expertise on university eligibility and university admission requirements;
- Providing expertise on course progression, student registration, and other program-related decisions faced by the students during their time at the College.

8.7. Pedagogical Counsellors

Pedagogical Counsellors are responsible for:

- Providing expertise (e.g., analysis of ministerial documentation, creation of templates) and support to Program Committees in the development of program portfolio materials;
- Working closely with faculty on the creation of the program portfolio materials;
- Providing support to Academic Departments on the development of course frameworks and course outlines.

8.8. Associate Dean, Programs

The Associate Dean, Programs is the delegate of the Academic Dean on all matters related to programs, as listed in 8.9. Additionally, the Associate Dean, Programs is responsible for:

- Producing an annual summary of Program Committee reports to be presented at Academic Council;
- Overseeing the activities of Program Committees and the General Education Committee, and implementing appropriate measures, as needed, to ensure the proper functioning these committees.

8.9. Academic Dean

As the chief academic authority in the College, the Academic Dean will oversee all aspects of program management. More specifically, the Academic Dean is responsible for:

- Ensuring that program management is aligned with the Mission, Vision and Values of Marianopolis College and supports the achievement of the the Strategic Plan and the Plan for Success;
- Ensuring that adequate resources are made available to support the implementation of the policy;
- Resolving issues resulting from contradictory recommendations that cannot reach consensus at the Program Committees;
- Coordinating the actions of the Office of the Academic Dean, including Enrolment Services, Academic Advising, the Library and Student Services, to support faculty in program management.

8.10. Academic Council

Academic Council advises the Board of Governors and the Office of the Academic Dean on all questions concerning programs of study, evaluation of learning, and program management. Academic Council is responsible for:

- Recommending the Program Management Policy to the Board of Governors;
- Reviewing on a regular basis the Program Management Policy;
- Recommending major changes to existing academic programs to the Board of Governors;
- Recommending the development and implementation of a new program to the Board of Governors;
- Reviewing and recommending the program portfolio materials to the Academic Dean.

8.11. Director General

The Director General is responsible for:

- Ensuring alignment of academic and administrative objectives and resources.

8.12. Board of Governors

In the context of this policy, the Board of Governors is responsible for:

- Approving the Program Management Policy;
- Approving any policy that directly impacts the admission of students to programs or the certification of studies;
- Approving major changes to existing academic programs mandated by the Ministry of Education or as a result of an internal evaluation.

9. REVIEW OF THE POLICY

9.1. Evaluation of the Policy

A formal evaluation of the Program Management Policy, addressing both the content and effectiveness of the policy, is to be initiated at least once every five years.

The evaluation of the policy is based on criteria proposed by the Commission d'évaluation de l'enseignement collégial (i.e., coherence, comprehensiveness, clarity and relevance).

9.2. Revision of the Policy

The Board of Governors formally approves any revision to the policy, upon a recommendation by Academic Council.

A revision of the policy can follow a formal evaluation, or can be initiated at the request of the Commission d'évaluation de l'enseignement collégial, the Board of Governors, Academic Council or the Academic Dean.

10. RELATED POLICIES AND DOCUMENTS

The following policies and documents may be useful in the application of the PMP.

- Admissions Policy
- Collective Agreement between Marianopolis College and the Marianopolis College Teachers' Union
- Institutional Policy on the Evaluation of Student Achievement (IPESA)
- Règlements sur le régime des études collégiales (RREC)
- Evaluating the Effectiveness of Quality Assurance Systems in Québec Colleges, Commission d'évaluation de l'enseignement collégial (CEEC)

11. APPENDIX

11.1. Program Revision Committees

Consensus-based Program Revision Committees have the mandate to drive the local program revision process with the support of the Office of the Associate Dean, Programs. More specifically, Program Revision Committees are responsible for:

- Providing feedback to the Ministry during the ministerial revision of the program;
- Establishing a critical path for the various steps of the revision;
- Creating a vision for the new program;
- Analyzing the aims, competencies and objectives and standards of the ministerial Dévis, and defining a local understanding of the main program components;

- Ensuring the pedagogical harmonization and interdisciplinary consistency of the program;
- Consulting on a regular basis with Departments on key issues;
- Consulting with other members of the community as it deems necessary;
- Designating the teacher who will be the lead in the creation of the materials that will constitute the program portfolio (vision statement, exit profile, program comprehensive assessment, competency map and grid);
- Recommending the vision statement, exit profile, program comprehensive assessment, competency map and grid to Academic Council;
- Approving course frameworks for program specific courses recommended by Departments.

Program Revision Committees will be composed of the following:

- Associate Dean, Programs (ex officio, who will act as Chair, and represent the Academic Dean)
- Faculty
 - Program Coordinator (ex officio and Vice-Chair)
 - At least 5 faculty members from contributing disciplines, appointed by the Academic Dean on the basis of departmental recommendation and a letter of intent expressing their interest in building the new program
 - 1 faculty member from each of the General Education disciplines, appointed by the Academic Dean on the basis of departmental recommendation and a letter of intent expressing their interest in building the new program
- One Pedagogical Counsellor, a professional appointed by the Associate Dean, Programs
- One Academic Advisor, a professional appointed by the Associate Dean, Student Success

11.2. Faculty Lead

One teacher in the Program Revision Committee will receive release time to be the lead in the creation of the program portfolio and the production of frameworks for program specific courses, with the support of a Pedagogical Counsellor, and under the guidance of the Program Revision Committee. This teacher could be the Program Coordinator, or another teacher recommended to the Academic Dean by the Program Revision Committee, in consultation with the Program Coordinator. The release time allocated will be 0.500 FTE during the first two years of the development phase, and 0.250 FTE during the first year of the mandatory implementation of the program, for a total of 1.250 FTE. More specifically, the lead teacher will be responsible for:

- Producing the materials which will constitute the program portfolio (vision statement, exit profile, program comprehensive assessment, competency map and program grid);
- Assisting Curriculum Committees in the production of frameworks for all program specific courses.

11.3.Critical Path

Program Revision Committees will establish a precise critical path for the revision of each program, depending on ministerial requirements and the constraints of the academic and operational calendars at Marianopolis College.