



Program
Review

Getting Started Guide

Faculty of Arts, Science & Technology
2020 - 2023

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Your Support Team



Institutional Research and Planning Department

Institutional Research and Planning provides:

- Data packages of standard reporting data including summaries of BC Student Outcomes data
- Consultation on the development and implementation of tools for gathering new data (e.g., survey questions, survey development)
- Assistance in interpreting and displaying data

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Centre for Teaching and Learning Innovation

The Centre for Teaching and Learning Innovation provides:

- Leadership and direction for entire process
- Resources to support the Program Review process
- Guidance for faculty on completing the Self-Study, Final Report and Action
- Support creation of survey tools and conducting surveys, along with facilitation of focus groups
- Assist in follow-up actions and related program, teaching and learning enhancements

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Terms and Definitions

ACD An ACD (Authorized Course Description) is a document defining the educational components of a course, the format and contents of which have been approved by EdCo (Education Council). The educational components in an ACD include course code, title, format, credit value, prerequisites/Corequisites, course description, content, learning outcomes, evaluation methods and minimum instructor qualifications. More Info: [NIC Policy 3-15](#)

BC Student Outcomes Each year, BC Student Outcomes collects information from tens of thousands of former British Columbia post-secondary students. Former students have the opportunity to evaluate their education and are asked about their subsequent employment and further education. Student Outcomes Surveys are conducted with funding from the Ministry of Advanced Education, Skills and Training, the Industry Training Authority, and from B.C.'s public post-secondary institutions. More Info: [Link](#)

Blue Blue is the name of the software North Island College uses for course and program feedback. Explorance is the company who makes the software and is based out of Montreal, Quebec where the platform is hosted. More Info: [Explorance](#)

CTLI The Centre for Teaching and Learning Innovation (CTLI) is North Island College's teaching, learning and technology teaching commons for faculty, support staff and administration. The Centre staff assist the programs, people and places engaged in designing and facilitating student learning experiences

Curriculum Renewal Curriculum design and renewal is an ongoing, cyclical, and analytical process that continually strives to find new and effective ways to offer students learning experiences that are transformational, inspiring, and intellectually challenging. Curriculum renewal activities can come out of a program review or be undertaken before a program review. More Info: [Queen's University](#)

DQAB The Degree Quality Assessment Board (DQAB) is an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in BC. There are up to 13 voting members appointed by the Minister. The Board has a standing committee to develop and implement the Quality Assurance Process Audit (QAPA).

Focus Group Focus groups are a type of qualitative research. They rely on data that is produced through semi-structured group interaction in an informal environment facilitated by a trained moderator. A focus group is composed of a collection of people from one or more stakeholder groups brought together to discuss key questions specific to the program. Focus groups use open ended questions as a method to uncover and explore more deeply student, alumni, employer, faculty, and community network perspectives on your program offerings. More Info: [Western University](#) and [UBC](#)

IRP The Institutional Research and Planning office is North Island College's department that assists in the Program Review process by providing data packages on programs, assists in interpreting the data, aids in building surveys and data gathering instruments and supports the Quality Assurance Process Audit.

ITA The Industry Training Authority (ITA) leads and coordinates British Columbia's skilled trades system. ITA works with employers, apprentices, industry, labour, training providers and government to issue credentials, supports apprenticeships, fund programs, set program standards and increase opportunities in the trades. More info: [Link](#)



Terms and Definitions

Ministry of AEST The Ministry of Advanced Education, Skills and Training (MAEST) provides leadership and direction for post-secondary education and skills training systems in British Columbia as well as labour market information and programs. More info: [Link](#)

Policy 3-11 The North Island College policy and procedures about program review. Policy Statement: North Island College (NIC) is committed to supporting student success through the provision of high-quality educational programs. Regular and systematic program review supports ongoing educational excellence and institutional accountability. More info: [Link](#)

Program Advisory Group Program Advisory Group (or Committee) aids a department in developing and providing feedback on programs such as trends that may affect programming, options and opportunities for employment of graduates, changes in the field or discipline etc. They may also have a role in reviewing significant changes proposed for programs and providing constructive critiques to aid in enhancing the program. More Info: [JIBC](#)

Program Lead Appointed by the Dean, this faculty member leads the program review process. May also be called Program Review Chair.

QAPA The Quality Assurance Process Audit (QAPA) is an external review process to ensure that public post-secondary institutions periodically conduct rigorous, ongoing program and institutional quality assessment. All BC public institutions participate in the QAPA once every seven years. The QAPA was launched as a two-year pilot in Fall of 2016. The QAPA was developed by the Quality Assurance Audit Committee, a standing committee of the Degree Quality Assessment Board (DQAB) under the Ministry of Advanced Education and Skills Training. More info: [Link](#)

Self-Study The self-study is a program's reflection on the key dimensions of quality informed by data and research. NIC's self-study includes five dimensions including: commitments, structures, community, practices, and impact/outcomes. A sixth section provides an opportunity to summarize key learning and identify next steps.

Quality Assurance Process Audit

The Quality Assurance Process Audit (QAPA) is an external review process to ensure that public post-secondary institutions periodically conduct rigorous, ongoing program and institutional quality assessment. All B.C. public institutions participate in the QAPA once every seven years.

Background

The QAPA was developed by the Quality Assurance Audit Committee, a standing committee of the Degree Quality Assessment Board. The Committee is comprised of representatives from the public institutions and the Board. Use the resources below to find out more:

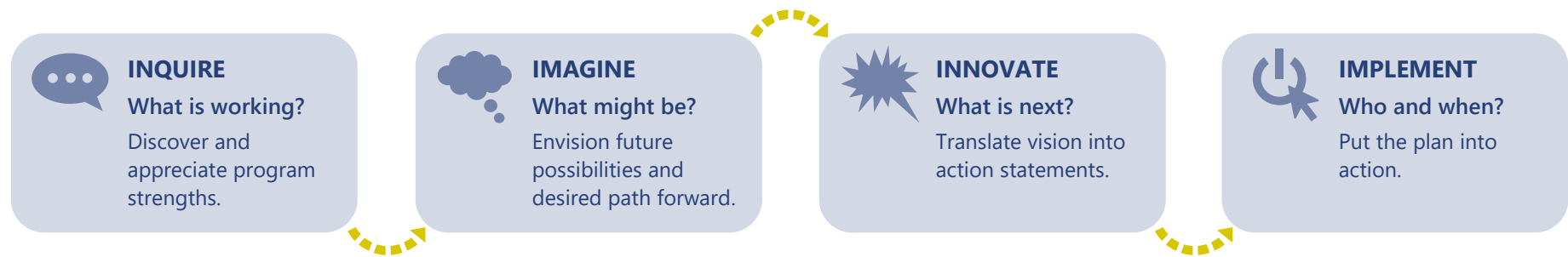
- [QAPA Handbook \(PDF\)](#)
- [QAPA Process Map \(PDF\)](#)

The QAPA was launched as a two year pilot in Fall of 2016. Following the pilot, the Committee undertook an evaluation of the process. The Committee considered feedback from the pilot institutions as well as the QAPA assessors. The QAPA documents were updated after the evaluation was completed.

In the interest of transparency and accountability, the results of the QAPA and institutional responses will be posted on both the institution's website and the [DQAB's website](#).



Purpose and Process



What is Program Review?

Program Review is an ongoing and systematic inquiry process whereby key student learning experience stakeholders reflect on the strengths of educational programs and identify areas for enhancement.

The program review process engages all participants in an evidence-based assessment of how well programs and departments are providing the best possible experiences for student learning. The process is part of an ongoing curriculum renewal and review process whereby all learning experiences are continually reviewed for reshaping, renewing, and rethinking how best to provide for the needs of learners.

Program reviews give departments an opportunity to answer any burning questions, fill in gaps with data and obtain timely feedback from students, faculty, alumni, employers, community members etc.

Examples of Questions to Explore

- What do students feel were the most important parts of their learning experience?
- What aspects of our program or courses do students find most valuable to their learning?
- What knowledge and skills do students feel they are missing to be successful?
- How responsive is our program or courses to the current and emerging needs of employers and community agencies?
- Are our students applying new learning and retaining it many years after graduating or leaving for new pursuits?

What are the Expectations from the Ministry of Advanced Skills & Training?

From BC's Quality Assurance Process Audit Handbook: The Minister of Advanced Education, Skills and Training tasked the Degree Quality Assessment Board (DQAB) with developing and implementing a periodic quality assurance process audit of internal program review policies and processes at public post-secondary institutions.

The Terms of Reference for the DQAB establish that audits will be based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.

Source:
Preskill, H. & Grindle, A. (2015). Guide to Appreciative Inquiry. FSG Consulting.
<https://www.fsg.org/tools-and-resources/guide-appreciative-inquiry>



Key Stakeholders



Faculty Members

- key contributors and drivers of self-reflective process
- led internally by the Program Lead (designated by Dean to lead Program Review for department)

Students

- current students and alumni contribute feedback on their learning experiences and perceptions about value of programming/courses

Dean

- provides support, feedback, and oversight at the program level

Administration

- undertakes actions outlined in NIC Policy 3-11
- oversees the College's program review processes, responsibility to Quality Assurance Process Audit and ongoing program review and renewal

External Review Team

- three-person team comprised of two peers external to NIC and one NIC peer from another department
- provide objective feedback and offers recommendations

Program Advisory Group

- employers who hire graduates &/or support internships, practica or placements
- community members and agencies involved in supporting the program area
- provide objective feedback and offers recommendations

Institutional Support Team

- Centre for Teaching and Learning Innovation facilitates overall process and supports Program Leads and Faculty
- Department of Institutional Research and Planning provides data packages, support on survey development, data gathering & analysis

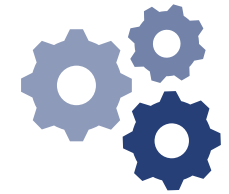




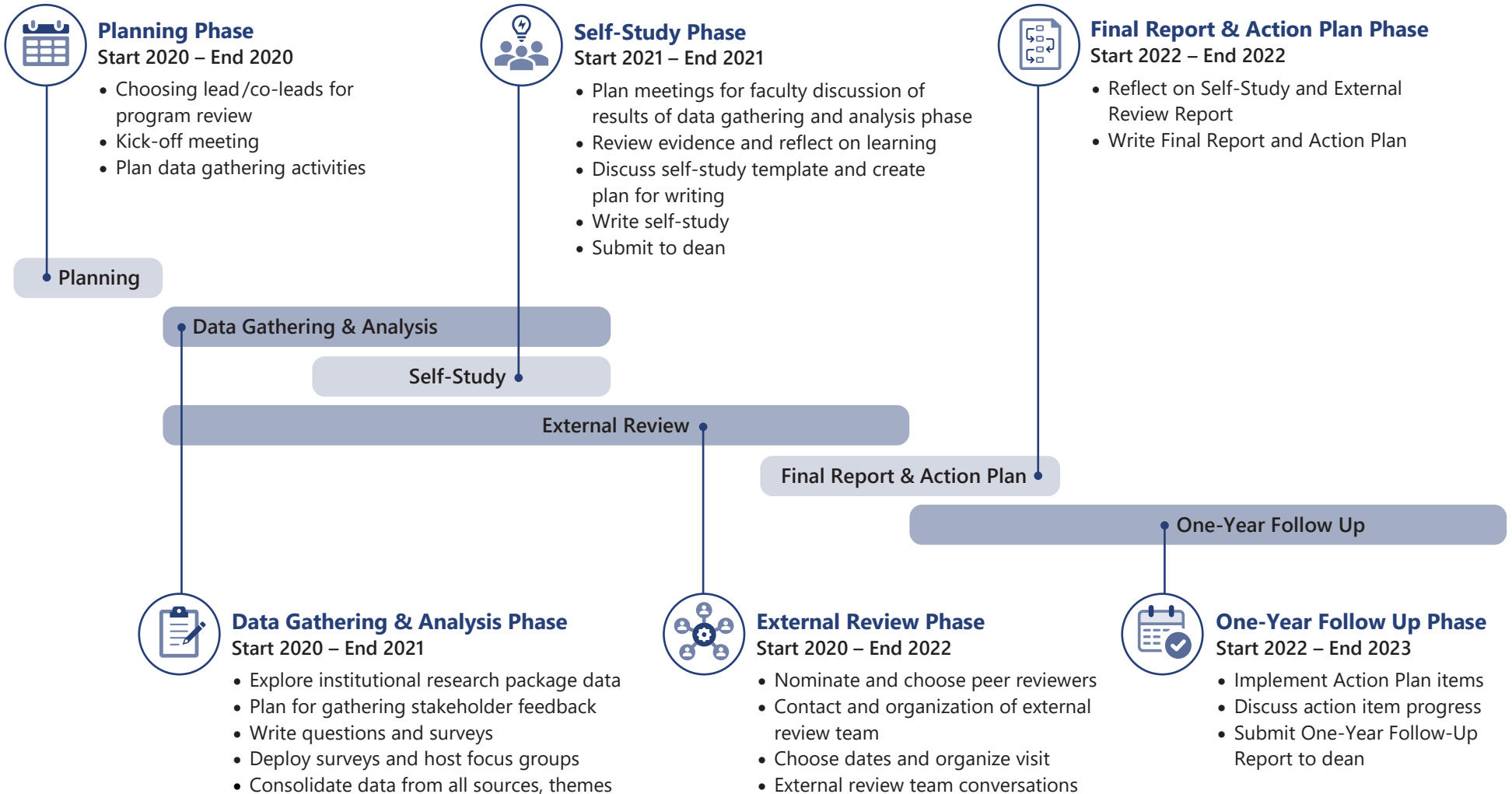
Curriculum Renewal & Program Review Phases

	Phases and Actions	Year 1 Program Review			Year 2 Program Review			Year 3 Program Review			Year 4 Ongoing Renewal Activities			Year 5 Ongoing Renewal Activities			Year 6 Ongoing Renewal Activities			Year 7 Ongoing Renewal Activities			
		Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.
1	Planning Phase	█																					
2	Data Gathering and Analysis Phase		█	█	█																		
3	Self-Study Phase			█	█																		
4	External Review Phase		█	█	█	█	█																
5	Final Report and Action Plan Phase						█	█															
6	One-Year Follow-Up Phase							█	█	█	█												
7	Ongoing Curriculum Renewal Phase								█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

Note: • There are seven phases to the overall Curriculum Renewal and Program Review process. This process repeats every seven years.
 • The Program Review part takes about two to three academic years shown by Years 1 – 3 on the chart above.



Phases, Approximate Dates & Actions





Phase One: Planning



This phase is about the department planning for undergoing the phases of the program review.

Who	Action	When
Director, CTLI	<ul style="list-style-type: none"> Organize and update annual program review schedule Create a schedule in consultation with deans, department charts, etc. 	January 2020
Dean	<ul style="list-style-type: none"> Work with faculty to put together a Program Review Team Nominate one person as the Program Review Lead (ideally a Co-Lead is also nominated in case the Lead is unavailable at any point in the process) Notify Director, CTLI about Program Review Lead (Co-Lead) 	Fall 2020
Director, CTLI	<ul style="list-style-type: none"> Organize a kick-off meeting 	October 2020
Program Review Team	<ul style="list-style-type: none"> Identify draft timeline for conducting program review phases Discuss review specific questions and data requirements 	October – November 2020
Director, CTLI	<ul style="list-style-type: none"> Facilitate faculty meetings to understand the process Discuss burning questions and needs Engage faculty in consideration of what data is needed and what program renewal activities need feedback and further input 	October – November 2020

The planning phase is a high-level overview of the process from start to finish. This phase establishes the intentions of engaging in curriculum renewal and program review activities.

① Further details can be found in the Program Review Handbook and on the website



Phase Two: Data Gathering and Analysis

This phase is about looking at data that has already been gathered, along with creating questions for surveys and focus groups to gather additional data from stakeholder groups.

Who	Action	When
Program Review Team	Explore Institutional Research Package Data <ul style="list-style-type: none"> • From IRP Program Review Team will get data packages with info such as: <ul style="list-style-type: none"> ○ Headcount and FTE enrolment, and retention rates ○ Course completion (enrolled, % completed % passed etc.) ○ Feedback from graduates via BC Student Outcomes surveys 	December 2020
Program Review Team	Plan for feedback from students, faculty, alumni, employers, community etc.	October – December 2020
Program Review Team with CTLI assistance	Write survey and focus group questions	November 2020 – March 2021
Institutional Research and Planning	Deploy surveys and hosts focus groups	January – May 2021
Program Review Team, with CTLI assistance	Consolidate data from all sources, considers themes and summaries	May 2021
Program Review Team	The Program Review Team analyses and synthesizes the data. An anonymized summary of the data is included in the Self-Study.	May – June 2021

Possible stakeholder data gathering activities could include:

- Current Student Survey and Current Student Focus Group(s)
- Graduate Student Survey and Graduate Student Focus Group
- Current Faculty Survey and Current Faculty Focus Group
- Program Advisory Group Survey and Program Advisory Group Survey

① Further details can be found in the Program Review Handbook and on the website



Phase Three: Self-Study

This phase is about writing a narrative reflection about your program or department considering feedback from data gathering and analysis phase, while considering future directions, recommendations, and actions.

Who	Action	When
Program Review Lead	Plan meetings for faculty discussion of results of data gathering & analysis phase	April 2021
Program Review Team	Review evidence and reflection on learning	May – June 2021
Program Review Team	Discussion of Self-Study template and create plan to write Self-Study	May 2021
Program Review Team	Write Self-Study Story with the assistance of CTLI	May – December 2021
Program Review Lead	Submit final version to dean	January 2022

The Self-Study is a reflective open-ended narrative, telling the story of student learning in an area. Rather than being a business report, it is a reflective document professionally written for an audience external to the College. It includes:

- [Our commitment to Learners](#) – Reflection on the values, philosophy and alignment components of program outlining the needs and expectations of students, the institution, and the discipline, industry, or profession
- [Our program Structures](#) – Reflection on the development of the program, student learning journey through the program, how the program has evolved and is currently delivered and scheduled
- [Our learning Community](#) – Reflection on the interactions and relationships between and among faculty and students within the program, as well as engagement with broader communities to establish a learning community
- [Our practices](#) – Reflection on teaching and learning practices; the methods or approaches used to fulfil the stated commitments and engage in reflective practice
- [Our collective impact](#) – Reflection on the accomplishments and contributions of faculty and students from the program including learning experiences, opportunities, and outcomes

The Self-Study is written collaboratively by the Program Review Team. With the support of the Centre for Teaching and Learning Innovation, the Program Review Lead leads the work of the Program Review Team, of pulling together ideas, analyzing the data gathered, collating and synthesizing information, and identifying possible future directions for development of the program area. A more detailed guide on pulling together the Self -Study is available on the website.

① Further details can be found in the Program Review Handbook and on the website



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Phase Four: External Review



This phase is about bringing in three people external to the program/department to engage in two days of interviews with students, faculty, and support members from across the College. The external review team considers the self-study recommendations and along with their findings from the interviews and writes a summary report with recommendations and next steps.

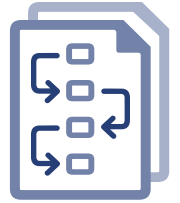
Who	Action	When
Program Review Team	Nominate and choose external peer reviewers - Two people from other institutions who have experience in the same program area, along with one person from within NIC but outside of the area being reviewed	By April 2021
Dean	Contact external review team members to ascertain availability	Fall 2021
Program Review Team	Share suitable dates that work for Program Review Team	Fall 2021
CTLI	Organize and plan the External Review Team visit	Fall 2021
External Review Team	Conversations with all stakeholders	February – March 2022
External Review Team	Write and submit the External Review Report	By May 2022

The role of the External Review Team is to:

- read and give feedback on the Self-Study
- meet with (either face-to-face or virtually) faculty, staff, current students, alumni, and other stakeholders to find out their perspectives on what is working well / what could be improved
- offer recommendations on what improvements could be made
- write an External Review Report that informs the Final Report and Action Plan

The External Review Team will make an on-campus site visit (or take part in a virtual online visit) over 2 days. The Team will meet all the stakeholders (e.g., they will meet the faculty in one meeting, the students in another etc.). They will inquire about what is working well in the program area, what are some of the identified challenges and ask for feedback. Approximately 2-4 weeks after the site / virtual visit, the External Review Team will submit their report, which will include recommendations for future development of the program area.

① Further details can be found in the Program Review Handbook and on the website



Phase Five: Final Report and Action Plan

This phase is about writing a final report reflecting on the data gathered, the self-study, the external review team's report, and reflections about the entire student learning experience within the program or department area.

Who	Action	When
Program Review Team	Reflect on Self-Study and External Review Report <ul style="list-style-type: none">• identify key action points based on the recommendations made	May - June 2022
Program Review Team	Write Final Report and Action Plan outlining what needs to be done, when and by whom	May - June 2022
Program Review Lead	Submit final version to Director, Centre for Teaching and Learning Innovation	May - June 2022

The Final Report is a short document consolidating everything the Program Review Team has learned and reflected upon from the beginning. The Report focuses on the Self-Study's recommendations, the External Review Team's recommendations along with discussions with the department and faculty about the whole experience.

The Action Plan captures all the specific actions the Program Review Team would like to undertake going forward. The Action Plan has dates, deliverables and milestones for each item allowing the department to track activity and produce a one-year follow up report on progress to date.

① Further details can be found in the Program Review Handbook and on the website



Phase Six: One-Year Follow-Up Report

This phase is about the department planning for undergoing the phases of the program review.

Who	Action	When
Program Review Team	Implement Action Plan items	Fall 2022 – Fall 2023
Dean and Program Review Lead	Discuss Action Plan progress with faculty	Fall 2022 – Fall 2023
Program Review Team	Submit One-Year Follow-Up Report to dean	December 2023

This One-Year Follow-Up Report is used as the basis for ongoing curriculum review and renewal, until it is time for the program area to undergo Program Review again.

Over the course of the year and at times agreed on in the Action Plan, the Program Review Lead will check on the progress being made on each action item. They will report to the dean and the Director for the Centre for Teaching and Learning Innovation, identifying if / what extra supports might be necessary.

Curriculum review and renewal is an ongoing process. The whole process lasts approximately 7 years, at which point the program area may undergo the next Program Review.

① Further details can be found in the Program Review Handbook and on the website



Resources and Supports

There are Program Review resources for the Program Review Team, Program Review Lead, and the dean. The resources are on the website and include:

- A template and guidelines for writing the Self-Study Report
- A template and guidelines to nominate individuals for the External Review Team and the criteria to be used to decide who to nominate
- Sample survey and focus group questions
- A template for the External Review Team to write their report
- A template and guidelines to put together an Action Plan
- Sample emails for different steps or phases of the process

Members of the Centre for Teaching and Learning Innovation are available as needed.