

**PROGRAM REVIEW**

**self-study report**

**[CREDENTIAL] in** **[NAME OF PROGRAM], [year of completion]**

**School of Choose an item.**

[Name], program champion

[Name], self-study team member

[Name], self-study team member

[Name], associate dean

[Name], instructional development consultant, LTC

Office of the Provost and Vice President, Academic

[Publish Date]

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| **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](https://www.bcit.ca/academic-planning-quality-assurance/program-review/) to ensure you have the latest version (shown on the footer of every page) of this template. In addition, you may wish to consult the Program Review Guides (PRG) for guidance on the process. 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 Research and Planning Office](https://analytics.bcit.ca/#/site) ([IRP](https://www.bcit.ca/ir/)) supplied data sets and identify curious or irregular data for potential further consideration during the surveying portion of this activity. Standard surveys for students, alumni, faculty, and industry, and an archive of completed program reviews and reports are available on the APQA website.If your program is accredited, connect with the APQA Manager before getting started. The APQA Manager will review the modified program review process for accredited programs with you and your team. The stacking of multiple related programs into a single review process is highly encouraged, when and where it makes sense. Program reviews that include a series of credential levels should normally focus on the larger credentials (e.g. diploma, bachelor), and include only brief discussion on implications for related credentials (e.g. Flexible Learning (formerly part-time studies) certificates). For example, course changes that are recommended for a diploma may also impact a Flexible Learning certificate, and in most cases these certificate course changes need only be stated as an implication of the diploma changes. 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 green in the template is intended to provide initial points of discussion or examples in each section and should be removed from the final report. While the PRG 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. Consistency throughout the report increases reading ease (e.g. terminology, order of lists, findings, recommendations, etc.). Ensure that you include pertinent data of particular interest (page reference to the specific data within appended items (e.g. Appendix 4 Q20), then follow through with an analysis of that data and conclude with comments and any recommendations where prompted. Place and number each recommendation sequentially in the respective section (i.e. blue boxes) of the document, then copy into the recommendation table (with section reference where the recommendation is first mentioned). Group recommendations on the same subject under one overarching recommendation (e.g. Recommendation 1a, 1b), if appropriate. Examples include curriculum-related recommendations such as course revisions, removal or addition.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 (School Quality Committee, School Dean, Office of the Provost and VP Academic (VPA), external reviewers, etc.) in mind when deciding what to include in the report. Define all acronyms upon their first use and avoid using “BCIT jargon” (e.g., yellow contracts, etc.). You should aim to keep the body of the report succinct. When the SSR is submitted to the School Dean and APQA within the Office of the Provost and VPA, please ensure the completed “[Table of Recommendations with Projected Costs](https://www.bcit.ca/files/apqa/doc/program_review_recommendation_costs_template.docx)” (see separate template) accompanies the submission as a separate document. |

# [Program Background](https://goo.gl/6jjyL5)

[This category describes the basic program parameters and provides the overall context of the program as it currently exists. It briefly 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*.***]

## Program Name/Credential Type/Administrative Structure

|  |  |
| --- | --- |
| Credential designation (as it appears on transcript) | [e.g. Master of Applied Science in Building Engineering; List all the credentials in a bundled review, e.g. Bachelor of Technology, Advanced Diploma and Advanced Certificate in Geographic Information Systems] |
| Options/Specializations (as appears on transcript, if applicable) | [e.g. Artificial Intelligence and Machine Learning Option] |
| School and Program Area |  |
| Organization/Administration of program area  | Dean:Associate Dean:Program/Department Head:[Others as applicable:] |
| Partnership arrangements, and role of the partner in delivery of program (if applicable) | [e.g. joint partnership program with UBC; Health Authorities; etc.] |
| For graduate degrees only, composition and role of graduate program committee (if applicable) |  |

## Program Aim

|  |
| --- |
| Write a brief statement that describes the overall purpose of the program and the needs it meets in the province or community. State the program’s mission/aim/mandate/philosophy statement as appropriate and if one exists. |
| [e.g. The aim of the Welding Program is to provide students with a solid foundation in problem-solving, troubleshooting, honing manual skills, and increasing accuracy and consistency in welds. Through scaffolding and repetition, students develop a flexible skill set that is required for different welding processes and that prepares students for a multitude of different on-the-job situations. The required practical experience mandated for the ITA certification process enables students to interface with employers by completion of work hours. In addition, the program focuses on developing the work skills necessary to succeed on the jobsite: accountability, resilience, punctuality, listening skills, taking direction from others, flexibility of work environments, focusing on tasks, and work ethic.] |

## Program Description

|  |  |
| --- | --- |
| Full time or Flexible Learning  | [Full time, Flexible Learning, both Full time and Flexible Learning] |
| Length of program | [For Flexible Learning programs offered via course-by-course registration, indicate typically how long students take to complete the program] |
| Time limit to complete the program | [If time limitations do not exist for your program, BCITs default time limitation to complete a credential is seven years. Defer to Section 2.2. for further discussions, e.g. is this appropriate for your program (especially if your program/industry is constantly evolving]? If not, consider applying for an exemption from [Education Policy 5103 Student Evaluation – 5 Time Limit to Complete a Credential](https://www.bcit.ca/files/pdf/policies/5103.pdf) ] |
| Total number of credits |  |
| Program accredited/approved by (if applicable) | [e.g. Transport Canada, SkilledTradesBC (formerly Industry Training Authority), Accreditation Canada, Canadian Engineering Accreditation Board, etc.]  |
| Delivery Mode | [e.g. face-to-face, on-line, blended/hybrid, etc.] |
| Campus | [e.g. Aerospace Technology Campus (ATC); Annacis Island (AIC); BCIT Marine Campus (BMC); Burnaby (BBY); Downtown Campus (DTC); and/or other (please specify)] |
| Admission requirements  | [List the requirements from the program webpage, including Advanced Placement/Direct Entry where appropriate;Defer to Section 2.1.3 for further discussions, e.g. whether admission requirements are appropriate to prepare student for success] |
| Admission Model  | [e.g. First qualified/First Accepted; Competitive, etc.] |
| Number of intakes per year |  |
| Capacity for each intake |  |
| Laddering opportunities (into this program and/or into other BCIT or external programs, if applicable) | [e.g. This program (Diploma in Biomedical Engineering Technology) ladders into Bachelor of Engineering in Electrical Engineering;Students who complete the Heavy Mechanical Trade Foundation program will receive technical training credit for Apprenticeship level 1 and 450 work-based hours credit toward completion of the Heavy Duty Equipment Technician apprenticeship program;BCIT’s Diploma in Accounting and Diploma in Finance can ladder into this program (Bachelor of Business Administration)] |
| Basic program structure | [Provide very brief description of course clusters or themes: e.g. for Diploma in Aviation Management and Operations, Foundation: 11 credits Operations: 28 creditsTechnology: 13 creditsManagement: 47 creditsIntegration: 27 credits][Defer to Section 2.1.4 for further discussions.] |
| For Bachelor’s degree programs only, indicate the delivery model(Delete row if not applicable) | [e.g. 4-year, 3-year, 2+2, 1+3, etc.] |

## History of Program’s Development

|  |  |
| --- | --- |
| Start date of program |  |
| Year of previous program review(s) (if applicable) |  |
| Year of previous curriculum review(s) (if applicable) |  |
| Year of major changes to program (if applicable)* Description of changes made and brief rationale (from major change proposal document)
 |  |
| Year the program was initially accredited/approved by accrediting/regulatory/professional/licensing body (if applicable) | [e.g. The program received three year accreditation, the maximum for a new program.Defer to sections 5.2 and 6.3 for further discussions] |

## Program Review Data Sources and Stakeholder Profiles

For this program review, data has been obtained from the Ministry of Advanced Education and Skills Training (Ministry) as well as BCIT’s Institutional Research and Planning (IRP) Office. In addition, input was gathered from various stakeholder groups. For details, please refer to the following and the relevant appendices: [Provide a brief summary of data sources (e.g. BC Student Outcomes survey, Program Mix Analysis data, customized surveys to various stakeholder groups etc.). Please indicate the appendices for the BC Student Outcomes Survey (Appendix D), Program Mix Analysis (Appendix C) and each Survey Data Report (Appendix #) respectively.]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stakeholder group** | **Number invited** | **Number participated** | **Means and dates of participation** | **Graduation years [if applicable]** | **Profiles [e.g. job titles represented, if applicable]** |
| Alumni(Appendix F) | [100] | [26] | [Survey (Spring 202X)] | [202X-202X] | [e.g. 14/26 reported being employed in an entry-level position, 5/26 in a senior level position, 3/26 reported being in school.] |
| Alumni | [20] | [6] | [Focus group (May 202X)] | [202X and, 202X] |  |
| Current Students(Appendix E) | [40] | [30] | [Survey] | [202X and 202X] | [N/A] |
| Industry(Appendix H) | [60] | [15] | [Survey] | [N/A] | [e.g. 13/15 respondents reported holding senior level position with titles such as…] |
| Faculty\*(Appendix G) | [8] | [6] | [Survey] | [N/A] | [N/A] |
| PAC | [8] | [3] | [Interviews] | [N/A] | [e.g. Two PAC members represented industry X and 1 represented industry Y. All hold senior positions] |

\*Faculty including full-time, part-time, Flexible Learning and where applicable, those from other departments that teach into the program.

# Quality of Educational Design

##  [Review of Curriculum](https://goo.gl/D2h3rR)

[The essence of any program is its curriculum. A high level review of a program’s curriculum (program goal alignment with course matrix, appropriateness of assessment methodologies according to program goals, overall relevancy and currency, review course outlines to ensure alignment with program clusters, etc.) 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 **customizable** standard survey questions (available in SharePoint) will provide data related to key curricular issues to include in this review, as outlined in the sections below.

For bundled reviews covering multiple credentials where there are changes to the higher credential (e.g. Diploma), be sure to indicate where there are implications on the curriculum of the smaller credentials (e.g. Certificate and Associate Certificate).

Please note it is at the program’s discretion to conduct a more in-depth, detailed curriculum review (e.g. review of individual course learning outcomes, duplication of material across courses etc.) alongside this program review if deemed feasible and valuable. For further details about this separate curriculum review process, please review the information in the Learning and Teaching Centre (<https://www.bcit.ca/learning-teaching-centre/services/curriculum-maintenance/> and/or consult with an IDC.)

 If major curriculum changes are warranted and included as SSR recommendations, the details will be provided in the subsequent major program change proposal (e.g. changes to learning outcomes, content, evaluation methods, learning and teaching methodologies, addition of new courses, removal of courses, etc.).]

### Relevance, mastery and integration of program goals:

Program goals are listed as part of the Survey Data Reports. From the Alumni, Industry and Faculty Surveys, the following data is provided.

|  |  |  |  |
| --- | --- | --- | --- |
| List the program’s current (or newly developed) program goals below.Do the current (or newly developed) program goals align with the industry’s entry level expectations?  | **Percent of Alumni Indicating Relevant [Indicate the Appendix and question number]** | **Percent of Industry Respondents Indicating Relevant [Indicate the Appendix and question number]** | **Percent of Faculty Indicating Relevant [Indicate the Appendix and question number]** |
| [Comment on program goals your program wants to highlight below this table, e.g. those that score low, and/or they scored above a certain % threshold from all stakeholder groups] |  |  |  |

From the Alumni and Faculty Surveys, the following data is provided.

|  |  |  |
| --- | --- | --- |
| List the program goals below.How confident are you that the students achieve or master the program goals upon graduation?  | **Percent of Alumni Indicating Confident [Indicate the Appendix and question number]** | **Percent of Faculty Indicating Confident [Indicate the Appendix and question number]** |
| [Comment on program goal achievement your program wants to highlight below this table] |  |  |

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| [Complete the Program Goals Integration Table (available in this template’s appendix) using the goals as listed above]. Referring to the Program Goals Integration Table and any relevant survey data, comment on how the curriculum supports and aligns with the program goals?  |
| [e.g. All the program goals are addressed in at least one course, though in most cases multiple courses. However, student survey data indicates that they are not confident in achieving program goal #2. Upon further refection, the self-study team determined that program goal #2 as it is currently written would only be mastered after years of experience and therefore this goal should be revisited.] |

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| For accredited or regulated programs only, refer to any relevant (e.g. accreditation) documents, if applicable, to show alignment of program goals with requirements of accrediting or regulatory bodies.  |
| [Indicate here your program curriculum is mandated/prescribed by Transport Canada or SkilledTradesBC (formerly Industry Training Authority) and therefore, may not be modified, if applicable.] |

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| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
| [e.g. Industry, student and alumni survey data indicates that program goals #2 and #5 above may no longer be relevant as current industry standards and technologies have evolved over the last several years. Hence, the Self-Study Team puts forward the following:**Recommendation #1: Update program goals #2 and # 5 as below:****#2. ………………;****#5 ………………]** |

### Credential standards:

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| Describe and comment on how the program aligns with BCIT’s credential types and criteria (e.g. meets the minimum credits and entrance requirements) in Procedure 5401-PR1 Credentialing of Programs (<https://www.bcit.ca/files/pdf/policies/5401-pr1.pdf>). |
|  |

[For diploma and higher credential level: BCIT programs at the diploma and higher credential levels are expected to align with BCIT’s credential standards for the relevant credential type (see [Procedure 5401-PR1](https://www.bcit.ca/files/pdf/policies/5401-pr1.pdf)). Demonstrate alignment using the table provided below.]

| **Credential Standards (please refer to Procedure 5401-PR1 for more details)** | **Briefly outline program alignment with the credential standards including examples wherever applicable** |
| --- | --- |
| 1. Depth and Breadth of Knowledge | [e.g. for degree programs only, refer to General Education elective courses such as but not limited to the three outside core discipline courses in providing breadth of knowledge;For diploma programs, how does the program align with expectations for breadth to ensure students develop sufficient foundational knowledge within and beyond the core discipline?] |
| 2. Knowledge of Methodologies and Research |  |
| 3. Application of Knowledge |  |
| 4. Communication Skills |  |
| 5. Awareness of Limits of Knowledge |  |
| 6. Autonomy and Professional Capacity |  |

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| For Bachelor’s degrees only, how does the program align with the guidelines for General Education (GE) requirements outlined in 5401 PR-1? |
| GE categories | Minimum requirement | List the corresponding courses and their credits in the program  | Total number of credits in the program |
| Written and Oral Communication such as but not limited to BCIT COMM courses, and LIBS 7001) | 9 credits |  |  |
| Applied Ethics (such as, but not limited to BCIT LIBS 7002) | 3 credits |  |  |
| Management Principles (such as, but not limited to BCIT BUSA 7250) | 3 credits |  |  |
| Outside the Core Academic Discipline (in at least 3 different academic disciplines at the 1st year post-secondary level or above (such as, but not limited to BCIT LIBS electives which are multidisciplinary by design) | 9 credits |  |  |

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| Describe and comment on how the program’s goals (as reflected by learning outcomes) in 2.1.1 and standards in 2.1.2 are sufficiently clear and at a level that facilitates recognition of the credential by other post-secondary institutions, accreditation, regulatory, professional and licensing bodies, and employers.  |
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| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
| [e.g. As shown above, the program aligns well with the credential standards as outlined in BCIT Policy 5401 PR-1 Credentialing of Programs. The program goals and standards are clear and appropriate, as evidenced by the recognition of the credential by the industry and other post-secondary institutions]. |

### Admission requirements:

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| Do the admission requirements as listed in Section 1.3 above meet the minimum entrance requirements for the program credential type as outlined in BCIT Policy 5401-PR1? Does the program align with BCIT’s admissions standards, residency requirements, PLAR processes (as applicable)? Refer to [Policy 5003 Admissions and Recognition of Prior Learning Procedure](https://www.bcit.ca/files/pdf/policies/5003_pr1.pdf) <https://www.bcit.ca/files/pdf/policies/5003_pr1.pdf>] |
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| Are the current admission requirements and admissions model appropriate/effective for the program?  |
| [Refer to data from surveys regarding whether admission requirements prepare students for success in the program below).Where appropriate, comment on whether the admission requirements and/or model have resulted in lower than expected enrolment or unfilled capacity.Note: if you are considering making changes to the admission requirements, please review the Institute’s requirements for English language proficiency to identify the appropriate category: <https://www.bcit.ca/admission/entrance-requirements/english-language-proficiency/>] |

From the Student, Alumni and Faculty Surveys, the following data regarding admission requirements is provided.

|  |  |  |
| --- | --- | --- |
| Percent of students indicating admission requirements adequately prepared them for success in the program [Indicate the Appendix and question number] | Percent of alumni indicating admission requirements adequately prepared them for success in the program[Indicate the Appendix and question number] | Percent of faculty indicating admission requirements adequately prepared students for success in the program[Indicate the Appendix and question number] |
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| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
| [e.g. Based on survey results from students and alumni discussed above, the Self-Study Team recommends the following changes to the program entrance requirements:**Recommendation #2: Raise the admission requirement for Pre-Calculus 12 from 67% to 73%.**] |

### Program structure:

[Complete and append a Program Map.]

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| Describe and comment on how the program structure (as described in Section 1.3 and in the program map) helps to facilitate effective learning and student success. Do the course sequence and pre-requisite requirements support student learning and successful progression? |
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| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
| [e.g. There is consensus among faculty and alumni that the prerequisites for term 2 courses may not be optimal to prepare students for success in their practicum right afterwards in the summer. **Recommendation #3: Review and revise as appropriate the prerequisites for term 2 courses to better prepare student for success in their practicum in the summer prior to term 3.**] |

### Curriculum:

[In this section, 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 (e.g. department meetings, meetings with student set reps, and course evaluations, PAC meetings, etc.).

If appropriate, review course learning outcomes to ensure they remain current and relevant with industry needs and student success, especially for courses identified to require substantial revisions by stakeholders. Complete and append the Employability Skills Matrix table.

For Transport Canada (TC) / SkilledTradesBC (formerly ITA) programs: Review your program curriculum to ensure alignment with mandated/prescribed curriculum from the external regulatory body. As applicable, consider adjusting focus/amount of time spent on specific learning outcomes in response to student and industry needs.]

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| Describe and discuss the currency and relevancy of the curriculum, referring to data collected throughout the review process. Is there any unnecessary duplication of learning outcomes and/or gaps in the curriculum? Are there any topics that should be removed from or added to the curriculum?  |
| [e.g. Discussions at the PAC meeting of (date) indicate that technological changes in recent years require that students are knowledgeable in the maintenance of LNG engines.] |

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| Does the program align with the following BCIT policies and associated procedures: 5403 Syllabus and Course Outlines (<https://www.bcit.ca/files/pdf/policies/5403.pdf>) and [associated](https://www.bcit.ca/files/pdf/policies/5403_pr1.pdf) procedures (<https://www.bcit.ca/files/pdf/policies/5403_pr1.pdf> and <https://www.bcit.ca/files/pdf/policies/5403_pr2.pdf>)?  |
| [e.g. - In general, 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/rigour)? - Do course numbers indicate level of difficulty, and align with credential type and pre-requisite structure?] |

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| Do the course credit calculations comply with Policy 5012 Assigning Credits (<https://www.bcit.ca/files/pdf/policies/5012.pdf>)?  |
| [Indicate here that all course outlines were reviewed by the Self-Study Team to determine whether credit calculations are correct. If not, list the courses that are out of alignment and include a recommendation at the end of this section]. |

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| How does the curriculum align with BCIT’s Learning and Teaching Framework (LTF) [www.bcit.ca/files/ltc/pdf/ltf-flip-book.pdf](http://www.bcit.ca/files/ltc/pdf/ltf-flip-book.pdf)? Provide specific example(s) to show the alignment with one or more of the four pillars of the LTF.  |
| [e.g. The program aligns with pillar 4 of the LTF – “Program and curriculum design aligned with workplace needs”, e.g. does the program incorporate experiential learning and authentic assessment in the curriculum?] |

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| Comment on the section above and indicate any recommendations or actions the program would like to implement (if any). If considering curricular changes, please comment on how the changes being proposed demonstrate continued alignment with the appropriate credential standards, e.g. breadth requirements.   |
| [e.g. Credits for the two practicum courses are calculated as 30 hours per credit. They will be revised to be in compliance with BCIT Policy 5012 (i.e. 25 hours = 1 credit). **Recommendation #4a): Credits for XXXX 3100 and XXXX 4100 will be adjusted to align with BCIT Policy 5012 Assigning Credits to Courses. Each course will change from 8 to 9.5 credits, resulting in an increase of 3 credits to the overall program;**e.g. As mentioned above, data from industry and alumni surveys indicate that the program should include training in Software Y, which is currently used in the industry.**Recommendation #4b): Incorporate the use of Software Y into Courses XXXX 3010 and XXXX 4020.****This curriculum change will also result in the updating of the related courses XXXY 1001 and XXXY 2002 in the Associate Certificate program.**e.g. Because the curriculum has not been formally reviewed recently, and data indicated the need to include leadership and management content, the program will undergo a formal review of the curriculum following this self-study exercise.**Recommendations #4c): Carry out a review of the program curriculum**.] |

## Program Delivery Methods & Teaching, Learning, and Assessment Methodologies

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| --- |
| What delivery modes are currently used in this program?  |
| [e.g. Classroom/in-person learning, On-line, Blended, Distance, Condensed courses, SimulationVirtual/mixed reality. Adjust list as appropriate. Indicate what types of courses where these modes are used (e.g. classroom/in-person learning for lab or shop courses; on-line for theory courses, etc. Provide specific examples where appropriate.)] |

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| Applied, experiential learning is a key and distinctive component of BCIT’s educational model, and may take various forms. What elements exist within the program to provide students opportunities to apply their knowledge? Describe any work-integrated learning such as co-op, clinical, work terms, simulated work experiences, internship and practicum.  |
|  |

|  |
| --- |
| Are the learning, teaching and assessment methods and resources available appropriate for the delivery modes?  |
| [Refer to survey data where appropriate.] |

|  |
| --- |
| Are assessments designed to demonstrate that students have achieved the program goals? [Complete and append the Demonstration of Program Goal Achievement table].  |
|  |

From the Student, Alumni and Faculty Surveys, the following data is provided.

|  |  |  |  |
| --- | --- | --- | --- |
| **Delivery Modes**[Add or delete rows and adjust list as appropriate] | **Percent of Students Indicating Overall or Somewhat Effective**[Indicate the Appendix and question number] | **Percent of Alumni Indicating Overall or Somewhat Effective**[Indicate the Appendix and question number] | **Percent of Faculty Indicating Overall or Somewhat Effective**[Indicate the Appendix and question number] |
| Face-to-face |  |  |  |
| Online |  |  |  |
| Blended (FTF and Online) |  |  |  |
| Lectures |   |   |   |
| Labs, Shops, Simulation, etc. |  |  |  |
| Work-Integrated Learning such as Co-op, Practicum, Internship, etc. |  |  |  |
| Industry Connections such as field trips, guest speakers, etc. |  |  |  |
| Others [specify] |  |  |  |

|  |
| --- |
| How are the learning, teaching and assessment methodologies (including thesis requirement for graduate degrees) currently used in the program sustainable and facilitate the achievement of program goals?  |
| [Refer to Demonstration of Program Goals Achievement table, as well as other data as appropriate, such as data regarding teaching and learning methods from student, alumni and faculty surveys.]  |

From the Student, Alumni and Faculty Surveys, the following data regarding assessment methods is provided.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment methods**[Add or delete rows and adjust list as appropriate] | **Percent of Students Indicating Overall or Somewhat Effective**[Indicate the Appendix and question number] | **Percent of Alumni Indicating Overall or Somewhat Effective**[Indicate the Appendix and question number] | **Percent of Faculty Indicating Overall or Somewhat Effective**[Indicate the Appendix and question number] |
| Group projects/assignments |  |  |  |
| Individual assignments |  |  |  |
| Presentations |  |  |  |
| Exams |  |  |  |
| Others [please specify] |  |  |  |

|  |
| --- |
| Does the program comply with [Policy 5103 Student Evaluation](https://www.bcit.ca/files/pdf/policies/5103.pdf) and [Procedure 5103-PR1 Grading](https://www.bcit.ca/files/pdf/policies/5103_pr1.pdf) (<https://www.bcit.ca/files/pdf/policies/5103.pdf>.) Are there courses with final exams that constitute more than 50% of the overall mark for a course? Does the program follow the standard grading criteria and default time limit to complete a credential outlined in policy?  |
| [e.g. is the default time limit appropriate for your program (especially if your program/industry is constantly evolving]? If not, consider applying for an exemption from [Education Policy 5103 Student Evaluation – 5 Time Limit to Complete a Credential](https://www.bcit.ca/files/pdf/policies/5103.pdf) ] |

|  |
| --- |
| Has there been any development and/or application of a new pedagogy in the program/courses? Pleases describe. |
|  |

|  |
| --- |
| For graduate degrees only, describe the design for the research component(s), and processes for supervision and defence (if applicable). |
|  |

|  |
| --- |
| How do the delivery modes as well as teaching, learning and assessment methodologies employed in the program align with BCIT’s Learning and Teaching Framework (LTF)? Provide specific example(s) to show the alignment with one or more of the four pillars of the LTF. |
| [e.g. The program aligns with the following pillar(s) of the LTF:– Pillar 2 “Student-centred, active and experiential teaching and learning”, e.g. How your program aligns with best practices in learning and teaching? Offer examples and/or evidence to support your program’s choices. For example, does your program practice real-world skills, experiential learning, application of critical thinking and problem solving within the industry through work-integrated education/learning?- Pillar 3 “Learning environments that foster growth and creativity”, e.g. Does your program respond to learner needs and have open and constant communication between the program, faculty and learners that foster a culture of respect, diversity and inclusivity [https:/www.bcit.ca/respect/](https://www.bcit.ca/respect/)- Pillar 4 “Program and curriculum design aligned with workplace needs”, e.g. Does your program include some degree of flexibility in course selection and delivery, based on learning needs? Does your program use evaluation and assessment practices that allow students to effectively demonstrate their learning and connected to relevant needs in work environments?] |

|  |
| --- |
| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
| [e.g. Faculty, student and alumni survey results show the program currently may have relied too heavily on group projects, and hence the SST recommends the following:**Recommendation #: Support faculty to work with the Learning and Teaching Centre to investigate different assessment strategies**]. |

## 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.**]

|  |
| --- |
| Does the program faculty align with the general guidelines in the faculty qualifications policy (Refer to [Policy 5601 Faculty Qualifications https://www.bcit.ca/files/pdf/policies/5601.pdf](https://www.bcit.ca/files/pdf/policies/5601.pdf))?  |
|  |

|  |
| --- |
| Is there collective expertise in the department (faculty and staff) available to deliver the curriculum to the standards of the credential level, and to those of accreditation and/or regulatory bodies? How is this expertise and currency in the subject matter maintained? |
|  |

|  |
| --- |
| Are there gaps in the collective expertise needed by the program? If so, describe plans to address any gaps (that may result from faculty retirement/attrition, change in industry and program expansion, etc.) |
| [Cross-reference satisfaction with faculty qualifications in Section 3.5 Satisfaction with Learning Experience including Quality of Instruction]. |

|  |
| --- |
| What types of scholarly activity, research, professional development, and/or curriculum-related activities are faculty/staff in the program engaged in? How are these activities supported? |
|  |

|  |
| --- |
| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
| [e.g. The program is staffed by highly-qualified faculty with extensive industry connections who are committed to teaching excellence. Two of our faculty have been recently awarded BCIT’s Teaching Excellence Award in the School of X. Student and alumni surveys also show (Section 3.5) high satisfaction with faculty qualifications.] |

# 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.]

## Program Enrolment, Attrition and Graduation Trends

[Review Institutional Research & Planning (IRP) Key Performance Indicators (KPIs)/Program Mix Analysis (PMA), Course Grade Analysis reports, and other data sets including departmental data as appropriate. Use data from the PMA reports for the table below.

Outline how this program defines and measures success in relation to enrolment, attrition, course completion rates, graduation rates, grade distributions, etc. Append the PMA reports provided by IRP.]

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Number of applicants | Number of enrollments | Number or % of on-time graduations  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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| --- |
| Analyze the enrolment and graduation trends over the past 5 years. Comment on any significant changes and describe any potential reasons for trends that you observe. How does the program measure success in relation to this data? |
| [Where appropriate, refer to department data if available]. |

|  |
| --- |
| Are there any grading inconsistencies/trends observed from the grade distribution data for the past three-year period for the courses in your program, and what changes, if any, are needed in the grading practices? |
| [Do not append Grade Analysis report to the SSR].  |

|  |
| --- |
| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
| [e.g. The program appears to be experiencing a declining enrolment trend in recent years and therefore, the SST recommends the following:**Recommendation #6: Further investigate the reasons for the decline in enrolment and explore possible strategies to reverse such trend, e.g. via marketing and high school outreach initiatives.]** |

## Relevance of Education to Further Studies

|  |
| --- |
| Describe further education paths available to students/graduates, and what role the program has in assisting them in pursuing further studies (if applicable). |
|  |

From the BC Student Outcomes Summary of Survey Results from IRP, the following data is provided.

|  |  |
| --- | --- |
| Percent of graduates who went on to further studies. | Percent of graduates who felt their education prepared them very well or somewhat well for further studies. |
|  |  |

|  |
| --- |
| Comment on section the above and indicate any recommendations or actions the program would like to implement (if any). |
| [e.g. The data above shows that while not a large percentage (15%) of program graduates went on to pursue a graduate degree, for those who did almost all felt the program prepared them well for further studies.] |

## Relevance of Education to Employment

From the BC Student Outcomes Summary of Survey Results from IRP, the following data is provided.

|  |  |  |
| --- | --- | --- |
| Percent of graduates who are employed. | Percent of graduates who indicated the program was useful in getting their job. | Percent of graduates indicating how long it took them to get their program-related job. |
|  |  | Less than 1 month1 to 2 months3 to 4 monthsOver 4 months |  |

From the Alumni, Faculty and Industry surveys, the following data is provided.

|  |  |  |
| --- | --- | --- |
| Percent of graduates indicating the program adequately prepared them for entry-level job in their industry[Indicate the Appendix and question number] | Percent of industry respondents indicating the program adequately prepared them for entry-level job in their industry[Indicate the Appendix and question number] | Percent of faculty indicating the program adequately prepared them for entry-level job in the industry[Indicate the Appendix and question number] |
|  |  |  |

|  |
| --- |
| Comment on employer satisfaction with the preparedness of the students (from industry survey data, PAC minutes, etc., as appropriate). |
| [Where appropriate, comment on whether the employer will be hiring program graduates in the next few years]  |

|  |
| --- |
| Are there any skill gaps identified by the stakeholders above? If yes, what are the program’s plans to address these gaps? |
|  |

|  |
| --- |
| Comment on the program’s relevance to industry’s needs (from industry survey data, PAC minutes etc., as appropriate). |
|  |

|  |
| --- |
| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
| [e.g. The following recommendation is proposed as both industry surveys and feedback from the PAC have suggested the program should provide students more intercultural communication skills training so that they can be better prepared to work with a diverse clientele. **Recommendation #8: Work with BCIT’s Communications Department to explore the offering of an intercultural communication course in the program**] |

## Satisfaction with Skills Development

From the BC Student Outcomes Summary of Survey Results from IRP, the following data is provided.

|  |  |
| --- | --- |
| Employability Skill[Adjust list as needed depending on type of BC Outcome report used] | Percent of students who indicated the program was very helpful or helpful in developing the skill. |
| Written Communication |  |
| Oral Communication |  |
| Group Collaboration |  |
| Critical Analysis |  |
| Problem Resolution |  |
| Reading and Comprehension |  |
| Learn on your own |  |
| (Others, as appropriate) |  |

From the Faculty and Industry surveys, the following data is provided.

|  |  |  |
| --- | --- | --- |
| Employability Skill | Percent of faculty who indicated the program helps students achieve the following employability skills very well or satisfactorily.[Indicate the Appendix and question number] | Percent of industry respondents who indicated the program helps students achieve the following employability skills very well or satisfactorily.[Indicate the Appendix and question number] |
| Written Communication |  |  |
| Oral Communication |  |  |
| Group Collaboration |  |  |
| Critical Analysis |  |  |
| Problem Resolution |  |  |
| Reading and Comprehension |  |  |
| Learn on your own |  |  |
| (Others, as appropriate) |  |  |

|  |
| --- |
| Please comment on the section above. Are there any skill gaps identified by stakeholders? If yes, what are the program’s plans/recommendations to address these gaps? |
| [Include a discussion on the trends observed in the PMA if appropriate] |

## Satisfaction with Learning Experience including Quality of Instruction

[**This process is not intended to evaluate the individual performance of any member of BCIT’s faculty, staff or administration. Please remove references to any individual names or other identifiers**].

From the BC Student Outcomes Summary of Survey Results from IRP, the following data is provided.

|  |  |  |
| --- | --- | --- |
| Percent of graduates were very satisfied or satisfied with their education. | Percent of graduates rated quality of instruction as very good or good | Percent of graduates rated covering topics relevant to field as very good or good |
|  |  |  |

From the Student and Alumni Surveys, the following is provided.

|  |  |  |
| --- | --- | --- |
|  | Percent of students satisfied or somewhat satisfied[Indicate the Appendix and question number] | Percent of alumni satisfied or somewhat satisfied[Indicate the Appendix and question number] |
| Availability of faculty (in person or via email) |   |  |
| Helpfulness of faculty |  |  |
| Clarity and usefulness of faculty feedback |  |  |
| Timeliness of faculty feedback |  |  |
| Faculty industry experience |  |  |
| Overall quality of instruction\* |  |  |

\**Alumni data may be retrieved from BC Student Outcomes Survey if available*

Additional data from the Student and Alumni Surveys is provided below.

|  |  |  |
| --- | --- | --- |
|  | Percent of students answers affirmatively[Indicate the Appendix and question number] | Percent of alumni answers affirmatively[Indicate the Appendix and question number] |
| The program is meeting/met their expectations |   |  |
| Would recommend the program to others |  |  |

|  |
| --- |
| Describe feedback collected from students, alumni, etc. regarding workload in the program. If the program is above the minimum credits for the credential type. What opportunities exist to reduce student workload and potentially reduce credits in the program? Provide evidence of discussions held among program members (e.g. department meetings, curriculum committee meetings, etc.). Refer to the survey results if applicable.  |
|  |

|  |
| --- |
| Please comment on the section above and on any gaps in learner satisfaction. What are the program’s plans/recommendations to address these gaps (if applicable)? |
| [Refer to other data such as the PMA and include a discussion on the trends observed there if appropriate. e.g. The Self-Study Team proposes the following recommendation in response to survey data indicating lower learner satisfaction with part-time faculty availability and timeliness of part-time faculty feedback. **Recommendation #8: Work with part-time faculty to better support their availability as well as providing timely feedback to students.]** |

# 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.]

## Learner Satisfaction with Services, Resources, and Facilities

From the Student and Alumni surveys, the following data is provided.

|  |  |
| --- | --- |
| Service, Resources or Facilities (from survey)[Adjust list as appropriate] | Percent of Learners Satisfied or Somewhat Satisfied[Indicate the Appendix and question number] |
| Quality of computers, software and IT services |  |
| Availability of computers, software and IT services |  |
| 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/teaching environment and support (classrooms, labs, shops, tables, chairs, etc.) |  |
| Accessibility of physical learning environment  |  |
| Quality of online learning/teaching environment and support  |  |
| Accessibility of online learning environment  |  |

|  |
| --- |
| Describe and comment on learner satisfaction with services, resources and the learning environment(s).  |
| [e.g. do students have access to field-specific and appropriate tools/equipment, technologies, software, etc.?] |

|  |
| --- |
| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
|  |

## Faculty\* (including Flexible Learning) and Staff Satisfaction with Services, Resources and Facilities

From the Faculty surveys the following data is provided.

|  |  |
| --- | --- |
| Service, Resources or Facilities (from survey)[Adjust list as appropriate] | Percent of Faculty Satisfied or Somewhat Satisfied[Indicate the Appendix and question number] |
| Time and support to review and validate the currency of the curriculum |  |
| Time and support to update course materials and instructional approaches, e.g. LTC  |  |
| Opportunity and resources for professional development |  |
| Quality of textbooks and other learning materials |  |
| Quality of computers, software and IT services |  |
| Availability of computers, software and IT services |  |
| 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/teaching environment and support (classrooms, labs, shops, tables, chairs, etc.) |  |
| Accessibility of physical learning environment |  |
| Quality of online learning/teaching environment and support  |  |
| Accessibility of online learning environment  |  |

\*Faculty including full-time, part-time, and where applicable, those from other departments that teach into the program.

|  |
| --- |
| Describe and comment on faculty satisfaction with services, resources and the teaching/learning environment(s).  |
| [e.g. do students have access to field-specific and appropriate tools/equipment, technologies, software, etc.?] |

|  |
| --- |
| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
|  |

# 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.]

## Articulation – Internal and External

|  |
| --- |
| Describe articulation agreements with BCIT programs (internal) and/or programs at other institutions (external), if any. 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 on student mobility and pathways. |
|  |

|  |
| --- |
| Describe 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. |
|  |

|  |
| --- |
| In addition to the prior learning assessment (PLAR) process outlined in Policy 5003 Admissions and Prior Learning Recognition, describe any program guidelines and practice for granting credit toward meeting requirements for this program, if applicable. |
| [e.g. Granting applicants credit for prior learning to enter the program is done on a case-by-case basis upon request, and according to the PLAR process outlined in [Policy 5003: Admissions](https://www.bcit.ca/files/pdf/policies/5003.pdf) and Prior Learning Recognition] |

|  |
| --- |
| Describe 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 (if applicable). |
|  |

|  |
| --- |
| Comment on the section above and indicate any recommendations or actions the program would like to implement (if any). |
|  |

## Accreditation and/or Audit by Regulatory Body

|  |
| --- |
| Describe the nature of accreditation and/or audit for this program by an external regulatory body, and provide an overview of the relevant accrediting and/or regulatory body/bodies (e.g. Transport Canada), if applicable. |
|  |

|  |
| --- |
| Describe the program area’s relationship and history with the accrediting and/or regulatory body/bodies, if applicable.  |
|  |

## Alignment with Provincial and BCIT Strategic Direction

**5.3.1 Alignment with Labour Market Demand**

|  |
| --- |
| How does the program align with provincial direction and strategy related to employment, specifically the current British Columbia Labour Market Outlook Report: <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx>? |
|  |

|  |
| --- |
| List the applicable National Occupation Classification (NOC) codes and the job openings. Indicate if any are “high opportunity occupations” as identified in Labour Market Outlook report.  |
| NOC code | Number of projected job openings (20XX-20XX) | High Opportunity Occupations? |
|  |  |  |

**5.3.2 Alignment with BCIT’s Strategic and Education Plans**

|  |
| --- |
| How does the program align with BCIT’s current Strategic Plan (<https://www.bcit.ca/wp-content/uploads/2019/04/bcit-strategic-plan-2019-22.pdf>) and the Education Plan (<https://www.bcit.ca/education-plan/>)? **Comment on the one(s) that is/are applicable**. |
| [The following are specific examples how the program may contribute to strategic commitments and initiatives outlined in the current BCIT’s Strategic Plan and Education Plan: [Commitment #1. People-Focused Organization: e.g.* Initiative #1. Strengthen support and services for learners to promote success, well-being, and resilience, e.g. How does your program balance student workload and enable flexible and self-directed learning?
* Initiative #2. Invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning, e.g. Do instructors have access to a mentoring program? Do instructors participate in professional development such as the introductory and advanced Instructional Skills Workshops offered by the Learning and Teaching Centre?
* Initiative #3. Redesign processes, systems, and structures to enhance our agility and effectiveness and to embed sustainability (additional resource: “Sustainability Vision” <https://www.bcit.ca/sustainability-vision/>), e.g. how does the program consider economic, social and/or environmental sustainability in its program design and delivery?]

[Commitment #2. Future-Proof Applied Education: e.g.* Initiative #4. Reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner success, e.g. does your program offer flexible delivery of competency-based courses that promote reskilling and upskilling (cross-reference Education Plan: Channel 2 Open Multidisciplinary Credentials)?
* Initiative #5. Anchor BCIT as a leader in interdisciplinary and integrative learning methodologies that ensure job readiness and career mobility, e.g. does your program offer students learning opportunities to collaborate across disciplines and industry partners that mirror workplace settings (cross-reference Education Plan: Channel 1 Interdisciplinary Programming)?
* Initiative #6. Cultivate exceptional learning environments and communities through technology and sustainable campus development, e.g. how does your program support innovative ways of teaching and learning?]

[Commitment #3. Globally Relevant Connections: e.g. * Initiative #7. Infuse Indigenous knowledge and practices throughout the organization and within our partnerships to mobilize broader societal change – can defer to 5.3.3 below
* Initiative #8. Reinvest how we work with industry and peers to drive economic, environmental prosperity in BC and beyond, e.g. does your program work with industry as well as internal and external peers to foster interdisciplinary activities in areas such as entrepreneurship, cybersecurity, smart cities, and sustainable communities (cross-reference Education Plan: Channel 3 Centres of Competence).
* Initiative #9. Foster and sustain an open, engaged and multicultural community of BCIT learners, faculty, staff and alumni – can defer to 5.3.3 below]
 |

**5.3.3 Alignment with BCIT’s IDEAS framework**

|  |
| --- |
| BCIT has established institutional priorities related to **I**ndigenization, **I**nclusion, **D**iversity, **E**quity, **A**ccessibility, **S**ustainability and **S**tudent well-being (**IDEAS**) (<https://www.bcit.ca/ideas/>). Describe how the program, department or School is addressing these institutional priorities through ongoing or planned actions for each of the IDEAS elements in the table below.[Refer to the following documents:* **IDEAS guiding document** <https://www.bcit.ca/files/apqa/pdf/ideas_guiding_document.pdf>
* Indigenous Vision <https://www.bcit.ca/indigenous-vision/>
* Respect, Diversity and Inclusion <https://www.bcit.ca/respect/> <https://www.bcit.ca/anti-racism-framework/> and <https://www.bcit.ca/files/respect/inclusion_lens_for_the_learning_environment.pdf>
* Faculty Accessibility resources <https://www.bcit.ca/accessibility/faculty-staff/>
* Sustainability Vision <https://www.bcit.ca/sustainability-vision/>
* Student Well-being and Resilience Framework <https://www.bcit.ca/files/studentlife/pdf/student_wellbeing_resilience_framework.pdf> ]
 |

|  |  |
| --- | --- |
| Indigenization | [e.g. Does your program respectfully use traditional Indigenous knowledge and practices throughout the program and help advance Truth and Reconciliation? Does the program consult or partner with Indigenous communities in the delivery or design of the program? ] |
| Inclusion, Diversity and Equity  | [e.g. Are there potential barriers to underrepresented or equity-deserving groups? Are diverse perspectives including those of equity-deserving groups included in the course materials such as case studies? Do faculty/PAC members reflect the populations graduates work with and/or serve in the real world] |
| Accessibility | [e.g. Do students have the opportunity to demonstrate their learning in more than one way? Is there accommodation of students with diverse learning needs? Are there ways for students to re-enter the program should they need to leave? Does the delivery mode enable ease of access to course content and activities for students with a disability?] |
| Sustainability | [e.g. How does your program integrate sustainability practices throughout the curriculum and program operations? How does the program align with existing School or Department-level action plans related to sustainability and the environment? How does the program contribute to social good?] |
| Student well-being | [e.g. How does the program optimize learning by ensuring reasonable student workload while minimizing unnecessary stress?] |

[Consultation with the appropriate internal stakeholders may be warranted depending on the content and context. Some examples include: members of BCIT’s Respect, Diversity and Inclusion team (<https://www.bcit.ca/respect/>), the Indigenous Initiatives and Partnerships (<https://www.bcit.ca/indigenous-initiatives/>), BCIT Student Life Office (<https://www.bcit.ca/student-life-office/>), BCIT Accessibility Services (<https://www.bcit.ca/accessibility/>), BCIT International (<https://www.bcit.ca/international/>), Student Association (<https://www.bcitsa.ca/>), and/or any partners that support a program that fosters a culture of respect and inclusivity.]

|  |
| --- |
| Comment on any survey data related to the program and its alignment with the IDEAS framework. |
|  |

|  |
| --- |
| Comment on the section above and indicate any recommendations or actions the program would like to implement (if any). |
|  |

## Program Advisory Committee (PAC)

[Complete the PAC Membership table in the appendix of this template. Refer to Policy 5404 PAC (<https://www.bcit.ca/files/pdf/policies/5404_pr1.pdf>). 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]

|  |
| --- |
| Describe the composition of the program’s advisory committee, specifically noting the perspectives/organizations/employers represented. |
|  |

|  |
| --- |
| Comment on the suitability of current membership for supporting this program and any suggestions for changes. |
|  |

|  |
| --- |
| Describe the committee’s activity (including the frequency of meetings in accordance with Policy 5404) and main points of discussion over the last three years, any recommendations that the committee has made, and the results of the recommendations. |
|  |

|  |
| --- |
| Comment on the section above and indicate any recommendations or actions the program would like to implement (if any). |
|  |

## Marketing and Public/Community Engagement

|  |
| --- |
| How does the program build connections with, and provide information about the program to the community? What approaches do the program and faculty currently use to connect with the community?  |
| [e.g. The program has participated on an ongoing basis in the following:* BCIT’s BIG INFO sessions,
* Open House,
* High-school outreach,
* career fairs,
* volunteering in the community,
* guest talks etc.]
 |

|  |
| --- |
| What organizations, institutions, and/or community groups does the program currently maintain contact with? List others who would also benefit from learning about the program. |
|  |

|  |
| --- |
| How satisfied are faculty with the quantity and quality of information about the program provided to the community and other departments that teach into the program (based on faculty survey data)? |
|  |

|  |
| --- |
| Comment on the section above and indicate any recommendations or actions the program would like to implement (if any). |
|  |

## Industry /Professional Associations - Connections/Engagement

|  |
| --- |
| Describe and comment on how the program connects with relevant industry/professional associations. |
| [e.g. The program maintains close connections with industry/professional associations through:* Student placements;
* Industry events/trade fairs;
* Provincial, national and/or international articulation committees, etc.]
 |

|  |
| --- |
| Indicate any recommendations or actions the program would like to implement (if any). |
|  |

## Credential Recognition and Nomenclature

|  |
| --- |
| Describe and comment on the appropriateness of both the program name and its credential type, and whether it conveys long-term meaning, and is recognized by industry, professional bodies, and other post-secondary institutions. Include any relevant survey data or consultation. |
| [cross-reference 2.1.2 as appropriate] |

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| --- |
| indicate any recommendations or actions the program would like to implement (if any). |
|  |

## Compliance with BCIT Policies and Procedures

[Use the table below to indicate if the program complies with BCIT policies and procedures. Provide a brief explanation and program’s response in the table (shown with examples) below if any non-compliance with BCIT policies has been identified.]

| [BCIT Education Policy/Procedure](https://www.bcit.ca/about/leadership-vision/policies/#education) | **In compliance? (Yes/No)** | **Relevant Section (provide program response if not in compliance)** |
| --- | --- | --- |
| Policy/Procedure 5003 Admissions and Recognition of Prior Learning | [Yes] | Section 2.1.3 |
| Policy 5012 Course Credits and Procedure 5012 Assigning Credits to Courses | [No] | Section 2.1.5[See Recommendation #4: Recalculate course credits to align with policy] |
| Policy/Procedure 5103 Student Evaluation | [Yes] | Section 2.2 |
| Policy/Procedure 5401 Program Development and Credentials | [Yes] | Section 2.1.4 |
| Policy/Procedure 5403 PR-1 and PR-2 Syllabus and Course Outlines | [Yes] | Section 2.1.5 |
| Policy/Procedure 5404 Program Advisory Committees | [Yes] | Section 5.4 |
| Policy 5601 Faculty Qualifications | [Yes] | Section 2.4 |

# Comparison with Previous Reviews

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

## Annual Program Self-Evaluations

|  |
| --- |
| Describe and comment on any informal/formal processes used by the program on an ongoing basis to ensure the currency/relevancy of the courses and general decision-making about curriculum.  |
| [e.g. do the program faculty meet at the end of term to discuss curriculum? Does your program conduct course evaluations to collect ongoing feedback from students? Is the KPI/PMA report discussed at the PAC meetings and/or reviewed with management?] |

|  |
| --- |
| Describe any issues that have arisen from such self-evaluations as well as changes the program has implemented based on those evaluations. |
|  |

## Program Reviews

[Append previous One-year Status report, if applicable.]

|  |
| --- |
| Provide the following information on the last program review (if applicable). |
| Recommendations (number of recommendations, summary of content/themes) |  |
| Results of implementing recommendations | [Provide highlights and specific examples, e.g. major change, curriculum update/change, addition of a new option/elective component, etc.] |

## Accreditation and/or Audit Reports

[Append a summary of final outcomes and recommendations, if applicable. Do not need to append the accreditation/audit report from external body. Indicate that they could be made available upon request due to confidentiality.]

|  |
| --- |
| Provide the following information on the last accreditation and/or audit report (if applicable). |
| Date of last report by accreditation and/or regulatory body (completion). |  |
| Stakeholder groups contacted |  |
| Recommendations (number of recommendations, summary of content/themes) |  |
| Results of implementing recommendations | [Provide highlights and specific examples, e.g. improve tracking data of achievement of graduate attributes] |
| Date of next scheduled review/audit, if known. |  |

## Curriculum Reviews

[Append a summary of final recommendations from Curriculum review, if applicable.]

|  |
| --- |
| Provide the following information on the last Curriculum Review (if applicable). |
| Date of Curriculum Review |  |
| Stakeholder groups contacted |  |
| Recommendations (number of recommendations, summary of content/themes) |  |
| Results of implementing recommendations | [Provide highlights and specific examples, e.g. establishment of a curriculum committee, replaced three courses with new ones to align with industry needs, course revisions to avoid duplication, reduction of total program credits and student workload, etc.] |

# 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, work-integrated education/learning component, etc.). The goal is to illustrate the comparative level of rigour, breadth, uniqueness, etc. of this program.

**Note**: The recommended academic external review team candidates are ideally from similar programs that are represented in the benchmarking table.]

|  |
| --- |
| Describe and comment on how BCIT’s program is unique relative to the comparison programs. |
|  |

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| --- |
| Are there areas the program will explore, or recommendations based on the comparison with other programs? |
|  |

# 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, list the recommendations in the table below. Consider the following when creating the recommendations:

* All recommendations should be clearly identified as numbered bullets (e.g. Recommendation #1, Recommendation #2, Recommendation #3…), and placed in the designated box 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 the section where the recommendation is introduced in the last column of the table below)
* 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 (a separate template entitled “Recommendations with projected costs” is available on the APQA site], indicating what financial or other resources are needed to implement them (note: these costs appear in the “Recommendations with Projected Costs” table, and are for internal purposes only; this table is not distributed to external review team members)
* If there are more than 15 recommendations, consider grouping some of them into themes where appropriate (e.g. see examples for Recommendations #4a and b below). The recommendation themes may be derived from the corresponding SSR section headings (e.g. curriculum update). This could be used for presenting the recommendations to the ERT during site visit.
* 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SSR****Section** | **R#** | **Recommendations** | **Estimated Timeline****Start to Completion Date** | **Resources (e.g. People and/or BCIT Department) Required** |
| **2.1.1 Relevance and integration of program goals** | **1** | **Update program goals #2 and # 5 as below:****#2. ………………;****#5. ………………** | Sep /22 – Mar /23 | Program/Department Head & Faculty,PAC,Industry |
| **2.1.3****Admission Requirements** | **2** | **Raise the admission requirement Pre-Calculus 12 from 67% to 73%.** | Sep /22 – Dec /22 | Program/Department Head Registrars Office |
| **2.1.4****Program Structure** | **3** | **Review and revise as appropriate the prerequisites for term 2 courses to better prepare student for success in their practicum in the summer prior to term 3** | Sep /22 – Mar /23 | Associate Dean, Program/Department Head, Faculty, PAC, Industry |
| **2.1.5****Curriculum** | **4** | **4a) Credits for XXXX 3100 and XXXX 4100 will be adjusted to align with BCIT Policy 5012 Assigning Credits to Courses. Each course will change from 8 to 9.5 credits, resulting in an increase of 3 credits to the overall program;****4b) Incorporate the use of Software Y into Courses XXXX 3010 and XXXX 4020. This curriculum change will also result in the updating of the related courses XXXY 1001 and XXXY 2002 in the Associate Certificate program.****4c): Carry out a review of the program curriculum**. | Sep /22 – Dec /22Sep /22 – Mar /24Sep 22 – May 23 | Program/Department Head, Course FileFacultyFaculty, LTC |
| **2.2** **Program Delivery Modes, & Teaching, Learning and Assessment Methodologies** | **5** | **Support faculty to work with the Learning and Teaching Centre to investigate different assessment strategies**  | Sep /22 – Mar /23 | Faculty, LTC |
| **3.1****Program Enrolment, Attrition and Graduation Trends** | **6** | **Further investigate the reasons for the decline in enrolment and explore possible strategies to reverse such trend, e.g. via marketing and high school outreach initiatives.** | Sep /22 – Mar /23 | AD, Program/Department Head |
| **3.3****Relevance of Education to Employment** | **7** | **Work with BCIT’s Communications Department to explore the offering of an intercultural communication course in the program** | Sep 22 – Dec 22 | Program/Department Head,AD,Communications Department |
| **3.5****Satisfaction with Learning Experience**  | **8** | **Work with part-time faculty to better support their availability as well as providing timely feedback to students.** | Sep 22 – Aug 23 | Program/Department Head,AD, Faculty |

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| --- | --- | --- | --- | --- |
| **SSR section****[or recommendation themes, if appropriate]** | **R#** | **Recommendations** | **Estimated Timeline****Start to Completion Date** | **Resources (e.g. People and/or BCIT Department) Required** |
|  | 1 |  |  |  |
|  | 2 |  |  |  |
|  | … | [add rows as needed] |  |  |

**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:

## Appendix A: Program Map

[Please consult your LTC Instructional Development Consultant regarding development and formatting of your program map. Program maps should follow the program map template[[1]](#footnote-1), in order to provide consistent information to all stakeholders.]

## Appendix B: Program Goals Integration

| Goals | [Course #1] | [Course #2] | [Course #3] | [Course #4] | [Course #5] | [Course #6] | [Course #7] | [Course #8] | [Course #... (add columns as needed)] |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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#### **Appendix B: Demonstration of Program Goals Achievement**

[Ensure the courses in the table below align with the courses that contribute to the corresponding program goals in the Goal Integration Table. Focus on how achievement of goals by students would be assessed in the more advanced or upper level courses (instead of the foundational ones such as those in levels one/two in a diploma program)]

| **Goals** [please delete the examples below when filling out the template] | **Assessment of Program Goal**[Identify course and key assessments demonstrating achievement of goal; may be one or multiple courses. Delete the examples below when filling out the template] |
| --- | --- |
| [Collaborate with diverse groups and investigation teams, including law enforcement agencies, to investigate fraud and financial crimes] | [XXXX 9000 - Lab work and class and online discussions XXXX 9020 – Lab work and class online discussionXXXX 9040 – Presentation of final investigative reports from mock cases.] |
| [Generate forensic investigation reports of fraudulent activities with accounting, documentary, eDiscovery, computer forensic and online evidence] | [XXXX 9000 - Quizzes and Mid-term XXXX 9010- Lab work and class and online discussionsXXXX 9020 – Investigation report development using critical thinking process project] |
| [Conduct forensic data examinations to investigate fraud and financial crimes, using advanced technologies and methods] | [XXXX 9020 – Final exam XXXX 9030 – Analysis of forensic investigation results project.] |
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## Appendix C: BCIT Key Performance Indicator (KPI) program report (Program Mix Analysis)

## Appendix D: BC Student Outcomes Survey Results

[Based on credential insert the applicable report:

https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/education-training/bc-student-outcomes/annual-surveys

* APPSO (Former Apprenticeship Student Outcomes Survey)
* BGS (Baccalaureate Graduates Survey)
* DACSO (Former Diploma, Associate Degree, and Certificate Student Outcomes Survey)
* TSO (Trades Foundation and Trades-Related Vocation Student Outcomes Survey)]

## Appendix E: Student Survey Results

[ For the student survey results and for all other surveys below, be sure to include all comments provided to open-ended questions, redact all names or information that could identify individuals, and only include one version of the data tables (ie. remove the bar graphs) in order to shorten the appendices section. ]

## Appendix F: Graduate Survey Results

## Appendix G: Faculty/Staff Survey Results

## Appendix H: Industry Survey Results

## Appendix I: Faculty Qualifications & Currency

| Faculty Members | Professional Certification/Academic Qualification | Professional Development/Scholarly Activity[[2]](#footnote-2) | Relevant Industry Experience | Years of Teaching Experience/Where | Role/Position in Program/Area of Expertise |
| --- | --- | --- | --- | --- | --- |
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## Appendix J: Employability Skills Matrix

| [Column headings list examples of employability skills. Employability skills should be determined by your program. **You may need to add or delete columns.** List courses in the “Course” column and mark an “x” in the skill column(s) that each course meets.] Course | [Written & oral communication] | [Teamwork] | [Professional & ethical behaviour] | [Lifelong Learning & Adaptability] | [Technical competence] | [Critical thinking & problem solving] | [Work safely] | [Management/ Leadership] |
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## Appendix K: Program Advisory Committee (PAC) Membership

| PAC Member | Position/Role | Industry Segment | Company/Association | Professional Certification/Academic Qualification | # Years of PAC Service |
| --- | --- | --- | --- | --- | --- |
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## Appendix L: PAC Minutes

## Appendix M: Benchmark Program Comparison

[This table may be used and referenced for multiple sections (e.g.1.4, 5.8, & 7) of this report; modify and adapt as appropriate to obtain the best use of this table.]

| **Program Comparison** |
| --- |
|  Program Credential & Name | Institution and Location | Program Length | Number of Credits | Specializations/options | Work-Integrated Learning | [Key Program Component / Course Clusters / Area of Focus / Theme] |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

1. <https://www.bcit.ca/academic-planning-quality-assurance/program-development/>

 [↑](#footnote-ref-1)
2. Brief description the nature of the activity (e.g. conference/workshop attended/presented, research, books/articles edited/authored/published, etc.). [↑](#footnote-ref-2)