

**PROGRAM REVIEW**

[Credential & Name of Program]

|2018-19| School of [Name]

**Self-Study Report**

[Name], program champion

[Name], self-study team member

[Name], self-study team member

[Name], associate dean

[Name], instructional development consultant, LTC

[Day Month Year]

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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/apqa/program-review/) 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.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 report 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](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 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

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

## 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.]

## 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 BCITs mission and how the program aligns with BCITs mandate.]

## 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).]

## 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.)]

# 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.]

## [Summative Review of Curriculum](https://goo.gl/D2h3rR) (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](https://goo.gl/GzaSnX) 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](https://goo.gl/GzaSnX) 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](https://goo.gl/8tEGhe) for additional prompts.]

## Teaching, Learning, and Assessment Methodologies

[Describe and comment on:

How the program aligns with the following two of the four Learning and Teaching Framework pillars:

* Student-centred, active and experiential teaching and learning; and
* Program and curriculum design aligned with workplace needs

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.]

## 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](https://goo.gl/xAUpFC) for additional prompts. ]

## 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](https://goo.gl/xAUpFC) for additional prompts.]

# 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 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](https://goo.gl/gczDkx) 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.]

## 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](https://goo.gl/PN1cWj) 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)]

## 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](https://goo.gl/PN1cWj) 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.]

## 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](https://goo.gl/3gMtHA) for additional prompts.]

## 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](https://goo.gl/aeNAD2) for additional prompts.]

# 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

[Describe and comment on:

* Student satisfaction that the learning environments foster growth and creativity (reference: Learning and Teaching Framework pillar)
* 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.]

## Faculty (including PTS) and Staff Satisfaction with Services, Resources and Facilities

[Describe and comment on:

* Faculty and staff satisfaction with mentoring, and support for instructional skills.
	+ In addition, reflect on how support for faculty in this program currently aligns with the following Learning and Teaching Framework’ pillar: Faculty empowered by instructional skills and learning support.
* 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](https://goo.gl/2zXi2q) for additional prompts.

Append and reference where available and appropriate:

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

# 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 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.]

## 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.]

## 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 current British Columbia Labour Market Outlook Report:  <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx>.  If the proposed program is included in the Report’s list of “High Demand Occupations”, be sure to highlight this alignment. Reference should be made to applicable National Occupation Classification (NOC) codes.]

##  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]

## 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.]

## 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.).]

## Industry /Professional Associations - Connections/Engagement

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

## 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.]

## 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](https://goo.gl/aCGDSQ) for additional prompts, and for specific questions to address regarding alignment with BCIT policy.]

# 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:

* 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.]

## 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.]

## 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.]

## 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.]

# 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?]

# 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 /196-18 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 Date** | **Resources Required** | **Page References** | **Projected Costs** | **Operating Plan Year** |
| **Annual Operating Cost** | **One Time Cost (e.g. Capital, Curriculum)** |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| … |  |  |  |  |  |  |  |

#### Appendix X: 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 X: 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 X: 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. Refer to: <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx> ]

| Course | [Written & oral communication] | [Teamwork] | [Professional & ethical behaviour] | [Quality assurance] | [Technical competence] | [Critical thinking & problem solving] | [Work safely] | [Management/ Leadership] |
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#### Appendix X: Benchmark Program Comparison

[This table may be used and referenced for multiple sections (e.g. 1C, 5H, & 7) of this report; modify and adapt as appropriate to obtain the best use of this table.]

| **Program Comparison** |
| --- |
| Name of Program | Institute | Level/Credential | [Key Program Component/Course Clusters/Area of Focus/Theme 1] | [Key Program Component/ Course Clusters/Area of Focus/Theme 2] | [Key Program Component/ Course Clusters/Area of Focus/Theme 3] |
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#### Appendix X: 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 X: 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 X: PAC Minutes

#### Appendix X: BCIT Key Performance Indicator (KPI) program report

#### Appendix X: BC Post-Secondary Student Survey Results

[Based on credential insert the applicable report:

* APPSO (Apprenticeship Student Outcomes)
* BGS (Baccalaureate Graduates Survey)
* DACSO (Diploma, Associate Degree, and Certificate Student Outcomes)]

#### Appendix X: Student Survey Results

#### Appendix X: Graduate Survey Results

#### Appendix X: Faculty/Staff Survey Results

#### Appendix X: Industry Survey Results

1. <https://www.bcit.ca/apqa/program-dev/> [↑](#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)