



PROGRAM REVIEW MANUAL

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Forward

A program review is a systematic quality assurance process. It is intended to ensure that the content, structure, learning outcomes, teaching and learning activities, assessment, and delivery methods of BCIT programs are current and appropriate. As well, a program review takes into account the continuing appropriateness of the admissions requirements, the need for the program, and its success at meeting that need. The objective of the self-study component is to provide a thorough, reflective, self-critical, evidence-based analysis of the program.

The purpose of the BCIT **Program Review Manual** is to assist those involved in a program review to navigate through the process smoothly and effectively. The *Program Review Manual* will also be of value to those who want to become familiar with the program review process prior to their program's scheduled review.

In the BCIT *Program Review Manual*, you will find a brief description of program review, an explanation of the process, a list of various resources that may be helpful, reporting templates, and other information to assist with conducting a program review.

The development of BCIT's *Program Review Manual* is informed by a review of the Ministry of Advanced Education, Skills & Training (Ministry) Degree Quality Assessment Board (DQAB) expectations for program review, in addition to reviews of similar manuals and procedures at peer institutions in the province.

This manual reflects BCIT's diversity of programs and its program review policy, procedures, and resources. If you require additional information as you read this manual or are in the process of completing a program review, please contact:

- Dean, Academic Planning & Quality Assurance
- Manager, Academic Planning & Quality Assurance
- School dean and program area associate dean
- Program area school quality committee (SQC) chair
- Director, Institutional Research Office (IRO)
- IDC Coordinator, Learning and Teaching Centre (LTC)

For convenience, all templates, guidelines, policies, and manuals related to program review at BCIT can be found at the BCIT Academic Planning and Quality Assurance website: <https://www.bcit.ca/apqa/>

List of abbreviations

Ministry	Ministry of Advanced Education, Skills & Training
BCIT	British Columbia Institute of Technology
Dean, APQA	Dean, Academic Planning & Quality Assurance
DQAB	Ministry Degree Quality Assessment Board
EdCo	Education Council
ERT	External Review Team
Manager	Manager, Academic Planning & Quality Assurance (reports to Dean, APQA)
IRO	Institutional Research Office
LTC	Learning and Teaching Centre
IDC	Instructional Development Consultant
PC	Program Champion

SST
VPA

Self-study Team
Vice President, Academic

SECTION I: PROGRAM REVIEW AT BCIT

Background

Program review is an integral part of ensuring we align with our Vision, Mission, and Mandate, and that we meet our commitments to our stakeholders and align with each of the strategic goals in our Strategic Plan (2014-19). Specifically, program review ensures we are:

Meeting our Commitments to Stakeholders –

- Providing a learner experience that supports students as individuals, provides a superior return on investment, and actively supports lifetime career success;
- Educating and training practitioners who can support the success of employers by being immediately productive, be a source of new ideas, and advance the state of practice;
- Being responsive and adaptive to the evolving needs of British Columbia;
- Prudently stewarding resources entrusted to us in a manner that provides the citizens of British Columbia with the best possible return on their investment;
- Fulfilling the goals that were set out for us by the Government of British Columbia, as outlined in its annual Letter of Expectations;
- Providing a consistent level of quality of education and services for both full-time and part-time students; and,
- Listening to our students so we can support them as learners and as people, ensuring they have every opportunity to reach our high standards, to graduate, and become alumni.

Aligning with our Strategic Goals –

1. Foster student success: improving our capacity to retain and graduate successful students
2. Financial stability: ensuring future success by diversifying funding
3. Change the student experience: meeting the needs of all students through innovation and exemplary service
4. Program and credential recognition: improving the quality of our educational programming, delivery, and support to aid recognition and transfer
5. Build on our reputation: cultivating a strong understanding and connection to the BCIT brand to increase investment and enrolment
6. Build a long-term educational plan: developing a 30-year plan to ensure we remain integral to the prosperity of British Columbia
7. Campus development: create a campus development plan to support educational priorities

In order for BCIT to satisfy the strategic priority of quality programming, to maintain exempt status with the Ministry Degree Quality Assessment Board (DQAB), and to successfully apply for future external accreditations and memberships, it is necessary to have a systematic and objective program review process. This will require a full review of all programs that ladder into degrees at least every five years, with the remaining programs reviewed at least every seven years.

Depending on the credential type, there are differing levels of analysis expected in the program review process. While all sections of the self-study report are relevant to and required for all program undergoing a review, smaller credentials such as associate certificates are not expected to have the amount/depth of analysis in their self-study reports as are larger credentials such as degrees. For example, for an associate certificate, it is likely sufficient to benchmark with similar programs in the local

area but a degree should include similar programs from a wider area (provincial, national, possibly international) to ensure an adequate range for comparison.

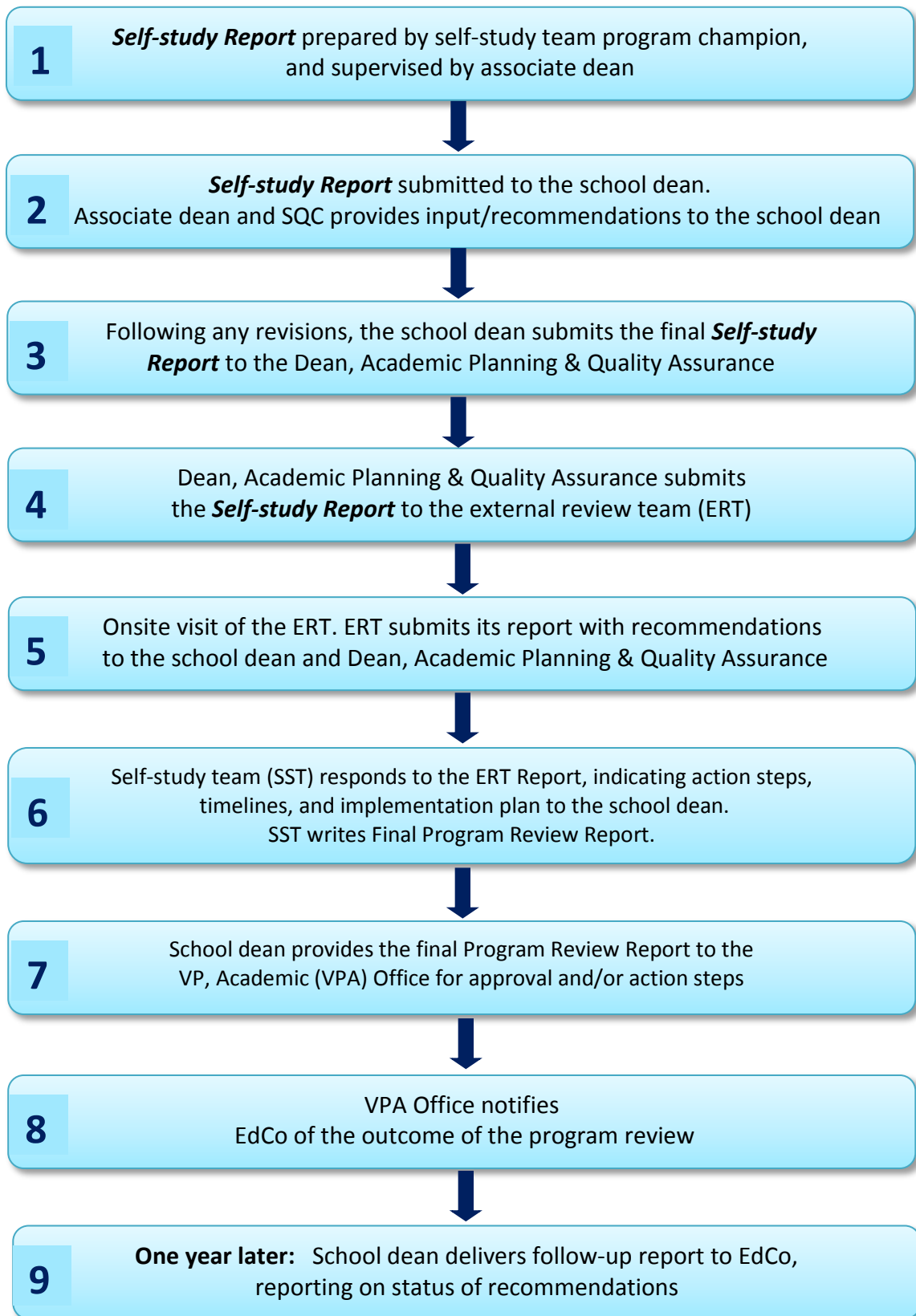
The program review process is designed to complement existing or future accreditation review processes, minimizing duplication. BCIT's program reviews should be scheduled to take place synchronously with program accreditation reviews, and wherever possible, the accreditation review materials and reports can be used without amendment for the BCIT program review. If there are areas required by the BCIT Program Review process that are not covered by the accreditation review, this can be accommodated by a supplemental report by the program area to satisfy those requirements. See Appendix E2 for an Accreditation Gap Analysis Worksheet to assist in identifying these gaps.

Where there are several related programs, it is encouraged that the related program areas will be scheduled for program review at the same time to increase the efficiency of the process, and increase integration among related programs. For example, if the Marketing Communications Diploma program was to be reviewed, all four related Part-Time Studies certificate programs would be reviewed simultaneously. In these cases, one self-study report would usually be used for all related programs, or as determined on a case-by-case basis. Self-study teams should determine how best to capture data, analysis, and recommendations for each program included in the self-study (e.g., one approach could be a separate recommendation table for each program).

The intent is to make the program review process easier to navigate while meeting the expectations of the Ministry, Education Council, and external accrediting bodies.

Appendix A contains BCIT's policy and procedure on program review (Policy 5402 and Procedure 5402-PR1).

Overview of the Program Review Process



Description

Program review provides an opportunity to identify and promote specific aspects of educational excellence within a program, and to identify opportunities to improve instruction and services to learners. At BCIT, **program review is a collaborative, systematic, constructive, research-based examination of a program's quality.** The *self-study report*, the first phase of the program review process, identifies seven categories for examination: 1) program background; 2) educational design; 3) educational experience; 4) services, resources, and facilities specific to the program; 5) program relationships and connections; 6) comparison with previous reviews; and 7) benchmarking to comparable programs. The final section of the program review includes conclusions, recommendations, and future directions for the program.

The review process is designed to gather and report quantitative and qualitative data to describe what the program does, and to illustrate how well the program is meeting its own mission and goals, and the mission and goals of BCIT. Essentially, the program review seeks to answer such questions as:

- What is it we say we do?
- What are we actually doing?
- What are we doing well, and how can we do more of it?
- What else should we be doing?
- How well are we meeting the needs of learners and others we serve?
- What can we do better?

Program review should be:

- **Formative** – ongoing collection of feedback that can be used to guide improvements to the program over time
- **Summative** – a formal review, conducted systematically within a prescribed time-frame, with the following characteristics:
 - Self-study conducted by the program area
 - External review, conducted by internal and external peers, including an on-site visit, written report, and program area response to the report
 - A final report summarizing findings, conclusions, and recommendations for future changes to strengthen the program
- **Participatory** – using input from internal and external stakeholders, including learners, graduates, employers, program advisory committees, licensing or accreditation bodies, staff, faculty, and administration
- **Standardized** – conducted using standardized, evidence-based processes and methodologies
- **Strategic** – leading to recommendations that facilitate short- and long-term planning for the program
- **Accountable** – to program faculty, staff, students, and administrators; Education Council (EdCo); and the Office of the Vice President, Academic (VPA); industry partners and accrediting bodies; and the Ministry
- **Iterative** – drawing on previous reviews and recommendations, with specific attention to trends and patterns

Each review will include:

- An **internal self-study** undertaken by program faculty and administration
- An **external review** conducted by a panel of two members from outside of BCIT and one BCIT faculty member, usually from another school at BCIT
- A **final report** that includes a summary of the self-study and the external review report, and recommendations for continuing quality assurance (i.e., an action plan)
- An **institutional response** to the findings and recommendations by way of an update to EdCo by the VP Academic, where questions and comments will be considered
- A **post-review follow up** within one year, reported to EdCo by the school dean

Overall, the review is systems-focused, and views the program as more than an isolated unit within the institution. Reviews examine a broad range of factors including curriculum, learner and employer satisfaction, faculty and staff perspectives, support services, community connections, industry trends, resources, and facilities. The program review includes a section where the program is benchmarked against comparable programs to confirm strengths and identify opportunities to further strengthen the program. The Program Review self-study report, described in Section III and Appendices D and E, provides specific suggested questions and topics designed to stimulate discussion, insight, interpretation, and analyses of information and data to ensure a thorough review.

Objectives of Program Review

In addition to addressing institutional accountability and ensuring program quality and relevance, program reviews at BCIT are intended to assist both the program area and the Institute to identify and celebrate a program's accomplishments and strengths, identify its opportunities for growth and development, provide evidence to support future changes, and confirm its overall alignment with BCIT's mission and values (see Appendix B, BCIT's Vision, Mission and Mandate).

It is a formative approach that focuses on program quality. Specifically, the **objectives** of program review are to:

- Assess the extent to which educational programs meet the requirements of BCIT's educational policies and the Ministry, for example the Degree Quality Assessment Board (DQAB) documentation related to degree level standards
- Ensure relevance to the communities that BCIT serves
- Ensure consistency with BCIT's mission and values
- Confirm that program goals and intended outcomes are met
- Ensure the program curriculum remains current with developments and advancements in its field
- Satisfy the requirements of internal and external stakeholders
- Identify additional objectives that reflect the program's goals for the review, in consultation with the program faculty, staff, administration, and stakeholders

Benefits of Conducting a Program Review

There are numerous benefits of conducting a comprehensive program review:

- **Program review assesses the extent to which programs meet credential-level standards.** Program review affords an opportunity for program areas to return to their original proposal and confirm that appropriate rigour has been established in the program, and where appropriate, that the requisite breadth and depth requirements are being met.
- **Program review can contribute to purposeful change.** With shifting learner demographics; changes in technology, field knowledge and theory; changes in the economy and demands from employers; changes in BCIT policies and Ministry expectations; ongoing changes to programs are necessary. Information generated by the program review can help ensure that decisions are evidence-based; and that they are made proactively, based on data and research, rather than reactively.
- **Program review provides a systematic process for getting answers** to questions that those in the program often raise, yet rarely get the opportunity to explore. The following questions are representative of those that come up during many reviews: How are graduates of our program really doing? How well are recent changes to our program working? Is there a curriculum or skill demand to which we could better respond? What recent research, reports, or studies have an impact on how we serve our learners? Is our curriculum reflective of current trends in our discipline? What are the changes impacting the industry our graduates will be working in, and how can we best prepare our students for career success?
- **Connections between the review and positive changes to the program are clearly linked.** When improvements occur as a result of data collection and analysis, the changes can be justified, resourced, and implemented more effectively and more easily.
- The review process **contributes to a culture of self-reflection** and research-based inquiry that promotes the practice of on-going program assessment and improvement.
- Program review **fosters a dynamic sense of the program's uniqueness** as the program's strengths and its contributions to the Institute and the community are identified.
- The review process **cultivates dialogue on issues of teaching and learning.**
- The review process **clearly identifies areas of growth, success, and strength**, the recognition of which is often overshadowed by the day-to-day tasks and concerns of the program.
- The review process **creates a systematic process** by which faculty and staff can step outside the program and view it through the perspectives of those it serves.

Resources for Conducting a Program Review

Numerous resources are available to assist those involved in conducting a program review, as follows. See Appendix C1 for a matrix summarizing roles/responsibilities at each stage of the program review process. See Appendix C2 for an inventory of knowledge, skills, and abilities for Self-study Team members as a whole.

All of the above, and more can be found on the BCIT Academic Planning and Quality Assurance website: <https://www.bcit.ca/apqa/program-review/>

Dean, Academic Planning & Quality Assurance (Dean, APQA)

The Dean, APQA oversees the program review process and is responsible for ensuring it meets the Institute's needs. Specifically, the Dean, APQA is responsible for:

- Ensuring the process meets Ministry and DQAB expectations for program review
- Responding to external enquiries about BCIT's program review process
- Ensuring the service groups (LTC, IRO) support program review, and the academic leaders (school deans and associate deans) are aware of the process, resources, timing, and reporting expectations
- Collaborating with the Deans' Council to set the schedule for programs to undergo review
- Collaborating with the school dean to appoint the external review team
- Receiving from the school dean, the self-study team (SST) report to be forwarded to the external review team in preparation for the site visit
- Along with the school dean, receiving the external review team report with recommendations
- Assisting and representing the VPA as appropriate throughout the process
- Monitoring the status of all active program reviews; intervening as appropriate
- Ensuring EdCo is involved in the process (final VPA report and one year school dean follow-up)

Manager, Academic Planning & Quality Assurance (Manager)

Incumbents in this position report to the Dean, Academic Planning & Quality Assurance, and are responsible for ensuring the program reviews are conducted effectively and efficiently. Specifically, the Managers are responsible for:

- Supporting program review across the Institute in accordance with the policies and procedures developed by BCIT's Education Council (EdCo)
- Guiding SSTs on expectations for stakeholder consultation and the development of evidence-based recommendations
- Assisting the self-study teams as they work their way through the program review process, including conducting the program review kick-off meeting (orientation session), helping with the planning session (as appropriate), discussing stakeholder involvement, key findings, and draft recommendations arising from the data analysis, liaising with all participants of the review process, and performing numerous other activities that facilitate the smooth functioning and timely completion of the process
- Coordinating all aspects of the external review process
- Assisting the SST with the final report, EdCo report, and one-year status report; submitting reports to EdCo and liaising with school deans on presentations to EdCo
- Advising on program (re)design considerations related to Institutional policies
- Advising the Dean, APQA of issues requiring attention to facilitate an effective and timely completion of the review

Learning and Teaching Centre, Instructional Development Consultants (IDC)

The IDCs support the self-study team (SST) throughout the process by:

- Participating in the program review kick-off meeting and facilitating the planning session
- Helping participants focus the review so it is reasonable in scope, yet still addresses the initially-defined key concerns of the program
- Working with the self-study team to customize standard surveys to obtain data specific to the program area (and not available through the IRO)

- Assisting the self-study team in collecting and analyzing data needed to assess the program's key quality indicators (including a summative review of the curriculum). For a complete discussion on how and why to conduct the summative review of curriculum, please see page 25.
- Assisting the self-study team with writing the self-study report, the response to the external review team report, and the final report and recommendations to be presented to EdCo
- Performing other activities as appropriate that assist with the timely, effective completion of a program review

Institute Research Office (IRO)

The IRO supports the program review process by providing a standardized set of data, and acting as a specialized resource for research and data collection and analysis. The IRO specifically:

- Collects, tabulates, and analyzes a standardized set of data such as the program's key performance indicators (KPIs) and additional metrics as determined to be appropriate (by the self-study team in conjunction with the Manager, IDC, and IRO).
- Assembles information from the Ministry Graduate Outcome survey, BCIT student satisfaction survey, and other relevant data sources
- Provides summary reports (KPI, Student Outcomes Survey data, Entry Student Survey data, Course Grade Analysis data, etc.) for use by the self-study team and participates in the program review kick-off meetings
- Assists the self-study team with the interpretation of the data as required
- Provides consultation on research methodologies and practices in conjunction with the LTC, to collect and analyze data where additional information is required

Self-Study Report Template for Program Review

This document template, found in Appendix E1 and discussed in Section III and Appendix D1, will assist those undergoing a review to systematically examine the core aspects of the program: educational design; program-specific educational experience; program-specific services, resources and facilities; and relationships with other programs, units, and the community within and outside of BCIT. The Self-study report template is guided by BCIT's mandate, mission, strategic plan, and operational reality as well as Ministry requirements. It is designed to create a holistic picture of a program, with a focus on teaching and learning as a central pillar of program review. The template includes numerous questions in each category, designed to generate interpretations, insights, and recommendations based on descriptive information (outcomes information, results of surveys, etc.) that the departments will examine in the course of their review. **Not all questions in each category (as outlined in Appendix D1) will apply to all programs or need to be considered, nor should a program's review be limited to these questions.**

Templates and other Relevant Documents

A series of templates and other documents relevant to the program review process are available on the APQA website at <http://www.bcit.ca/apqa/program-review/>:

- Resource documents:
 - Program Review Manual (this document)
 - Program Review roles and responsibilities
 - SST Member Knowledge, Skills, and Abilities Inventory
 - Links to completed program review reports
- Report templates:
 - Self-study report template

- Accreditation gap analysis worksheet
- Final report template
- EdCo report (on completion of the program review)
- One-year status report (for EdCo)
- External review process documents:
 - External review team guidelines
 - External review team candidate form
 - External review team sample agenda
 - External review team sample report template

Additional Resources

Additional resources are available to assist with the program review, such as BCIT's current [Strategic Plan](#) (2014-19), Ministry guidelines and criteria, regulatory and accrediting-body documents, and [BCIT policies](#) (links to these resources are available on the APQA website: <http://www.bcit.ca/apqa>). These and other internal documents will help provide an accurate institutional and community context for the program and its review. Additional materials can be requested from and/or recommended by the APQA Office, the IRO, LTC, and others involved in the program review process.

Who is Involved?

In addition to the resources identified above, numerous individuals and groups are involved at various stages of the program review, including the program area faculty and staff, the program area's self-study team, an external review team, school quality committees (SQC), LTC, VPA, and EdCo. The following section identifies the membership and responsibilities of each of these groups.

Program area faculty and staff participation, more than that of any other group, is essential to the success and usefulness of the program review. Throughout the course of the review they will:

- Participate in the program review planning sessions
- Participate in discussions related to the program review process
- Participate on sub-committees/task groups (as appropriate) for data and information gathering
- Provide periodic feedback as needed
- Participate in surveys or focus groups
- Provide resources and materials that will help with the reports
- Engage in regular program review updates at department meetings
- Participate in the external review team site visit
- Participate in the development of recommendations and the response to the external review team's report

The Self-Study Team (SST)

The SST is supervised by the associate dean, usually led by the program head or chief instructor (referred to as the **program champion, or PC**), the IDC, and includes at least one additional faculty member. See Appendix C2 for an inventory of SST Member Knowledge, Skills, and Abilities. In conjunction with the APQA Manager, the SST will:

- Coordinate the comprehensive, evidence-based review of the program
- Engage program faculty and staff in a variety of review activities
- Provide regular program review updates at department meetings
- Coordinate the program review sub-committees/task groups (as applicable)

- Receive all data, reports, and other information pertinent to the self-study
- Meet regularly with the APQA Manager (as appropriate)
- Compile a Self-study report to submit to the school quality committee for feedback (see SQC role below)
- Integrate SQC feedback as appropriate, and submit to the school dean, who when satisfied, will forward to the Dean, APQA
- Make recommendations to the school dean and Dean, APQA for selection of members to the external review team
- Coordinate and draft a response to the external review team report
- Write the final program review report and recommendations to the school dean, for forwarding to the VPA for reporting to EdCo
- Manage the process within the agreed timeline

The School Quality Committee (SQC)

The SQC acts as a “local” resource to the SST, and provides insights to the process, reporting, and expectations. In conjunction with the school dean and program area associate dean, the SQC will:

- Review the Self-study report prior to submission to the school dean to offer feedback to the SST on how effectively the Self-study report addresses the eight program review categories.

The External Review Team (ERT)

ERT members are selected from nominations submitted to the school dean and Dean, APQA by the SST. Detailed information about the nomination and selection process of the ERT is in Section V. The external review team:

- Reviews the Self-study report submitted by the SST
- Undertakes a site visit at the appropriate BCIT campus to validate the findings and recommendations of the Self-study report
- During the site visit, seeks the input of various sources including students, faculty, and administration
- Compiles the ERT report on how effectively the Self-study report recommendations reflect the findings of the Self-study report and the site visit, and may offer further suggestions to the self-study team
- Submits the external review team report to the school dean and the Dean, APQA

The Associate Dean will:

- Take administrative responsibility for ensuring the program review is conducted according to BCIT policy in a timely manner and within budget
- Support the self-study team as appropriate
- Inform the school dean and Dean, APQA of issues requiring intervention as appropriate
- Keep the school dean informed of key findings, recommendations, and associated costs
- Support the implementation of the recommendations as appropriate
- Submit a report to the school dean, Dean, APQA, and VPA one year following the final report, with an update on the progress made in implementing the recommendations

The School Dean will:

- Ensure the school's associate dean, SQC, and program champions are aware of the commitment and expectations for effective and timely program reviews
- In conjunction with the Dean, APQA, establish the schedule for programs to undergo review
- Ensure adequate resources are budgeted to conduct the scheduled program reviews, with a commitment to providing adequate release time for program champions
- Report to the VPA on the status of ongoing program reviews within the school
- In conjunction with the Dean, APQA, select the members of the external review team
- Receive/review the internal SST report and when satisfied, forward it to the Dean, APQA for forwarding to the external review team in preparation for the site visit
- Along with the Dean, APQA, receive the external review team report
- Review the self-study team's final program review report and recommendations, and when in agreement with the Dean, APQA that the report is ready, forwards it to the VPA for reporting to EdCo
- Approve costs associated with implementing recommendations, ensuring school budgets are adjusted appropriately to account for these costs
- Deliver the final report to EdCo outlining key recommendations that will be implemented
- Deliver the follow-up report to EdCo, reporting on the status of the recommendations, one year after the initial report to EdCo

Vice-President, Academic Office will:

- Receive and formally endorse the self-study team's final program review report and recommendations
- Notify EdCo of the outcome of the program review by way of an information item (presented by the school dean)
- Receive a report from the school dean within one year with an update on the progress of implementing the recommendations

Education Council (EdCo):

- Exists under the authority of the College and Institute Act
- Receives the EdCo report (including recommendations and action plan) from the VPA
- Requests clarifications and makes comments as appropriate
- Receives the one-year status report update via the school dean

Programs with Outside Accreditation

Program areas with programs undergoing review by an external accrediting body are encouraged to coordinate this process and the work it entails with their internal program review. The intent will be to minimize any duplication of effort, while ensuring the main areas of the program review are addressed. Forms and templates required by the external accrediting body will be used whenever possible. Areas requiring review by BCIT, but not covered by the accrediting body will be completed incrementally, to supplement the accreditation review. If the accreditation review incorporates a site visit, that will usually be considered adequate for the BCIT program review, and no further site visit will be required. The aggregate findings of the accreditation review and incremental BCIT review will be amalgamated in the final self-study report submitted by the school dean to the Dean, APQA. The EdCo report (based on

the final recommendations and action plan), and the one-year status report will be presented to EdCo, as for all other program reviews.

Please review the table below for a comparison of steps when coordinating an accreditation review and contact the Academic Planning & Quality Assurance Office if you need any additional information or wish to discuss how the two reviews can be coordinated. Also see Appendix E2 for an Accreditation Gap Analysis Worksheet.

Program Review Process

Standard Process vs Modified Process for Accredited Programs

Program Review Process	Modified Program Review Process – for Accredited Programs
Participate in kick-off and planning sessions	Participate in kick-off and planning sessions. Discuss accreditation requirements/documentation (if site visit included, may not require separate site visit for Institute Program Review process*).
Collect and review information	Review accreditation documents and compare with requirements of self-study report. Complete the Accreditation Gap Analysis Worksheet ¹ . Identify gaps in additional data required for program review.
Prepare Self- study report	Complete Self-study report , integrating accreditation documentation and new data as appropriate.
Plan for the external review	**
Submit Self-study report to the SQC	Submit Self-study report to the SQC
SQC reviews findings with self-study team (SST)	SQC reviews findings with self-study team (SST)
SST submits Self-study report to school dean	SST submits Self-study report to school dean
The school dean submits the Self-study report to the Dean, APQA	The school dean submits the Self-study report to the Dean, APQA
Dean, APQA submits report to the external review team (ERT)	**
Participate in ERT site visit	**
Receive, discuss and respond to ERT report	**
Complete the Final Program Review Report	**
Submit Final Program Review Report to VP, Academic Office via school dean and Dean, APQA	**
VP, Academic Office notifies EdCo of the outcome and recommendations of the review	VP, Academic Office notifies EdCo of the outcome and recommendations of the review
FINAL STEP: This occurs one year after completion of the program review. The school dean submits a summary report to the Dean, APQA and VPA. The school dean will report the specific actions taken as a result of the review to EdCo, noting any deviations from the recommendations.	FINAL STEP: This occurs one year after completion of the program review. The school dean submits a summary report to the Dean, APQA and VPA. The school dean will report the specific actions taken as a result of the review to EdCo, noting any deviations from the recommendations.

*As determined by the Academic Planning & Quality Assurance Office in discussion with the program and Associate Dean.

** Not required if accreditation site visit deemed of sufficient rigour.

¹ See Accreditation Gap Analysis Worksheet in Appendix E2 and available at www.bcit.ca/apqa/program-review/

SECTION II: CONDUCTING THE PROGRAM REVIEW

This section of the *Program Review Manual* provides step-by-step information for conducting the program review.

NOTE: It is expected that program areas will be gathering information, identifying issues and opportunities, and refining their programs on an ongoing basis, thereby minimizing the need to “start from scratch” upon the formal initiation of the program review.

Typically, the overall program review process takes approximately 42 weeks (approximately one complete academic cycle) and has fifteen (15) steps; each step is explained below (milestone steps are in **bold**).

Unless otherwise specified, the self-study team, under the direction of the program champion, conducts the following tasks.

1. Participate in kick-off and planning sessions (weeks 1–4)
2. Collect and review information (weeks 5–20)
3. **Prepare Self-study report** (weeks 21–28)
4. Select external reviewers (week 28)
5. Submit Self-study report to the SQC (week 28)
6. SQC reviews findings with SST (week 30)
7. Plan for external review (week 30)
8. **SST submits Self-study report to school dean** (week 31)
9. **The school dean submits the Self-study report to the VPA Office** (week 32)
10. **Participate in ERT site visit** (week 36)
11. **Receive, discuss and respond to ERT report** (weeks 38–39)
12. Complete the Final Program Review Report (week 40)
13. **Submit Final Program Review Report to VP, Academic Office** (week 41)
14. **VP, Academic Office notifies EdCo of the outcome and recommendations of the review** (week 42)
15. **FINAL STEP:** This occurs one year after completion of the program review. The school dean submits a summary report to the Dean, APQA and VPA. The school dean will report the specific actions taken as a result of the review to EdCo, noting any deviations from the recommendations. (year one (1))

Activities for Each Step of the Review

Below is a brief description of actions that responsible parties will take in each stage of the review. The Overview on Page 8 provides a diagrammatic view of the **milestone steps** in the program review process. Unless otherwise specified, the self-study team, under the direction of the program champion, conducts the following tasks. Please see Appendix C1 for a matrix showing the program review stages and responsibilities for key participants at each stage.

1. Participate in kick-off and planning sessions

(weeks 1- 4)

- a. The program area's self-study team (SST), consisting of the associate dean, the program head or chief instructor (referred to as the program champion, or PC), one or more faculty members, and the assigned IDC, a representative from IRO, and the APQA Manager meet to discuss the overall review process in an initial planning session ("kick-off meeting").
- b. During this meeting, a schedule for the program review is discussed and a date is set for an in - depth program review planning session for all program area faculty and staff. Full participation in the planning session is crucial to creating an efficient and engaging start to the program review. Typically, this planning session takes two hours.
- c. Also at the kick-off meeting, the IRO representative provides copies of available reports such as Key Performance Indicators (KPI), graduate outcome surveys, and other reports as appropriate.
- d. One to two weeks after the kick-off meeting, all program faculty and staff participate in the program review planning session which is designed and facilitated by the IDC. The Manager participates in the meeting as appropriate and responds to participants' questions. Participants are then given opportunities to generate ideas and questions that will have a direct influence on the next steps of the review.
- e. Finally, at the planning session, the tasks involved in the review are identified and distributed among various sub-committees (as appropriate), and documented by the program champion, associate dean, and IDC.

2. Collect and Review Information

(weeks 5 – 20)

- a. In addition to the data provided by IRO at the kick-off meeting, collect readily available information, reports, and other data. Information and data for the Self-study report will typically come from program sources, such as department meeting minutes, course outlines, learner data, and faculty research or reports, the IRO, Banner, standard non-BCIT outcomes reports, and data and information gathered through survey instruments and other processes designed specifically for the review by the IDC/LTC.
- b. The program champion arranges for regular communication of any sub-committees via meetings, email, or whatever is appropriate for those involved. Keeping in mind the program's mission, vision, and goals, the self-study team and others review information and data gathered in relation to the ideas and questions generated at the planning session and to relevant questions in the Self-study Report (see Section III).
- c. As appropriate, meet with the Manager to determine other data collecting needs, resources, and processes. Liaise with IRO as appropriate.
- d. Using standard program review surveys as a basis, customize and administer surveys, collect and analyze additional data in conjunction with the IDC, and IRO as appropriate.
- e. While waiting for survey responses, there are several sections of the Self-study report that can be written, specifically Section 1 (program background), Section 5 (quality of program relationships and connections), Section 6 (comparison with previous reviews), and Section 7 (benchmarking with comparable programs).
- f. Review and summarize the information collected.
- g. Sub-committees finalize and submit findings to the program champion.
- h. Develop outline for writing Sections 2, 3, and 4 of the Self-study report in conjunction with the IDC, based on the data collected through surveys and other means.

- 3. Prepare the Self-Study Report (refer to appendices D and E)** (weeks 21 – 28)
- Prepare a complete draft of the Self-study report and distribute it to all in the program. Develop draft recommendations for discussion with the SST, associate dean, and Manager. Associate dean keeps school dean informed of key findings, recommendations, and associated costs.
 - Gather feedback from program faculty regarding the report.
 - Incorporate feedback into the report. Ideally, the final Self-study report will reflect the purposes, assumptions, and philosophies under which the program operates. It will also identify the “who” of the program—the learners, faculty, BCIT as a whole, employers, and others—as well as the “what,” such as the program’s courses, activities, numbers of learners, goals met or unmet, and so on.
 - Prepare the final Self-study report for review by the IDC and associate dean to ensure all areas are appropriately addressed, and formatting is appropriate. The completed report will initially go to the SQC before submission to the school dean.
- 4. Select external reviewers** (week 28)
- Review the process for nominating candidates to serve on the external review team, in Section V of the *Program Review Manual*.
 - Make a list of external and internal candidates for the external review team (ERT) (see Section V) and submit it to the Manager. ERT members will be determined by the school dean and Dean, APQA as described in Section V, and the Manager will contact and invite selected ERT members.
 - The Manager, in collaboration with the self-study team and the school dean's office, will coordinate arrangements for the site visit.
- 5. Submit Self-Study Report to the SQC** (week 28)
- The SST submits the Self-study Report to the SQC for peer review.
- 6. SQC reviews findings with the SST** (week 30)
- The SQC reviews the Self-study Report and offers feedback to the SST as to how effectively it addresses the eight program review categories identified in the Self-study Report template. The SST considers and incorporates feedback as appropriate prior to submitting the Self-study Report to the school dean.
- 7. Plan for external review** (week 30)
- In discussion with the Manager, establish a date and draft agenda for the site visit.
 - The self-study team works with the Manager to ensure all aspects of the site visit are planned (including plan for a tour, participants such as program advisory members, students etc.)
- 8. SST submits self-study report to school dean** (week 31)
- The SST submits the Self-study report to the school dean in accordance with the program review templates and guidelines contained in this manual.
 - The school dean reviews the Self-study report and requests clarification or changes before approving and forwarding to the Dean, APQA.
 - The school dean should be comfortable that the recommendations are consistent with the findings and with the school’s direction, and is expected to support having the

recommendations go forward (including approving any associated costs, ensuring they are accounted for within the school's budget).

9. School dean submits the Self-Study Report to the VPA Office (week 32)

- a. The Manager reviews the Self-study and provides feedback, as appropriate, to the self-study team.
- b. Manager forwards Self-study Report to Dean, APQA for final review/approval.
- c. Any final feedback is incorporated into the Self-study Report by the self-study team in preparation for distribution to the ERT.
- d. Manager invites ERT members and invites on ERT member to be Chair.
- e. The Manager distributes the report to the ERT and ensures a minimum of 2 weeks for ERT to review documents prior to site visit.

10. Participate in external review team's (ERT) site visit (week 36)

- a. In conjunction with the associate dean's office, the Manager ensures all details are in place for the site visit.
- b. Conduct the site visit (see Section V).
- c. Arrange to have a debriefing session about the site visit with all program faculty and the IDC after the site visit. Based on the ERT's verbal report, start drafting the Final Report and considering any possible revisions to the recommendations.
- d. Manager assists the ERT Chair in finalizing the ERT Report.

11. Receive, discuss and respond to ERT report (weeks 38-39)

- a. The Manager receives the ERT Report, and distributes it to the Dean, APQA and school dean, copying the program self-study team for feedback and response.
- b. The PC establishes a procedure for gathering responses to the ERT Report and drafts response.

12. Complete the Final Program Review Report (week 40)

- a. The PC, in conjunction with the associate dean, Manager, and IDC, writes the Final Program Review Report. The associate dean reviews the final report with the school dean.
- b. The final report should **summarize**: 1) the Self-study Report findings and recommendations; 2) the external review team report; 3) the SST response to the ERT Report; and 4) the final recommendations (with action plan) resulting from the program review, to be reported to EdCo. The action plan is part of the program review cycle and provides a seamless transition if there is a resulting program change and to the next program review. (See Appendix F for the Final Report template.)

13. Submit final program review report to the VP, Academic Office (week 41)

- a. The Manager forwards the final report to the Dean, APQA for final approval.
- b. The Dean, APQA receives the report and confirms to the VPA that it complies with the program review process.
- c. The Manager creates the EdCo report incorporating the final recommendations and action plan, and submits it to EdCo for the next meeting. (See Appendix G for the EdCo Report template.) The Manager coordinates with the school dean, associate dean, and Program Champion to attend the EdCo meeting.

14. The VP, Academic Office notifies EdCo of the outcome of the review (week 42)

The school dean presents the EdCo report to EdCo as an information item under the VPA report, and takes comments and questions as appropriate.

15. FINAL STEP – One year status report (Year one 1)

- a. The Manager works with the Program Champion and associate dean throughout the year to discuss implementation of recommendations (usually via a 6-month update meeting).
- b. The Manager works with the program champion and associate dean to develop a one-year status report. (See Appendix H for the One-Year Status Report template.) The associate dean reviews the report with the school dean.
- c. The Manager sends the one-year status report to EdCo for the next meeting (one year after the EdCo report was presented), and coordinates with the school dean to present the report.
- d. The school dean reports to EdCo on the specific actions taken as a result of the program review, noting any deviations from the original recommendations.

SECTION III: SELF-STUDY REPORT FOR PROGRAM REVIEW

(See Appendix E1 for a template to assist with writing the report and Appendix D for the detailed program review criteria and sample questions. Note: the template is available as a separate document on the APQA website: <http://www.bcit.ca/apqa/program-review/>)

Introduction

The purpose of program review at BCIT is to assist in the continual improvement of educational quality, based on evidence relating to program performance. The Self-study Report for program review is to be used by the self-study team to examine and document the quality of core aspects of a program: educational design (including a summative review of the curriculum); program-specific student educational experience; program services, resources and facilities; and relationships with other programs, units, and the community within and outside BCIT. It also evokes comparisons over time, and with comparable external programs. It provides conclusions and recommendations.

The Self-study Report has descriptive, explanatory, evaluative, and formative functions. It is based on evidence relating to program performance including strengths, opportunities for improvement, desired improvements, and future directions. The Self-study Report provides an opportunity for schools and programs, in conjunction with service departments and support units, to access all dimensions of the program's academic quality and environmental impact. It is essential that *self-study* is reflective, constructive, utilizes critical thinking, is analytical, and involves internal and external stakeholders in the process.

While there is considerable information to be gathered in the Self-study report, the analytical functions of the study are more important. A high quality review not only assembles relevant information but it also uses it to support a reflective, probing self-assessment of the program and **leads to evidence-based recommendations**.

Questions for discussion are designed to generate interpretations, insights, and recommendations based on the **descriptive information** (outcomes information, results of surveys, etc.) that the department will examine in the course of its review. **Not all information categories, or questions, will apply to all programs, and neither investigation nor discussion need be limited to what is mentioned here.**

The Self-study Report is intended to be:

- **Guided** by BCIT's institutional mandate, mission, Strategic Plan (2014-19), operational reality, and by British Columbia Ministry – DQAB requirements. The DQAB requires institutions to have approved policies and procedures for robust program review, which includes two types of review:
 1. *Formative*: on-going collection of feedback that can be used to guide improvements to the program over time.
 2. *Summative*: review every five – seven years (depending on credential type), with the following characteristics:
 - Self-study undertaken by program faculty, students and administrators.
 - External review, conducted by peers from comparable public post-secondary institutions and relevant industry associations, as appropriate for the program area. This normally consists of an on-site visit, a written report, and an institutional response to the recommendations in the report.

- **Holistic:** the Self-study Report for program review sees indicators as a “total picture.” No one indicator should dominate, because the overall goals and structure of the program are to be considered. In addition, each program review team will determine whether or not a particular question is relevant to their program, and may exclude particular questions from consideration. As well, each category allows for the review team members to include any additional information they feel is relevant for their review.
- **Focused On Teaching And Learning:** program-wide quality of teaching and learning and currency of curriculum are central pillars of program review.
- **Comprehensive yet succinct:** based on experience and feedback from internal and external participants to date, successful Self-study Reports are comprehensive to provide a full picture of the program’s current state and future direction, yet at the same time succinct. Self-study Reports should aim to be around 30 pages (maximum 50) plus relevant appendices.

Summative Review of Curriculum (Curriculum Review)

The essence of any program is its curriculum, which should be designed in a coherent and logical structure to ensure learning. A review of a program’s curriculum is essential to the program review process to provide a holistic picture of how well the program is currently preparing students for industry or further study.

The starting point for reviewing the curriculum is reviewing the program goals. These are foundational statements that describe what a graduate is able to do on completion of the program. Clear program goals are the basis on which a program is built, with all courses contributing to student achievement of the goals. Stakeholder feedback on the currency and relevancy of the goals is key to understanding whether the program as it is currently designed is still meeting stakeholder needs or whether adjustments need to be made to the program to better align with those needs. Revisions or refinements to program goals (and therefore the curriculum) are common outcomes of program reviews.

In addition to feedback on program goals, it is critical to collect stakeholder feedback on many other aspects of the curriculum, including courses, employability skills, delivery methods, teaching methods, and assessment methods. The standard survey questions in Appendix D2 include key questions for stakeholders to ensure these aspects of the curriculum are reviewed (programs may wish to customize the question wording to apply to their program). The self-study report template includes a series of matrices that the self-study team will need to complete related to the curriculum:

- Program map
- Program goal integration matrix
- Employability skills matrix

These matrices are the same ones used in new program proposals, and quickly illustrate the structure of the program, and show connections between courses and the program goals and employability skills. This provides a good overall picture of the program, helping program areas analyze whether the program is well aligned with stakeholder needs or requires revisions to be better positioned for the future.

Overview of the Review Categories

(Refer to appendices D and E for detailed information and instructions.)

There are eight (8) review categories, as follows.

1. Program Background

This category describes the basic program parameters, and provides the overall context of the program as it currently exists. It summarizes information that will be discussed in greater detail in later sections. This section is not intended to solicit analysis and/or recommendations but should be referenced as appropriate throughout the report.

- A. Program Name/Credential Type
- B. Administrative Structure
- C. Program Purpose/Intent
- D. Program Description
- E. History of Program's Development

2. Quality of Educational Design

This category examines the critical factors in educational design (e.g. teaching methods, curriculum, alignment with Learning and Teaching Framework) that contribute to quality educational experiences. These factors directly impact what happens in the learning environment among learners, faculty, and staff.

- A. Summative Review of Curriculum (Curriculum Review)
- B. Teaching, Learning, and Assessment Methodologies
- C. Program Delivery Modes
- D. Faculty Qualifications and Currency

3. Quality of Educational Experience

This category examines the degree of learner satisfaction with the program, and the program's relevance to learners' future endeavours.

- A. Program Attrition and Graduation Rates
- B. Relevance of Education to Further Studies
- C. Relevance of Education to Employment
- D. Satisfaction with Skills Development
- E. Satisfaction with Learning Experience including Quality of Instruction

4. Quality of Services, Resources, and Facilities

This category examines learning materials, library materials, equipment, computer hardware, facilities, and other tools, specifically as they are used by and affect the program.

- A. Learner Satisfaction with Services, Resources, and Facilities
- B. Faculty and Staff Satisfaction with Services, Resources, and Facilities

5. Quality of Program Relationships and Connections

This category examines the program's relations with other BCIT programs and units, with industry and professional partners, accrediting agencies, other post-secondary institutions, and with the community.

- A. Articulation – Internal and External
- B. Accreditation
- C. Alignment with Strategic Plan
- D. Program Advisory Committee (PAC)
- E. Public Information and Marketing
- F. Community Engagement
- G. Industry /Professional Associations – Connections/Engagement
- H. Credential Recognition and Nomenclature
- I. Compliance with Ministry, Regulatory, and BCIT Policies, Criteria, and Guidelines

6. Comparison with Previous Reviews

This category compares the results of previous reviews to the current reviews, and in particular any resulting recommendations and subsequent actions.

- A. Annual Program Self-evaluations
- B. Program Reviews
- C. Accreditation Reviews
- D. Curriculum Reviews

7. Benchmarking with Comparable Programs

This category compares similar and related programs elsewhere in North America, as relevant to the credential type. For example, benchmarking for Associate Certificates would usually not need to compare against other regions of Canada, although it is expected for degrees to include provincial, national, and potentially international areas. Benchmarking considers key components/course clusters/themes (as appropriate) and compares components such as program length, breadth, focus, rigour, areas of specialization, uniqueness, certifications, admission standards, etc. of this program.

8. Conclusions, Recommendations, and Future Directions

These are the conclusions and recommendations provided by the self-study committee.

Appendices: see SSR template for relevant appendices to include as supporting evidence.

SECTION IV: RESEARCH AND DATA COLLECTION

Information and Data Sources for Program Review

Programs undergoing review have several sources available from which to draw information to help them assess their program's success and their learners' and faculty members' satisfaction. Programs will also conduct their own surveys of relevant stakeholders to ask specific questions. This section of the *Program Review Manual* will introduce many of the data resources available and where to find them.

Standardized reports can be generated from several sources. The IRO, APQA Manager and the IDC can provide more information on each source and will assist with identifying and accessing information relevant to the review. These reports include:

Source Reports:

- Banner reports: various; may be customized
- DACSO (Diploma, Associate Degree and Certificate Survey Outcomes)
 - Employment outcomes
 - Evaluation of education
 - Further education
 - Performance measures
- APPSO (Apprenticeship Student Outcomes Survey)
 - A Summary of Results
 - Workplace Experience
 - Employment Outcomes
 - Evaluation of Education
 - In-School Experience
 - Performance Measures
- BGS (Baccalaureate Graduate Survey)
 - A Summary of Results
 - Evaluation of Education
 - Labour Market
 - Performance Measures

Other sources of information include:

- BCIT Strategic Plan
- Program documents (such as program website, department/committee meeting minutes, course outlines, Program Advisory Committee meeting minutes, etc.)
- BCIT Policies and Procedures
- BCIT Education Council documents
- IRO reports:
 - Key Performance Indicator (KPI) reports
 - BCIT Graduate Outcomes
 - Entry Student Survey
 - Course Grade Analysis data ***[note – while this data can be very informative for program reviews, it should be treated as confidential and not shared beyond the Self-Study Team. It should NOT be included in the Self-Study Report appendices.]***
- Other educational institution websites
- Ministry of Advanced Education, Skills & Training website

Standard reports produced by the IRO can be found on the IRO website (<http://www.bcit.ca/ir/>). The list here is not exhaustive; check with the IRO, APQA Manager, and IDC for additional options.

To obtain any of the reports listed here, please go through the IRO, Manager, or IDC. This will ensure consistency from report to report and year to year in the way they are generated, which will in turn ensure reliable comparability and reliable trend data from review to review.

Primary Research for Program Review

Programs will need to collect information from their learners and faculty to determine such things as their satisfaction with various aspects of the program and department, relevance/currency of the curriculum, and their experiences with BCIT. Programs will also want to collect specific information from alumni, employers, industry, and/or others. Self-study report recommendations will almost always involve quantities—of money, of time, of people, of space—and administration responds most effectively to demonstrations of *how much* is needed, and *how urgently*, by *how many*. Surveys offer both a forum for anonymous expression, and the potential to quantify such measurables as levels of satisfaction, resources, or funding priorities. Standard survey questions are available in Appendix D2 for key stakeholders (alumni, industry, students, and faculty). These surveys incorporate key questions that should be asked of the various stakeholders to ensure a full picture of the program. Programs may wish to revise the wording of survey questions to better align with their program, and are free to incorporate additional questions to seek feedback on other program-related issues.

Some programs may also choose to include qualitative research gathered in focus groups, in discussions at department meetings or retreats, and elsewhere. Analysis of qualitative research can be labour-intensive and time-consuming, and may require specialized skills and/or software. Depending on the method used, respect for participants' anonymity and confidentiality may necessitate analysis by someone outside the department. The IDC can help you design an appropriate approach. Ideally, quantitative and qualitative research will each complement the other, eliciting different types of feedback, providing differing types of support for conclusions and recommendations.

Assistance is available in preparing for and conducting any such research, whether qualitative or quantitative, formal or informal. Guidelines and basic questions have been developed based on program review experience at BCIT and elsewhere, and based on principles of good research practice, to help ensure success. Both the LTC and IRO have specialized knowledge and resources to help the program area conduct and analyze this research.

General Guidelines on Survey Questions

Program areas may wish to incorporate additional questions into the standard surveys to research unique aspects to their programs. However, it is recommended to not make surveys too long or complex, and all new questions should be carefully considered to ensure they will provide valuable data.

All surveys should be:

- Focused on a well-articulated research goal
- As short as possible
- Confined to topics that are specific to the program
- Carefully planned, so that most questions asked will require little or no alteration from year to year; consistency ensures maximum comparability over time
- As similar as possible to surveys used by other departments, to maximize comparability of information between and across departments, and to benefit from previously developed and tested materials

Good surveys are made up of good questions, and good questions come out of well-defined goals. Knowing exactly how the information collected will be used helps define the goals for the survey questions.

Question-wording is extremely important. IDC's can assist with the wording and sequencing of the survey questions to help get useful and relevant results. When designing the survey and the questions, refer back to the goals and intended use, and ensure that every question serves them. If it does not, it needs to be reworded—or eliminated.

SECTION V: CONDUCTING THE EXTERNAL REVIEW

Overview

The external review is the second stage of the program review process; it follows the completion of the internal Self-study Report. The external review is conducted by a team of three members, two of whom are external to BCIT, and one who is a faculty member from another school at BCIT (or as by arrangement with the Dean, APQA). The purpose of the external review is to validate the Self-study report and possibly provide additional information regarding program strengths and opportunities for improvement. The Final Program Review Report will include a summary of both the Self-study report and external review reports, and will include recommendations for future quality assurance. (See Appendix I for the External Review Guidelines, including the External Review Team terms of reference.)

External Review Team

Note: See Appendix J – Criteria for Selecting External Reviewers

Composition

The external review team will consist of at least three members, selected by the school dean and Dean, APQA:

- i) Two external experts, both of whom are academic peers from other postsecondary institutions, or one academic peer from another post-secondary institution and an industry/employer representative, depending upon the nature of the program under review
- ii) A BCIT faculty member from a program not currently under review, and in a different school (or as by arrangement with the Dean, APQA)

Selecting the external review team

There are three steps involved in selecting the members of the external review team:

1. Faculty in the program being reviewed determine a “long-list” of potential external reviewers, ensuring that the reviewers have no self-interest in the outcome of the review. The PC sends the list of candidates to the Manager, completing the External Review Team Candidate Form for each candidate (including names, addresses, credentials, rationale, and any conflict of interest issues). See:
 - Appendix K – External Review Team Candidate Form
 - Appendix L – Conflict of Interest Guidelines
 - DQAB Conflict of Interest policy for additional information on conflict of interest: <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board/conflict-of-interest-and-confidentiality-policy>
2. The Manager reviews the ERT Candidate Form and forwards it to the Dean APQA and the school dean, who will identify a prioritized selection of ERT members, considering the complementary background of the review team as appropriate to the program under review.
3. The Manager formally invites the external candidates for the site visit, to be held at a specific date.

Responsibilities of the External Review Team

The purpose of the external review process is to assist the program area and BCIT in identifying specific program strengths and successes upon which to build, and to address areas needing improvement.

Specifically, the external review team will assess:

- Whether the Self-study Report addresses the eight (8) report elements sufficiently
- Whether the recommendations in the Self-study Report are supported by the findings in the Self-study Report
- Whether the findings in the Self-study Report are validated by the ERT on-site visit
- Any additional observations or recommendations for the program area to consider.

Preparation for the ERT site visit

Four to six weeks prior to the site visit, each ERT member will be contacted by the Manager to confirm their willingness and availability to participate in the external review team site visit. Two weeks prior to the visit, they will be provided with a copy of the Self-study Report and any other program and/or Institute documents that will provide a complete picture of the program and its role in BCIT. They will also receive a site visit schedule and information regarding travel to, and accommodation and transportation during the site visit (see Appendix M for a sample site visit schedule).

The ERT will be reimbursed for reasonable expenses for travel, lodging, meals, local transportation, and materials incurred while fulfilling their duties (expenses will be covered by the school). Financial compensation for external reviewers' *participation*, however, is not allowed by BCIT policy. The ERT will be provided with meeting space and resources to assist them with the initial draft of the report during the site visit. The chair of the ERT will ensure that the team's final report is completed and submitted in a timely manner, usually within two weeks.

All members of the ERT must maintain confidentiality with regard to their findings before, during, and after the site visit. Any questions or concerns of the ERT should be addressed to the Dean, APQA or a member of the program review staff. To ensure an efficient and productive site visit, the Manager, in conjunction with the program area's administrative assistant or support person, will undertake the following:

Manager:

- Send documents to ERT members two weeks prior to site visit
- In consultation with the PC, select a Chair for the ERT and invite them to take on the Chair role
- Solicit suggestions for interviewees from the program's SST
- Develop the site visit schedule in collaboration with the PC
- Schedule meeting times for senior BCIT administration
- Finalize and distribute the schedule
- Arrange for a meeting room for the site visit
- Arrange for clerical support for the ERT
- Ensure all details of the site visit are coordinated (parking passes, wireless access, name tents, etc.)

Program administrative assistant:

- Arrange travel and lodging for the ERT (as required)
- Arrange for catering (coffee, snacks, and meals) during the site visit
- Collect and submit all expense claims

Additionally, the **self-study team (SST)** will:

- Provide the Manager with suggestions for interviewees during site visit
- In conjunction with program review staff, schedule meetings with the ERT and the school dean, the SST, and any others responsible for key aspects of the program
- Coordinate availability and invite faculty, staff, students, graduates, industry/PAC members to scheduled meetings with ERT
- Organize a tour of the facilities as appropriate
- Provide copies of documents requested by the Manager and/or the ERT prior to the site visit
- Provide copies of any additional documents the SST would like to send to the ERT or have on site during the ERT visit

Roles and responsibilities may be adjusted as needed to facilitate a smooth, collaborative process.

Site Visit

The ERT will review the Self-study Report submitted by the internal self-study team, undertake a site visit, and during the site visit will seek the input of learners, employers, staff, faculty, and administration.

The visit will normally take one full day. Less than a full day will be considered for lower-level and non-stackable credentials based upon the complexity of the program and recommendations. Please inquire of the Manager for further consideration.

During the site visit, the following activities are recommended. Other activities may be added as required or requested by the ERT.

- External reviewers meet with the Dean, APQA, school dean, and self-study team for initial and exit discussions.
- External reviewers meet with the Vice President Academic at an appropriate time during the visit to inform themselves about BCIT generally, and to ask any questions about the review process.
- External reviewers meet with program faculty, staff, and learners and others (e.g. representatives from industry, advisory groups).
- Tour of the program facilities and any other relevant areas of campus.
- During the site visit, the ERT should draft the main elements of their report and present a verbal report.
- The Manager coordinates with the program area to process the expenses paperwork for the visit.

One to two weeks following Site Visit

1. The external review team chair writes the final ERT report with recommendations agreed to by all of the external reviewers. (See Appendix N for a sample ERT Report template. The ERT Chair may choose to use the template or revise it as appropriate.)
2. The ERT chair forwards the report to the Manager, APQA who distributes it to the Dean, APQA, the school dean, and the self-study team (SST).
3. After reviewing the external report, the SST distributes the report to all those in the program for comment. These comments help form the program area's response to the external review team report.

4. The SST then formulates final recommendations and an action plan based on the findings in the Self-study report and the report from the ERT.
5. The IDC and Manager assist the SST with writing the Final Program Review Report, which includes a summary of the Self-study report, a summary of the external review team report, the program's response to the ERT report, and the final recommendations and action plan. The completed report is then sent to the school dean for feedback, and forwarded to the APQA Office for review/approval. (See Appendix F for the Final Report template.)
6. Once the Dean, APQA confirms that the report has fulfilled BCIT's program review requirements, the Dean, APQA submits it to the VPA for reporting to EdCo (presented by the school dean).
7. The school dean's office, in consultation with the Vice-President, Academic oversees the implementation of the action plan and provides an update to EdCo within one year.

SECTION VI: REFERENCES

1. BCIT (April, 2013). Policy 5402, Program Review. <http://www.bcit.ca/files/pdf/policies/5402.pdf>
Procedure 5402-PR1, Program Review Process.
http://www.bcit.ca/files/pdf/policies/5402_pr1.pdf
2. BCIT (June, 2017). Policy 5401, Program Development and Credentials.
<http://www.bcit.ca/files/pdf/policies/5401.pdf>
3. BCIT (2014). Strategic Plan.
http://www.bcit.ca/files/about/pdf/bcit_strategic_plan_2014-19.pdf
4. Ministry of Advanced Education and Labour Market Development (April, 2008). Degree Program Review Criteria and Guidelines.
<http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/assessment-criteria-process>
5. BCIT Academic Planning and Quality Assurance website.
www.bcit.ca/apqa/program-review/

SECTION VII: APPENDICES

Appendix A — Policy 5402, Program Review



Policy

Program Review

Policy No.:	5402
Category:	Education
Approving Body:	Board of Governors
Executive Division:	Education
Department Responsible:	Education Council
Current Approved Date:	2013 Apr 9

Policy Statement

BCIT is committed to developing and maintaining high quality educational programs and to the ongoing renewal of those programs. BCIT systematically reviews and assesses its programs for quality, currency, and relevance to stakeholder needs.

This policy acts in support of the Institute's Strategic Plan, enabling BCIT to achieve its goals and objectives – sustaining quality of education and the ultimate success of its students.

Purpose of Policy

Program reviews enable BCIT to:

- Ensure BCIT's credentials continue to meet the needs of its diverse stakeholders
- Anticipate and plan for changes that will affect program curriculum
- Ensure BCIT's credentials are recognized and well regarded
- Ensure BCIT's credentials are consistent with credential standards and are of appropriate rigour

The purposes of this policy are to:

- communicate the process for program review at BCIT
- define the roles and responsibilities of everyone involved in program review at BCIT
- align with expectations of the Ministry of Advanced Education, Innovation & Technology and the Degree Quality Assessment Board (DQAB) regarding program review at BC post-secondary institutions

This policy outlines the framework for BCIT's program review process.

Application of this Policy

This policy applies to BCIT employees involved in the review of the Institute's educational programs.

Related Documents and Legislation

BC Ministry of Advanced Education, Innovation & Technology:

- *BC Colleges and Institutes Act*
- BC Degree Quality Assessment Board (DQAB) Guidelines and Criteria

BCIT:

- Program Review Manual
- Program Review report templates (self-study report, final report)

Please refer to the [BCIT Policy](#) page to ensure you are reviewing the most current version.

Definitions

Definitions that apply to Education Council policies are contained in Policy 5100, Glossary of Educational Policy Terms.

Overview of Program Review

Program review provides an opportunity to identify and promote specific aspects of educational excellence within a program, and to identify opportunities to improve instruction and services to learners, leading to purposeful change. Program review is a collaborative, systematic, constructive, research-based examination of a program's quality. The process contributes to a culture of self-reflection, evidence-based inquiry, and continuous improvement. Program review fosters a dynamic sense of a program's uniqueness, cultivates a broad dialogue on issues of teaching and learning, and results in an action plan focused on program enhancements or renewal to ensure programs remain current with developments and advancements in their fields.

Program Review Components

1. Self-study Report

Program review will begin with an internal self-study report undertaken by program faculty and administration. This self-study report will include data, discussion, and analysis of several aspects of the program, and culminate in a series of recommendations.

2. External Review

An external review, including a site visit, will be conducted to assist the program area and BCIT in validating the internal self-study and the resulting recommendations.

3. Final Report

A final report is written, incorporating a summary of the self-study and the external review report, and an action plan to implement final recommendations.

4. Institutional Response

The findings and recommendations in the program review final report will be presented to Education Council by the VP Education, Research and International. Any program changes resulting from program review recommendations will follow the process for program change approvals as outlined in Policy 5401 Program Development and Change.

5. One Year Status Update

One year following the presentation of the program review findings and recommendations, the program Dean will present to Education Council the status of the action plan implementation.

Scope

Program review is not intended to evaluate performance of individual faculty, staff, or administrators.

This policy applies to all programs that lead to BCIT credentials. Other offerings that do not lead to BCIT credentials (e.g. apprenticeships and industry services training) are not required to conduct program reviews.

Duties and Responsibilities

See the accompanying procedure 5402-PR1 for the sequence and description of the steps involved in program review. The primary persons and groups responsible for program review are listed below, along with their roles. Their duties are described in greater detail in the Program Review Manual.

Associate Dean

The school's associate dean participates on the Self-Study Team (SST) and takes administrative responsibility for ensuring the program review is conducted according to BCIT policy in a timely manner and within budget. The associate dean will support the implementation of the final recommendations and submit a report to the dean, Senior Director of Program Development and Review (Senior Director), and Vice President Education, Research, and International (VP ERI) one year following the final report, with an update on the progress made in implementing the recommendations.

Dean

The school's dean ensures the associate dean, School Quality Committee (SQC), and Self-Study Coordinator (SSC) are aware of the commitment and expectations for effective and timely program reviews. In conjunction with the Senior Director, the dean will establish the schedule for programs in the school to undergo review and ensure adequate resources are budgeted to conduct the scheduled program reviews. The dean submits the SST report to the Senior Director for forwarding to the external review team. Along with the Senior Director, the dean selects external review team (ERT) members and reviews the final program review report and recommendations and forwards it to the VP ERI. The dean delivers the follow-up report to the VP ERI and Education Council one year later.

Education Council

Education Council receives the final program review report and recommendations from the VP ERI, requests clarifications and makes comments as appropriate, and receives the one-year update via the dean of the program area.

External Review Team (ERT)

The ERT reviews the self-study report and undertakes a site visit to seek input from various sources including students, faculty and administration in order to validate the findings and recommendations of the self-study report and provide additional information regarding program strengths and opportunities for improvement. The ERT Chair compiles the ERT report and submits it to the school dean and the Senior Director.

Institute Planning and Analysis Office (IPAO)

The IPAO supports the program review process by providing a standardized set of data, and acting as a specialized resource for research and data collection and analysis. The IPAO provides the program's key performance indicators (KPIs), additional metrics, customized data as available, and provides summary reports for use by the self-study team.

Learning and Teaching Centre, Instructional Development Consultants (IDC)

The IDCs support the self-study team (SST) throughout the program review process. IDCs act as process facilitators of program review by helping the program area plan the review and keep it focused. As educational consultants, they lead the curriculum review process (including developing customized surveys and collecting and analyzing data), and assist with writing the self-study report, the response to the external review team report, and the final report and recommendations to be presented to Education Council.

Duties and Responsibilities

Manager, Program Development and Review (Manager)

The Manager is responsible for ensuring the program reviews are conducted effectively and efficiently; supporting and assisting the self-study teams (SST) and coordinating the external review process in accordance with the policies and procedures developed by BCIT's Education Council. The Manager advises the Senior Director of issues requiring attention to facilitate an effective and timely completion of the review.

Program area faculty and staff

Program area faculty and staff participate in all aspects of program review, including the planning sessions, on sub-committees for data and information gathering, in surveys or focus groups, by providing resources and materials that will help with the report, engaging in regular program review updates at department meetings, participating in the external review team site visit and developing recommendations and responses to the external review team's report.

School Quality Committee (SQC)

The SQC acts as a resource to the SST, and provides insights to the process, reporting, and expectations. The SQC reviews the self-study report prior to submission to the school dean to offer feedback to the SST on how effectively the report addresses the program review categories.

Self-Study Team (SST) and Self-Study Coordinator (SSC)

The SST is led by the SSC, who is usually the program head or chief instructor of the program under review.

In conjunction with the Manager, the associate dean and the IDC, the SST coordinates the review, engages program faculty and staff in review activities, provides regular program review updates at department meetings, and coordinates the activities of program review sub-committees (if any). The SST compiles the Self-Study Report, and integrates feedback from internal stakeholders as appropriate.

As well, the SST makes recommendations to the dean and Senior Director for selection of members to the external review team, participates in the external review site visit, coordinates a response to the external review team report and writes the final program review report.

Senior Director of Program Development and Review (Senior Director)

The Senior Director oversees the program review process and is responsible for ensuring it meets the Institute's needs. The Senior Director ensures the academic leaders are aware of the process, resources, timing, and reporting expectations, and the relevant service groups are effectively supporting the program review process. The Senior Director works with the Deans' Council to set the annual schedule for program reviews. The Senior Director collaborates with the program area deans to select external review team members, receives the self-study report and forwards it to the external review team. The Senior Director ensures Education Council receives the final VP ERI report and the one year Dean follow-up report.

Vice-President, Education, Research and International (VP ERI) Office

The VP ERI receives and formally endorses the final program review report and recommendations and notifies Education Council of the outcome of the program review by way of an information item. Any program changes resulting from program review recommendations will follow the process for program change approvals as outlined in Policy 5401 Program Development and Change.

Procedures Associated With This Policy

5402-PR1, Program Review Process

Forms Associated With This Policy

See associated procedure, 5402-PR1, Program Review Process

Amendment History

Policy 5004 was retired in 2011; this Policy 5402 is one of a series of policies and procedures created to replace it.

- 1. Created 2011 Nov 22
- 2. Amended 2013 Apr 9

Scheduled Review Date

2016 Nov 1



Program Review Process

Procedure No.:	5402-PR1
Policy Reference:	5402
Category:	Education
Department Responsible:	Education Council
Current Approved Date:	2013 Mar 27

Objectives

The purpose of program review is to strengthen and maintain the quality of educational programs at BCIT. BCIT is committed to conducting program reviews in a collaborative, systematic, and evidence-based approach to ensure transparency and accountability in these activities.

This procedure gives an overview of the process for program review at BCIT, and provides an outline of the step-by-step procedure described fully in the Program Review Manual. This procedure applies directly to Policy 5402, Program Review.

Who This Procedure Applies To

This procedure applies to BCIT employees involved in the review of the Institute's educational programs.

Procedure

A. Description

Program review provides an opportunity to identify and promote educational excellence within a program, and to identify opportunities to improve instruction and services to learners. At BCIT, program review is a collaborative, systematic, constructive, evidence-based examination of a program's quality. The review process is designed to gather and report quantitative and qualitative data to describe the program, and to illustrate how well the program is meeting its own mission and goals, and the mission and goals of BCIT.

The program review process involves compiling a self-study report, conducting an external review, writing a final report outlining the program's recommendations and action plan, presenting the final report to Education Council, and providing a one-year status update on the implementation of the recommendations. The main steps in the process are outlined below.

B. Frequency of Program Reviews

In order for BCIT to achieve and maintain the strategic priority of quality programming, to meet Ministry expectations for post-secondary institutions, and to satisfy requirements of current and future external accrediting bodies, the Institute must have a systematic and objective program review process. This requires a full review of all degree programs and programs that ladder into degrees at least every five (5) years, with the remaining programs reviewed at least every seven (7) years. Programs are encouraged to review their key performance indicator (KPI) data on an annual basis to monitor program success and make changes as appropriate.

C. Program Review Process

The following describes the steps involved in the program review process. For full details on process and timing, please refer to the Program Review Manual.

1. Include in Operating Plans

Annually, during the budgetary cycle, each of BCIT's schools develops an operating plan. Plans include a list of programs scheduled for program review according to the Institute's established review cycle.

Procedure

2. Establish Self-Study Team (SST)

When a program review is approved through a school's operational plan, the school dean (or an associate dean delegated by the dean) assembles a self-study team. The self-study team (SST) consists of the associate dean, the program head or chief instructor (who is usually the self-study coordinator, or SSC), and one or more faculty members. The SST works in consultation with an Instructional Development Consultant (IDC) and with assistance from the Manager of Program Development and Review (Manager) and the Institute Planning and Analysis Office (IPAO).

In conjunction with the Manager and the IDC, the SST conducts the program review, coordinating meetings and any sub-committees formed to conduct the program review, engaging program faculty and staff, collecting and analyzing data, and compiling the self-study report. Ultimately, the SST integrates feedback from internal stakeholders and the external review team and writes a final report. The SSC leads the work of the SST.

3. Schedule Planning meetings

A program review overview meeting is scheduled with the SST, IDC, IPAO representative, and Senior Director of Program Development and Review (Senior Director) and the Manager. Additional meetings are scheduled to identify key questions to explore during the program review and to outline the timeline, tasks, and responsibilities.

4. Collect data

The SST collects readily available information, reports, and other data from department meeting minutes, course outlines, learner data, faculty research or reports, the IPAO, Banner, standard non-BCIT outcomes reports, and data and information gathered through survey instruments, focus groups, and other processes designed specifically for the review by the IDC.

The team and others review the information and data gathered in relation to the ideas and questions generated at the planning session(s) and to relevant questions in the self-study report guide and template.

The team consults with the Manager and IDC as needed throughout the process to determine other data collecting needs, resources, and processes. The team also liaises with the IPAO as appropriate.

The team reviews and summarizes the information collected. Sub-committees (if any) finalize and submit findings to the self-study coordinator. The team develops an outline for writing the Self-Study Report in consultation with the IDC.

5. Develop self-study report

The self-study report creates a holistic picture of a program. Ideally, the report will reflect the purposes, assumptions, and philosophies under which the program operates. The self-study report is based on evidence relating to program performance including strengths, opportunities for improvement, desired improvements, and future directions. The report systematically examines the core aspects of the program, including educational design, currency of the curriculum and alignment with program and institute goals, and any external standards; program-specific educational experiences; student and graduate achievement; admission, teaching, and evaluation practices; program-specific services, resources and facilities; relationships with other programs and the community; and comparisons with comparable programs.

The report includes eight (8) sections:

- 1) Program Background
- 2) Quality of Educational Design
- 3) Quality of Educational Experience

Procedure

- 4) Quality of Services, Resources and Facilities
- 5) Quality of Program Relationships and Connections
- 6) Comparison with Previous Reviews
- 7) Benchmarking with Comparable Programs
- 8) Conclusions, Recommendations, and Future Directions

The Program Review Manual describes each section in detail, outlining the types of questions to address during the review. Programs should use the self-study report template when writing the report. The template is available at the Learning & Teaching Centre website: <http://www.bcit.ca/ltc/>.

6. Review of self-study report

The SST gathers feedback on the self-study report from the program faculty and staff, and incorporates it into the report. The Manager reviews the report for completeness, before the SST submits it to the School Quality Committee (SQC) and then the dean.

The SQC reviews the report for how effectively it addresses the eight review categories, and provides feedback to the SST. The SST incorporates SQC feedback, then submits the self-study report to the dean for review and incorporates any additional feedback. When satisfied, the dean forwards the report to the Senior Director.

The Senior Director reviews the report and provides feedback to the SST, who will incorporate any changes into the report. The Senior Director will send the final self-study report to the external review team in advance of the scheduled site visit.

7. External Review Team (ERT)

The external review is the next stage of the program review process. The external review's purpose is to validate the self-study report and provide additional information regarding program strengths and opportunities for improvement.

The external review team includes at least three members: two external to BCIT and one BCIT faculty member, usually from another school. The dean and Senior Director select the team members from a list of candidates submitted by the SST.

Detailed information about the nomination and selection process of the ERT is outlined in the Program Review Manual.

The ERT will review the self-study report submitted by the internal self-study team, undertake a site visit, and during the site visit will seek the input of learners, employers, staff, faculty, and administration. The visit will normally take one full day.

The Program Review Manual describes guidelines for the external review process, including External Review Team terms of reference.

Following the site visit, the ERT chair writes the final ERT report with recommendations agreed to by all of the external reviewers. A sample ERT report template is included in the Program Review Manual. The ERT chair forwards the report to the Senior Director, who distributes it to the SST and dean.

The SST discusses the ERT report with other members of the program, and forms the program area's response to the external review team report; a copy of the response is also sent to the dean.

8. Develop Final Report

The SST writes a final program review report, which will include a summary of both the self-study report and external review report, the program's response to the ERT report, and final recommendations for the program. The final recommendations and an action plan are based on the findings in the self-study report and the report from the ERT.

Procedure

The IDC and Manager assist the SST with writing the final program review report. Programs should use the final report template when writing the report. The template is available at the Learning & Teaching Centre website: <http://www.bcit.ca/ltc/>.

9. Review of Final Report

The completed report is sent to the dean and Senior Director for feedback and any changes are incorporated.

Once the Senior Director confirms that the report has fulfilled BCIT's program review requirements, the Senior Director submits it to the Vice President, Education, Research and International (VP ERI) for reporting to Education Council.

10. VP ERI Report to Education Council (institutional response)

The VP ERI reports to Education Council on the outcome of the review, and takes comments and questions as appropriate.

11. One Year Status Update: Dean

The dean's office, in consultation with the VP ERI, oversees the implementation of the action plan. One year after the program review is completed, the program dean submits a report to the Senior Director and VP ERI. The dean will report to Education Council on the specific actions taken as a result of the review, noting any deviations from the recommendations. This is the final step in the program review process.

D. Program Review of Related Programs

Where there are several related programs, it is expected that the related programs will be scheduled for program reviews at the same time, both to increase the efficiency of the program review process, and to increase integration among related programs.

E. Programs with Outside Accreditation

Program areas with programs undergoing review by an external accrediting body are encouraged to coordinate this process and the work it entails with the internal program review requirements. This approach should help minimize any duplication of effort, while ensuring the main areas of the program review are addressed. Forms and templates required by the external accrediting body will be used whenever possible. Areas requiring review by BCIT's program review process, but not included in the accrediting body requirements will be completed incrementally, to supplement the accreditation review. If the accreditation review requires a site visit, that will usually be considered adequate for the BCIT program review, and no further site visit will be required.

Forms Associated With This Procedure

- Program Review Manual
- Self-Study Report Template
- Final Report Template
- External Review Guidelines

Amendment History

Policy 5004 was retired in 2011; this Procedure 5402-PR1 is one of a series of policies and procedures created to replace it.

- | | |
|------------|-------------|
| 1. Created | 2011 Nov 22 |
| 2. Amended | 2013 Mar 27 |

Appendix B — BCIT’s Vision, Mission and Mandate

Vision

BCIT: Integral to the economic, social and environmental prosperity of British Columbia.

Mission

BCIT exists to serve the success of learners and employers:

- BCIT is an institute of higher education that exists to serve the citizens of British Columbia and its partners around the world, and to educate and train graduates who are career-ready, who are immediately productive in their chosen workplace, and who are ongoing assets to their employers.
- BCIT is an institution of inclusion. We strive to make the benefits of a BCIT education available to all who come to the institute prepared to meet our high standards. We educate, support, and care about our students and strive to graduate as many as possible.
- BCIT credentials are highly valued by business and industry. Our graduates receive a superior return on their investment in a BCIT education.
- BCIT exists to create the right kinds, quality, and quantities of skilled employees in professions that are in demand and can support a decent standard of living.
- The BCIT model of education focuses on launching and advancing careers, on the broad availability of its programs, and on the provision of education and training that can be accessed in an efficient amount of time.

Mandate

- BCIT’s foundation is comprised of certificates, diplomas and both undergraduate and graduate degrees: the entry-to-practice credentials that lead to rewarding careers. These are enhanced by programs and courses that are aligned with career development and growth, and include industry services, advanced studies, and continuing education.
- BCIT offers experiential and contextual teaching and learning with the interdisciplinary experiences that model the evolving work environment.
- BCIT conducts applied research to enhance the learner experience and advance the state-of-practice.
- BCIT exercises its provincial mandate and priorities as well as its internationalization initiatives by collaborating globally with post-secondary systems and employers in activities that improve learner access and success.

Appendix C1 — Program Review Roles/Responsibilities Matrix



Program Review Milestones/Tasks & Roles

Weeks	Milestone/ Task	Academic Planning & Quality Assurance (APQA)	Institutional Research (IR)	Learning & Teaching Centre (LTC) - IDC	Self-Study Team (SST) (includes Program Champion, AD, PH/CI, IDC, other faculty)	School Dean
1-4	Planning Sessions	<ul style="list-style-type: none"> Manager organizes and leads the kick-off meeting (involving Program Champion, AD, IDC, IR) The kick-off meeting includes discussion of stacking of credentials, expectations regarding summative review of curriculum, benchmarking, length of process and reports, key questions/issues to review (eg. B.Tech), resources available Manager may participate in detailed follow-up planning meeting involving the self-study team 	IR participates in the kick-off meeting and distributes the standard program data package	<ul style="list-style-type: none"> Participates in the kick-off meeting Organizes/leads the planning meeting to further discuss the scope of review, key goals, issues to explore, etc. Works with SST to create a project plan with milestones, timelines & accountabilities 	<ul style="list-style-type: none"> Participates in both meetings Coordinates the creation of sub-committees at a planning meeting (as appropriate.) 	Provides direction, support, release time, and expectations about the timing and scope
5-20	Collect & review information	<ul style="list-style-type: none"> Resource for information regarding questions to pursue, institutional documents, analysis, and resources available Schedule meeting(s) to discuss progress and identify any issues 	Provides specialized data and analysis as requested and as available (such as Ministry data on comparable programs, data on PTS programs, KPIs)	<ul style="list-style-type: none"> Coordinates data collection for all elements of self-study report (incl. summative review of curriculum) Creates and administers surveys (using survey question templates as base) Analyzes data with the team Interprets data from an IDC perspective (makes recommendations according to pedagogical principles and BCIT policies) De-identifies any individual references in survey data Makes recommendations from an IDC perspective Facilitates program meetings to collect feedback 	<ul style="list-style-type: none"> Collects readily available data Reviews survey question templates and refines/adds questions as necessary Develops questions for focus groups as appropriate Program champion communicates with sub-committees Reviews/analyzes/summarizes data 	Participates in data summary meeting as appropriate
21-28	Prepare self-study report	<ul style="list-style-type: none"> Manager meets with the self-study team to discuss stakeholder involvement, key findings, and resulting recommendations 	Available on request to assist with any data gaps	<ul style="list-style-type: none"> Reviews draft report for coherence, consistency, and alignment with SSR template Coordinates LTC editorial/formatting work as needed Facilitates program faculty/staff meeting to collect feedback regarding the draft self-study report, as appropriate 	<ul style="list-style-type: none"> Writes the draft self-study report, coordinated by the Program Champion Distributes the draft self-study report to the program faculty/staff for review and collects feedback As appropriate, incorporates the feedback to produce the self-study report 	The Associate Dean keeps the Dean informed of key findings, recommendations, and associated costs

September 2017

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Weeks	Milestone/ Task	Academic Planning & Quality Assurance (APQA)	Institutional Research (IR)	Learning & Teaching Centre (LTC) - IDC	Self-Study Team (SST) (includes Program Champion, AD, PH/CI, IDC, other faculty)	School Dean
					<ul style="list-style-type: none"> - Considers possible ERT members, collects information about the ERT members 	
28	Select external reviewers	<ul style="list-style-type: none"> - Manager receives potential ERT member information; checks for complete information and forwards to School Dean and Dean APQA for selection - The School Dean & Dean APQA select ERT members - 			Submits candidates for external reviewers to the APQA Manager	<ul style="list-style-type: none"> - Receives potential ERT member information; - School Dean and Dean APQA select the ERT members
28	Submit the self-study report to SQC			Discuss self-study report with SQC as appropriate	Sends the self-study report to the SQC for peer review	
30	SQC reviews the findings with the SST			Review the SQC findings Consults and assists with revisions (as appropriate.)	Reviews the SQC findings Make revisions (as appropriate)	
30	Plan for external review	<ul style="list-style-type: none"> - Manager works with the program to establish the date and draft agenda for the ERT visit - Manager makes arrangements for the site visit (in collaboration with the SST and AD's Office) 			<ul style="list-style-type: none"> - Works with the APQA manager to set the date for the ERT visit - Assists with the arrangements for site visit 	The AD's Office assists with arrangements for the site visit
31	SST submits self-study report to School Dean			Collaborates with the SST on the self-study report revisions, as needed	<ul style="list-style-type: none"> - Submit the final self-study report to the School Dean - Revises the self-study report as per feedback from the School Dean 	<ul style="list-style-type: none"> - Reviews self-study report - Reviews/approves costs associated with recommendations - Requests clarifications/ revisions (as appropriate.)
32	School Dean submits self-study report to VPA Office	<ul style="list-style-type: none"> - School Dean submits SSR to Manager, APQA - Manager reviews SSR and ensures completeness and alignment with expectations (may require revision) - Manager forwards SSR to the Dean APQA for final review/approval - Manager invites ERT members and Chair of ERT 		Works with the Program Champion to make any required revisions	Works with the APQA Manager on any remaining questions/issues on the SSR (may require revision)	Submits the self-study report and document outlining the associated costs to the APQA Office
36	Participate in ERT site visit	<ul style="list-style-type: none"> - Ensures all details are in place for the site visit - Participates in the ERT site visit - Manager works with ERT Chair on the ERT report following the site visit 		Participates in the ERT site visit	<ul style="list-style-type: none"> - Ensures all details are in place for the site visit - Participates in ERT site visit 	Participates in the ERT site visit

September 2017

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Weeks	Milestone/ Task	Academic Planning & Quality Assurance (APQA)	Institutional Research (IR)	Learning & Teaching Centre (LTC) - IDC	Self-Study Team (SST) (includes Program Champion, AD, PH/CI, IDC, other faculty)	School Dean
38-39	Receive, discuss, and respond to ERT report	<ul style="list-style-type: none"> - Manager receives, reviews, and forwards the ERT report to School Dean and APQA Dean copying the SST and IDC - Manager assists the SST with response to the ERT report 		<ul style="list-style-type: none"> - Reviews the ERT report - Facilitates the program faculty/staff meeting to collect feedback regarding the ERT report (as appropriate.) - Collaborates with the SST on drafting a response and action plan 	<ul style="list-style-type: none"> - Reviews the ERT report - Distributes the ERT report to program faculty/staff and collects feedback - Drafts response to the ERT report and writes an action plan 	<ul style="list-style-type: none"> - Reviews the ERT report - Discusses the ERT report with SST
40	Complete final program review report	<ul style="list-style-type: none"> - Manager assists the SST with the final report elements 		<ul style="list-style-type: none"> - Collaborates with the SST on drafting the final Program Review Report and incorporating any revisions - Coordinates the LTC editorial work as needed 	<ul style="list-style-type: none"> - Writes the Final Program Review Report - Sends Final Report to the School Dean and incorporates feedback as appropriate 	Reviews the final Program Review Report and provides feedback to SST
41	Submit final program review report to VPA Office	<ul style="list-style-type: none"> - Manager reviews the Final Report and ensures completeness and alignment with expectations (may require revision) - Manager forwards the Final Report to the APQA Dean for final review/approval - APQA Dean confirms that it complies with program review process. - Manager forwards the Final Report to the program area (Dean, AD, program champion) 		Assists with revisions as appropriate	Sends the Final Report to Manager, APQA and incorporates feedback as appropriate	Receives the final Program Review Report
42	VPA Office notifies EdCo of outcome and recommendations of the review	<ul style="list-style-type: none"> - Manager prepares the EdCo report of the final recommendations and action plan and submits this to EdCo 			The Program Champion/SST attends the EdCo meeting to respond to any questions	The School Dean attends EdCo and presents the final recommendations and action plan
1-year	Status update to Edco on program review recommendations	<ul style="list-style-type: none"> - Manager works with the Program Champion and AD throughout the year to discuss the implementation of the recommendations (6-month status update) - Manager works with the Program Champion and AD to develop one-year status report - Manager sends one-year report to the APQA Dean for final review/approval - Manager sends final one-year report to EdCo 			The Program Champion and AD prepare one-year report and submits it to the APQA Manager.	The School Dean reports status update on all of the recommendations to EdCo

September 2017

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Appendix C2 — Self-study Team (SST) Knowledge, Skills, and Abilities Inventory

To supplement the roles and responsibilities² of various Program Review stakeholders, the following inventory of knowledge, skills, and abilities are provided as a baseline from which a successful Program Review may be expected. It is not anticipated that each SST member have all the qualities, but that as a team, the individual members will collectively contribute and complement each other. In the event that there are gaps, out-sourcing may be required².

Knowledge, Skills, and Abilities	A/Dean	Program Champion	Member #3	Member #4	IDC	IR Office	Outside ³ resource required
Familiarity with multiple aspects of the program(s) (including history)							
Teaching experience in the program(s)							
Curriculum development experience							
Previous program/curriculum revision, review and/or accreditation review experience							
Time and/or project management skills							
Research skills							
Familiarity of survey protocols and creation/distribution of surveys							
Knowledge on how to interpret and analyze data							
Interview skills							
Ability to coordinate and lead a focus group							
Technical writing skills (ability to synthesize information into concise, factual statements)							
Editing skills							
Organizational skills							
Computer (Word/Excel) literacy							
Familiarity with BCIT Educational Policies/Procedures							
Commitment and availability to perform duties until review is completed							

² https://www.bcit.ca/files/apqa/pdf/program_review_roles.pdf

³ Outside SST membership but not outside BCIT (e.g. LTC editors, graphic artists, etc.).

Appendix D1 — Guide to Writing the Self-Study Report for Program Review

Use this guide to help fill out the Self Study Report template shown in Appendix E1, and available as a separate Word document on the APQA website: <http://www.bcit.ca/apqa/program-review/>

1. Program Background

This category describes the basic program parameters, and provides the overall context of the program as it currently exists. It summarizes information that will be discussed in greater detail in later sections. This section is not intended to solicit analysis and/or recommendations but should be referenced as appropriate throughout the report.

1a. Program Name/Credential Type

- Provide the credential designation as it would appear on a graduate's transcript.
- List any options or specializations that appear on the transcript.

1b. Administrative Structure

- Provide school name and program area that has the administrative responsibility for the program.
- Describe the organization and administration of the program.
- Describe any partnership arrangements involved in the program, including the role of each partner in the delivery of the program.

1c. Program Purpose/Intent

- State the program's purpose/mission/aim/mandate/philosophy statement as appropriate and if one exists.
- Describe the role the program plays in BCIT's mission and how the program aligns with BCIT's mandate.

1d. Program Description

- Identify the current program goals (as high-level, big-picture, program-wide statements articulating to employers as well as student what graduates are able to offer on program completion).
- Provide a description of the program, including the basic program structure (e.g., course clusters or themes), credits, admission requirements, admission model, etc. Consider using the Program Map and/or Benchmark Table in the template's appendix to illustrate the course clusters or themes and refer as appropriate throughout this report.
- Describe any laddering options available to students (programs that ladder into this one and whether this program ladders into others at BCIT).

1e. History of Program's Development

- Include the start date for the program
- Provide dates of any major structural change (e.g. part time to full time, introduction of new options/specialties, significant enrolment changes and rationale, etc.).

2. Quality of Educational Design

This category examines the critical factors in educational design (e.g. teaching methods, curriculum, alignment with the Teaching and Learning Framework) that contribute to quality educational experiences. These factors directly impact what happens in the learning environment among learners, faculty, and staff members who are involved in teaching and learning processes.

- a. Summative Review of Curriculum (Curriculum Review)
- b. Teaching, Learning, and Assessment Methodologies
- c. Program Delivery Modes (e.g. classroom, blended, clinical, coop, distance)
- d. Faculty Qualifications and Currency

2a. Summative Review of Curriculum (Curriculum Review)

The essence of any program is its curriculum. A review of a program's curriculum is essential to the program review process to provide a holistic picture of how well the program is currently preparing students for industry or further study. The standard survey questions will provide data related to key curricular issues to include in this review, as outlined in the sections below.

Program Goals:

Describe and comment on whether the current program goals (as stated in 1C above) align with the requirements of the industry (and any accrediting bodies) and provide graduates with the necessary competencies to succeed in their field. Complete the Program Goals Integration Table (available in the template's appendix) and comment further on how the curriculum supports and aligns with the program goals.

Credential Standards:

- Describe and comment on how the program aligns with the appropriate credential level standards (refer to Procedure 5401-PR1, Credentialing of Programs; applicable for diploma, bachelor and master's degrees).
- For degrees, does the curriculum for the program holistically address degree level standards (see pp. 17-18 in DQAB Degree Program Review Criteria and Guidelines) for:
 - Depth and Breadth of Knowledge
 - Knowledge of Methodologies and Research
 - Application of Knowledge
 - Communication Skills
 - Awareness of the Limits of Knowledge
 - Professional Capacity/Autonomy

Admission Requirements:

- Describe and comment on whether the current admission requirements and admissions model (as stated in 1C above) are appropriate/effective for the program. Indicate whether these have changed since the previous program review.
- Indicate any projected changes and rationale.
- How do the current admission requirements contribute to learner success and progression?
- Do the current admission requirements create a barrier to learner access? If so, are the barriers relevant?

Program Structure:

- Append a Program Map. Describe and comment on how the program structure (as stated in 1C above) helps to facilitate effective learning and student success.

Curriculum:

- Complete the Program Map, Program Goals Integration, Employability Skills Integration, and Benchmark Comparison tables in the template's appendix.
- Review the feedback from students, graduates, industry, faculty/staff, other stakeholders, and ongoing departmental processes.
- Describe and comment on:
 - How well the course outlines including course descriptions and learning outcomes reflect currency and relevancy with industry needs and student success? What new developments in the field will need to be integrated into the curriculum?
 - How well do learning outcomes ensure that they cover the appropriate competencies (e.g. knowledge, skills, and ability) at the appropriate level for the learner (e.g. taxonomies align to course level/rigor)?
 - How key program-wide issues like safety, sustainable practices, ethics, professionalism, leadership, etc., integrate into the learning outcomes and evaluation strategies.
 - Unnecessary duplication of learning outcomes and/or gaps.
 - How the course prerequisites contribute to learner success and progression? How these prerequisites monitored for relevance and currency?
- How students are provided with opportunities to learn employability skills. Such skills include:
 - Written and oral communication
 - Teamwork
 - Professional & ethical behaviour
 - Technical competence
 - Critical thinking and problem solving
 - Working safely
 - Management/leadership
 - And others as determined by the program; see the list of skills identified by the Conference Board of Canada:
<http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm>

Append to the report and reference as appropriate:

- DQAB or external agency application and approval documents (if applicable)
 - Program Map
 - Program Goal Integration Table
 - Employability Skills Integration Matrix table
 - Benchmark Comparison table

2b. Teaching, Learning, and Assessment Methodologies

Describe and comment on:

- How the teaching methodologies and assessment strategies currently used in the program are consistent with the learning outcomes described in the course outlines.
- How recent scholarship in the teaching and learning field is applied to the teaching, learning, and assessment methods in this program and offer examples.

2c. Program Delivery Modes

- Describe the delivery modes currently used with this program (classroom, mixed mode, distance, condensed courses, co-op, clinical, work terms, simulated work experiences, and practicum)?
- In what ways are various learning styles taken into account in choice of program-delivery model?
- Does the course include learning activities and/or evaluation criteria which may restrict access to a learner with a physical, mobility, hearing, visual, emotional, or learning difference?
- What expertise is used to support the delivery mode? Are there appropriate training mechanisms and resources available to support the delivery mode?
- Do the delivery modes make optimum use of natural resources and protect the natural environment?
- Are sustainable practices in place to showcase and guide the use of materials (such as energy, fuels, paper, electronic materials, wood, plastic and chemicals) to reduce the impact of their use as much as possible? Are materials reused or recycled?
- Is safety a factor that is considered in all delivery modes?

2d. Faculty Qualifications and Currency

The following questions apply primarily to faculty, but in some programs may apply also to staff with specialized roles and/or qualifications. Please consider expertise and currency in regard to either or both as is appropriate for your program. *The process is not intended to evaluate the individual performance of any member of BCIT's faculty, staff or administration.*

Complete the Faculty Qualifications and Currency table in the template's appendix. Describe and comment on:

- The collective expertise in the department (faculty and staff) to deliver the curriculum to the standards of the level of the credential?
- Whether there are gaps in the collective expertise needed by the program and describe plans to address any gaps.
- Expansion and/or succession planning strategies.
- How this faculty/staff expertise and currency are maintained and demonstrated to ensure members have the individual expertise to deliver the curriculum to the standards of the level of the credential?
- The scholarly and/or professional activities in which faculty/staff are engaged.
- What the strategic plan is within the department to hire faculty/staff with the required expertise to deliver and expand upon the program.

- What the established mechanisms and practices for faculty/staff preparation, orientation, and on-going support.
- What awards have faculty/staff earned for leadership, teaching, community activity, or research.
- How Policy 5601 Faculty Qualifications relates and is applied to this program.

Append the Faculty Qualifications and Currency table to the report and reference as appropriate.

3. Quality of Educational Experience

This category examines the ways in which the program is successful, the type and degree of learner satisfaction, and the degree to which the program is relevant to learners' future endeavours. Describe and comment on the following components of this category:

- a. Program Attrition and Graduation Rates
- b. Relevance of Education to Further Studies
- c. Relevance of Education to Employment
- d. Satisfaction with Skills Development
- e. Satisfaction with Learning Experience including Quality of Instruction

3a. Program Attrition and Graduation Rates

Review the IR Key Performance Indicators (KPIs), Course Grade Analysis reports, and other data sets as appropriate. Outline how this program defines and measures success in relation to enrolment, attrition, course completion rates, graduation rates, grade distribution, etc. Describe and comment on:

- The current enrolment/attrition/course completion/graduation patterns.
- Whether current incoming learner qualifications affect graduation patterns. To avoid repetition, please defer and/or refer to section 2A Admissions Requirements as appropriate.
- Whether/how the institute could support the program in achieving its enrolment/course completion/graduation goals.
- Specific steps your program can take to increase program enrolments and success.
- What kind of institutional support could assist your program to increase success?
- The grade distribution for the past three-year period for your program.
- How successful the program is with regards to grading consistency and what changes, if any, are needed in the overall grading practices in your program. Provide specific recommendations for making these changes.
- Identify specific steps that your program can take to increase the Full-Time Equivalent (FTE) utilization rates
- Identify specific steps that your program can take to decrease the unmet demand rates for your program.
- How institutional support could assist your program to decrease the unmet demand rates.
- What kind of institutional support could assist your program to enhance grade distributions? Please rank your suggestions in order of importance.

- How institutional support could assist your program to increase its program completion and success rates? Please provide any additional pertinent information that you wish to include.
- Any retention and graduation rates that are below average, and discuss strategies to address this.

Append and reference as appropriate and where available:

- IR Office supplied KPI reports and data sets.
- **Do NOT append the Course Grade Analysis Report to the SSR.**

3b. Relevance of Education to Further Studies

Describe further education paths available to students, and what percentage of students go on to further studies. Comment on:

- How the program relates to learners' further studies.
- How the program prepares learners for further studies.
- How satisfied learners are in your program with their preparation for further studies.
- How the information regarding your program's learners who go on to further studies may impact future program decision making.
- Specific steps the program takes to assist learners who go on to further studies, either at BCIT or elsewhere.
- Some specific recommendations that would enhance learners' preparation for their further studies.
- How institutional support or program adaptation could assist your learners to go on to further studies or professional growth.

Append and reference as appropriate and where available:

- IR Office supplied KPI reports and data sets such as:
 - Entry Student Surveys (ESS).
 - BC Post-Secondary Student Survey Results, based on credential:
 - APPSO (Apprenticeship Student Outcomes)
 - BGS (Baccalaureate Graduates Survey)
 - DACSO (Diploma, Associate Degree, and Certificate Student Outcomes)]

3c. Relevance of Education to Employment

Describe and comment on:

- The percentage of, and the average length of time it took program graduates to obtain employment relevant to their education.
- How the education is useful for getting employment.
- How the education is beneficial to learners in improving their job performance.
- Employer satisfaction with the preparedness of graduates.
- Any skill gaps identified by employers and the program's plan to address them.
- The program's relevance to industry's needs and describe the employment outlook from employers and the PACs perspective.
- How the program ensures its relevance within its field.
- The frequency and manner in which feedback is gathered from employers. Describe example feedback you have received from employers.

- The program's work integrated learning options (COOP, practicum, capstone projects, etc., if any) and how they could be improved.
- Any challenges in ensuring continued relevance within its industry.
- Any institutional support which could assist the program to increase its relevance.
- Any additional pertinent information that should be considered (e.g., articulation correspondence, program advisory reports, graduate employment in fields closely related to the field of study, comprehensiveness of education (e.g., ability of students to move into diverse fields) etc.) and which may positively impact student career progression. What is the significance of this information?

Append to the report and reference as appropriate:

- Graduate employment data from most recent graduate survey.
- Any relevant employer, industry, and/or program advisory committee reports/data.

3d. Satisfaction with Skills Development

Describe and comment on:

- Graduate satisfaction with the following skills, as appropriate, they learned in the program (both industry-specific and employability skills):
 - Reading
 - Writing
 - Mathematics
 - Oral communications
 - Teamwork and leadership
 - Analytical abilities
 - Creative thinking
 - Problem solving
 - Interdisciplinary skills
 - Independent learning
 - Technological skills
 - Reading and information skills
 - Visual literacy
 - Interpersonal skills
 - Intercultural skills
 - Personal management and entrepreneurial skills
 - Citizenship and global perspective
 - Social and ethical awareness and sensitivity
 - Environmental awareness and knowledge
- Any skill gaps identified by graduates and the program's plan to address them.
- Possible reasons for/responses to any anomalies or significant patterns in the skills satisfaction rates.
- Whether the skills satisfaction rates suggest that changes are required in either program or course outcomes.
- What factors, if any, prevent your program from delivering optimal skills development for the learners.
- Any specific steps (recommendations) that your program will implement to increase the skills-development satisfaction rate for your program.

- Potential institutional support which could assist the program to improve satisfaction rates.

3e. Satisfaction with Learning Experience including Quality of Instruction

Describe and comment on graduate satisfaction with:

- Educational experience overall
- Achievement of objectives for enrolling
- Availability and helpfulness of faculty/staff
- Curriculum
- Program atmosphere/culture/community
- Organization of program
- Program resources

Describe and comment on:

- Any possible reasons for or responses to any anomalies or significant patterns in the satisfaction rates with the learning experiences.
- Any recommendations the program is considering to address any gaps in graduate satisfaction.
- Whether the satisfaction rates suggest that changes are required in either program or course outcomes.
- What factors, if any, prevent your program from delivering an optimal learning experience for the learners.
- Any specific steps that your program can take to increase the satisfaction rate related to learning experience for your program.
- The kind of institutional support which could assist your program to improve satisfaction rates

Append to the report and reference as appropriate:

- Data from the most recently IRO learner satisfaction survey
- Data from the most recent Student Outcomes surveys
- Data from the most recent IRO graduation survey

4. Quality of Services, Resources and Facilities

This category examines learning materials, library materials, computer hardware, facilities, and other tools and equipment, specifically as they are used by and affect the program.

These areas are also evaluated as part of the service review process, so program areas should focus on those aspects of services that are specific or unique to them; that is, those that differ from similar services provided to BCIT learners in general, or whose learners have different needs than those of BCIT learners in general.

Describe and comment on the following components of this category:

- a. Learner Satisfaction with program specific services, resources and facilities
- b. Faculty and Staff Satisfaction with program specific services, resources and facilities

4a. Learner Satisfaction with Services, Resources, and Facilities

Describe and comment on student satisfaction with access to and usefulness of:

- Computer hardware and software unique to your program
- Tools and equipment other than computers unique to your program

- Library materials specific to your program
- Textbooks and learning materials specific to your program
- Student workspaces
- Other resources and facilities unique to your program, or needs in these areas which may be unique to your learners

Describe and comment on any recommendations the program is considering to address any gaps in student satisfaction.

4b. Faculty and Staff Satisfaction with Services, Resources, and Facilities

Describe and comment on faculty and staff satisfaction levels with the following:

- Computer hardware and software unique to your program.
 - Provide information re: availability of computers to students.
 - Discuss hardware, software, and services dedicated to this program
- Equipment and specialized tools other than computers unique to your program.
- Library materials specific to your program.
 - Summarize information on library facilities and services available to students and faculty.
 - Include full library information document in appendices (reference services, data computer database capabilities, funding allocated for library for acquisitions relevant to the program).
- Textbooks and learning materials specific to your program.
- Other resources and facilities unique to your program, or needs in these areas which may be unique to your learners.
 - Analyze and evaluate the space allocated to the program.
 - Identify how the space is used.
 - List labs/studios available to students (e.g. size, location).
 - Assess equipment available to students.
 - List major acquisitions in the last three years.
 - Describe provisions for updating and maintaining lab equipment.
- Faculty and staff workspaces.

Questions for discussion, in relation to both 4A and B above:

- How does your program determine library, computer, and other learner learning resource requirements?
- How are changes to these needs monitored?
- How are problems relating to resource needs solved?
- How could these processes be improved?
- In what ways is environmental sustainability examined in determining the use of resources?
- What are some specific learner service recommendations that might increase the quality of the educational experience for your program's learners?
- What do you consider to be most significant about the services feedback received from your program learners and faculty?

Append and reference student, graduate, and faculty/staff survey data as appropriate.

5. Quality of Program Relationships and Connections

This category examines the program's relations with other BCIT programs and units, with industry and professional associations, accrediting bodies, other post-secondary institutions, and with the community. Describe and comment on the following components of this category:

- a. Articulation - Internal and External (including transfer arrangements)
- b. Accreditation
- c. Alignment with Strategic Plan
- d. Advisory Committee
- e. Public Information and Marketing
- f. Community engagement
- g. Industry/Professional Associations Connections/Engagement
- h. Credential Recognition and Nomenclature
- i. Compliance with Ministry, Regulatory, and BCIT Policies, Criteria, and Guidelines

5a. Articulation – Internal and External *(Adapted from DQAB Degree Program Review Criteria and Guidelines, p. 29)*

Describe and comment on:

- The residency requirements for this program, specifying the minimum number of credits that must be completed at BCIT and the impact of these requirements.
- The existing practice or proposed policy for the granting of transfer credit for equivalent courses and/or programs, completed at other institutions that satisfy the requirements for this program.
- The program's policy and practice for granting credit toward meeting requirements for this program based on prior learning assessment (if applicable).
- Any plans for establishing further articulation agreements in the future, so that transfer credit will be granted for courses completed in this program, toward meeting requirements for credentials offered at other institutions.

5b. Accreditation

Describe and comment on:

- The nature of accreditation for this field or profession, and provide an overview of the relevant accrediting body/bodies.
- The program area's relationship and history with the accrediting body/bodies.
- The program area's current accreditation status and future scheduled accreditation reviews, issues, and opportunities.
- To avoid repetition and as appropriate, defer and/or refer comments to the accreditation review in section 6C.

5c. Alignment with Strategic Plan

Describe and comment on:

- How the program aligns with BCIT's Strategic Plan (2014-19) (http://www.bcit.ca/files/about/pdf/bcit_strategic_plan_2014-19.pdf).
- How the program will contribute to any of the following strategic goals:
 - Fostering student success (strategic goal #1),
 - Enhancing the student experience (strategic goal #3),

- Supporting program/credential recognition and aligning with educational quality standards (strategic goal #4), and
- Strengthening BCIT's reputation (strategic goal #5).

Note, while the program may contribute to strategic goals #2 (financial sustainability) and #6 (building a long-term educational plan), these issues are not the focus of program reviews.

- How the program aligns with provincial direction and strategy related to employment, specifically the BC Jobs Plan linked here: <http://www.bcjobsplan.ca/wp-content/uploads/BC-Jobs-Plan-PDF.pdf> . Focus on how the program aligns with and supports the following key sectors as identified in the BC Jobs Plan:
 - natural resource sectors (forestry; mining; natural gas; agrifoods),
 - knowledge-based sectors (technology, clean tech and green economy; tourism), and
 - infrastructure sectors (transportation: ports, marine and aerospace; international education).
- What kind of institutional support, if any, could assist your program's curriculum and program structure to reflect and support the strategic plan or the BC Jobs Plan.

5d. Program Advisory Committee (PAC)

Complete the PAC membership table in the template's appendix. Describe and comment on:

- The composition of the program's advisory committee, specifically noting the perspectives/organizations/employers represented.
- The suitability of current membership for supporting this program and any suggestions for changes and/or any other connections the program has with employers.
- The committee's activity and main points of discussion over the last three years, any recommendations that the committee has made, and the results of the recommendations.
- The frequency of committee meetings in the last three years and whether this is adequate for your program's needs.
- If there is no advisory committee, provide a rationale for not requiring one, or explain what structures/processes your faculty use in lieu of an advisory committee structure.

Append to the report and reference:

- The PAC Membership table.
- Any relevant program advisory committee reports and recommendations
- PAC minutes for the last 3 years and any others that directly support recommendations identified in the self-study report

5e. Public Information and Marketing

Describe and comment on:

- How the program builds connections with the community, and provides information about the program to the community.

- What approaches the program currently uses to connect with the community (e.g., Institutional advertising, school/dept. advertising campaigns, Big Info, industry career fairs, high-school career days, etc.).
- The means which are used to convey information about your program to the community. (brochure, newspaper ad, newsletter, forum, information session, etc.)
- The organizations, institutions, and/or community groups with whom the program currently maintains contact, and list others who would also benefit from learning about the program (potential learners, employers, service groups, etc.).
- How satisfied the faculty are with the quantity and quality of information provided to the community about the program.
- Any other recommendations the department would like to implement.

5f. Community engagement

Describe and comment on how the program and faculty engage with the community (e.g. service, student placements, events, provincial articulation committees, etc.)

5g. Industry/Professional Associations - Connections/Engagement

Describe and comment on how the program interfaces with the relevant industry/professional associations (e.g. boards, conferences, etc.).

5h. Credential Recognition and Nomenclature

Describe and comment on:

- Whether the program's learning outcomes and standards are sufficiently clear and at a level that facilitates recognition of the credential by other post-secondary institutions, professional and licensing bodies, and employers.
- The appropriateness of both the program name and its credential type, and whether it conveys long-term meaning, and whether it is recognized by industry, professional bodies, and other post-secondary institutions.
- Any consultation done with industry, professional bodies, and other post-secondary institutions to ensure they recognize the program name and credential. Include their assessment of whether the credential will contribute to the professional advancement of the graduate.

To avoid repetition and as appropriate, defer and/or refer comments to the benchmark analysis in section 7 and the table in the appendix of this template.

5i. Compliance with Ministry, Regulatory, and BCIT policies, criteria, and guidelines

Describe and comment on:

- How the program meets Ministry criteria and guidelines for the credential type.
- How the program meets relevant regulatory requirements for the program discipline.
- How the program complies with BCIT policies, and in particular the following:
 - Policy/procedure 5003 Admissions
 - Does the program align with:
 - BCIT's admissions standards?
 - Residency requirements?
 - Transfer credit requests/PLAR processes?
 - Policy 5012 Assigning Credits to Courses
 - Is the standard credit calculation used for all courses?

- Policy/procedure 5103 Student Evaluation/Grading
 - Does the program comply with 50% max for any final exams?
 - Does the program align with the standard time limit to complete credentials (7 years, unless there is an approved exemption from EdCo)?
 - Does the program follow the standard grading criteria outlined in policy, and involve processes such as marks review meetings, as appropriate?
- Policy/procedure 5401 Program Development and Credentials
 - Does the program align with the credential standards for your credential type?
 - Does the program align with the minimum credits required for your credential type? Is the program significantly over the minimum required credits, and if so, what is the rationale? How can this be addressed?
 - Do you follow the program change process for any required revisions?
 - For degrees, does the program align with the General Education guidelines?
- Policy/procedure 5402 Program Review
 - Do you comply with the program review policy?
- Policy/procedure 5403 Course Outlines & Names
 - Does each course have a standard and current course outline which is archived?
 - Do the course numbers align with expectations for your credential type?
- Policy/procedure 5404 PACs
 - Does the program have a PAC, and do you meet on the required twice/year basis?
- Policy 5601 Faculty Qualifications
 - Does the program faculty align with the general guidelines in the faculty qualifications policy in terms of appropriate credentials and industry experience?
 - Do faculty demonstrate a commitment to teaching excellence?

6. Comparison with Previous Reviews

This category compares the results of previous reviews to current reviews, and in particular any resulting recommendations and subsequent actions. Describe and comment on the following components of this category:

- a) Annual Program Self-evaluation
- b) Program Reviews
- c) Accreditation Reviews
- d) Curriculum Reviews

6a. Annual Program Self-evaluations

- Describe and comment on the processes used by the program on an ongoing basis to ensure currency/relevancy of the courses and in making general decisions regarding the curriculum.
- What are the issues that have arisen from the annual self-evaluations?
- What is the evidence that the program has responded?

- Summarize changes identified in the annual formative reports:
 - Changes in program learning aims and goals
 - Changes in program structure
 - Changes in delivery methods
 - Changes in “options” or pathways
 - Courses to be added or deleted
 - Changes within courses
 - Changes to textbooks or other program materials.

Append and reference relevant departmental meeting minutes regarding annual program self-evaluation as appropriate.

6b. Program Reviews

- What was the date of your program’s last BCIT program review? What is the date of the next scheduled one?
- List the recommendations made in your program’s last BCIT program review.
- Explain how these recommendations were implemented.
- What is the feedback about the recommendations that have been implemented?
- What kind of institutional support could assist your program with implementing recommendations arising from internal reviews?
- How do the recommendations described in the previous internal review compare to the conclusions and recommendations arising from this current review?

Append and reference previous Final Program Review Report, if applicable.

6c. Accreditation Reviews

Describe and comment on:

- Details of the last accreditation review, including accrediting body, date, stakeholder groups contacted, recommendations, and results of implementing the recommendations. Provide the date of the next scheduled accreditation review.
- Include a description of the role of any related external review agencies (accrediting bodies etc.) and outline the steps required to meet the eligibility requirements.
- What is the nature and duration of any accreditations, etc., your program has been granted?
- What kind of institutional support could assist your program with implementing recommendations arising from accreditation reviews?
- How do the recommendations described above compare to the conclusions and recommendations arising from this current review (Section 6)?

To avoid repetition and as appropriate, defer and/or refer comments to the accreditation analysis in section 5B.

Append to the report and reference as appropriate:

- Summary of final outcomes and recommendations, and/or,
- Professional body accreditation report (if applicable)

6d. Curriculum Reviews

- What was the date of your program's last curriculum review?
- Identify the stakeholder groups who were consulted in the last curriculum review.
- List the recommendations made in your program's last curriculum review.
- Explain how these recommendations were implemented.
- Describe the feedback about the recommendations that have been implemented?
- What kind of institutional support could assist your program with implementing recommendations arising from internal reviews?
- How do the recommendations described in the previous internal review compare to the conclusions and recommendations arising from this current review?

Append and reference a summary of the most recent curriculum review recommendations.

7. Benchmarking with Comparable Programs

Using the Benchmark table in the appendix section of the template, provide a:

- Comparison table of similar and related programs in Western Canada, Canada, North America, or other international institutions, as relevant to the credential type. For example, benchmarking for Associate Certificates would usually not need to compare against other regions of Canada, although it is expected for degrees to include provincial, national, and potentially international areas.
- Identify the key components/course clusters/themes (as appropriate) of the related programs, and,
- Demonstrate how this program compares in terms of those components (key components could include the program length, focus, areas of specialization, certifications, unique courses, admission standards, etc.). The goal is to illustrate the comparative level of rigour, breadth, uniqueness, etc. of this program.

Describe and comment on how BCIT's program is unique relative to the comparison programs and indicate if there are areas the program will explore based on the comparison with other programs?

8. Conclusions, Recommendations, and Future Directions

Conclusions

Describe and comment on the main conclusions that can be drawn from the evidence gathered in the program review:

- Provide a self- critical analysis of the strengths and opportunities for improvement within the program addressing:
 - Academic quality based on elements in that section
 - The program's ability to meet its aims and goals
- What information did you find the most useful?
- What information did you find most surprising?
- What information did you find most satisfying?
- What information did you find most disturbing?

Recommendations

Based on specific evidence gathered and discussed in the report, outline the recommendations arising from the program review. Use the table to itemize recommendations. Consider the following when creating the recommendations:

- All recommendations should be clearly identified as numbered bullets (e.g. Recommendation #1, Recommendation #2, Recommendation #3...) separated from the dialogue, typically placed at the end of the relevant section category.
- Any recommendations included in the table need to be based on clear evidence and analysis described in the body of the report (i.e., identifying what page(s) the analysis and data findings are on)
- Any statements in the report indicating the program needs to improve in a particular area should also indicate how the program will address the issues, often leading to a recommendation
- All recommendations need to be supported by the program, associate dean, and dean, and need to be aligned with the school and institute strategic direction
- All recommendations need to have any related costs estimated, indicating what financial or other resources are needed to implement them [note: these costs appear in a separate, expanded recommendations table, and are for internal purposes only; the costed recommendation table is not distributed to external review team members]
- Some issues identified in the findings may be more appropriate for the “future directions” section (beyond a 1-2 year implementation plan)

Sample Recommendations Table

R#	Recommendations	Estimated Timeline Start to Completion Date	Resources Required	Page Reference
1	Develop and implement a Major Curriculum Change addressing the following recommendations...	Sep /17 – Dec /17	.4 FTE faculty release	14
2	Investigate opportunities to provide pathways to higher credentials within BCIT using the established schools, resources, and credentials already available.	Sep /17 – Dec /17	60 hours faculty release to identify pathways	18
3	Explore industry receptiveness for supporting an optional COOP component.	Sep /17 – Aug /18	Associate Dean, Program Head, Faculty, PAC, Industry	23
4	Implement methods/strategies to more comprehensively maintain connection with our graduates, to track/leverage their successes, and to bolster program metrics.	Sep /17 – Dec /17	Associate Dean, Program Head, Faculty, PAC, Industry	26
5	Explore new initiatives to further develop applied research activities.	Sep /17 – Mar /19 6-18 Months	Associate Dean, Program Head, Faculty, PAC, Industry	28

Future Directions

Describe and comment on the market trends that are likely to affect the program over the next five years. Explain how these market trends may affect the direction of the program and what changes to the program may be anticipated.

APPENDICES

Due to the sensitive nature of the information contained in the Course Grade Analysis Report, **DO NOT APPEND THE COURSE GRADE ANALYSIS REPORT** to this document.

Include the following appendices and insert them in the order they are referenced in the body of the proposal and number each appendix item chronologically:

Use standard tables/formats included in the SSR template appendices for the following items:

- Program Map
- Program Goals Integration
- Employability Skills Matrix
- Benchmark Program Comparison
- Faculty Qualifications and Currency
- Program Advisory Committee (PAC) Membership

Insert the following items into the appendices:

- BCIT Key Performance Indicator (KPI) program report
- BC Post-Secondary Student Survey Results, based on credential:
 - APPSO (Apprenticeship Student Outcomes)
 - BGS (Baccalaureate Graduates Survey)
 - DACSO (Diploma, Associate Degree, and Certificate Student Outcomes)
- PAC Minutes (for the past 3 years and any minutes that directly support recommendations in the self-study report)
- Student Survey Report
- Graduate Survey Report
- Faculty/Staff Survey Report
- Industry/Employer Survey Report
- Others as appropriate

NOTE: When the Self-Study Report is submitted to the School Dean and Office of the VPA, please ensure the completed “Table of Recommendations with Projected Costs” (see separate template on APQA website) accompanies the submission as a separate document.

This should be the same listing of recommendations found in Section 8, with the addition of costing information. Any costs associated with implementing recommendations need to be built into the school budget. School Deans need to approve the projected costs and timing. This document will **not** be distributed to the External Review Team.

Table of Recommendations with Projected Costs (for reference only)

R#	Recommendations	Estimated Timeline	Resources Required	Page References	Projected Costs		Operating Plan Year
					Annual Operating Cost	One Time Cost (e.g. Capital, Curriculum)	
1							
2							
...							

Appendix D2 — Standard Survey Questions

A series of standard survey questions have been developed to indicate areas that all programs should include, and to provide a base set of questions to customize as needed. Programs are free to include additional questions to explore areas of specific interest, but are recommended to keep surveys as short as possible. The following surveys are included in the manual (on following pages) and are available from the APQA website. Note, it is highly recommended that programs work closely with their IDC to customize surveys for their program review:

1. Alumni Survey Questions
2. Industry Survey Questions
3. Student Survey Questions
4. Faculty Survey Questions

Alumni - Standard Survey Questions

The questions below are standard for program reviews and have been adopted from different program reviews undertaken at BCIT in the last 5 years. Program areas are able to revise as needed and add additional questions as relevant.

Alumni Demographic Questions:

- 1) What year did you graduate? [supply a select-one option for up to 5ish years of alumni]
- 2) What was your highest level of education when you entered the [xxxxx] program at BCIT?
 - High school
 - Certificate
 - Diploma/associate degree
 - Bachelor's degree
 - Graduate credential (or, as appropriate: graduate certificate, master's degree, doctoral degree)
- 3) Did you complete any other BCIT credential prior to admission to [xxxxx] program? [this checks for laddering from other credentials]
 - Yes
 - No
 - If yes, please comment: [open comment]
- 4) What was your main reason for enrolling in this program?
 - Launch career (get into the field)
 - Changing fields
 - Advancing career
 - Reputation of the program
 - Quality/reputation of the faculty/instructors
 - Couldn't get into my preferred program
 - Family recommendation/expectations
 - Referral by others
 - OtherIf Other, please comment... [comment box]
- 5) **[Section 3.C]** Are you currently employed in a field related to what you studied at BCIT?
 - Yes
 - No
 - If you wish to explain your answer, please comment: [Comment box]
- 6) **[Section 3.C]** What is the level of your current job position? [Supply high level choices such as:]
 - Entry
 - Supervisory
 - Managerial
 - Executive
 - Other
- 7) **[Section 3.C]** How long have you been in this role? [open box—or provide year choices relevant for the survey respondents to choose from such as:]
 - Less than one year
 - One–two years
 - Three–four years

- More than four years
- 8) **[Section 3.C]** A question about job responsibilities (if appropriate). Such as: What is your PRIMARY job responsibility? [provide relevant options including “other”]. Followed by (if relevant): What area is your current SECONDARY job responsibility? [provide relevant list including “other”]
 - 9) **[Section 3.C]** A question about industry. E.g., What industry do you currently work in? [supply a relevant industry list with an “other” option e.g.: <https://www.ic.gc.ca/app/scr/app/cis/search-recherche?lang=eng>]
 - 10) **[Section 3.B]** After completing your [diploma, degree...] at BCIT, did you, or are you, pursuing further education?
 - Yes
 - No
 - If Yes, please comment... [comment box]
 - 11) **[Section 3.B]** Are you pursuing or do you have a professional certification? [change up ‘certification’ as relevant to ‘designation’, ‘registration’ or ‘association’ etc. List options relevant for your industry/credential and also an ‘Other’ option with a comment box]

Note: Salary questions are asked as part of the DACSO survey (hourly wage) and the BGS survey (annual salary). If you needed more details or to validate DACSO/BGS survey you can ask salary range as relevant.

Quality of Education Design [Section 2.A; 3.D]

[To answer queries regarding the program’s purpose/intent, it is useful to provide the program aim and ask about the **program’s goals**]

Insert program aim for reference

[Preamble to the questions about program goals:]

Program goals identify specific abilities that students acquire by the end of a BCIT program.

- 12) **[Section 2.A; 3.D]** How relevant are the program goals to the current industry’s entry-level expectations? [insert a row for each program goal in the table]

	Very Relevant	Relevant	Not Relevant	No Opinion
Goal description				

- 13) **[Section 2.A; 3.D]** At the end of your program, how confident did you feel regarding your mastery of the program goals? [insert a row for each program goal in the table]

	Highly Confident	Confident But Need Practice	Not Yet Confident	Not Applicable
Goal description				

CURRICULUM Questions

14) **[Section 2.A]** The [xxxx] program is comprised of a number of courses and content areas that make up the following clusters or themes. Please indicate whether depth of curriculum coverage through the BCIT program was appropriate for working in your industry. [insert one row for each content area/theme/course cluster as appropriate for your program]

	More Detail Needed	No Change Needed	Less Detail Needed
Course cluster, theme, or content area title/description. E.g.: - Software-specific skill - Law/codes - Research - Foundational sciences (e.g., chemistry, biology, physics) - Applied Sciences (e.g., engineering themes, health themes, etc.)			

15) **[Section 2.A, 3.C, 8]** [A question about trends in the field – e.g.,]
 Based on your knowledge of the trends of your industry, what content areas or topics should we add to the program?
 What technology trends do you anticipate in the next five years?
 What trends do you see happening in your field in the next five years?
 What is the biggest change that will impact the industry over the next five years?
 [open comment box]

16) **[Section 2.A, 3.D]** How well did the program help you achieve the following employability skills (generic, transferable skills required in the workplace)?

	Very Well	Satisfactorily	Not Well	No Opinion
Analyze and think critically				
Resolve issues or problems				
Work effectively with others				
Behave professionally and ethically				
Speak effectively				
Read and comprehend materials				
Learn independently				
Write clearly and concisely				
Locate, gather, and organize information using appropriate technology and information systems				
<i>[customize as relevant]</i> Use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas				

Others, as appropriate (see http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx)				
---	--	--	--	--

Course specific questions.

[Preamble to the questions:]

Based on your work experience since graduating, we'd like to know how relevant the courses in the [xxxx] program were to the needs of the industry sector you are working within. [Depending on the length of your program, and delivery format, you can group the courses by terms, by levels, by competencies, by clusters....]

17) **[Section 2.A]** Please indicate the relevance of the courses in Level 1 [Term 1; or by cluster such as 'Lithosphere Courses'] for entry level in your industry.

	Very Relevant	Relevant	Not Relevant	No Opinion
Course # and full name				

[Note: repeat for all terms/clusters/etc.]

[Note: If you're expecting a major change or are exploring curriculum flow/progression in the program, you may wish to ask about courses that could be removed from the program without negative impact on program outcomes as well as ask about what content could be added/modified to better meet industry needs. To do this, you could provide a list of the courses for selection (choose up to three for removal) or you could provide a comment box (course selection may be the best way to go for ease of analysis, but it depends on the length of the program).]

18) **[Section 2.A]** In terms of course relevance and content covered, which three courses would you exclude from the [xxxxxx] program?

- Course list or open-ended comment box

19) **[Section 2.A]** If you were to suggest up to three new or modified courses, what would they be?

- [comment box]

20) **[Section 3.C]** BCIT prides itself on preparing job-ready graduates. Based on your experience, did you feel adequately prepared for an entry-level job in your industry?

- Yes
- No
- If No, please identify the 1-2 key skill(s)/knowledge area(s) you felt were missing [open comment box]

21) **[Section 3]** Overall, I feel the [xxxx] program met my expectations.

- Yes
- No
- If you wish to comment further, please do so [open comment box]

22) **[Section 3]** Would you recommend the [xxx] program to others?

- Yes
 - No
- [open comment box]

[Note: Depending on the program, you may wish to ask some questions specific to technologies.]

23) **[Section 2.A]** The admission requirements for [xxxx] program are:

- [list requirements].

Based on your personal experience, do you feel that these admission requirements adequately prepared you for success in this program?

- Yes
- No
- If you wish to comment further, please do so [open comment box]

24) **[Section 2.A, 5H]** [Essential to ask about credential type for all BTech programs, but other programs can ask about relevance of credential type based on what they need to identify for their program]

The current credential type is: [Bachelor of Technology, Diploma, Certificate, etc. Two possible options for questions types below].

How well has the BTech degree been recognized by industry or other post-secondary institutions (if you've gone on to further studies)?

	Fully recognized	Have had to explain what a BTech is	Not recognized	Not Sure/ Applicable
Industry recognition				
Post-secondary institution recognition				

OR, if planning to change credential type:

We are considering changing the credential type from BTech to another bachelor designation to more transparently/better align with similar programs, for broader recognition of the degree. Which of the following would you recommend?

- Bachelor of [xxx] in [yyy]
- ...

25) **[Section 2.A, 5H]** The name of the program is currently [xxxxx]. Based on your experience, does the name of the program accurately reflect the program content?

- Yes
- No
- If you wish to comment further, please do so [open comment box]

[Note: if you are planning to do a name change, provide a list of possible names with a rationale for alumni to choose from]

[Insert a question or two related to program structure (section 2B) which refers to the “big picture” structure of the program. As relevant to the program, ask about things like sequencing, assignment/exam balance, course load/credit balance in terms, options, electives, overlap/redundancies, etc.]

Section 2B Teaching and Learning Methodology

Preamble: Describe the current teaching and learning methodologies, e.g., *The [xxxxx] program incorporates a number of teaching and learning methodologies including lectures, labs, and case-based, problem-based, and collaborative team-based learning.*

26) **[Section 2.B]** Please indicate your opinion about the different teaching and learning methods in your program:

	Just Right	Too much of this	Not enough of this	No Opinion
Lecture				
Lab				
Group projects				
Individual assignments				
Exams				
Field Trips				
Practicum/co-op Etc.				

27) **[Section 2.B]** The program incorporated effective assessment methods to measure learning. Please indicate your level of agreement:

- Strongly agree
- Agree
- Disagree
- No opinion

[open comment box]

Section 2C Program Delivery Modes

Preamble: Describe the delivery methods used for this program. E.g., *The [xxxxx] program is offered in the following ways: face-to-face, online, blended, part-time studies, full-time day,*

28) **[Section 2.C]** Thinking about your experience as a student, please indicate the effectiveness of the different delivery modes:

[Adjust list as appropriate]	Overall Effective	Somewhat Effective	Not Effective	Not Applicable for My Experience
Face-to-face classes				
Fully online				
Blended (online and face-to-face)				

Full-time				
Part-time				
Etc.				

[open comment box]

29) **[Section 2.C]** Thinking about your experience as a student, please rank the different current and future possible delivery modes:

[rank list]

[open comment box]

Faculty—qualifications/currency/quality of instruction/availability/feedback

30) **[Section 2.D; 3.E]** Please rate the overall quality of your educational experience in the program as described by the following items related to faculty/instruction:

	Satisfied	Somewhat satisfied	Needs improvement	Not Applicable
Availability of faculty (in person or via email)				
Helpfulness of faculty				
Clarity and usefulness of faculty feedback				
Timeliness of faculty feedback				
Faculty qualifications				
Faculty industry experience				
Overall quality of instruction				

Any other comment related to faculty/instruction: [open comment box]

Industry connections

31) **[Section 3.]** Please rate your satisfaction about the following opportunities to connect with industry provided in the program:

	Satisfied	Somewhat satisfied	Needs improvement	Not Applicable

Industry guest speakers				
Field trips				
Mentorship				
Industry projects				
Practicum/work experience				
Etc.				

Program-related resources—library/physical plant—labs, software etc.,/physical health and safety

32) **[Section 4.A]** Please rate your educational experience as related to either the quality of, or the availability of, the following facilities/resources/services:

[Adjust list as appropriate]	Satisfied	Somewhat satisfied	Needs improvement	Not Applicable
Quality of textbooks and other learning materials				
Quality of computers and software				
Availability of computers and software				
Quality of equipment specific to your program (other than computers)				
Availability of equipment specific to your program (other than computers)				
Quality of library materials specific to your program				
Quality of learning environment (classrooms, labs, shops, tables, chairs, etc.)				
Quality of learning environment (online)				
Quality of audio-visual equipment				

Any other comment related to facilities/resources/services: [open comment box]

33) Please add any further comment you feel would help us in the program review, or input regarding the program that you want to make.
[open comment box]

Industry - Standard Survey Questions

The questions below are standard for program reviews and have been adopted from different program reviews undertaken at BCIT in the last 5 years. Program areas are able to revise as needed and add additional questions as relevant.

Demographic Questions:

1. **[Section 3.C]** A question about industry. E.g., What industry do you currently work in? [supply a relevant industry list with an “other” option e.g.: <https://www.ic.gc.ca/app/scr/app/cis/search-recherche?lang=eng>]
2. **[Section 3.C]** What is the level of your current job position? [Supply high level choices such as:]
 - Entry
 - Supervisory
 - Managerial
 - Executive
 - Other
3. **[Section 3.C]** How long have you been in this role? [open box—or provide year choices relevant for the survey respondents to choose from such as:]
 - Less than one year
 - One–two years
 - Three–four years
 - More than four years
4. **[Section 3.C]** A question about job responsibilities (if appropriate). Such as: What is your PRIMARY job responsibility? [Provide relevant options including “other”]. Followed by (if relevant): What area is your current SECONDARY job responsibility? [provide relevant list including “other”]
5. How many people does your company employ?
 - Fewer than 5
 - 6-10
 - 11-20
 - 21-30
 - more than 30
6. What professional designations and academic credentials are important for a career in your organization/industry? [Identify a reasonable list, and add “other”]
7. Do you plan on hiring someone in the [specific field related to the program] in the next one or two years?
 - Yes
 - No
 - [Open comment box]
8. From your perspective, how valuable is a BCIT credential in your industry when compared to credentials from other institutions?
 - More valuable than other institutions
 - No different than any other institution

-No opinion
[Open comment box]

9. How likely is it that your company would consider hiring graduates from the BCIT [name of program]?
- Definitely
 - Likely
 - Not likely
 - No opinion
 - [comment box]

10. Are you a graduate of the [name of program]?
- Yes
 - no

11. What level of contact/involvement has your company had with the BCIT [name of program]?
Select all that apply.
- Employment of graduates
 - Work placement
 - Student projects
 - Tours
 - Guest speaking
 - Program advisory committee (PAC) participation
 - Attending networking/social events
 - Donations/funding support
 - No involvement to date
 - other

Quality of Education Design [Section 2.A; 3.C & D]

[To answer queries regarding the program’s purpose/intent, it is useful to provide the program aim and ask about the **program’s goals**]

Insert program aim for reference

[Preamble to the questions about program goals:]

Program goals identify specific abilities that students acquire by the end of a BCIT program.

12. [Section 2.A; 3.C & D] How relevant are the program goals to the current industry’s entry-level expectations? [insert a row for each program goal in the table]

	Very Relevant	Relevant	Not Relevant	No Opinion
Goal description				

CURRICULUM Questions

13. [Section 2.A] The [xxxx] program is comprised of a number of courses and content areas that make up the following clusters or themes. Please indicate whether the depth of curriculum

coverage through this program is appropriate for working in your industry. [insert one row for each content area/theme/course cluster as appropriate for your program]

	More Detail Needed	No Change Needed	Less Detail Needed
Course cluster, theme, or content area title/description. E.g.: - Software-specific skill - Law/codes - Research - Foundational sciences (e.g., chemistry, biology, physics) - Applied Sciences (e.g., engineering themes, health themes, etc.)			

14. Are there any key areas we should be teaching that are currently not included in the program?
 [Depending on the question you choose to ask below, you may not need to include this question.]

[Open comment box]

15. **[Section 2.A, 3.C, 8]** [A question about trends in the field – e.g., see below]

Based on your knowledge of the trends of your industry, what content areas or topics should we add to the program?

What technology trends do you anticipate in the next five years?

What trends do you see happening in your field in the next five years?

What is the biggest change that will impact the industry over the next five years?

[Open comment box]

16. **[Section 3.D]** If you are familiar with BCIT graduates, how well does the program help students achieve the following employability skills (generic, transferable skills required in the workplace)?

	Very Well	Satisfactorily	Not Well	No Opinion
Analyze and think critically				
Resolve issues or problems				
Work effectively with others				
Behave professionally and ethically				
Speak effectively				
Read and comprehend materials				
Learn independently				
Write clearly and concisely				
Locate, gather, and organize information using appropriate technology and information systems				

<i>[customize as relevant]</i> Use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas				
Others, as appropriate (see http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx)				

Course specific questions.

17. **[Section 3.C]** BCIT prides itself on preparing job-ready graduates. Based on your experience, are graduates adequately prepared for an entry-level job in your industry?

- Yes
- No
- If No, please identify the 1-2 key skill(s)/knowledge area(s) you felt were missing [open comment box]

18. **[Section 3]** Overall, I feel BCIT graduates from the [xxxx] program meet my expectations.

- Yes
- No
- If you wish to comment further, please do so [open comment box]

19. **[Section 3]** Would you recommend BCIT's [xxx] program to others?

- Yes
 - No
- [open comment box]

[Note: Depending on the program, you may wish to ask some questions specific to technologies.]

20. **[Section 2.A, 5H]** [Essential to ask about credential type for all BTech programs, but other programs can ask about relevance of credential type based on what they need to identify for their program]

The current credential type is: [Bachelor of Technology, Diploma, Certificate, etc. Two possible options for questions types below].

How well is the BTech degree recognized by industry?

	Fully recognized	Have to explain what a BTech is	Not recognized	Not Sure/ Applicable
Industry recognition				

OR, if planning to change credential type:

21. We are considering changing the credential type from Bachelor of Technology to another bachelor designation to more transparently/better align with similar programs, for broader recognition of the degree. Which of the following would you recommend?

- Bachelor of [xxx] in [yyy]
- ...

22. **[Section 2.A, 5H]** The name of the program is currently [xxxxx]. Based on your experience, does the name of the program accurately reflect the program content?

- Yes
- No
- If you wish to comment further, please do so [open comment box]

[Note: if you are planning to do a name change, provide a list of possible names with a rationale for industry to choose from]

23. Please add any further comment you feel would help us in the program review, or input regarding the program that you want to make.

[Open comment box]

Current Student - Standard Survey Questions

The questions below are standard for program reviews and have been adopted from different program reviews undertaken at BCIT in the last 5 years. Program areas are able to revise as needed and add additional questions as relevant.

Current Student Demographic Questions:

- 1) What level/year are you in the program?
 - a. Level/Year One
 - b. Level/Year Two
 - c. Etc.
- 2) What was your highest level of education when you entered the [xxxxx] program at BCIT?
 - High school
 - Certificate
 - Diploma/associate degree
 - Bachelor's degree
 - Graduate credential (or, as appropriate: graduate certificate, master's degree, doctoral degree)
- 3) Did you complete any other BCIT credential prior to admission to [xxxxx] program? [this checks for laddering from other credentials]
 - Yes
 - No
 - If yes, please comment: [open comment]
- 4) **[Section 3.C]** Are you currently employed in a field related to what you are studying at BCIT?
 - Yes
 - No
 - If you wish to explain your answer, please comment: [Comment box]
- 5) What was your main reason for enrolling in this program?
 - Launch career (get into the field)
 - Changing fields
 - Advancing career
 - Reputation of the program
 - Quality/reputation of the faculty/instructors
 - Couldn't get into my preferred program
 - Family recommendation/expectations
 - Referral by others
 - OtherIf Other, please comment... [comment box]
- 6) **[Section 3.B]** After completing your [diploma, degree...] at BCIT, are you planning to pursue further education?
 - Yes
 - No
 - If Yes, please comment... [comment box]

- 7) **[Section 3.B]** Are you planning to pursue a professional certification related to this credential?
 [change up 'certification' as relevant to 'designation', 'registration' or 'association' etc. List options relevant for your industry/credential and also an 'Other' option with a comment box]

Quality of Education Design [Section 2.A; 3.D]

[To answer queries regarding the program's purpose/intent, it is useful to provide the program aim and ask about the **program's goals**]

Insert program aim for reference

[Preamble to the questions about program goals:]

Program goals identify specific abilities that students acquire by the end of a BCIT program.

- 8) **[Section 2.A; 3.D]** How relevant do you think the program goals are to the current industry's entry-level expectations? [insert a row for each program goal in the table]

	Very Relevant	Relevant	Not Relevant	No Opinion
Goal description				

CURRICULUM Questions

- 9) **[Section 3.D]** So far in the program, how well do you think you have developed the following employability skills (generic, transferable skills required in the workplace)?

	Very Well	Satisfactorily	Not Well	No Opinion
Analyze and think critically				
Resolve issues or problems				
Work effectively with others				
Behave professionally and ethically				
Speak effectively				
Read and comprehend materials				
Learn independently				
Write clearly and concisely				
Locate, gather, and organize information using appropriate technology and information systems				
<i>[customize as relevant]</i> Use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas				

Others, as appropriate (see http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx)				
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Course specific questions.

[Preamble to the questions:]

Based on your experience in this program, we'd like to know how relevant the courses are to the needs of the industry sector you are planning to work in. [Depending on the length of your program, and delivery format, you can group the courses by terms, by levels, by competencies, by clusters....]

10) **[Section 2.A]** Please indicate the relevance of the courses in Level 1 [Term 1; or by cluster such as 'Lithosphere Courses'] for entry level in your industry.

	Very Relevant	Relevant	Not Relevant	No Opinion
Course # and full name				

[Note: repeat for all terms/clusters/etc.]

[Note: If you're expecting a major change or are exploring curriculum flow/progression in the program, you may wish to ask about courses that could be removed from the program without negative impact on program outcomes as well as ask about what content could be added/modified to better meet industry needs. To do this, you could provide a list of the courses for selection (choose up to three for removal) or you could provide a comment box (course selection may be the best way to go for ease of analysis, but it depends on the length of the program).]

11) **[Section 2.A]** In terms of course relevance and content covered, which three courses would you exclude from the [xxxxx] program?

- Course list or open-ended comment box

12) **[Section 2.A]** If you were to suggest up to three new or modified courses, what would they be?

- [comment box]

13) **[Section 3]** So far, I feel the [xxxx] program is meeting my expectations.

- Yes
- No
- If you wish to comment further, please do so [open comment box]

14) **[Section 3]** Would you recommend the [xxx] program to others?

- Yes
- No
- [open comment box]

[Note: Depending on the program, you may wish to ask some questions specific to technologies.]

15) **[Section 2.A]** The admission requirements for [xxxx] program are:

- [list requirements].

Based on your personal experience, do you feel that these admission requirements adequately prepared you for success in this program?

- Yes
- No
- If you wish to comment further, please do so [open comment box]

16) **[Section 2.A, 5H]** The name of the program is currently [xxxxx]. Based on your experience, does the name of the program accurately reflect the program content?

- Yes
- No
- If you wish to comment further, please do so [open comment box]

[Note: if you are planning to do a name change, provide a list of possible names with a rationale for alumni to choose from]

[Insert a question or two related to program structure (section 2B) which refers to the “big picture” structure of the program. As relevant to the program, ask about things like sequencing, assignment/exam balance, course load/credit balance in terms, options, electives, overlap/redundancies, etc.]

Section 2B Teaching and Learning Methodology

Preamble: Describe the current teaching and learning methodologies, e.g., *The [xxxxx] program incorporates a number of teaching and learning methodologies including lectures, labs, and case-based, problem-based, and collaborative team-based learning.*

17) **[Section 2.B]** Please indicate your opinion about the different teaching and learning methods in your program:

	Just Right	Too much of this	Not enough of this	No Opinion
Lecture				
Lab				
Group projects				
Individual assignments				
Exams				
Field Trips				
Practicum/co-op Etc.				

18) **[Section 2.B]** The program incorporates effective assessment methods to measure learning. Please indicate your level of agreement:

- Strongly agree
- Agree
- Disagree
- No opinion

[open comment box]

Section 2C Program Delivery Modes

[Preamble: Describe the delivery methods used for this program. E.g., *The [xxxxx] program is offered in the following ways: face-to-face, online, blended, part-time studies, full-time day,*].

19) **[Section 2.C]** Thinking about your experience as a student, please indicate the effectiveness of the different delivery modes:

[Adjust list as appropriate]	Overall Effective	Somewhat Effective	Not Effective	Not Applicable for My Experience
Face-to-face classes				
Fully online				
Blended (online and face-to-face)				
Full-time				
Part-time				
Etc.				

[open comment box]

20) **[Section 2.C]** Thinking about your experience as a student, please rank the different current and future possible delivery modes:
[rank list]

[open comment box]

Faculty—qualifications/currency/quality of instruction/availability/feedback

21) **[Section 2.D; 3.E]** Please rate the overall quality of your educational experience in the program as described by the following items related to faculty/instruction:

	Satisfied	Somewhat satisfied	Needs improvement	Not Applicable
Availability of faculty (in person or via email)				
Helpfulness of faculty				
Clarity and usefulness of faculty feedback				
Timeliness of faculty feedback				
Faculty qualifications				

Faculty industry experience				
Overall quality of instruction				

Any other comment related to faculty/instruction: [open comment box]

Industry connections

22) **[Section 3.C]** Please rate your satisfaction about the following opportunities to connect with industry provided in the program:

	Satisfied	Somewhat satisfied	Needs improvement	Not Applicable
Industry guest speakers				
Field trips				
Mentorship				
Industry projects				
Practicum/work experience				
Etc.				

Program-related resources—library/physical plant—labs, software etc.,/physical health and safety

23) **[Section 4.A]** Please rate your educational experience as related to either the quality of, or the availability of, the following facilities/resources/services:

[Adjust list as appropriate]	Satisfied	Somewhat satisfied	Needs improvement	Not Applicable
Quality of textbooks and other learning materials				
Quality of computers and software				
Availability of computers and software				
Quality of equipment specific to your program (other than computers)				
Availability of equipment specific to your program (other than computers)				
Quality of library materials specific to your program				
Quality of learning environment (classrooms, labs, shops, tables, chairs, etc.)				
Quality of learning environment (online)				
Quality of audio-visual equipment				

Any other comment related to facilities/resources/services: [open comment box]

- 24) Please add any further comment you feel would help us in the program review, or input regarding the program that you want to make.
[open comment box]

Faculty - Standard Survey Questions

The questions below are standard for program reviews and have been adopted from different program reviews undertaken at BCIT in the last 5 years. Program areas are able to revise as needed and add additional questions as relevant.

Faculty Demographic Questions:

1. How many years have you been teaching in the [program name]?
 - 1-2
 - 3-4
 - more than 5

2. In addition to teaching, do you currently work in industry?
 - Yes
 - No

3. Please indicate any types of professional development opportunities you have been able to pursue over the last 3 years? (Choose all that apply.)
 - Presenting at conferences
 - Attending conferences
 - Professional certification
 - Participating in professional body
 - Writing articles/books
 - Research
 - Pursuing further education
 - Other

[Open comment box]

4. **[Section 2D, 3.E]** Which of the following professional certifications do you have? [change up 'certification' as relevant to 'designation', 'registration' or 'association' etc. List options relevant for your industry/credential and also an 'Other' option with a comment box.

Quality of Education Design **[Section 2.A; 3.D]**

[To answer queries regarding the program's purpose/intent, it is useful to provide the program aim and ask about the **program's goals**]

Insert program aim for reference

Program goals identify specific abilities that students acquire by the end of a BCIT program.

5. **[Section 2.A; 3.D]** How relevant are the program goals to the current industry's entry-level expectations? [insert a row for each program goal in the table]

	Very Relevant	Relevant	Not Relevant	No Opinion
Goal description				

6. What program goals would you recommend be added to the current list? Why?
[open comment box]

7. **[Section 2.A; 3.D]** At the end of your program, how confident do you believe students are in terms of mastery of the program goals? [insert a row for each program goal in the table]

	Highly Confident	Confident But Need Practice	Not Yet Confident	Not Applicable
Goal description				

Curriculum Questions

8. **[Section 2.A]** The [xxxx] program is comprised of a number of courses and content areas that make up the following clusters or themes. Please indicate whether depth of curriculum coverage through the BCIT program is appropriate for working in the industry. [insert one row for each content area/theme/course cluster as appropriate for your program]

	More Detail Needed	No Change Needed	Less Detail Needed
Course cluster, theme, or content area title/description. E.g.: - Software-specific skill - Law/codes - Research - Foundational sciences (e.g., chemistry, biology, physics) - Applied Sciences (e.g., engineering themes, health themes, etc.)			

9. **[Section 2.A, 3.C, 8]** [Choose one or more relevant questions about trends in the field – e.g.,)
Based on your knowledge of the trends of your industry, what content areas or topics should we add to the program?
What technology trends do you anticipate in the next five years?
What trends do you see happening in your field in the next five years?
What is the biggest change that will impact the industry over the next five years?
[open comment box]

10. **[Section 3.D]** How well does the program help students achieve the following employability skills (generic, transferable skills required in the workplace)?

	Very Well	Satisfactorily	Not Well	No Opinion
Analyze and think critically				
Resolve issues or problems				

Work effectively with others				
Behave professionally and ethically				
Speak effectively				
Read and comprehend materials				
Learn independently				
Write clearly and concisely				
Locate, gather, and organize information using appropriate technology and information systems				
<i>[customize as relevant]</i> Use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas				
Others, as appropriate (see http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx)				

Course specific questions.

[Preamble to the questions:]

The following questions relate to how relevant the courses in the [xxxx] program are to the needs of the related industry sector. [Depending on the length of your program, and delivery format, you can group the courses by terms, by levels, by competencies, by clusters....]

11. **[Section 2.A]** Please indicate the relevance of the courses in Level 1 [Term 1; or by cluster such as ‘Lithosphere Courses’] for entry level in your industry.

	Very Relevant	Relevant	Not Relevant	No Opinion
Course # and full name				

[Note: repeat for all terms/clusters/etc.]

[Note: If you’re expecting a major change or are exploring curriculum flow/progression in the program, you may wish to ask about courses that could be removed from the program without negative impact on program outcomes as well as ask about what content could be added/modified to better meet industry needs. To do this, you could provide a list of the courses for selection (choose up to three for removal) or you could provide a comment box (course selection may be the best way to go for ease of analysis, but it depends on the length of the program).]

12. Based on your knowledge of the courses, please rate whether the courses are up to date or what level of updating they need:

	Course is current	Needs some updating/revisions	Needs significant updating/revisions	Remove from program	No Opinion
Course # and full name					

- For courses you recommend removing, please indicate why.
[Open comment box]

13. **[Section 2.A]** If you were to suggest up to three new courses, what would they be? Why?
[Open comment box] [Depending on the style of question you included for #9, you may or may not choose to ask this question.]

14. **[Section 3.C]** BCIT prides itself on preparing job-ready graduates. Based on your experience, do you feel graduates are adequately prepared for an entry-level job in your industry?

- Yes
- No
- If No, please identify the 1-2 key skill(s)/knowledge area(s) you felt are missing [open comment box]

[Note: Depending on the program, you may wish to ask some questions specific to technologies.]

15. **[Section 2.A]** The admission requirements for [xxxx] program are:

- [list requirements].

Based on your personal experience, do you feel that these admission requirements adequately prepare students for success in this program?

- Yes
- No
- If you wish to comment further, please do so [open comment box]

16. **[Section 2.A, 5H]** [Essential to ask about credential type for all BTech programs, but other programs can ask about relevance of credential type based on what they need to identify for their program]

The current credential type is: [Bachelor of Technology, Diploma, Certificate, etc. Two possible options for questions types below].

How well is the BTech degree recognized by industry or other post-secondary institutions?

	Fully recognized	Have had to explain what a BTech is	Not recognized	Not Sure/ Applicable
Industry recognition				
Post-secondary institution recognition				

OR, if planning to change credential type:

17. We are considering changing the credential type from BTech to another bachelor designation to more transparently/better align with similar programs, for broader recognition of the degree. Which of the following would you recommend?

- Bachelor of [xxx] in [yyy]
- ...

18. **[Section 2.A, 5H]** The name of the program is currently [xxxxx]. Based on your experience, does the name of the program accurately reflect the program content?

- Yes
- No
- If you wish to comment further, please do so [open comment box]

[Note: if you are planning to do a name change, provide a list of possible names with a rationale for faculty to choose from]

[Insert a question or two related to program structure (section 2B) which refers to the “big picture” structure of the program. As relevant to the program, ask about things like sequencing, assignment/exam balance, course load/credit balance in each of the terms, options, electives, overlap/redundancies, etc.]

Section 2B Teaching and Learning Methodology

Preamble: Describe the current teaching and learning methodologies, e.g., *The [xxxxx] program incorporates a number of teaching and learning methodologies including lectures, labs, and case-based, problem-based, and collaborative team-based learning.*

19. **[Section 2.B]** Please indicate your opinion about the different teaching and learning methods in your program:

	Just Right	Too much of this	Not enough of this	No Opinion
Lecture				
Lab				
Group projects				
Individual assignments				
Exams				
Field Trips				
Practicum/co-op Etc.				

[Section 2.B]

20. Incorporating effective assessment methods to measure learning is important. BCIT programs use different formats such as exams, projects and other kinds of in-class or workplace learning. Please indicate how well the following descriptions reflect assessments in your program.

The assessments are aligned with:

	Very Well	Satisfactorily	Not Well	No Opinion
Real-world tasks				

Program goals				
Course learning outcomes				
Recognition of different learning needs (i.e., employ various assessment methods)				
Industry standards and competencies				

[Open comment box]

Section 2C Program Delivery Modes

[Preamble: Describe the delivery methods used for this program. E.g., *The [xxxxx] program is offered in the following ways: face-to-face, online, blended, part-time studies, full-time day,*].

21. **[Section 2.C]** Please indicate the effectiveness of the different delivery modes:

[Adjust list as appropriate]	Overall Effective	Somewhat Effective	Not Effective	Not Applicable for My Experience
Face-to-face classes				
Fully online				
Blended (online and face-to-face)				
Full-time				
Part-time				
Etc.				

[open comment box]

22. Which delivery methods would you be interested in trying that you are not currently already using?

- Uploading student resource materials to web (i.e. D2L)
- Blended (online and face-to-face)
- Fully online
- Other [comment]

23. Which BCIT resources would be most helpful to you in supporting/enhancing your instructional techniques?

[open comment box]

Industry connections

24. **[Section 3.D]** Please rate your satisfaction about the following opportunities to connect students with industry provided in the program:

	Satisfied	Somewhat satisfied	Needs improvement	Not Applicable
Industry guest speakers				

Field trips				
Mentorship				
Industry projects				
Practicum/work experience				
Etc.				

Program connections (faculty)

25. [As appropriate, ask one or more questions about faculty connection to the program as a whole. For example, could ask about opportunity for faculty to participate in program-level decisions, effectiveness of program-related communication, participation of part-time faculty, awareness of program-related change processes, etc.]

Program-related resources—library/physical plant—labs, software etc./physical health and safety

26. **[Section 4.B]** Please rate your satisfaction as related to either the quality of, or the availability of, the following facilities/resources/services:

[Adjust list as appropriate]	Satisfied	Somewhat satisfied	Needs improvement	Not Applicable
Quality of textbooks and other learning materials				
Quality of computers and software				
Availability of computers and software				
Quality of equipment specific to your program (other than computers)				
Availability of equipment specific to your program (other than computers)				
Quality of library materials specific to your program				
Quality of learning environment (classrooms, labs, shops, tables, chairs, etc.)				
Quality of learning environment (online)				
Quality of audio-visual equipment				
Quality of your working environment (offices, etc.)				

Any other comment related to facilities/resources/services: [open comment box]

27. Please add any further comment you feel would help us in the program review, or input regarding the program that you want to make.
[Open comment box]

Appendix E1 — Self-study Report Template

Note: the template is available as a separate Word document on the APQA website (<http://www.bcit.ca/apqa/program-review/>)

[Guidelines for completing the Self-Study Report (SSR):

Before starting to fill in this program review SSR go to the BCIT Academic Planning and Quality Assurance (APQA) Office’s website to ensure you have the latest version (shown on the footer of every page) of this template and the Program Review Manual (PRM). Familiarize yourself with this template and review the tables within the appendix of this template prior to commencing your writing and consider how to implement them (and/or adapt them) to gain best advantage. Review the Institutional Reporting Office (IRO) supplied data sets and identify curious or irregular data for potential further consideration during the surveying portion of this activity. Standard survey questions for student, graduate, instructor, and industry surveys, and an archive of completed program reviews and reports are available on the APQA website.

If your program is accredited refer to Section 1 *Programs with Outside Accreditation* of the PRM for the modified program review process for accredited programs.

The stacking of multiple related programs into a single review process is highly encouraged, when and where it makes sense; if this is a multiple program review, please ensure clarity on which specific program is being discussed and to which program(s) the recommendation(s) are referring to (it may be suitable to have separate tables for each represented program). The Self-study Team (SST) should determine how best to capture data, analysis, and recommendations for each program included in the SSR.

[Guiding text] in the template is intended to provide initial points of discussion in each section and should be removed from the final report. While the PRM and this template are designed for use by all credential types and all section components must be addressed, the degree to which lower level credential type programs address each of the sections is not expected to be as in-depth (as a degree for instance). For example, benchmarking for Associate Certificates would usually not need to compare against other regions of Canada, although it is expected for degrees to include provincial, national, and potentially international areas. Please refer to the PRM, specifically Appendix D1, for additional questions/issues to consider during the review. (Note: not all questions in Appendix D1 will apply to all programs and neither investigation nor discussion need be limited to what is mentioned there).

Consistency throughout the report increases reading ease (e.g. terminology, order of lists, findings, recommendations, etc.) Ensure that you start each response with pertinent data of particular interest (page reference to the specific data within appended items (e.g. Appendix 4 p.p.76 Q20)), then follow through with an analysis of that data and conclude with comments and any recommendations. Recommendations should be formatted as in the example below.

Recommendation #1. Sequentially number each recommendation and visually separate from the dialogue with bullets, then copy into the recommendation table (with page references to and from the dialogue).

The SSR should provide a comprehensive picture of the program’s current state and future direction and lead to evidence-based recommendations, yet at the same time be as succinct as possible. Please keep the multiple audiences in mind when deciding what to include in the report (School Quality Committee, School Dean, Office of the VP Academic (VPA), external reviewers, etc.). Define all acronyms upon their first use and avoid using “BCIT terminology” (e.g. term a & b, yellow contracts, etc.). You should aim to keep the body of the report to around 30 pages (maximum 50) plus relevant appendices.

When the SSR is submitted to the School Dean and Office of the VPA, please ensure the completed “Table of Recommendations with Projected Costs” (see separate template) accompanies the submission as a separate document.]

1 Program Background

[This category describes the basic program parameters, and provides the overall context of the program as it currently exists. It summarizes information that will be discussed in greater detail in later sections. This section is not intended to solicit analysis and/or recommendations but should be referenced as appropriate throughout the report.]

A. Program Name/Credential Type

[Provide the credential designation as it would appear on a graduate's transcript. List any options or specializations that appear on the transcript.]

B. Administrative Structure

[Provide school name and program area that has the administrative responsibility for the program. Describe the organization and administration of the program area. Describe any partnership arrangements involved in the program, including the role of each partner in the delivery of the program.]

C. Program Purpose/Intent

[State the program's purpose/mission/aim/mandate/philosophy statement as appropriate and if one exists. Describe the role the program plays in BCIT's mission and how the program aligns with BCIT's mandate.]

D. Program Description

[Identify the current program goals (high-level, big-picture, program-wide statements articulating to employers as well as students what graduates are able to offer on program completion. Provide a description of the program, including the basic program structure (e.g., course clusters or themes), credits, admission requirements, admission model, etc. Consider using the Program map and/or Benchmark Table in this template's appendix to illustrate the course clusters or themes and refer as appropriate throughout this report. Describe any laddering available to students (programs that ladder into this one; whether this program ladders into others at BCIT).]

E. History of Program's Development

[Provide the start date for the program. Provide dates of any major structural changes (e.g., part time to full time, introduction of new options/specialties, significant enrolment changes and rationale, etc.)]

2. Quality of Educational Design

[This category examines the critical factors in educational design (*e.g. teaching methods, curriculum, alignment with Learning and Teaching Framework*) that contribute to quality educational experiences. These factors directly impact what happens in the learning environment among learners, faculty and staff.]

A. Summative Review of Curriculum (Curriculum Review)

[The essence of any program is its curriculum. A review of a program's curriculum is essential to the program review process to provide a holistic picture of how well the program is currently preparing students for industry or further study. The standard survey questions will provide data related to key curricular issues to include in this review, as outlined in the sections below.]

Program goals: [Describe and comment on whether the current program goals (as stated in 1C above) align with the requirements of the industry (and any accrediting bodies) and provide graduates with the necessary competencies to succeed in their field. Complete the Program Goals Integration Table (available in this template's appendix) and comment further on how the curriculum supports and aligns with the program goals.]

Credential standards: [Describe and comment on how the program aligns with BCIT's credential standards as stated in Procedure 5401-PR1. For degrees, see PRM Appendix D1 for additional reference.]

Admission requirements: [Describe and comment on whether the current admission requirements and admissions model (as stated in 1C above) are appropriate/effective for the program. See PRM Appendix D1 for additional prompts.]

Program structure: [Append a Program Map. Describe and comment on how the program structure (as stated in 1C above) helps to facilitate effective learning and student success.]

Curriculum: [Describe and comment on:

- The currency and relevancy of the curriculum, based on stakeholder feedback collected through the program review process (student, graduate, industry and faculty/staff surveys, program map, program goals integration, course clusters and themes review, employability skills matrix, etc.) and other ongoing department processes.
- How well the course outlines, including the course descriptions and learning outcomes reflect currency and relevancy with industry needs and student success.
- How key program wide issues like safety, sustainable practices, ethics, professionalism, leadership, etc., are integrated into the learning outcomes and evaluation strategies.
- Unnecessary duplication of learning outcomes and/or gaps.
- How course prerequisite requirements support student learning and successful progression.
- How students are provided with opportunities to learn employability skills. Complete and append the Employability Skills Matrix (located in this template's appendix).

See PRM Appendix D1 for additional prompts.]

B. Teaching, Learning, and Assessment Methodologies

[Describe and comment on:

- How the teaching methodologies and assessment strategies currently used in the program are consistent with the learning outcomes described in the course outlines.
- How recent scholarship in the teaching and learning field is applied to the teaching, learning, and assessment methods in this program and offer examples.]

C. Program Delivery Modes

[Describe the delivery modes currently used in this program (e.g., classroom, mixed mode, distance, condensed courses, co-op, clinical, work terms, simulated work experiences, and practicum). Comment on:

- How these delivery modes support the various types of students in the program.
- The appropriateness of training methods and resources available to support the delivery modes.
- How safety, if applicable, is a factor which is considered in all delivery modes.

See PRM Appendix D1 for additional prompts.]

D. Faculty Qualifications and Currency

[Complete and refer to the Faculty Qualifications and Currency table within this template's appendix. The relevant questions for this section apply primarily to faculty, but in some programs may also apply to staff with specialized roles and/or qualifications. Please consider expertise and currency in regard to either or both as is appropriate for your program. *The process is not intended to evaluate the individual performance of any member of BCIT's faculty, staff or administration.*

Describe and comment on:

- The collective expertise in the department (faculty and staff), available to deliver the curriculum to the standards of the credential level.
- Whether there are gaps in the collective expertise needed by the program and describe plans to address any gaps.
- Expansion and/or succession planning strategies.
- How this expertise and currency are maintained.
- The scholarly and/or professional development activities in which faculty/staff in the program are engaged.

See PRM Appendix D1 for additional prompts.]

3. Quality of Educational Experience

[This category examines the degree of learner satisfaction with the program, and the degree to which the program is relevant to learners' future endeavours.]

A. Program Attrition and Graduation Rates

[Review the IR Key Performance Indicators (KPIs), Course Grade Analysis reports, and other data sets as appropriate. Outline how this program defines and measures success in relation to enrolment, attrition, course completion rates, graduation rates, grade distributions, etc.

Describe and comment on:

- The current enrolment/attrition/course completion/graduation patterns.
- Whether current incoming learner qualifications affect graduation patterns. To avoid repetition, please defer and/or refer to section 2A Admissions Requirements as appropriate.
- Whether/how the institute could support the program in achieving its enrolment/course completion/graduation goals.
- Specific steps your program can take to increase program enrolments and success.
- What kind of institutional support could assist your program to increase success?
- The grade distribution for the past three-year period for your program.
- How successful the program is with regards to grading consistency.

See PRM Appendix D1 for additional prompts.

Append and reference where available and appropriate:

- KPI reports and data sets provided by IRO.

Do NOT append the Course Grade Analysis Report to this SSR.]

B. Relevance of Education to Further Studies

[Describe further education paths available to students, and what percentage of students go on to further studies. Comment on:

- How satisfied graduates are with their preparation for further studies.
- What role the program has in assisting students in pursuing further studies.

See PRM Appendix D1 for additional prompts.

Append and reference where available and appropriate:

- BC Post-Secondary Student Survey Results, based on credential:
 - APPSO (Apprenticeship Student Outcomes)
 - BGS (Baccalaureate Graduates Survey)
 - DACSO (Diploma, Associate Degree, and Certificate Student Outcomes)]

C. Relevance of Education to Employment

[Describe and comment on:

- The percentage of, and the average length of time it took program graduates to obtain employment relevant to their education.
- Employer satisfaction with the preparedness of graduates.
- Any skill gaps identified by employers and the program's plan to address them.
- The program's relevance to industry's needs and describe the employment outlook from employers and the PACs perspective.

See PRM Appendix D1 for additional prompts.

Append and reference where available and as appropriate:

- Any relevant employer or program advisory committee reports/data.
- Graduate employment data from most recent graduate survey.]

D. Satisfaction with Skills Development

[Describe and comment on:

- Graduate satisfaction with the skills they learned in the program (both industry-specific and employability skills).
- Any skill gaps identified by graduates and the program's plan to address them.

See PRM Appendix D1 for additional prompts.]

E. Satisfaction with Learning Experience including Quality of Instruction

[Describe and comment on graduate satisfaction with:

- The quality of instruction.
- Their overall learning experience in the program.
- Availability/helpfulness of program faculty and staff.

Describe and comment on:

- Any possible reasons for or responses to any anomalies or significant patterns in the satisfaction rates with the learning experiences.
- Any recommendations the program is considering to address any gaps in graduate satisfaction.

See PRM Appendix D1 for additional prompts.]

4. Quality of Services, Resources, and Facilities

[This category examines learning materials, library materials, equipment, computer hardware, facilities, and other tools, specifically as they are used by and affect the program.]

A. Learner Satisfaction with Services, Resources, and Facilities

[Describe and comment on:

- Student satisfaction with access to and usefulness of the equipment, library materials, course learning materials (e.g., textbooks), and other resources and facilities used in the program.
- What recommendations the program is considering to address any gaps in student satisfaction.]

B. Faculty and Staff Satisfaction with Services, Resources and Facilities

[Describe and comment on:

- Faculty and staff satisfaction with access to and usefulness of the equipment, library materials, course learning materials (e.g., textbooks), and other resources and facilities used in the program.
- The library resources available to the program.
- The facilities used by the program, outlining how the space is used and assessing the effectiveness of the use of space.
- What options/recommendations the program is considering related to any gaps in faculty/staff satisfaction.

See PRM Appendix D1 for additional prompts.

Append and reference where available and appropriate:

- Student, graduate, faculty/staff, and industry survey results.]

5. Quality of Program Relationships and Connections

[This category examines the program's relations with other BCIT programs and units, with industry and professional partners, accrediting agencies, other post-secondary institutions, and with the community.]

A. Articulation – Internal and External

[Describe and comment on:

- The residency requirements for this program, specifying the minimum number of credits that must be completed at BCIT and the impact of these requirements.
- The existing practice or proposed policy for the granting of transfer credit for equivalent courses and/or programs, completed at other institutions that satisfy the requirements for this program.

- The program’s policy and practice for granting credit toward meeting requirements for this program based on prior learning assessment (if applicable).
- Any plans for establishing further articulation agreements in the future, so that transfer credit will be granted for courses completed in this program, toward meeting requirements for credentials offered at other institutions.]

B. Accreditation

[Describe and comment on:

- The nature of accreditation for this field or profession, and provide an overview of the relevant accrediting body/bodies.
- The program area’s relationship and history with the accrediting body/bodies.
- The program area’s current accreditation status and future scheduled accreditation reviews, issues, and opportunities.

To avoid repetition and as appropriate, defer and/or refer comments to the accreditation review in section 6C.]

C. Alignment with Strategic Plan

[Describe and comment on:

- How the program aligns with BCIT’s Strategic Plan (2014-19) (http://www.bcit.ca/files/about/pdf/bcit_strategic_plan_2014-19.pdf).
- How the program will contribute to any of the following strategic goals:
 - Fostering student success (strategic goal #1),
 - Enhancing the student experience (strategic goal #3),
 - Supporting program/credential recognition and aligning with educational quality standards (strategic goal #4), and
 - Strengthening BCIT’s reputation (strategic goal #5).

Note, while the program may contribute to strategic goals #2 (financial sustainability) and #6 (building a long-term educational plan), these issues are not the focus of program reviews.

- How the program aligns with provincial direction and strategy related to employment, specifically the BC Jobs Plan linked here: <http://www.bcjobsplan.ca/wp-content/uploads/BC-Jobs-Plan-PDF.pdf>. Focus on how the program aligns with and supports the following key sectors as identified in the BC Jobs Plan:
 - natural resource sectors (forestry; mining; natural gas; agrifoods),
 - knowledge-based sectors (technology, clean tech and green economy; tourism), and
 - infrastructure sectors (transportation: ports, marine and aerospace; international education).]

D. Program Advisory Committee (PAC)

[Complete the PAC Membership table in the appendix of this template. Describe and comment on:

- The composition of the program’s advisory committee, specifically noting the perspectives/organizations/employers represented.
- The suitability of current membership for supporting this program and any suggestions for changes.

- The committee’s activity and main points of discussion over the last three years, any recommendations that the committee has made, and the results of the recommendations.

Append to the report and reference:

- PAC Membership table.
- Any relevant program advisory committee reports and recommendations
- PAC minutes for the last 3 years and any others that directly support recommendations identified in the self-study report]

E. Public Information and Marketing

[Describe and comment on:

- How the program builds connections with the community, and provides information about the program to the community.
- What approaches the program currently uses to connect with the community (e.g., Institutional advertising, school/dept advertising campaigns, Big Info, industry career fairs, high-school career days, etc).
- The organizations, institutions, and/or community groups with whom the program currently maintains contact, and list others who would also benefit from learning about the program.
- How satisfied the faculty are with the quantity and quality of information provided to the community about the program.
- Any other recommendations the department would like to implement.]

F. Community Engagement

[Describe and comment on how the program and faculty engage with the community, (e.g., service, student placements, events, provincial articulation committees, etc.).]

G. Industry /Professional Associations - Connections/Engagement

[Describe and comment on how the program connects with relevant industry/professional associations.]

H. Credential Recognition and Nomenclature

[Describe and comment on:

- Whether the program’s learning outcomes and standards are sufficiently clear and at a level that facilitates recognition of the credential by other post-secondary institutions, professional and licensing bodies, and employers.
- The appropriateness of both the program name and its credential type, and whether it conveys long-term meaning, and whether it is recognized by industry, professional bodies, and other post-secondary institutions.

To avoid repetition and as appropriate, defer and/or refer comments to the benchmark analysis in section 7 and the table in the appendix of this template.]

I. Compliance with Ministry, Regulatory, and BCIT Policies, Criteria, and Guidelines

[Describe and comment on:

- How the program meets Ministry criteria and guidelines for the credential type.
- How the program meets relevant regulatory requirements for the program discipline.
- How the program complies with BCIT policies, and in particular the following:
 - Policy/Procedure 5003 Admissions,
 - Policy 5012 Assigning Credits

- Policy/Procedure 5103 Student Evaluation,
- Policy/Procedure 5401 Program Development and Credentials,
- Policy/Procedure 5402 Program Review,
- Policy/Procedure 5403 Course Outlines and Names,
- Policy/Procedure 5404 Program Advisory Committees,
- Policy 5601 Faculty Qualifications.)

See PRM Appendix D1 for additional prompts, and for specific questions to address regarding alignment with BCIT policy.]

6. **Comparison with Previous Reviews**

[This category compares the results of previous reviews to current reviews, and in particular any resulting recommendations and subsequent actions.]

A. **Annual Program Self-Evaluations**

[Describe and comment on:

- The processes used by the program on an ongoing basis to ensure the currency/relevancy of the courses and general decision-making about curriculum.
- Issues that have arisen from annual self-evaluations as well as changes the program has implemented, based on those evaluations.]

B. **Program Reviews**

[Describe and comment on details of the last program review, including date, stakeholder groups contacted, recommendations, and results of implementing the recommendations. Append previous Final Report, if applicable.]

C. **Accreditation Reviews**

[Describe and comment on details of the last accreditation review, including date, stakeholder groups contacted, recommendations, and results of implementing the recommendations. Provide the date of the next scheduled accreditation review.

To avoid repetition and as appropriate, defer and/or refer comments to the accreditation analysis in section 5B. Summarize and append final outcomes and recommendations.]

D. **Curriculum Reviews**

[Describe and comment on details of the last curriculum review, including date, stakeholder groups contacted, recommendations, and results of implementing the recommendations. Append and reference a summary of the most recent curriculum review recommendations.]

7. **Benchmarking with Comparable Programs**

- [Using the Benchmark table in the appendix section of this template, please provide a comparison table of similar and related programs in Western Canada, Canada, North America, or other international institutions, as relevant to the credential type. Identify the key components/course clusters/themes (as appropriate) of the related programs, and demonstrate how this program compares in terms of those components (key components could include the program length, focus, areas of specialization, certifications, unique courses, admission standards, etc.). The goal is to illustrate the comparative level of rigour, breadth, uniqueness, etc. of this program.]
- [Describe and comment on how BCIT's program is unique relative to the comparison programs and indicate if there are areas the program will explore based on the comparison with other programs?]

8. Conclusions, Recommendations, and Future Directions

Conclusions

[Describe and comment on the main conclusions that can be drawn from the evidence gathered in the program review.]

Recommendations

[Based on specific evidence gathered and discussed in the report, outline the recommendations arising from the program review. Use the following table to itemize recommendations. Consider the following when creating the recommendations:

- All recommendations should be clearly identified as numbered bullets (e.g. Recommendation #1, Recommendation #2, Recommendation #3...) separated from the dialogue, and typically placed at the end of the relevant section category.
- Any recommendations included in the table need to be based on clear evidence and analysis described in the body of the report (i.e., identifying what page(s) the analysis and data findings are on)
- Any statements in the report indicating the program needs to improve in a particular area should also indicate how the program will address the issues, often leading to a recommendation
- All recommendations need to be supported by the program, associate dean, and dean, and need to be aligned with the school and institute strategic direction
- All recommendations need to have any related costs estimated, indicating what financial or other resources are needed to implement them [note: these costs appear in a separate, expanded recommendations table, and are for internal purposes only; this table is not distributed to external review team members]
- Some issues identified in the findings may be more appropriate for the “future directions” section (beyond a 1-2 year implementation plan)

Sample Recommendations Table

R#	Recommendations	Estimated Timeline Start to Completion Date	Resources Required	Page Reference
1	Develop and implement a Major Curriculum Change addressing the following recommendations...	Sep /17 – Dec /17	.4 FTE faculty release	14
2	Investigate opportunities to provide pathways to higher credentials within BCIT using the established schools, resources, and credentials already available.	Sep /17 – Dec /17	60 hours faculty release to identify pathways	18
3	Explore industry receptiveness for supporting an optional COOP component.	Sep /17 – Aug /18	Associate Dean, Program Head, Faculty, PAC, Industry	23
4	Implement methods/strategies to more comprehensively maintain connection with our graduates, to track/leverage their successes, and to bolster program metrics.	Sep /17 – Dec /17	Associate Dean, Program Head, Faculty, PAC, Industry	26

5	Explore new initiatives to further develop applied research activities.	Sep /17 – Mar /19 6-18 Months	Associate Dean, Program Head, Faculty, PAC, Industry	28
---	---	----------------------------------	---	----

]

R#	Recommendations	Estimated Timeline Start to Completion Date	Resources Required	Page Reference
1				
2				
...				

Future Directions

[Describe and comment on the market trends that are likely to affect the program over the next five years. Explain how these market trends may affect the direction of the program and what changes to the program may be anticipated.]

APPENDICES

[Due to the sensitive nature of the information contained in the Course Grade Analysis Report, **DO NOT APPEND THE COURSE GRADE ANALYSIS REPORT** to this document.

Include the following appendices and insert them in the order they are referenced in the body of the proposal and number each appendix item chronologically:

Use standard tables/formats included in the SSR template appendices for the following items:

- Program Map
- Program Goals Integration
- Employability Skills Matrix
- Benchmark Program Comparison
- Faculty Qualifications and Currency
- Program Advisory Committee (PAC) Membership

Insert the following items into the appendices:

- BCIT Key Performance Indicator (KPI) program report
- BC Post-Secondary Student Survey Results, based on credential:
 - APPSO (Apprenticeship Student Outcomes)
 - BGS (Baccalaureate Graduates Survey)
 - DACSO (Diploma, Associate Degree, and Certificate Student Outcomes)
- PAC Minutes (for the past 3 years and any minutes that directly support recommendations in the self-study report)
- Student Survey Report
- Graduate Survey Report
- Faculty/Staff Survey Report
- Industry/Employer Survey Report
- Others as appropriate]

NOTE: When the Self-Study Report is submitted to the School Dean and Office of the VPA, please ensure the completed “Table of Recommendations with Projected Costs” (see separate template on APQA website) accompanies the submission as a separate document.

This should be the same listing of recommendations found in Section 8, with the addition of costing information. Any costs associated with implementing recommendations need to be built into the school budget. School Deans need to approve the projected costs and timing. This document will **not** be distributed to the External Review Team.

Table of Recommendations with Projected Costs (for reference only)

R#	Recommendations	Estimated Timeline Start to Completion dates	Resources Required	Page References	Projected Costs		Operating Plan Year
					Annual Operating Cost	One Time Cost (e.g. Capital, Curriculum)	
1							
2							
...							

Appendix E2 — Accreditation Gap Analysis Worksheet⁴



Program Name/Credential:

Accredited Programs – Gap Analysis of Self-Study Report Requirements & Accreditation Documentation

Self-Study Report Categories	Addressed in Accreditation Documentation?	Where is it Addressed?	APQA Comments	Program Response
1. Program Background				
A. Program Name/Credential Type				
B. Administrative Structure				
C. Program Purpose/Intent				
D. Program Description				
E. History of Program's Development				
2. Quality of Educational Design				
A. Summative Review of Curriculum				
<ul style="list-style-type: none"> • Program goals • Credential standards • Admission requirements • Program structure • Curriculum 				
B. Teaching, Learning, and Assessment Methodologies				
C. Program Delivery Modes				
D. Faculty Qualifications and Currency				
3. Quality of Educational Experience				
A. Program Attrition and Graduation Rates				
B. Relevance of Education to Further Studies				
C. Relevance of Education to Employment				

⁴ Note: the template is available as a separate Word document on the APQA website (www.bcit.ca/apqa/program-review/)

Self-Study Report Categories	Addressed in Accreditation Documentation?	Where is it Addressed?	APQA Comments	Program Response
D. Satisfaction with Skills Development				
E. Satisfaction with Learning Experience including Quality of Instruction				
4. Quality of Services, Resources and Facilities				
A. Learner Satisfaction with Services, Resources, and Facilities				
B. Faculty and Staff Satisfaction with Services, Resources, and Facilities				
5. Quality of Program Relationships and Connections				
A. Articulation – Internal and External				
B. Accreditation				
C. Alignment with Strategic Plan				
D. Program Advisory Committee (PAC)				
E. Public Information and Marketing				
F. Community Engagement				
G. Industry /Professional Associations – Connections/Engagement				
H. Credential Recognition and Nomenclature				
I. Compliance with Ministry, Regulatory, and BCIT Policies, Criteria, and Guidelines				
6. Comparison with Previous Reviews				
A. Annual Program Self-evaluations				
B. Program Reviews				
C. Accreditation Reviews				
D. Curriculum Reviews				
7. Benchmarking with Comparable programs				
8. Conclusions, Recommendations, and Future Directions				

Appendix F — Final Report Template

Note: the template is available as a separate Word document on the APQA website (<http://www.bcit.ca/apqa/program-review/>)

1 Self-Study Report Summary

Conclusions

[A summary of the findings and conclusions from the Self-study report]

Recommendations

[Recommendations as outlined in the Self-study report]

#	Recommendations	Estimated Timeline Start to Completion Date	Resources Required	Page References (in Self-Study Report)
1				
2				
...				

Future Directions

[Future directions as described in the Self-study report]

2. External Review Team (ERT) Report Summary

[Summary of the External Review Team report and visit. Please include full ERT report in Appendix 1.]

3. Self-Study Team Response to ERT Report

[The program's response to the ERT report.]

4. Final Recommendations & Action Plan

[While recommendations were outlined in the Self-study report, there may be revisions to the recommendations following the ERT report. Please describe final recommendations in the table format shown below. Please include full recommendations table identifying projected costs in Appendix 2.]

#	Recommendations	Estimated Timeline Start to Completion Date	Resources Required	Page References (in Self-Study Report)
1				
2				
...				

Appendix 1: External Review Team Report

[Insert full External Review Team Report]

Appendix 2: Final Recommendations with Projected Costs

[Complete the table below, describing final recommendations with projected costs.]

#	Recommendations	Estimated Timeline Start to Completion Date	Resources Required	Page References (Self-study report)	Projected Costs		Operating Plan Year (Budget)
					Annual Operating Cost	One Time Cost (e.g. Capital, Curriculum)	
1							
2							
...							

Appendix G — EdCo Report Template

Note: the template is available as a separate Word document on the APQA website (<http://www.bcit.ca/apqa/program-review/>)



Program Review: [Credential & Program Name] Education Council Report (Date)

Final Recommendations & Action Plan

Based on the findings from the program review Self-Study Report, and the feedback from the External Review team, the program has identified the following final recommendations.

#	Recommendations	Estimated Timeline	Resources Required
1			
2			
3			
4			
5			
6			
7			

Appendix H— One-Year Status Report Template

Note: the template is available as a separate Word document on the APQA website (<http://www.bcit.ca/apqa/program-review/>)



**Program Review: [Credential & Program Name]
Education Council Report – One Year Status (Date)**

#	Recommendations	Estimated Timeline	Resources Required	One Year Status Update	Outstanding Issues
1					
2					
3					
4					
5					
6					
7					

Recommendations presented to Education Council (Edco report): [Date]

Appendix I — External Review Guidelines

PROGRAM REVIEW: External Review Team

BCIT is committed to offering high quality educational programs and to the ongoing review and renewal of those programs. External review is an integral component of BCIT's program review process, and follows the completion of the internal Self-Study Report. The external review is conducted by a team of three members, two of whom are external to BCIT, and one who is a faculty member from another school in BCIT. The purpose of the external review is to validate the Self-Study Report, conduct a site visit, and provide any additional information regarding program strengths and opportunities for improvement.

External Review Team - Terms of Reference

The purpose of the External Review Team (ERT) is to assist the program area and BCIT in identifying specific program strengths and successes upon which to build, and to address areas needing improvement.

Specifically, the External Review Team will assess:

- Whether the Self-Study Report addresses the eight (8) report elements sufficiently (report elements outlined below)
- Whether the recommendations in the Self-Study Report are supported by the findings in the Self-Study Report
- Whether the findings in the Self-Study Report are validated by the ERT on-site visit
- Any additional observations or recommendations for the program area to consider.

Composition of the External Review Team

The external review team should be comprised of a minimum of three members:

- i) Two external experts, both of whom are academic peers from other postsecondary institutions with comparable programs to the program under review, or one academic peer from another postsecondary institution and an industry/employer representative, depending upon the nature of the program under review
- ii) A BCIT faculty member from a different school in BCIT (whose program is currently not under review)

Membership of the ERT shall be determined by the School Dean and the Dean, Academic Planning & Quality Assurance, and in consultation with the self-study team.

The ERT will be chaired by one of the external members. The Chair will be identified by the Dean, Academic Planning & Quality Assurance prior to the visit.

External Review Team Responsibilities

1. The External Review Team shall review the Self-Study Report with reference to the requirements and format specified by the Institute.
2. The External Review Team shall meet with the following to clarify and/or explore any aspects of the Self-Study Report or site visit:
 - VP Academic, Dean, Academic Planning & Quality Assurance, School Dean, & Associate Dean

- Self-study team & Program Review staff
 - Program faculty, staff, current students and others as appropriate, (e.g. graduates, representatives from industry, advisory groups, etc.)
3. The External Review Team shall undertake a site visit at the appropriate BCIT campus to validate the findings and recommendations of the Self-Study Report.

While the External Review Team will focus on the Self-Study Report and findings from the site visit, it is not intended to be prescriptive about ERT discussions related to the program under review.

Self-Study Report Elements

In fulfillment of their responsibilities, the External Review Team should be satisfied that the Self-Study Report adequately addresses the following eight (8) elements related to the program under review:

1. Program Background
2. Quality of Educational Design
3. Quality of Educational Experience
4. Quality of Services, Resources & Facilities
5. Quality of Program Relationships and Connections
6. Comparison with Previous Reviews
7. Benchmarking with Comparable Programs
8. Conclusions, Recommendations, and Future Directions

Organization of the Site Visit

The Manager, Academic Planning & Quality Assurance will assume the responsibility to manage and administer the operation of the ERT. The Manager will forward all written documentation to the ERT and will organize the on-site visit.

Role of the ERT Chair

The following is a list of suggested duties:

- Coordinate discussions with ERT members prior to site visit to confirm agenda and any additional documentation requests.
- Facilitate the validation process, using a positive and constructive approach.
- Manage the committee time.
- Lead the summation of findings and any additional suggestions for the program at the conclusion of the visit.
- Draft the External Review Team report and circulate to other ERT members for revisions/acceptance.
- Submit the final External Review Team report to the School Dean and Dean, Academic Planning & Quality Assurance.

The Manager, Academic Planning & Quality Assurance, in conjunction with the program area, will arrange administrative support to the Chair.

Report to the School Dean & Dean, Academic Planning & Quality Assurance

The External Review Team will report to the School Dean and Dean, Academic Planning & Quality Assurance on how effectively the Self-Study Report recommendations reflect the findings of the Self-Study Report and site visit. The External Review Team report may also include any further suggestions or recommendations related to the program, as agreed to by all of the external reviewers.

Appendix J — Criteria for Selection of External Reviewers

The external review process must be, and be seen to be, a genuine appraisal carried out by qualified individuals who have no self-interest in the outcome; it provides legitimization of the review process. Thus, the thoughtful selection of those to serve on the external review team (ERT) is crucial to the success of the program review process. Those selected to be members of the ERT will:

- Be a member of a peer institution or an appropriate industry representative
- Have recognized competence in the field of study, discipline of the program, or industry
- Not be, or be perceived to be, in a conflict of interest (for example, not be a former member or recent graduate of the program; have no professional links with faculty, staff, or administrators of the program, etc.) (See Appendix L for guidelines regarding conflict of interest issues.)

With this in mind, the self-study team (SST) nominates four to six external candidates and two to three internal candidates to act as reviewers. The internal candidates should come from a different school (whose program is currently not under review), preferably from a program that is scheduled for review the following year. For the external candidates, nominations should include a balance of relevant candidates from both academic institutions and industry.

Please provide the following information for *each* candidate, using the External Review Team Candidate Form (see Appendix K):

1. Candidate's full name
2. Title & credentials
3. Contact information (email, telephone number, mailing address)
4. Brief rationale for nomination
5. Description of any prior contact with the program under review
6. Confirmation from the self-study team that there are no conflicts of interest which would preclude the participation of the candidate on the ERT.

Contact the Manager, Academic Planning & Quality Assurance for additional information.

Appendix K — External Review Team Candidate Form

Note: the template is available as a separate Word document on the APQA website (<http://www.bcit.ca/apqa/program-review/>)



PROGRAM REVIEW: External Review Team - Candidate Recommendations

Program Name:

Date:

Candidate Type * (see Notes below)	Name & Credentials	Title & Company/Institution	Contact Information (include email, telephone, mailing address)	Outline brief rationale for nomination	Describe any prior contact with the program under review	Describe any conflict of interest issues
External Academic						
External Industry						
Internal (BCIT)						

*** Notes:**
 A. The final External Review Team (ERT) will be 3 members (see Program Review Manual for details):
 1. External academic peer from another post-secondary institution (ideally from a similar program)
 2. External academic peer OR member from industry
 3. Internal academic (internal to BCIT, outside your school and from a program currently not under review)
 B. Programs should put forward 6-8 candidates in total, making sure there are representatives for all 3 categories outlined above. Final ERT members will be selected from the list of candidates by the School Dean and the Dean, Academic Planning & Quality Assurance.

Appendix L — ERT Conflict of Interest and Confidentiality Guidelines

For External Reviewers Participating in Program Reviews

Purpose

These guidelines are to assist program areas in their nomination of external review team candidates and to assist the external reviewers themselves. These guidelines reflect the requirements as outlined by the DQAB (<http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board/conflict-of-interest-and-confidentiality-policy>)

External reviewers must avoid any actual or perceived conflict of interest including that which might impair or impugn the independence, integrity or impartiality of the review. There must be no appearance of bias, based on what a reasonable person might perceive.

When identifying candidates to serve on the external review team, select those experts who are recognized by their peers for having a broad outlook, open mind, and sound judgment. Candidates should possess the qualifications to engender the confidence of all those involved in the development, results, and actions resulting from the program review.

Definition of a Conflict

(Adapted from DQAB Conflict of Interest and Confidentiality Policy)

An actual or potential conflict of interest arises when an expert is placed in a situation in which a) his or her personal interests, financial or otherwise, or b) the interests of an immediate family member or of a person with whom there exists, or has recently existed, an intimate relationship, conflict or appearance of conflict with the expert's responsibilities to the program under review, BCIT, and/or the public interest.

External experts appointed by the school dean and Dean, APQA should not have had any connection to the program under review within the previous two years, have any such connection or for a period of up to three months following the completion of their duties in connection with the program's review. Some examples of such connections include:

- Preparing an application or providing expert advice used in developing the program,
- Making public comment for or against a program or institution that might result in the apprehension of bias,
- Working for or previously employed in the program,
- Being a learner or a recent graduate of the program, or
- Working as a consultant for the program
- Serving in an advisory capacity or on a board for the program
- Having financial or other business interests with the program
- Supervising learners or employees of the program
- Collaborating regularly with anyone in or associated with the program

Some experts are invited as representatives of private sector organizations that broadly represent private sector interests. In such cases, there would not normally be a conflict of interest unless the member has been actively involved in developing, promoting, or publicly commenting on a program.

Disclosure of Conflict

It is unlikely that an external reviewer with a conflict of interest will be nominated, let alone selected, for the external review team. However, should it occur, the following procedure will be used. Where an expert sees an actual or potential conflict of interest, or is unsure whether one exists, the expert must disclose his/her circumstances to and consult with the school dean. It is then the responsibility of the school dean to determine whether a conflict of interest exists, and to inform the program's self-study committee and the Dean, APQA of his/her decision. Similarly, if a program learns of a conflict of interest regarding an individual appointed by the school dean and Dean, APQA, then the program area will make full written disclosure to the school dean.

Action Required When a Conflict Exists

The school dean will exercise his/her discretion in determining if an actual or potential conflict of interest exists, and notify the parties accordingly. Should the school dean determine that an actual or potential conflict exists, the external expert must decline to serve as a reviewer. In this event, an alternate will be selected from the list of candidates provided by the program area.

Appendix M — Sample Site Visit Schedule

When possible, the members of the External Review Team (ERT) should confer by telephone, in person, or by email shortly before the site visit to review the schedule, review documents, discuss any changes they would like to recommend to the schedule, and identify any additional documents they may require during the site visit. Coordinating this advance discussion will be the responsibility of the ERT Chair, supported by the Manager, Academic Planning & Quality Assurance (APQA). Any requests for schedule revisions or additional material requests should be communicated to the Manager, APQA.

Sample Site Visit Schedule

8:45 – 9:00	Coffee & pastries
9:00 – 9:30	External Review Team (ERT) convenes for introductions, review of terms of reference and agenda, and discussion with VP Academic, Dean Academic Planning & Quality Assurance (APQA), School Dean, and Self Study Team
9:30 – 11:00	Presentation and discussion of Self-Study Report Findings and Recommendations (Self-Study Team)
11:00 – 11:15	Break
11:15 – 12:00	Meeting with program faculty
12:00 – 1:00	Lunch
1:00 – 2:00	Tour facilities: classrooms, labs, shops, Library, etc.
2:00 – 2:30	Meeting with program students and graduates
2:30 – 2:45	Break
2:45 – 3:15	Meeting with other groups as appropriate (e.g. Workplace Education/Co-op, Program Advisory Committee members, etc.)
3:15 – 4:00	ERT drafts verbal report (members of the Self - Study Team and the APQA staff are available if requested by ERT)
4:00 – 4.30	ERT presents verbal report to Self-Study Team
4:30	Meeting adjourns

Participants throughout the site visit include:

- a. External review team members
- b. Self-study team members (program head/chief instructor, associate dean, instructional development consultant)
- c. VP Academic Office (Academic Planning & Quality Assurance)

Following the site visit, the External Review Team, led by the Chair, will write a final report (template provided) outlining their findings related to the Self-Study Report and site visit, as well as any further suggestions or recommendations related to the program.



PROGRAM REVIEW

External Review Team Report

[Insert credential & program name]

Submitted to

[Insert name], Dean, School of [School name]

Barry Hogan, Dean, Academic Planning & Quality Assurance

**British Columbia Institute of Technology
3700 Willingdon Avenue Burnaby,
British Columbia Canada V5G 3H2**

By

[list ERT chair and members]

The External Review Team convened on [date] to review the [program name] Self-Study Report and conduct a site visit to meet with the various stakeholders; and to provide an oral summation of findings and suggestions. This document represents the completion of the external review process and findings and is herewith being submitted to the Dean [School name] and Dean, Academic Planning & Quality Assurance, at the British Columbia Institute of Technology.

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Background

External review is an integral component of BCIT's program review process, and follows the completion of the internal Self-Study Report. The external review is conducted by a team of three members, two of whom are external to BCIT, and one who is a faculty member from another department. The purpose of the external review is to validate the internal Self-Study Report, conduct a site visit, and provide any additional information regarding program strengths and opportunities for improvement.

Accordingly, on [date], the External Review Team (ERT) consisting of xyz (see Appendix A for ERT membership), convened to review the Self-Study Report for [program name], meet with the various stakeholders, and provide an oral summation of findings, recommendations and suggestions at the conclusion of the visit. This document represents the completion of the external review process and findings.

Overview

The External Review Team, in fulfillment of its responsibilities met with:

- Vice President, Academic
- Dean, Academic Planning & Quality Assurance
- Dean, School of (xxx)
- Associate Dean, School of (xxx)
- Manager, Academic Planning & Quality Assurance
- Program Champion (xxx)
- Students (xxx)
- Graduates (xxx)
- Faculty (xxx)
- Program Advisory Committee/Industry representatives (xxx)
- Others

The External Review Team focused their review and discussion on the following:

- Whether the Self-Study Report addresses the eight (8) report elements sufficiently
- Whether the recommendations in the Self-Study Report are supported by the findings in the Self-Study Report
- Whether the findings in the Self-Study Report are validated by the ERT on-site visit
- Any additional observations or recommendations for the program area to consider.

Summary of Findings

Self-Study Report Recommendations

[xxx]

Site Visit Findings

[xxx]

Additional Suggestions/Recommendations

[xxx]

Concluding Comments

[xxx]

Appendix A: External Review Team Membership

Academic Representative from Post-Secondary Institution:

[Name] [title, institution, etc.]

Industry Representative *OR* Academic Representative from Post-Secondary Institution:

[Name] [title, institution/company, etc.]

BCIT Faculty Member:

[Name] [title, program area, school], BCIT

[Note: identify which member was Chair of the ERT]

Appendix B: Program Review Process Flowchart