

**PROGRAM REVIEW**

[Credential & Name of Program]

|Year| 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 Research Office](https://analytics.bcit.ca/#/site) ([IRO](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 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 I *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. 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. part-time certificates). For example, course changes that are recommended for a diploma may also impact a part-time 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 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:** Place and number each recommendation sequentially in the respective section of the document and visually separate from the dialogue with bullets, then copy into the recommendation table (with section reference where the recommendation is first proclaimed). 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 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 jargon” (e.g., 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 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

[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 (for graduate degrees only, include composition and role of the graduate program committee). Describe any partnership arrangements involved in the program, including the role of each partner in the delivery of the program.]

## 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. Succinctly describe the role the program plays in BCIT’s mission of partnering learners and industry for success through workforce development; and how the program aligns with BCITs mandate to deliver accessible and affordable high-quality education, to contribute to broad-based economic growth, and to advance the objectives of reconciliation ([BCIT’s 2019-2022 Strategic Plan](https://www.bcit.ca/wp-content/uploads/2019/04/bcit-strategic-plan-2019-22.pdf)).]

## 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 previous program or curriculum reviews and major structural changes (e.g., part time to full time, introduction of new options/specialties, other significant changes (e.g. in enrolment, program length, etc.) and rationale, etc.)]

## Program Review Data Sources and Stakeholder Profiles

For this program review, data has been obtained from the Ministry of Advanced Education and Skills Training as well as BCIT’s Institutional Research 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. DACSO survey, PMA data, customized surveys to various stakeholder groups etc.).To give context to the input from stakeholders, provide details of the various stakeholder groups that participated in the program review in terms of providing feedback on the program and/or recommendations. Provide details of the numbers of participants, and relevant demographic details that were gathered through survey, interview, focus group or other means. Use a table (similar to example, below) if desired.]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stakeholder group** | **Number invited** | **Number participated** | **Means and dates of participation** | **Graduation years [if applicable]** | **Profiles [e.g. job titles represented, if applicable]** |
| Alumni | [100] | [26] | [Survey (Spring 2020)] | [2015-2019] | [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 2020)] | [2018, 2019] |  |
| Current Students | [40] | [30] | [Survey] | [2020 and 2021] | [N/A] |
| Industry | [60] | [15] | [Survey] | [N/A] | [13/15 respondents reported holding senior level position with titles such as…] |
| Faculty | [8] | [6] | [Survey] | [N/A] | [N/A] |
| PAC | [8] | [3] | [Interviews] | [N/A] | [Two PAC members represented industry X and 1 represented industry Y. All hold senior positions] |

# Quality of Educational Design

[Note: Consider how the program aligns with BCIT’s [Learning and Teaching Framework](https://www.bcit.ca/files/ltc/pdf/ltf-flip-book.pdf) (LTF) (https://www.bcit.ca/files/ltc/pdf/ltf-flip-book.pdf) in the following four sections (2 – 5) where appropriate and if applicable, the [E-Learning Strategy](https://www.bcit.ca/learning-teaching-centre/e-learning-strategy/) (<https://www.bcit.ca/learning-teaching-centre/e-learning-strategy/>), [Indigenous Vision](https://www.bcit.ca/indigenous-vision/) (<https://www.bcit.ca/indigenous-vision/>) and [Sustainability Vision](https://www.bcit.ca/sustainability-vision/) (<https://www.bcit.ca/sustainability-vision/>).]

[This category examines the critical factors in educational design *(e.g. teaching methods, curriculum, and alignment with the LTF)* that contribute to quality educational experiences. These factors directly impact what happens in the learning environment among learners, faculty and staff members who are involved in teaching and learning processes. When describing the program alignment with the LTF, comment on how the Curriculum (Section 2.1.5), Teaching, Learning, and Assessment Methodologies (Section 2.2), and Program Delivery Mode (Section 2.3) contribute to the following two pillars of the Framework:

* Student-centred, active and experiential teaching and learning (pillar #2); and
* Program and curriculum design aligned with workplace needs (pillar #4).]

##  [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) 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 will provide data related to key curricular issues to include in this review, as outlined in the sections below. 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 consult with the Learning and Teaching Centre (<https://www.bcit.ca/learning-teaching-centre/services/curriculum-maintenance/> and/or the IDC.) If major curriculum changes are warranted and included as SSR recommendations, the details of some of these changes may be provided in the subsequent major program change proposal (e.g. learning outcomes, content, evaluation methods, learning and teaching methodologies of new courses).]

### Relevance and integration of program goals:

[Describe and comment on whether the current program goals (as stated in 1.4 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 types and criteria (e.g. meets the minimum credits) as well as standards stated in Procedure 5401-PR1 (<https://www.bcit.ca/files/pdf/policies/5401_pr1.pdf>). For Bachelor degrees, does the program align with the General Education guidelines? See PRM Appendix D1 for additional reference.]

[For alignment with credential standards (diploma and above), consider using the table provided below. For other credentials, adapt the table as appropriate.

| 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 |  |
| 2.Knowledge of Methodologies and Research |  |
| 3. Application of Knowledge |  |
| 4.Communication Skills |  |
| 5. Awareness of Limits of Knowledge |  |
| 6. Autonomy and Professional Capacity |  |

]

### Admission requirements:

[Describe and comment on whether the current admission requirements and admissions model (as stated in 1.4 above) are appropriate/effective for the program. Do the admission requirements 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 Procedure](https://www.bcit.ca/files/pdf/policies/5003_pr1.pdf) <https://www.bcit.ca/files/pdf/policies/5003_pr1.pdf>]

### Program structure:

[Append a Program Map. Describe and comment on how the program structure (as stated in 1.4 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. 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.
* Does the program align with the following BCIT’s policies and associated procedures:
* [5403 Course Outlines and Names](https://www.bcit.ca/files/pdf/policies/5403.pdf) and [5403-PR1 Course Outline](https://www.bcit.ca/files/pdf/policies/5403_pr1.pdf), (<https://www.bcit.ca/files/pdf/policies/5403.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/rigor)? Do course numbers indicate level of difficulty, align with credential type and pre-requisite structure?
* Do the course credit calculations comply with Policy 5012 Assigning Credits (<https://www.bcit.ca/files/pdf/policies/5012.pdf>)?

* If applicable, how key program wide issues like safety, accessibility and sustainable practices are integrated into the learning outcomes and evaluation strategies.
* Is there any unnecessary duplication of learning outcomes and/or gaps?
* If course sequences and prerequisite requirements support student learning and successful progression?
* How students are provided with opportunities to learn, apply and be evaluated for employability skills. Complete and append the Employability Skills Matrix (located in this template’s appendix).]

## Teaching, Learning, and Assessment Methodologies

[When discussing how the teaching, learning, and assessment methodologies align with the Learning and Teaching Framework, take into consideration two related sections (i.e. Sections 2.1.5 Curriculum; and 2.3 Program Delivery Modes), and if applicable, the [E-Learning Strategy](https://www.bcit.ca/learning-teaching-centre/e-learning-strategy/), [Indigenous Vision](https://www.bcit.ca/indigenous-vision/) and [Sustainability Vision](https://www.bcit.ca/sustainability-vision/).

Describe and comment on:

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? 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/>)?

How the teaching, learning, and assessment methodologies (including thesis requirement for graduate degrees) currently used in the program are sustainable and consistent with the learning outcomes described in the course outlines. Does the program use Open Educational Resources (<https://open.bcit.ca/>) and e-learning tools (E-Learning Strategy)?

Refer to [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 exam that constitutes more than 50% of the overall mark for a course? Does the program follow the standard grading criteria and time limit to complete a credential outlined in policy?

How recent professional development and/or scholarship in the teaching and learning field is applied to the methodologies mentioned above and offer examples, as appropriate to the program. For example, has there been any development and/or application of a new pedagogy in the program/courses?

For graduate degrees only, describe the design for research component, and processes for supervision and defence.]

## Program Delivery Modes

[When discussing how the program delivery modes align with the Learning and Teaching Framework, take into consideration two related sections (i.e. Sections 2.1.5 Curriculum; and 2.2 Teaching, Learning, and Assessment Methodologies), and if applicable, the [E-Learning Strategy](https://www.bcit.ca/learning-teaching-centre/e-learning-strategy/), [Indigenous Vision](https://www.bcit.ca/indigenous-vision/) and [Sustainability Vision](https://www.bcit.ca/sustainability-vision/).

Describe the delivery modes currently used in this program (e.g. classroom, online, blended, distance, condensed courses, simulation, and virtual/mixed reality)

Describe any work-integrated learning such as co-op, clinical, work terms, simulated work experiences, internship and practicum.

Comment on:

* How these delivery modes support students in the program with various learning styles, and how accessibility, diversity and inclusivity is considered
* The appropriateness of training methods and resources available to support the delivery modes.
* How indigeneity, sustainability and safety, if applicable, are considered in all delivery modes?]

## 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:

* 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))?
* The collective expertise in the department (faculty and staff) available to deliver the curriculum to the standards of the credential level, and those of accreditation and/or regulatory bodies. How this expertise and currency in the subject matter are maintained.
* Whether there are gaps in the collective expertise needed by the program and describe plans to address any gaps (that may result from faculty retirement/attrition, change in industry and program expansion, etc.).
* The research, scholarly and/or professional development in instructional skills and curriculum-related activities in which faculty/staff in the program are engaged and supported.]

# 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 Institutional Research Office (IRO)’s Key Performance Indicators (KPIs)/Program Mix Analysis (PMA), 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 2.1.3 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.
* Whether any grading inconsistency is 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.

Append and reference where available and appropriate:

* KPI (PMA) 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.

Append and reference where available and appropriate:

* BC Student Outcomes Summary of Survey Results from the IRO, based on credential:
	+ APPSO (Apprenticeship Student Outcomes)
	+ BGS (Baccalaureate Graduates Survey)
	+ DACSO (Diploma, Associate Degree, and Certificate Student Outcomes)
	+ TSO (Trades 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.

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.]

## 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.*

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.]

# 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* *#3*). For example, do students have access to learning opportunities that mirror workplace settings including but not limited to field-specific and appropriate tools/equipment, technologies, software, and respect for work-life balance?
* Student satisfaction with access to and usefulness of other resources such as, library materials, course learning materials (e.g. textbooks), services (e.g. IT) 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, professional development opportunities and support for instructional skills. In addition, reflect on how support for faculty in this program currently aligns with the *Learning and Teaching Framework pillar #1*: *Faculty empowered by instructional skills and learning support*. For example, do faculty have time and support to review the currency of the curriculum? Do they have time and support to update course materials and instructional approaches (e.g. with assistance from the LTC)?
* Faculty and staff satisfaction with access to and usefulness of the equipment, library materials, course learning materials (e.g., textbooks), and services (e.g. IT), 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.

Append and reference where available and appropriate:

* Student, graduate, and faculty/staff 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 and/or Audit by Regulatory Body

[Describe and comment on:

* The nature of accreditation and/or audit for this field or profession, and provide an overview of the relevant accrediting and/or regulatory body/bodies (e.g. Transport Canada).
* The program area’s relationship and history with the accrediting and/or regulatory body/bodies.
* The program area’s current accreditation and/or audit status and future scheduled accreditation reviews and/or audits, issues, and opportunities.

To avoid repetition and as appropriate, defer and/or refer comments to section 6.3.]

## Alignment with Provincial Direction, BCIT’s Strategic Plan and Education Plan

**5.3.1 Alignment with Labour Market Demand**

[Describe and comment on:

* 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 program aligns with the Report’s list of “High Opportunity Occupations”, be sure to highlight this alignment. Reference should be made to applicable National Occupation Classification (NOC) codes.]

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

[Describe and comment on:

* How the program aligns with BCIT’s Strategic Plan (2019-2022) (<https://www.bcit.ca/wp-content/uploads/2019/04/bcit-strategic-plan-2019-22.pdf>) and the main goal of “distinction through differentiation” in the Education Plan (2019 – 2022) (<https://www.bcit.ca/education-plan/>).

Specifically, describe how the program will contribute to any of the following strategic commitments and initiatives (*with the aid of the table below, if preferred*).

|  |  |
| --- | --- |
| **Strategic Plan (Commitments and Initiatives) and Educational Plan (Channels)** | **Brief program description to show contribution and/or alignment.** **[Ideas for your consideration and adoption, Feel free to edit as needed/appropriate. Point form is acceptable. Recommended not to exceed one page.)]** |
| [Commitment #1. People-Focused Organization:Initiative #1. Strengthen support and services for learners to promote success, well-being, and resilience;Initiative #2. Invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning;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/>) | [Ideas for consideration:* To balance workload and enable flexible and self-directed learning
* Experiential learning and authentic assessment are facilitated through capstone projects, industry-based projects, community-focused courses, team-based community action projects, field-based studies and other forms of active learning
* Introductory and advanced Instructional Skills Workshop (ISW) are available to help faculty to improve and update teaching approaches and curriculum
* The Learning and Teaching Centre offers support in areas ranging from teaching practice to curriculum development
* Open education resources (OER) and open education practices are preferred during curriculum design and resource selection]
 |
| [Commitment #2. Future-Proof Applied EducationInitiative #4. Reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner success;*(Education Plan: Channel 1 Interdisciplinary Programming)*Initiative #5. Anchor BCIT as a leader in interdisciplinary initiatives and integrative learning methodologies that ensure job readiness and career mobility;*(Education Plan: Channel 2 Open Credentials)*Initiative #6. Cultivate exceptional learning environments and communities through technology and sustainable campus development*(Education Plan: Channel 3 Centres of Competence)*] | [Ideas for consideration:* Program include some degree of flexibility in course selections and delivery, based on learning needs, e.g. introduce more choices into the program through course electives
* Create competency-based courses, pathways for learner progression, open multidisciplinary credentials, and PD among industry partners
* Faculty incorporate experiential learning and authentic assessment in their curriculum
* Informal and cross-disciplinary student learning is supported through a cohesive student learning hub
* Explore technologies that enhance the quality, accessibility and experience of education at BCIT including simulation, distributed and hybrid learning, and virtual, augmented, and mixed realities, e.g. create living labs and shared ecosystems to foster teamwork and project-based learning]
 |
| [Commitment #3. Globally Relevant Connections:Initiative #7. Infuse Indigenous\*\* knowledge and practices throughout the organization and within our partnerships to mobilize broader societal change;(\*\*additional resource: “An Indigenous Vision – A Framework for Action and Accountability” <https://www.bcit.ca/indigenous-vision/>)Initiative #8. Reinvest how we work with industry and peers to drive economic, environmental prosperity in BC and beyond;*(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.] | [Ideas for consideration:* Experiential learning and authentic assessment are facilitated through capstone projects, industry-based projects, community-focused courses, team-based community action projects, field-based studies and other forms of active learning
* Implement intellectual and cultural traditions through renewed curriculum and learning approaches that reflect indigenous ways of knowing
* Develop and strengthen programs that contribute to employability and career building of Indigenous people
* Develop shared, interdisciplinary centres of competence
* Strengthen program-level interaction through Program Advisory Committee
* Sustain a balanced approach to international enrolments
* Integrate intercultural communication skills into curriculum
* Establish services to support and connect learners and employees from varied backgrounds and to help faculty to teach an evolving student body
* Invest in training that fosters global perspective and seek out key academic partners around the world]
 |

]

[If applicable,briefly comment on how the program fosters a culture of respect and inclusivity, in alignment with BCIT’s value of championing diversity and inclusion. For example, how diversity and inclusion are reflected in:

* curriculum design (e.g. diverse perspectives including those of under-represented groups are included in the course materials such as case studies);
* learning and teaching (e.g. students have the opportunity to demonstrate their learning in more than one way; accommodation of students with different learning needs)
* faculty, student body and PAC membership**.**]

## 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>). 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 (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.

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]

## Marketing and Public/Community Engagement

[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 and faculty currently use to connect with the community (e.g., Institutional advertising, school/dept. advertising campaigns, Big Info, industry career fairs, high-school career days, volunteering in community events, guest talks, 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.]

## Industry /Professional Associations - Connections/Engagement

[Describe and comment on how the program connects with relevant industry/professional associations, for example, student placements, industry events and participation on provincial articulation committees etc.]

## Credential Recognition and Nomenclature

[Describe and comment on:

* Whether the program’s goals as reflected by learning outcomes and standards that 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.
* 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. Include any relevant survey data or consultation.

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 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 Policy** | **In compliance? (Yes/No)** | **Relevant Section and Program Response (if not in compliance)** |
| Policy/Procedure 5003 Admissions | [Yes] | Section 2.1.3 |
| Policy 5012 Assigning Credits | [No] | Section 2.1.5[See Recommendation #1: 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 2.1.2 |
| Policy/Procedure 5402 Program Review | [Yes] | Section 6.2 |
| Policy/Procedure 5403 Course Outlines and Names | [Yes] | Section 2.1.5 |
| Policy/Procedure 5404 Program Advisory Committees | [No] | Section 5.4[See Recommendation #5: Increase both government and industry representation on the PAC.] |
| 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. For example, do the program faculty meet at the end of term to discuss curriculum? Is the KPI/PMA report discussed at the PAC meetings and/or reviewed with management?
* Issues that have arisen from such 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. Refer to Policy 5402 Program Review (<https://www.bcit.ca/files/pdf/policies/5402_pr1.pdf>). Did the program comply with the program review policy? Append previous One-year Status Report, if applicable.]

## Accreditation and/or Audit Reports

[Describe and comment on details of the last report by an accreditation and/or regulatory body (e.g. Transport Canada), including date, stakeholder groups contacted, recommendations, and results of implementing the recommendations. Provide the date of the next scheduled accreditation review or audit, if known.

To avoid repetition and as appropriate, defer and/or refer comments to section 5.2. 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, 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 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 the section where the recommendation is first proclaimed 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*]
* 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** | **Section Reference**  |
| **1** | Develop and implement a Major Curriculum Change addressing the following recommendations… | Sep /20 – Mar /21 | Faculty release | 2.1.5 |
| **2** | Investigate opportunities to provide pathways to higher credentials within BCIT using the established schools, resources, and credentials already available. | Sep /20 – Dec /20 | Associate Dean, Program/Department Head and Faculty | 3.2 |
| **3** | Explore industry receptiveness for supporting an optional COOP component. | Sep /20 – Aug /21 | Associate Dean, Program/Department Head, Faculty, PAC, Industry | 3.3 |
| **4** | Implement methods/strategies to more comprehensively maintain connection with our graduates, to track/leverage their successes, and to bolster program metrics. | Sep /20 – Dec /20 | Associate Dean, Program/Department Head, Faculty, Alumni | 3.4 |
| **5** | Explore new initiatives to further develop applied research activities. | Sep /20 – Mar /22 | Associate Dean, Program/Department Head, Faculty, PAC, Industry | 5.6 |

]

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| --- | --- | --- | --- | --- |
| **R#** | **Recommendations** | **Estimated Timeline****Start to Completion Date** | **Resources Required** | **Section** **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 (Program Mix Analysis/PMA)
* BC Student Outcomes Survey Results, based on credential:
	+ APPSO (Apprenticeship Student Outcomes)
	+ BGS (Baccalaureate Graduates Survey)
	+ DACSO (Diploma, Associate Degree, and Certificate Student Outcomes)
	+ TSO (Trades Student Outcomes)
* Student Survey Report
* Graduate Survey Report
* Faculty/Staff Survey Report
* Industry/Employer Survey Report
* PAC Minutes (for the past 3 years and any minutes that directly support recommendations in the self-study report)
* Others as appropriate]

**NOTE**: When the Self-Study Report is submitted to the School Dean and APQA within the Office of the VPA, please ensure the completed “Table of Recommendations with Projected Costs” (see 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 – please delete table when SSR is finalized)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **R#** | **Recommendations** | **Estimated Timeline****Start to Completion Date** | **Resources Required** | **Section References** | **Projected Costs** | **Operating Plan Year** |
| **Annual Operating Cost** | **One Time Cost (e.g. Capital, Curriculum)** |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| … |  |  |  |  |  |  |  |

#### 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 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:

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

#### Appendix E: Student Survey Results

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

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)