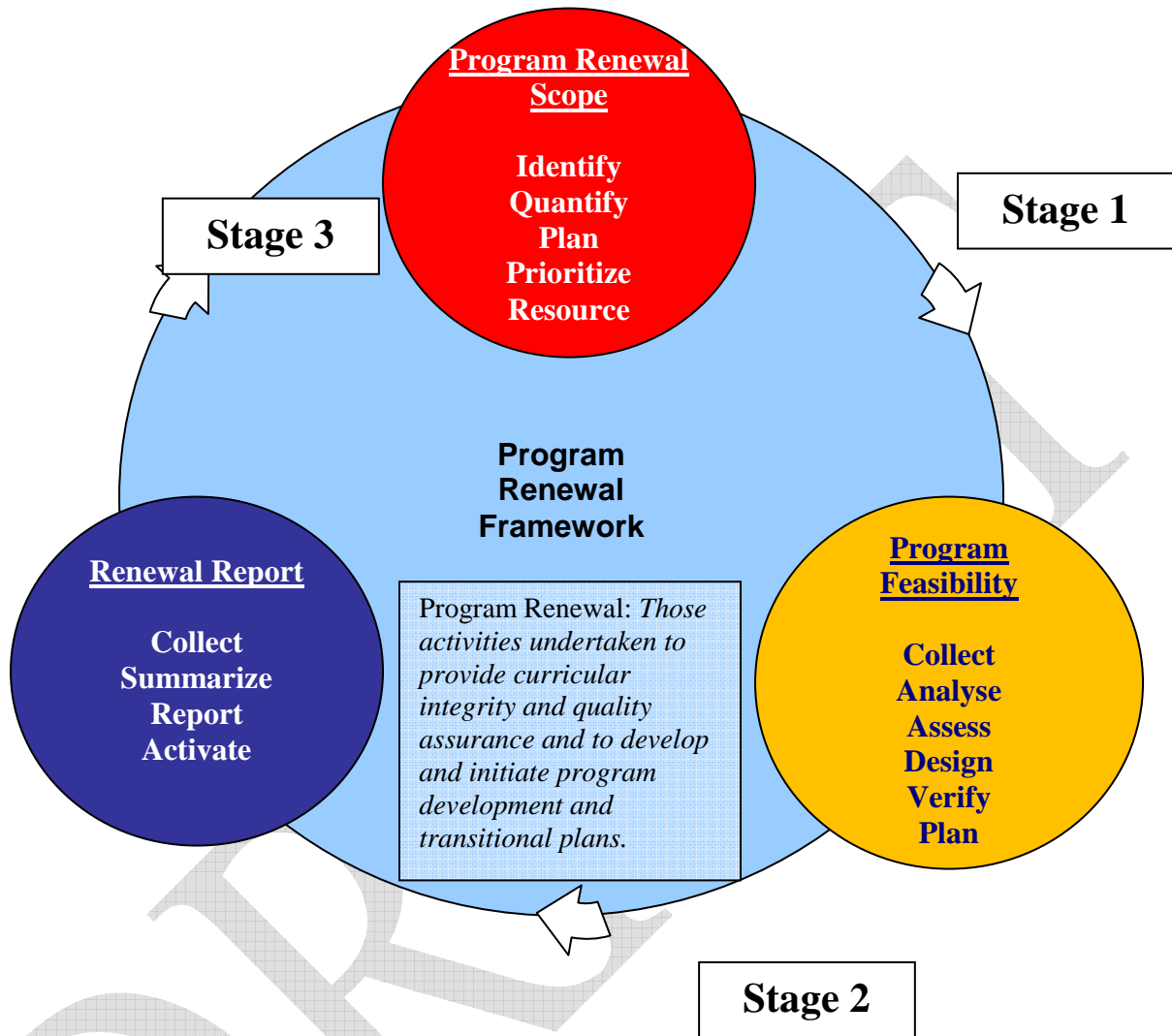
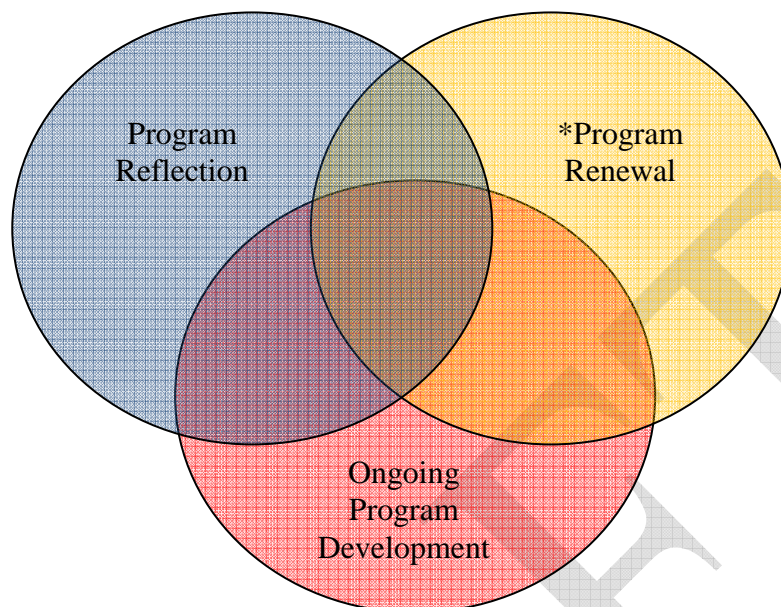


# NSCC Program Renewal Framework v2009-4 (Feb. 2009)



**Three Stages of Program Renewal**

## **Program Management Framework**



The program management framework describes a set of interlocking process frameworks to manage program reflection, renewal and ongoing development. Visualized in the illustration above as highly interactional, each process is distinct in many ways. Activity in each process tends to support and inform the others. The following chart highlights some of the characteristics of each process.

<b>Process</b>	<b>Reflection</b>	<b>Renewal</b>	<b>Development</b>
Description/Activities	Those activities used to collect and reflect on evidence of program efficacy, and opportunities for improvement and expansion.	Those activities undertaken to provide curricular integrity and quality assurance and to develop and initiate program development and transitional plans	Those activities used to incorporate new opportunities and knowledge into program design and delivery.
Initiated by	Schools, Campuses	Board, Programs Committee, Academic Schools	Academic Services, Schools
Facilitated by	Faculty, Academic Chairs	Curriculum Unit	Working Groups, Curriculum Unit
Informed by	Accreditation, Institutional Research, PACs, Faculty Working Groups, Campuses	Reflection, Institutional Research, Labour Market Information	Teaching & Learning Innovation, Renewal Plans, New Program Framework, Research
Accountable to	Schools	Board	Schools, Industry
Key Timeframes	Spring/Summer	Fall, Winter/Spring	Year-round
Key Outcomes	Identify trends, opportunities and challenges	Accountability to all stakeholders	Comprehensive, quality curriculum
Key Documents	Records of Learning, Accreditation Reports, Program Reflections	Feasibility Reviews, Development Plans, Renewal Summary	Program/ Course Outlines, Teaching & Learning Strategies, Assessment & Evaluation Documents

Within this framework, the three major processes will be developed so as to cohesively, effectively and efficiently develop and deliver the highest quality of learning possible while ensuring accountability to all of the College's stakeholders. The following document outlines the process of **Program Renewal**. Additional procedural documents will be prepared for the other processes in this suite.

# NSCC PROGRAM RENEWAL FRAMEWORK

Stage→	1. Program Renewal Scope	2. Program Feasibility*	3. Renewal Report
<b>Inputs→</b>	<ul style="list-style-type: none"> <li>• Five-Year Program Renewal Schedule (PRF-A)</li> <li>• Annual Renewal Schedule (PRF-B)</li> <li>• Program Report Card/BSC (PRF-C)</li> <li>• School Plans</li> <li>• Campus Plans</li> <li>• PAC/DAC, Accreditation Reports</li> <li>• Curriculum Readiness Rubric</li> <li>• Reflections, Program Portfolio, Records of Learning, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Project Proposal Plan Checklist (from PRF1)</li> <li>• BoG Program Committee Work Plan</li> <li>• Program Curriculum Document</li> <li>• Curriculum Readiness Rubric</li> <li>• LMI Data</li> <li>• Sector Data</li> <li>• Stakeholder Surveys*</li> <li>• Needs Analysis*</li> <li>• Focus Group Reports*</li> <li>• Ad-hoc Surveys*</li> </ul>	<ul style="list-style-type: none"> <li>• PRF-1</li> <li>• PRF-2*</li> </ul>
<b>Outputs→</b>	<p><b>Program Renewal Step 1: Renewal Decision Matrix (PRF-1)</b>                      Project Proposal Plan/Checklist (PRF-D)                      School initiated Special Renewals                      BoG Program Committee Work Plan</p>	<p><b>Program Renewal Step 2: Program Renewal Feasibility Report (PRF-2)</b>  <ul style="list-style-type: none"> <li>• Program Development/Transition Plans (PRF-E)*</li> </ul> </p>	<p><b>Program Renewal Step 3: Program Renewal Summary Report (PRF-3)</b></p>
<b>Decision Points→</b>	School Leadership Team – recommend renewal path (Fast Track or Full Renewal) Dean & Principals – agree on renewal scope, resources (RFD*)	Deans & Others – review and approve renewal report and plans (as determined by RFD*)	BoG Programs – review and approve Annual Program Renewal Status Summary (PRF-F)
<b>Communication→</b>	<ul style="list-style-type: none"> <li>• VP Academic/Mgr Curriculum Development shares annual Renewal Schedule (PRF-B)</li> <li>• Dean engages Principal, applicable Academic Chair &amp; Curriculum Consultant in Renewal Scope</li> <li>• CC and AC present PRF-1 to Campus and School Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>• School’s Program Renewal Team drafts PRF-2 and recommended program development/transition plans</li> <li>• Mgr. Curriculum Development communicates/ verifies work plan to Deans &amp; Others</li> <li>• Curriculum Unit receives and resources program development plans as required</li> <li>• School publishes Program Renewal Summary report (PRF-3)</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Services Schools draft PRF-3</li> <li>• Mgr. Curriculum Development prepares Annual Program Renewal Status Summary (PRF-F)</li> </ul>
<b>Output Timeline</b>	<b>By Dec 1</b>	<b>By April 1</b>	<b>January 1 – Fast Track May 1 – Full Renewals</b>

- \* Program Feasibility review may be by-passed at Step 1 for healthy, vital programs as demonstrated in the decision matrix
- \* Feasibility outputs (development, transition, etc.) are dependent on findings of the Program Renewal (PRF-2)
- \* Development and transition plans are tasked to Curriculum Unit, Schools - for disposition

## Program Renewal Framework

This framework highlights the work of Academic Services in Program Renewal – a process of *formal* renewal mandated by legislation and/or initiated by School, College and Campus planning. Program Renewal provides the opportunity to ensure that programs at NSCC are rigorous and effective learning experiences that meet the education and training needs of the Province, our learners, and employers. Each step of the framework informs program decision-making processes. Decision points are incremental - building from the Campus and School through to the Board of Governors’ Programs Committee. Communication tasks highlight reporting needs, roles and recipients. This process interacts with – and is informed by – several related processes including Program Reflection, Program Advisory activities (PACs, DACs, Accreditations, etc.), and Program Development.

The conceptual design and framework represent the key activities of the program renewal cycle. The map outlines the process in three continuous phases from **Renewal Scope** planning through **Program Review** to

**Renewal Reporting.** Across these three phases a number of constituents are engaged in various activities. The first step involves collecting preliminary evidence of a program's efficiency and quality and culminates in a decision matrix (PRF-1) used to determine if the program should undergo a full feasibility review. The second stage is dependent on the first step. If it is determined that a program should complete a full formal renewal, Step 2 involves full market needs analysis and program review to determine relevancy and feasibility. This culminates in a feasibility report (PRF-2) including a development/ transition plan. The final stage is the collection and consolidation of program reviews into a final summary report (PRF-3). This step authorizes and initiates program development and transitional planning recommended in the associated renewal.

## ***Program Renewal Consideration Factors***

Potential outcomes of a program renewal may include the expansion or development of a program or the suspension, migration or other transition of a program and/or section offering. Program renewal is driven by many stakeholder inputs, but two common approaches are recognized – regular cyclical renewal driven by legislation; and special renewal driven by any of a number of factors highlighted below.

### Cyclical Renewal

The Community Colleges Act specifies that NSCC will engage in a process of regular and rigorous examination of its programs. Current policy specifies that new programs will be reviewed no later than three years after commencement while ongoing programs will be scheduled for renewal no less frequently than every five years. In practice, resourcing full formal renewals (including complete market studies, needs analysis and program curriculum review) is impractical and unnecessary for strong healthy programs as can be demonstrated through an efficiency and quality matrix. Accordingly programs that meet initial thresholds for quality and viability are reported as continuing so that Schools and Academic Services can focus on programs with more significant challenges and opportunities. In addition, cyclical review initiated by external parties such as accreditation and certification bodies, present significant effort and accountability that will be aligned with internal processes wherever possible.

### Special Renewal

Over and above the requirement for cyclical renewal, a number of factors (many of which are evaluated within formal renewal) may present interim or imminent evidence that a program should undertake special review. Among those factors are:

- Enrolment trends & spikes
- Retention challenges
- Market saturation/ market demand
- Market mix / Campus program mix
- Advice of external constituents
- Internal and external audits

The School Dean makes the decision to initiate this process. This is completed at the beginning of the process through the Dean's office requesting a program to be added to the annual schedule. This request is forwarded to the Manager, Curriculum Development or assigned coordinator by early Summer as shown in the calendar on the following page.

## **Tracking & Coordination**

Program Renewal Calendar – the Manager for Curriculum Development maintains a calendar of upcoming renewals (PRF-A) forecast for at least five years. From this calendar an annual work plan (PRF-B) is generated, augmented by special reviews, and consolidated into an annual renewal schedule. This schedule informs the Board of Governors' Programs Committee yearly work plan and is reviewed and amended yearly to accommodate new programs, suspensions and other program developments. At the end of the year, the Manager for Curriculum Development composes a Program Renewal Summary Status Report for the Board from the various individual Program Summaries (PRF-3) forms resulting from this process as included in the following pages. A recommended schedule of activities for program renewal is suggested below:

### **May-June (Disposition & Planning)**

- Complete and dispense Program Renewal Summaries
  - o Present annual Program Renewal Summary to Board Programs Committee
- Review and revise annual and five year workplans
  - o Add new programs, remove suspended programs from workplan
  - o Add special reviews to workplan
  - o Amend five-year plan to align with accreditations and other adjustments
  - o Create current workplan from five-year schedule
- Collect and review year-end reflections
- Collect and review year-end statistics
- Select and assign program renewal leads
  - o New PRF leads undergo Program Renewal Orientation
  - o Begin PRF-1 (Scope Matrix)

### **September-October (Project Scope & Initiation)**

- Collect enrolment/retention data
- Complete and present PRF-1 from preliminary data
- Develop and initiate research design

### **November-December (Requirements Gathering)**

- Complete Project Work Breakdown Structure
- Commit project resources

### **January-February (Research)**

- Prepare step 3's for fast-track dispositions
- Begin needs analysis
- Begin section reviews
- Begin program quality analysis
- Launch & collect primary research (surveys) data

### **March-May (Feasibility Reporting & Integration)**

- Present Step 3 Summaries, program information items and modifications to Programs Committee
- Complete feasibility for full reviews
  - o Finish needs analysis
  - o Finish section reviews
  - o Compile and analyse primary research
  - o Complete focus groups/stakeholder meetings
  - o Complete program development/transitional plans
  - o Complete Step 3 documents
- Incorporate Step 3 development and transitions into School workplans

**Title of Program:**

**Location(s):**

	Balanced Scorecard Measure(s) Refer to Report Card attached	Metrics	0	1	2	3	4
<b>Program Viability Metrics</b>	Allocation of Expenditures directed to Learning, Student Success, Library & IT	Cost per FTE – Cost per credit	Need to Benchmark by Program Cluster				
		Cost/Graduate	Need to discuss metrics and timing of measurement				
		Application to Enrollment ratio (1 <sup>st</sup> choice applicants, Sept 1 enrolment)	<0.75	0.75 - 1.00	1.01 - 2.00	2.01 - 4.00	>4.00
		September Enrollment to Target: % First Year and Returning (target=100%)	<70%	70-90%	>90%	100%	>100%
		Student/Faculty Ratio	?	?	?	?	?
	Tuition as percent of revenues (i.e. portion of cost borne by students)	Tuition Affordability (Tuition pricing model)	Profit Based		Cost Recovery		FTFP
	Diversity Index Participation Rates by County	Program Diversity Targets: % of target	<70%	70-90%	>90%	100%	>100%
	Retention and Persistence	Retention Rate: Fall to Winter/ Year 1 to Year 2	<60%	60-75%	75-90%	90-95%	95-100%
		Pathways/ Bridges	Need to establish standards – Adult Learning, ACC, O <sup>2</sup> , Alternate Delivery, grads transition between schools/ programs, enrol in further education (adv. diplomas, second diploma, etc.)				
		Persistence Rates – on time graduation (target=100%)	<70%	70-90%	>90%	100%	>100%
	Student Engagement	% of Graduates involved in contributing to community through Service Learning.					
		% of Graduates satisfied with “Portfolio” experience.					
		% of Graduates satisfied with overall College experience.					
		% of Graduates who would recommend NSCC to others.					
	Graduate Employment Rate and Graduate Employment in Related Occupations	Grad Employment – at time of graduation	<40%	40-50	50-60	60-70	> 70%
		Grad Employment – one year post graduation	<80%	80-85	85-90	90-95	95-100%
		Grad Employment – one year post graduation in RELATED	<60%	60-70	70-80	80-85	>85%
		Market Saturation (Employment postings, LMI metrics) # grads= # positions available	>100%	100%	75-99%	60-75%	<60%
College/School/Campus Plan Alignment	Program aligns with College, Campus and School plans and priorities	negative		neutral		positive	
	Qualified Faculty available for Program in Campus area	no		maybe		yes	
<b>Program Quality Metrics</b>	Program Quality Refer to Rubric Attached	Program Curriculum Document	Critical	Unsatisfactory	Developmental	Satisfactory	Exemplary
		Learner Pathways	Critical	Unsatisfactory	Developmental	Satisfactory	Exemplary
		Program & Course Outcomes	Critical	Unsatisfactory	Developmental	Satisfactory	Exemplary
		Academic Themes/Graduate Profile	Critical	Unsatisfactory	Developmental	Satisfactory	Exemplary
		RPL Readiness	Critical	Unsatisfactory	Developmental	Satisfactory	Exemplary
		Approval/Currency (External Review)	Critical	Unsatisfactory	Developmental	Satisfactory	Exemplary
		Publication	Critical	Unsatisfactory	Developmental	Satisfactory	Exemplary
	Program Relevance & Innovation	Training required for employment	Not required		Recommended		Required
		Alternate Delivery (% of courses in program available in alternate format)	<5%	5-25%	26-50%	51-75%	76-100%
		No. of institutions in Atlantic region offering similar programs	>3	3	2	1	0

**Program Renewal: Project  
Plan Checklist**

*To be completed by  
Curriculum Consultant  
Responsible for Program  
Return completed form to:  
Coordinator, Program  
Renewal*

**Title of Program:**

**Location(s):**

*Based on program renewal scope identification, the tasks checked in the left-hand column will be undertaken for this review.*

<input checked="" type="checkbox"/>	Task	Resource(s)	Form No.	Estimate Complete Date	Actual Complete Date
<input checked="" type="checkbox"/>	Renewal Tracking and Identification				
<input checked="" type="checkbox"/>	Review Past Year Work Plan for Deferrals		PRF-A		
<input checked="" type="checkbox"/>	Review Current Renewal Schedule		PRF-B		
	Program Renewal Scope Decision				
<input checked="" type="checkbox"/>	Get Prog. Report Card (from Institutional Research)		PRF-C		
<input checked="" type="checkbox"/>	Renewal Decision Matrix		PRF-1		
<input checked="" type="checkbox"/>	Verify against School Work Plan				
<input checked="" type="checkbox"/>	Complete Project Plan Checklist		PRF-D		
	Program Feasibility Stage				
	Select Project/Research Team				
	Review Program Portfolio/Records of Learning				
	Evaluate Program Curriculum Readiness Rubric				
	Review Labour Market Information (market size, trends, etc)				
	Review Sector Council/Industry Association Reports				
	Conduct SWOT & Program Rationale				
	Conduct Industry/Focus Group Review				
	Research Similar Programs				
	Renewal Reporting Phase				
	Complete Program Feasibility Report		PRF-2		
	Develop/Deliver Implementation plan		PRF-E		
<input checked="" type="checkbox"/>	Complete Program Renewal Summary Report		PRF-3		
	Validate Annual Program Renewal Status		PRF-F		

**PROJECT BUDGET**

<input checked="" type="checkbox"/>	Item	Resource	Cost	Period	Comments
	Travel				
	Personnel				
	Materials and Supplies				
	External Resources				
	Other Costs (specify)				



**Program Renewal  
STAGE 2: Program  
Renewal Feasibility  
Report**

*To be completed by Curriculum Consultant  
Responsible for Program  
Return completed form to:  
Coordinator, Program Renewal*

*Basics*

**Title of Program:**

**Location(s):**

*Study Questions*

**The Report should address all of the following points. Supporting documentation is suggested. Should not exceed 15 pages plus appendices.**

**Background and Rationale**

- How does this program link to the College's mission statement, values and strategic plan?
- How does this program connect to the Academic, Campus, and School Plans?
- What opportunities/benefits and challenges does this program offer to learners, industry/sector, the campus, the community, the college and the economy? (Address the economic/social impact of offering/refocusing/repositioning/suspending the program).
- What effect does this program have on the College's Balanced Scorecard?

**Graduate Profile and Employment Opportunities**

- Does the Labour Market support the inclusion of this program in the College's offerings? Be specific and detailed regarding employment trends, relevancy of skills of graduates etc. (refer to information obtained in PRF-1 and Decision Making Matrix).
- Is the program supported by employers, students and faculty? (Include survey results if undertaken.)
- Identify any similar programs in NS/Atlantic Canada/Canada.

**Academic Considerations**

- Identify Student Demand (enrollment, application, retention); Program Success Indicators (graduates in labor force); and Graduate Satisfaction Indicators (overall experience at NSCC including portfolio, community volunteer activities). (From PRF-1)
- What is the feedback from program advisory committee, focus groups and student feedback questionnaire?
- Does the program have, or have potential for, external recognition (i.e. accreditation, articulation etc.).
- Does/could the program have a Co-op option?
- Curriculum (some information may have been gathered in PRF-1 and Curriculum Readiness Rubric):
  - Is the program curriculum document current, consistent and complete in all sections?
  - Does a program map exist? Is it current?
  - Have program outcomes and graduate profile been identified?
  - Does the program meet RPL readiness status?
- Faculty skills relating to program delivery:
  - Are faculty skills current with industry/sector/professional association requirements and expectations?
  - Have faculty participated in recent professional development relating to area of teaching?
  - What is the current employment situation for qualified faculty for the program?
  - Are sufficient qualified faculty available for the program in the communities where the program is offered?



### **Infrastructure Requirements**

- List the suggested enrollment for this program and explain the impact of this program on Student Services (opportunities for non-traditional students, targeted cultural groups; adaptive equipment for students with disabilities; special or limited access admissions requirements, etc.)
- Is this program available through flexible and alternate delivery (online, blended, part-time, accelerated, summer, weekend, business development, etc.) detail the impact that flexible and alternate delivery may have on enrollment.
- Are staff and students satisfied with physical resources?
- Are the present facilities requirements adequate for program delivery? If not, what needs to be changed/added?

### **Financial Considerations**

- Cost per credit and cost per graduate (from PRF-1)
- Class size/enrollment capacity per section
- Direct Operating Costs (all sections): faculty, supplies, equipment etc.
- Equipment renewal and upgrade costs along with number of year to recover capital outlay
- Library Resources
- Information Technology
- Other

### **Summary**

- Identify any unresolved questions/concerns.
- Identify challenges including impact from economic, social and financial perspectives.
- Identify next steps if continued research and development are required (see below for development plan).

### **Recommendation (s) & Development Plan (append as separate document)**


- Program Credential
- Program Locations
- Program Format
  - Alternate Delivery Options
- Program Development/Transition Schedule
  - Curriculum Design
  - Curriculum Development
  - Other Transitional impacts
- Facilities Development
- Infrastructure Development
- Human Resources & Professional Development
- Learning Resources Development
- Other Requirements
- Development/Transition Budget

**Signature:**

School Dean

Date

**Office Use Only**

		<b>Program Renewal STAGE 3: Program Renewal Summary Report</b> <i>For Programs Committee</i>		<i>To be completed by Curriculum Consultant Responsible for Program Return completed form to: Coordinator, Program Renewal</i>		
						<b>Program or Initiative</b>
<i>[Title]</i>		<i>[Campus]</i>	<i>[Renewal, etc.]</i>	<i>[Date]</i>	<i>[Date]</i>	<i>[Date]</i>

**Renewal Progress Summary**

- *Item 1 [Consultation or Research Conducted]*
- *Item 2 [Consultation or Research Conducted]*
- *Item 3 [Consultation or Research Conducted]*
- *Item 4 [Consultation or Research Conducted]*
- *Item 5 [Consultation or Research Conducted]*
- *Item ...*

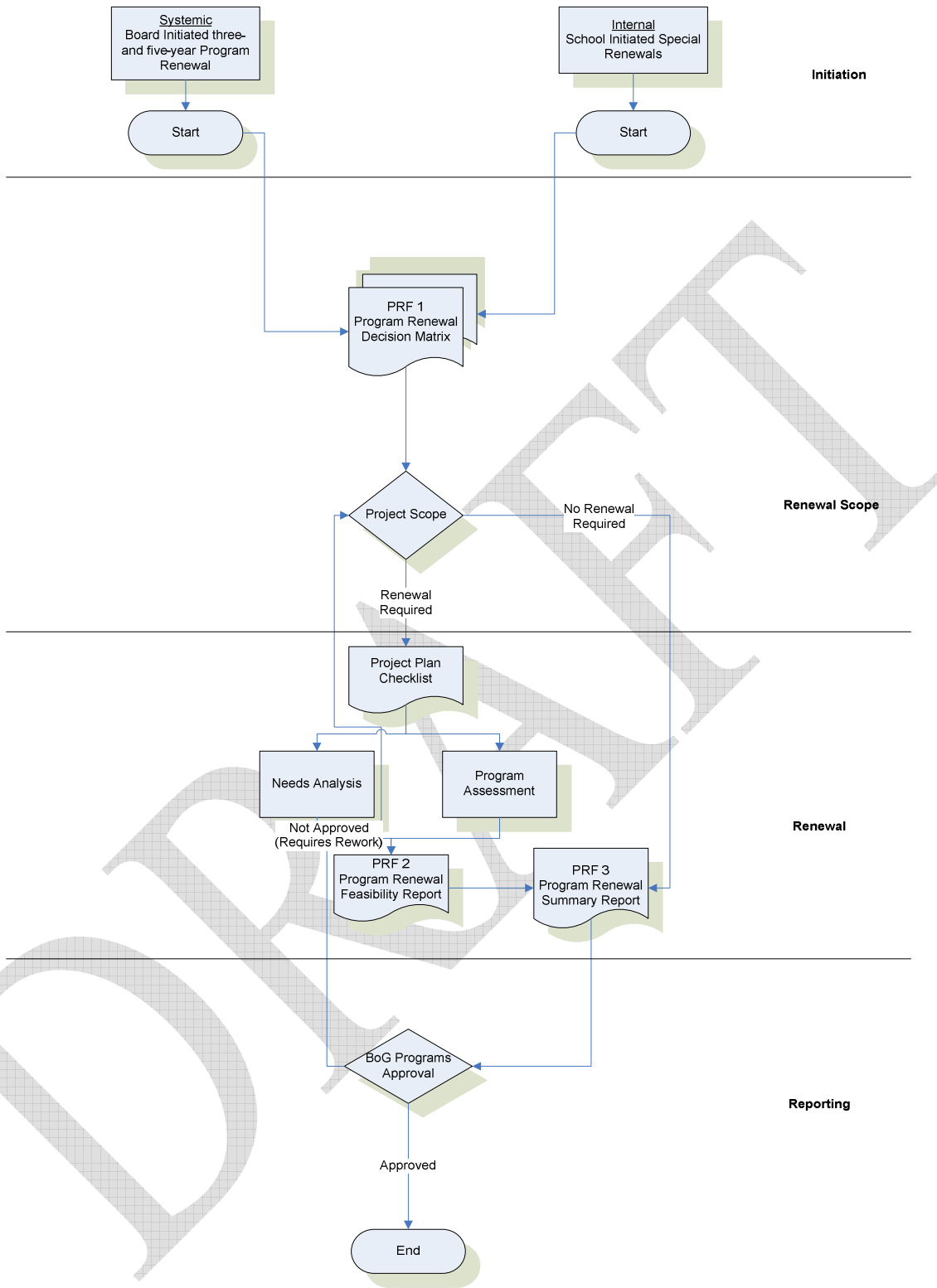
**Recommendation to the Programs Committee - Board of Governors**

<b>Status</b>	
	<b>Completed with Recommendation</b>
	<b>Completed with No Recommendation</b>
	<b>Not Completed with Rationale (Next Steps)</b>

**Next Steps:**

<i>Activity</i>	<b>Date</b>
• <i>Item 1: [Anticipated research, consultation, or activity]</i>	Date
• <i>Item 2: [Anticipated research, consultation, or activity]</i>	Date
• <i>Item 3: [Anticipated research, consultation, or activity]</i>	Date
• <i>Item ...</i>	
• <i>Present recommendations to Board of Governors</i>	Date

\*See sample Renewal Summary Report attached to full PRF archive



## **Appendix A: Program Renewal Framework: Glossary of Terms**

<b>Term</b>	<b>Definition</b>
Academic Systems & Processes Committee (AS&PC)	A variety of activities go into the ongoing research, development, implementation, quality review and renewal of the College's academic programs. The Academic Systems & Processes group, originally a subcommittee of the Deans' Council, is responsible for developing and guiding the processes to support these activities
Academic Themes	Key themes deriving from the strategic, academic, school and campus plans. Current themes include <i>Learning, Capacity, Future, Education without Boundaries, National-Calibre College, Service Learning, Applied Learning, Collaborative Learning, Flexibility, and Sustainability.</i>
Alternate Delivery	Delivery modes and methods other than traditional daytime, lecture/discussion-based formats. Alternate Delivery includes part-time, evening, seminar-based, online, audio-video remote delivery and includes synchronous, asynchronous and blended formats.
Authentic Assessment	See also outcomes-based assessment; The demonstration of a learner's ability to use knowledge and skills to create a complex or multifaceted product or to perform a complex task. Authentic assessment should include evaluation of a sample of the work and may use a rubric to measure performance. This means giving assessments not only a "real world" context, but carrying out the assessment in a real environment or simulating as closely as possible
Balanced Scorecard (BSC)	A balanced scorecard is a mechanism that helps an organization balance focus between four critical areas of strategic performance. In the case of NSCC, the four areas are Stewardship & Financial, Provincial Impact, Learning Processes, and Employee Engagement
Course Outline	A document that defines a course including its name and code, description, rationale, and outcomes. The course outline is a subset of a program and course curriculum document and is provided to learners at the beginning of their course. Course outlines - which are defined by faculty working groups and provided to faculty for distribution to learners - are typically locked for content changes to ensure consistency across the institution.
Curriculum Consultant	Each School at NSCC has one or more Curriculum Consultants (CC) assigned to assist the School in a particular occupational cluster. The CC provides academic research, planning, and process support to the School. The Curriculum Consultant is usually a member of the School's Leadership Team and often leads academic and strategic projects for the school and for Academic Services. All Curriculum Consultants are members of the Curriculum Unit and ex-officio members of the AS&P Committee.
Curriculum Database	A data warehouse connected to the College's Learning Management System, provides a controlled environment for housing, archiving, and managing academic content. This system will eventually provide strong integrity between curriculum, calendar and the PeopleSoft Catalogue. It is managed through NSCC Online's TLM Learning Management System and presents opportunities to support well-managed alternate and blended delivery.
Curriculum Documents	Curriculum Documents are expository descriptions maintained by the Curriculum Unit for every core program and course in the College. Curriculum documents (as opposed to program syllabi and course outlines) contain teaching and learning strategies and links to learning objects and are used by faculty to guide and develop learning activities and establish learning environments. The Curriculum Unit develops standards and templates for the production of these critical documents.

Curriculum Support Specialist	In addition to overall administrative support, Curriculum Support Specialists (CSS) maintain and develop critical documentation, data, and systems in support of the Academic Systems & Processes unit. CSS tasks are managed by a Curriculum Services Coordinator.
Curriculum Unit	A staff grouping composed of Curriculum Consultants, Curriculum Support Specialists, Manager of Curriculum Development, Coordinator for Applied Learning, and others who collaborate on program and curriculum development as directed by the Schools and Academic Services leadership.
Deans' Advisory Councils	Deans' Advisory Councils are made up of strategic industry leaders, school leadership, faculty and students who come together to discuss strategic and evolutionary issues in broad occupational areas.
Faculty Working Groups	Faculty at NSCC engage in program and course development activities through the efforts of Faculty Working Groups. Program level working groups plan program structure and sequencing, while course-level teams (sometimes referred to as CDTs) work to develop robust curriculum including course outlines and teaching methodologies.
Full-Time Equivalent (FTE)	Full-Time Equivalent – a measure of enrolment based on the credits offered in a given term – primarily, credits or courses in an academic term (semester).
Full-Time Publicly Funded Program (FTFP)	A regular or core program available as full-time and approved by the Province for provincial support (Fee for Service). These programs charge regular tuition as determined by the credential granted.
Graduate Profile	A description of the full set of program level and college-wide outcomes anticipated to be achieved by a program graduate. The graduate profile describes the technical skills, essential and workplace skills, portfolio and professional outcomes of the NSCC graduate.
Key Performance Indicators (KPIs)	The Key Performance Indicators (KPIs) are a set of quantitative objectives derived from the College's Balanced Scorecard. For Academic Services the KPIs include target measures of enrolment, student retention and persistence, student satisfaction, engagement, diversity, and sustainability.
Labour Market Information (LMI)	Data that provides statistics and trends on specific labour segments: number of positions in region, attrition rate, and growth of the market for the skill set.
Market Saturation	A measure of the relevancy of a program given the likelihood of employment and needs of the market to absorb graduates. Market saturation is affected by enrolment rates, number of institutions offering the program, and industry trends.
Outcome	An outcome is a clear statement of what a student will know and be able to do outside the classroom with what they have learned. Also called <i>learning outcome</i> or <i>terminal performance objective</i> , these are high-level statements of performance that will include an action verb, an object of the action, and a standard for the performance.
Outcomes-Based Education	Also called <i>Competency-Based Education</i> . The creation of a set of learning experiences, learning and teaching strategies that lead to the authentic assessment of a set of complex related tasks guided by specific and well-articulated outcomes. <i>See also Outcomes and Authentic Assessment.</i>
Pathways	An approach to program development and articulation that provides clear and easy learner transitions from secondary to post-secondary and between and among college programs and other institutional programs.
Persistence	Refers to the on-time graduation of learners.
Prior Learning Assessment (PLA)	<i>Please see Recognition for Prior Learning (RPL)</i>
Program Advisory Committees (PACs)	Program Advisory Committees are a group of experts in a specific program or occupational area who help define and articulate the working skills and attributes required for a program graduate.

Program Feasibility	Measures used in formal program renewal that indicate the relevancy and sustainability of a program within the institution. Feasibility is a measure of the demand for the program, efficiency of delivery, and the quality and effectiveness of program format and curriculum.
Program Map	An illustration of the connections between courses, deliverables and intended outcomes, learning taxonomy; a picture of the learning journey, a program map plots the sequence and relationship of learning outcomes within a program of study.
Program Portfolio (i.e. Records of Learning)	A program portfolio is maintained for each program and section of program across the college. The portfolio includes the curriculum documents, faculty bios, records of learning, program report cards, reflection documents, and stakeholder feedback on the program/section. This repository is a critical resource in the review and renewal process.
Program Report Cards	Produced annually (or more often as required) a Program Report Card is generated by NSCC Institutional Research and compares KPIs for a specific program to cluster and college-wide performance.
Program Reflection & Renewal Framework (PRF)	This process framework provides guidance to the development of procedures and documentation for formal Program review and renewal (please see the attached chart). Formal program reviews are required after three years for a new program and every five years for ongoing programs.
Recognition for Prior Learning (RPL)	Fundamental to the Portfolio Learning approach at NSCC, RPL (formerly PLA) is a set of guides and processes to help articulate the learning of students, particularly that learning which may have been achieved in non-academic or non-NSCC learning environments.
Renewal Decision Matrix	An instrument used in the process of program reflection and renewal to determine if a program should be subjected to a full renewal – feasibility and program quality review. The instrument contains a number of key metrics and their measures in a rubric.
Retention	A measure of how well students succeed from period to period – predominantly from first to second semester and first to subsequent years.
Rubric	In general a rubric as used in education is a scoring guide used in subjective assessments. A rubric implies that a rule defining the criteria of an assessment system is followed in evaluation. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. A scoring rubric makes explicit expected qualities of performance on a rating scale or the definition of a single scoring point on a scale. At the institutional level a rubric may be a matrix of program evaluation metrics with criteria and levels of assessment.

## Appendix B: PROPOSED NSCC PROGRAM RENEWAL SCHEDULE – 2007/08 to 2014/15

### *Guidelines for Scheduling*

The following points are considered in development of this rotating chart:

- 1) All related programs (i.e. cluster) should be reviewed at the same time.
- 2) Approximately the same number of programs (i.e. 25-30) should be reviewed annually.
- 3) Normally the first renewal of a new program will take place after three (3) years
- 4) Every program, according to the Community College Act, must be renewed every five (5) years. The dates identified in this document are in keeping with the five-year rotation; however, a renewal can take place in less than five years on direction of the School or Academic Vice President/Chief Learning Officer.
- 5) Two consecutive years of low enrolment in a particular program section as well as other “red flags” from the Program Report Card also trigger a review of that section.
- 6) Individual program sections should be reviewed on a yearly basis at the individual campuses.
- 7) The Academic Systems & Process Committee (AS&PC), have established processes for five-year program renewal and yearly program reviews, following approval by Deans’ Council, this process will be distributed in September 2006

<b>School</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>Total</b>	<b>Comments/Status</b>
<b>School of Access</b>	0	1	0	0	0	0	1	0	2	
<b>School of Applied Arts &amp; New Media</b>	3	7	9	7	7	3	5	8	49	
<b>School of Business</b>	6	3	2	5	3	6	3	2	30	
<b>School of Health &amp; Human Services</b>	9	8	2	1	6	9	6	2	43	
<b>School of Trades &amp; Technology</b>	10	12	13	11	8	10	8	13	85	
<b>Total for Each School</b>	28	31	26	24	24	28	23	26	209	



Program	Notes	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>School of Access</b>									
Adult Learning <ul style="list-style-type: none"> <li>• Level 3</li> <li>• Level 4</li> </ul> (Certificate)	<i>Dept. of Education Curriculum</i>								
Academic & Career Connections <ul style="list-style-type: none"> <li>• Science</li> <li>• Pathways <ul style="list-style-type: none"> <li>· Health</li> <li>· Human Services</li> </ul> </li> </ul> (Certificate)	<i>New program title January 2009</i>		X					X	
<b>School of Applied Arts &amp; New Media</b>									
Applied Communications Arts			S					X	
ASL/English Interpretation						X			
Deaf Studies	<i>New 2007-08</i>				X				
Digital Animation			S					X	
Graphic Design			S					X	

X=Regular Cycle Renewal

S=Special Renewal Requested

X→ Deferred Renewal(scheduled year)

D Deferred Renewal (actual year)

## Appendix C: Program Renewal Schedule 2008/09

PROGRAM CLUSTERS	Credential	Duration	Progress/Status
<b>School of Access</b>			
General Arts & Science <ul style="list-style-type: none"> <li>• Science</li> <li>• Pathways</li> <li>• Health</li> <li>• Human Services</li> </ul>	Certificate	N/A	Name Change to be presented as agenda item for Nov. 26 meeting.
<b>School of Applied Arts &amp; New Media</b>			
Applied Geomatics Research	Advanced Diploma		
Applied Communication Arts	Certificate	1 Year	Deferred from 2007-08: In Progress – independent consultant report completed and shared with internal/external stakeholders. Renewal will be completed by March 2009.
Digital Animation	Diploma	2 Years	Deferred from 2007-08: In Progress – research complete and program modifications underway. Renewal to be completed by May 2009.
Graphic Design	Diploma	1 Year	Deferred from 2007-08: In Progress – external report completed and shared with internal/external stakeholders. Renewal will be completed by March 2009.
Photography	Diploma	2 Years	Deferred from 2007-08: In Progress – renewal will be completed by May 2009. Research into delivery methods ongoing.
Recording Arts	Certificate	1 Year	Deferred from 2007-08: In Progress – renewal will be completed by May 2009. Renewal process to be integrated with review of Music Arts and Music Business programs.
<b>School of Business</b>			
Business Administration (All Concentrations)	Diploma	2 Years	
Office Administration – Information Management	Diploma	1 Year	
<b>School of Health &amp; Human Services</b>			
Continuing Care	Certificate	1 year	
Dental Assisting	Certificate	1 year	Request for deferral to 2009/10 to coincide with National Accreditation review.
Human Services: Educational Support	Diploma	2 years	
Human Services: Disabilities Support & Services	Diploma	2 years	
Practical Nursing	Diploma	2 years	
Esthetician	Certificate of Accomplishment	1 year	
Human Services: Addictions Counseling	Diploma	2 years	In Progress – curriculum revisions have taken place. Review to be completed by January 2009.
Law & Security	Certificate	1 year	In Progress- curriculum revisions have taken place. Review to be completed by January 2009.
<b>School of Trades &amp; Technology</b>			
Architectural Engineering Technology	Diploma	2 years	

Diesel Repair-Industrial & Marine	Certificate	1 year	
Machining	Diploma	2 years	
Natural Resources Operations	Certificate	1 year	
Process Operation – 4 <sup>th</sup> Class Power Engineering	Certificate	1 year	
Electronic Engineering Technician	Diploma	2 years	
Electronic Engineering Technologist	Diploma	2 years	
Heavy Construction – Dexter Institute	Diploma	2 years	
Wood Manufacturing	Diploma	2 years	In Progress – renewal deferred from 2007-08 to coincide with formation of new Program Advisory Committee.
Manufacturing Engineering Technician	Certificate	1 year	In Progress – full renewal will be completed by May 2009; program intake suspension at IT Campus for 2008.

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## Appendix D: Program Renewal 2007- 08 Status Summary

<b>School of Applied Arts &amp; New Media</b>	
Applied Communication Arts	In Progress - independent consultant report completed and shared with internal/external stakeholders. Renewal will be completed by May 2009.
Digital Animation	In Progress - research complete and program modifications underway. Renewal to be completed by May 2009.
Graphic Design	In Progress - external report completed and shared with internal/external stakeholders. Renewal will be completed by May 2009. <b>March</b>
Photography	In Progress - renewal will be completed by May 2009. Research into delivery methods ongoing.
Recording Arts	In Progress - renewal will be completed by May 2009. Renewal process to be integrated with review of Music Arts and Music Business programs.
Marine Geomatics	Renewal complete – recommendations to Programs Committee June 2008.
Cartography – Digital Mapping	Renewal complete – recommendations to Programs Committee June 2008.
Geographic Information Systems	Renewal complete – recommendations to Programs Committee June 2008.
Geographic Information Systems for Business	Renewal complete – recommendations to Programs Committee June 2008.
Remote Sensing	Renewal complete – recommendations to Programs Committee June 2008.
<b>School of Business</b>	
Medical Office Assistant	Review complete - curriculum is being aligned following Curriculum Institute.
Medical Transcription	Review complete - curriculum is being aligned following Curriculum Institute.
Office Administration-Information Management	Review complete - curriculum is being aligned following Curriculum Institute.
Office Information Technology	Review complete - name changed to Office Administration (Programs Committee November 2007).
Human Resource Assistant	Review complete - curriculum is being aligned following Curriculum Institute.
Library Information Technology	Review complete - curriculum is being aligned following Curriculum Institute.
<b>School of Health &amp; Human Services</b>	
Advanced Cosmetology	Review complete – program to be discontinued. Briefing note will be prepared for Programs Committee in Fall 2008.
Cosmetology	Review complete.
Early Childhood Studies	Review complete.
Funeral & Allied Health Services	Review complete.
Human Services: Addictions Counseling	In Progress - curriculum revisions have taken place. Consultations with industry to take place to determine industry needs. Review to be completed by January 2009.
Human Services: Child & Youth	Review complete.
Human Services: Therapeutic Recreation	Review complete.
Law & Security	In Progress- curriculum revisions have taken place. Review to be completed by January 2009.
Pharmacy Technology	Review complete.
Human Services: Correctional Services	Review complete.
Recreation Leadership	Review complete.

<b>School of Trades &amp; Technology</b>	
Aircraft Maintenance Engineer	Review complete.
Appliance Service Technician	Program Intake suspension at Akerley Campus for 2008 (Programs Committee March 2008)
Automotive Service Technician (MVR-M)	Review Complete.
Electronic Engineering Technology	Review Complete.
Manufacturing Engineering Technician	In Progress – full renewal will be completed by May 2009; however, program intake suspension at IT Campus for 2008.
Mechanical Engineering Technology	Review Complete
Wood Manufacturing	In Progress – renewal deferred until 2008-09 to coincide with formation of new Program Advisory Committee.
Electronic Engineering Technician	Program intake suspension at Lunenburg Campus for 2008. (Programs Committee March 2008)
Steamfitting/Pipefitting	Review Complete.
Plumbing	Review Complete.

PRF-F (v2009-4)

Updated: June 2, 2008 by Stephanie Sullivan and Sue Nelson

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# Appendix E: Sample NSCC Program Report Card - 2004-05 to 2008-09

## Program Enrollment Measures

### Welding Programs

Academic Year	# Applicants - First Choice Program	# Applicants - Second Choice Program	# Applicants - Third Choice Program	Ratio - First Choice App's to First Year Sept 30 Enrol	First Year Enrollment Sept 30	Returning Enrollment Sept 30	First Year Enrollment Jan 30	Returning Enrollment Jan 30	Late Starts and Jan Intake	First Year Fall Term to Winter Term Retention	Returning Fall Term to Winter Term Retention	Year 1 to Year 2 Retention	Graduates	On-Time Graduation
<b>Trades &amp; Technology</b>	<b>18928</b>	<b>9478</b>	<b>5805</b>	<b>2.0</b>	<b>9291</b>	<b>3864</b>	<b>6567</b>	<b>2645</b>	<b>74</b>	<b>90%</b>	<b>86%</b>	<b>78%</b>	<b>5171</b>	<b>67%</b>
<b>Welding - Certificate</b>	<b>31</b>	<b>10</b>	<b>8</b>	<b>1.6</b>	<b>19</b>		<b>18</b>			<b>95%</b>			<b>16</b>	<b>84%</b>
<b>Marconi</b>	<b>31</b>	<b>10</b>	<b>8</b>	<b>1.6</b>	<b>19</b>		<b>18</b>			<b>95%</b>			<b>16</b>	<b>84%</b>
2005-06	31	10	8	1.6	19		18			95%			16	84%
<b>Welding - Diploma</b>	<b>1174</b>	<b>791</b>	<b>492</b>	<b>2.5</b>	<b>461</b>	<b>334</b>	<b>332</b>	<b>225</b>	<b>0</b>	<b>92%</b>	<b>85%</b>	<b>80%</b>	<b>216</b>	<b>68%</b>
<b>Akerley</b>	<b>204</b>	<b>120</b>	<b>82</b>	<b>3.2</b>	<b>65</b>	<b>45</b>	<b>56</b>	<b>43</b>		<b>86%</b>	<b>96%</b>	<b>79%</b>	<b>42</b>	<b>75%</b>
2004-05	49			2.3	21	10	17	10		81%	100%		9	
2005-06	60	59	38	2.6	23	14	20	13		87%	93%	67%	14	67%
2006-07	95	61	44	4.5	21	21	19	20		90%	95%	91%	19	83%
<b>Akerley</b>	<b>232</b>	<b>188</b>	<b>114</b>	<b>5.8</b>	<b>40</b>	<b>35</b>	<b>20</b>	<b>19</b>	<b>0</b>	<b>100%</b>	<b>100%</b>	<b>80%</b>	<b>12</b>	
2007-08	113	85	56	5.7	20	19	20	19		100%	100%		12	
2008-09	119	103	58	6.0	20	16						80%		
<b>Burridge</b>	<b>79</b>	<b>31</b>	<b>9</b>	<b>1.7</b>	<b>48</b>	<b>35</b>	<b>46</b>	<b>34</b>		<b>96%</b>	<b>96%</b>	<b>93%</b>	<b>34</b>	<b>90%</b>
2004-05	22			1.1	20	8	19	7		95%	88%		8	
2005-06	19	11	2	1.9	10	17	10	17		100%	100%	85%	16	80%
2006-07	38	20	7	2.1	18	10	17	10		94%	100%	100%	10	100%
<b>Burridge</b>	<b>92</b>	<b>51</b>	<b>18</b>	<b>2.5</b>	<b>37</b>	<b>34</b>	<b>18</b>	<b>15</b>	<b>0</b>	<b>100%</b>	<b>94%</b>	<b>100%</b>	<b>15</b>	
2007-08	43	26	12	2.4	18	16	18	15		100%	94%		15	
2008-09	49	25	6	2.6	19	18						100%		
<b>Lunenburg</b>	<b>46</b>	<b>26</b>	<b>17</b>	<b>2.4</b>	<b>16</b>	<b>25</b>	<b>16</b>	<b>24</b>		<b>98%</b>	<b>97%</b>	<b>87%</b>	<b>22</b>	<b>75%</b>
2004-05	22			2.4	9	11	10	10		111%	91%		10	
2005-06	17	19	7	2.4	7	8	6	8		86%	100%	89%	7	78%
2006-07	7	7	10			6		6			100%	86%	5	71%
<b>Marconi</b>	<b>66</b>	<b>33</b>	<b>24</b>	<b>2.4</b>	<b>28</b>		<b>26</b>			<b>93%</b>			<b>7</b>	
2006-07	66	33	24	2.4	28		26			93%			7	
<b>Marconi</b>	<b>101</b>	<b>71</b>	<b>51</b>	<b>2.5</b>	<b>40</b>	<b>24</b>	<b>17</b>	<b>11</b>	<b>0</b>	<b>85%</b>	<b>100%</b>	<b>65%</b>	<b>7</b>	
2007-08	53	41	24	2.7	20	11	17	11		85%	100%		7	
2008-09	48	30	27	2.4	20	13						65%		
<b>Pictou</b>	<b>103</b>	<b>62</b>	<b>27</b>	<b>1.7</b>	<b>61</b>	<b>43</b>	<b>54</b>	<b>38</b>		<b>89%</b>	<b>89%</b>	<b>73%</b>	<b>31</b>	<b>51%</b>
2004-05	28			1.3	22	14	19	13		86%	93%		11	
2005-06	41	20	10	2.3	18	15	18	12		100%	80%	68%	10	45%
2006-07	34	42	17	1.6	21	14	17	13		81%	93%	78%	10	56%
<b>Pictou</b>	<b>81</b>	<b>70</b>	<b>57</b>	<b>2.1</b>	<b>38</b>	<b>31</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>90%</b>	<b>0%</b>	<b>75%</b>	<b>11</b>	
2007-08	49	35	29	2.5	20	16	18			90%	0%		11	
2008-09	32	35	28	1.8	18	15						75%		
<b>Strait Area</b>	<b>83</b>	<b>63</b>	<b>43</b>	<b>1.6</b>	<b>51</b>	<b>35</b>	<b>44</b>	<b>30</b>		<b>86%</b>	<b>89%</b>	<b>74%</b>	<b>25</b>	<b>52%</b>
2004-05	21			1.3	16	11	16	10		100%	91%		8	
2005-06	26	25	17	1.5	17	17	11	13		65%	76%	106%	11	69%
2006-07	36	38	26	2.0	18	7	17	7		94%	100%	41%	6	35%
<b>Strait Area</b>	<b>71</b>	<b>76</b>	<b>50</b>	<b>1.9</b>	<b>37</b>	<b>27</b>	<b>17</b>	<b>11</b>	<b>0</b>	<b>89%</b>	<b>85%</b>	<b>74%</b>	<b>10</b>	
2007-08	34	41	21	1.8	19	13	17	11		89%	85%		10	
2008-09	37	35	29	2.1	18	14						74%		
<b>Welding Inspection and Quality</b>	<b>56</b>	<b>33</b>	<b>29</b>	<b>1.5</b>	<b>39</b>	<b>12</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>88%</b>		<b>71%</b>	<b>0</b>	
<b>Pictou</b>	<b>56</b>	<b>33</b>	<b>29</b>	<b>1.5</b>	<b>39</b>	<b>12</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>88%</b>		<b>71%</b>	<b>0</b>	
2007-08	28	21	13	1.6	17		15			88%				
2008-09	28	12	16	1.3	22	12						71%		

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