

QUALITY ASSURANCE PROCESS AUDIT

INSTITUTION REPORT

SEPTEMBER 2017



PREPARED FOR THE MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING

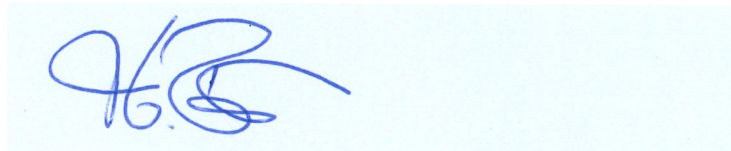
ACADEMIC PLANNING AND QUALITY ASSURANCE OFFICE
BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

British Columbia Institute of Technology
Academic Planning and Quality Assurance
Office

Statement of Institution Report Preparation

Declaration

The signature of the institution's vice president academic or vice president education acknowledges the signatory's responsibility for the contents of the report.



Signature of Declarant:

Click on picture icon to insert e-signature

Name and Title:

Dr. Tom Roemer, Vice President Academic

Date:

September 28, 2017

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Table of Abbreviations

Acronym	Phrase
APQA	Academic Planning and Quality Assurance Office
ARLO	Applied Research Liaison Office
BCAIU	British Columbia Association of Institutes and Universities
BCCAT	BC Council on Admissions and Transfer
BCGEU	BC Government Employees Union
BCIT	British Columbia Institute of Technology
CRC	Canada Research Chair
DQAB	Degree Quality Assessment Board
EDCO	Education Council
ERT	External Review Team
FSA	Faculty and Staff Association
FTE	Full-time equivalent
IDC	Instructional Development Consultant
KPI	Key Performance Indicator
LTC	Learning and Teaching Centre
PAC	Program Advisory Committee
PD	Professional Development
PMA	Program Mix Analysis
PSI	Post-secondary Institutes
PSIPS	Post-Secondary Institutes Proposal System
QAPA	Quality Assurance Process Audit
REB	Research Ethics Board
SAAF	Senior Academic Administrators' Forum
VPAO	Vice President Academic Office

1. INSTITUTION PROFILE

General information and overview.

Established in 1964, the British Columbia Institute of Technology (BCIT) has a provincial mandate under the British Columbia *College and Institute Act*¹ to serve as a polytechnic institution for British Columbia by offering technological and vocational instruction resulting in apprenticeship certifications, and the conferring of certificates, diplomas, and baccalaureate and master's degrees. In 1964, BCIT's mandate was to prepare job-ready graduates. While the Institute has seen many changes since it opened its doors, that basic mandate continues. For that reason, graduates of BCIT trades, apprenticeship, technology, and professional programs remain some of the most sought-after employees in Canada. BCIT's fundamental commitment to graduates' career success is woven throughout the Institute's history.

Over the years, BCIT has evolved to meet the needs of British Columbia, and is now one of the largest and most diverse post-secondary institutions in Canada. BCIT's distinct position can be attributed to the core business of delivering trades, apprenticeship, and technology education and training in support of British Columbia's economic development and traces to BCIT's long-standing connection to industry.

Vision

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

Mission

BCIT exists to serve the success of learners and employers:

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

Mandate

- BCIT's foundation is comprised of certificates, diplomas, and both undergraduate and graduate degrees: the entry-to-practice credentials that lead to rewarding careers. These are enhanced by programs and courses that are aligned with career development and growth, and include industry services, advanced studies, and continuing education.

¹ http://www.bclaws.ca/civix/document/id/complete/statreg/96052_01

- BCIT offers experiential and contextual teaching and learning with interdisciplinary experiences that model the evolving work environment.
- BCIT conducts applied research to enhance the learner experience and advance the state of practice.
- BCIT exercises its provincial mandate and priorities, as well as its internationalization initiatives, by collaborating globally with post-secondary systems and employers in activities that improve learner access and success.

BCIT Academic Structure and Programming

BCIT is known throughout the province and across the country for its unique applied education model. The Institute is focused on producing highly skilled graduates who add value in employment and entrepreneurial activity in BC, Canada, and beyond.

BCIT currently serves approximately 47,000 students, comprised of 18,000 full-time and 29,000 part-time students, studying in about 285 programs. BCIT offers a range of credentials including certificates, diplomas, bachelor and master's degrees. BCIT has developed, approved, and successfully launched 25 bachelor degrees since 1995, and these degrees enjoy a strong reputation for quality and career advancement. In addition, BCIT began offering master's degrees in 2007 and now delivers four master's programs, two in partnership with other BC post-secondary institutions². Furthermore, BCIT is one of 15 public post-secondary institutions delivering trades training, receiving 25% of the total BC Industry Training Authority public post-secondary funding. Delivering the largest breadth of foundation and apprenticeship programs within BC, the Institute serves as the trades and technical "engine" for the province.

BCIT is committed to the highest academic standards, and is recognized by numerous rigorous external accreditations in disciplines ranging across business, health, engineering, computing, and transportation (see Appendix 6a). In 2015, the Minister of Advanced Education granted BCIT approval for Exempt Status in baccalaureate level programming based on an extensive review of the Institute's educational quality policies, processes, and practices.

Educational programs at BCIT are delivered through six Schools, each of which is led by a dean. The current academic structure at the Institute is as follows:

- School of Business
- School of Computing and Academic Studies
- School of Construction and the Environment
- School of Energy
- School of Health Sciences
- School of Transportation

Within each of these six Schools, associate deans provide administrative and educational leadership for specific portfolios (program groupings) and program heads or chief instructors provide administrative and educational leadership at the program level.

² The two master's degrees offered in partnership are as follows: Master of Science in Ecological Restoration (jointly offered by BCIT and Simon Fraser University); Master of Digital Media (jointly offered by BCIT, Emily Carr University of Art and Design, Simon Fraser University, and University of British Columbia)

In addition, the Institute's academic structure includes the Dean of Academic Planning and Quality Assurance, the Dean of International, and the Dean of Applied Research.

Collaborations/Partnerships

The Institute has cultivated partnerships with business and industry, high schools, and other post-secondary institutions. These partnerships have allowed the advancement of the Institute's vision by broadening core offerings, increasing the number of degree programs, enhancing applied research to support advanced studies, strengthening work-integrated learning opportunities, and expanding partnerships to include international study opportunities for BCIT students.

BCIT has developed collaborative agreements with numerous post-secondary institutions in the province, including University of British Columbia, Simon Fraser University, Emily Carr University of Art and Design, Vancouver Community College, Royal Roads University, Thompson Rivers University, Northern Lights College, Camosun College, College of New Caledonia, Okanagan College, Selkirk College, Northwest Community College, and the Justice Institute. In addition, BCIT has developed partnerships with post-secondary institutions across the country such as Southern Alberta Institute of Technology (SAIT), Northern Alberta Institute of Technology (NAIT), Algonquin College, and Humber College. Beyond Canada, BCIT has developed a variety of partnerships with international institutions as outlined in Section 1.d below.

Work-integrated Learning

All BCIT programs are designed to provide students with an educational experience that prepares them for success in the labour market and for further studies. Work-integrated learning is a core element of BCIT's programming and is embedded in most degree, diploma, and certificate programs. Work-integrated learning experiences are offered in a variety of formats, including co-operative learning, apprenticeship training, clinical/preceptorship placements, industry-based practicums, industry-sponsored projects, and other industry-related opportunities.

Applied Research, Innovation, and Industry Relationships

Over the past 28 years, BCIT has conducted applied research to enhance the learner experience and advance the state of practice. Researchers at the institution have access to 53,800 sq. ft. of laboratory space and a \$28 million Centre for Applied Research and Innovation. Annually, BCIT is responsible for over 50 collaborative industry projects and over 1,000 applied research projects that engage faculty and students. In 2016, the World Federation of Colleges and Polytechnics recognized the institution for an International Award of Excellence with a gold standing in Applied Research and Innovation. For further information, see Section 2.d and 4.1.d.

1.a Student full-time equivalent (FTE; 2016/17 fiscal year data): 21,651³

1.b Student profile (2016/17 fiscal year data)

- **Undergraduate FTE:** 21,576
- **Graduate FTE (if applicable):** 75 (52 in master's programs³; 23 in graduate certificates)
- **FTE enrolled in degree programs:** 2,067
- **FTE enrolled in non-degree programs:** 19,584 (includes 4,929 apprenticeship FTEs)

Within the above FTE numbers, there are 1,989 international FTEs representing students from over 100 countries across five continents.

1.c Geographical location

- *Number of campuses:* five campuses
- *Campus locations (specify the country, province, city/town where the campuses are located):*

BCIT has five campuses, all in the Greater Vancouver area. The campuses are listed below with a brief description of the key educational programming offered at the campus.

Burnaby Campus (3700 Willingdon Avenue, Burnaby, BC)

BCIT's main campus, including programs in business, construction, engineering, health, computing, and transportation fields.

Downtown Campus (555 Seymour Street, Vancouver, BC)

Programs offered include computing, business, and numerous part-time studies offerings.

Marine Campus (265 West Esplanade Avenue, North Vancouver, BC)

All programming related to the maritime industry is offered at this campus.

Aerospace Technology Campus (3800 Cessna Drive, Richmond, BC)

All programming related to the aerospace industry is offered at this campus.

Annacis Island Campus (1608 Cliveden Avenue, Delta, BC)

This campus opened in 2014 and is home to motive power programs offered by BCIT and Vancouver Community College.

³ BCIT's FTE numbers do not include students in the Master of Digital Media program, per Ministry of Advanced Education, Skills and Training direction that all FTE numbers for that program are to be captured and reported by Simon Fraser University according to the program's administrative agreement.

1.d Program offerings

- *Total number of credential programs offered by credential level:*

Program Type Offerings	2016/17 Counts ⁴
Apprenticeship	25
Industry Partnership Certificate	4
Associate Certificate	55
Certificate	73
Diploma	59
Advanced Certificate	31
Advanced Diploma	4
Baccalaureate Degree	25
Graduate Certificate	4
Master's Degree	4
Total	284

- *List of 3rd party international partnerships involved in the delivery of programs which result in the conferring of a credential:*

Over the past several decades, BCIT has engaged in numerous international program partnerships, which conferred BCIT credentials. At present, BCIT is partnered with one Korean and three Chinese institutions which result in the conferring of a BCIT credential. OSAN University (Korea) is partnered to deliver the BCIT Diploma in Automotive Technical Studies, while Wenzhou Vocational and Technical College (China) is partnered to deliver the BCIT Diploma in Mechanical Engineering, Nanjing College of Information Technology (China) is partnered to deliver the BCIT Diploma in Computing Technology, and Dongguan Polytechnic (China) is partnered to deliver the BCIT Diploma in Computer Systems Technology.

In addition to the international partnerships noted above, BCIT has signed multiple Memoranda of Understanding to support international experiences for students and faculty:

- Incoming and outgoing student study abroad opportunities
- Faculty mobility and professional development exchange initiatives
- Baccalaureate and graduate degree completion pathway opportunities
- International co-operative field school opportunities

⁴ As of August 17, 2016

1.e Impact of the institution Mandate on its quality assurance mechanisms

Describe how the institution's Mandate impacts or influences the quality assurance mechanisms employed by the institution (300 words maximum).

As a public post-secondary institution governed by the *College and Institute Act*, BCIT's governance structure is composed of a Board of Governors and an Education Council (EdCo.) The Board of Governors has overall financial and fiduciary responsibility for the Institute and is responsible for determining programs to be offered at BCIT in conjunction with the Institute's Education Council. The Education Council is composed of faculty, support staff, students, and administrators and has a close relationship with the Board of Governors. Education Council is required by legislation to provide advice to the Board on matters of academic policy, education programming, student progression, and any other matters the Board may direct.

The *College and Institutes Act* also states that the purpose of BCIT is to serve as a polytechnic institution for British Columbia by:

1. providing courses of instruction in technological and vocational matters and subjects,
2. providing courses of instruction at the baccalaureate and applied master's degree levels, and
3. performing other functions designated by the minister.

The Ministerial Mandate Letter provides further direction on specific strategic priorities of the BC government (see Appendix 1a).

BCIT's broad mandate and broad range of program offerings requires quality assurance mechanisms that are universally rigorous but adaptable to the range of credential types. Quality assurance mechanisms are guided by policies and procedures which are reviewed and refined as needed, and widely communicated to the academic community.

BCIT is committed to program quality and improvement, across all program and credential types, as evidenced in our Strategic Plan (2014-2019). See Section 4.1.d for additional detail. Within the Office of the Vice President Academic (VPA) is the Academic Planning and Quality Assurance (APQA) Office which coordinates the submission of new programming, program reviews, and changes to existing programs for each of the six schools via a three year rolling Operating Plan. From the Operating Plan, resources are allocated to ensure that identified initiatives are achieved according to Institute expectations and timeframes. APQA works with school working groups to ensure that all items within the Operating Plan proceed efficiently from conception to implementation. APQA also works closely with Education Council to provide administrative support to educational programming initiatives and policy/procedure development, approval, implementation, and to raise institutional awareness of quality assurance measures.

BCIT remains accountable to its mandate and reports out via the annual BCIT Institutional Accountability Plan and Report⁵.

⁵ <https://www.bcit.ca/about/publications/>

2. QUALITY ASSURANCE POLICY AND PRACTICE

This report is to introduce the QAPA team to the internal processes currently and previously in use at the institution and any other materials needed during the site visit. This should focus on how the internal policies and program review processes are reflective of the institution's mission, whether the internal process gauges such things: how faculty scholarship and professional development inform teaching and continue to be a foundation for ensuring that programming is up to date, how learning outcomes are being achieved, and how student progress is assessed and measured.

2.a Overview

BCIT employs rigorous and systematic approaches to both program development and program review, each supported by their own respective policy and procedures. In addition, there are a number of academic policies that support quality assurance policy and practice. All policies are developed and periodically reviewed for alignment with BCIT's Strategic Plan (see the current Strategic Plan (2014-2019) in Appendix 1b). Furthermore, all new program proposals, and program review self-study reports specifically require a comment on how the program aligns with BCIT's Strategic Plan and institutional mission. All academic policies are reviewed and approved by BCIT's Education Council and Board of Governors. Program quality and the associated policies, procedures, templates, and resources, are the responsibility of the Academic Planning and Quality Assurance Office (APQA), which resides within the Vice President Academic Office (VPAO). All materials and links are located on the [APQA website](#). In addition to APQA, program areas are supported by a well-resourced [Learning and Teaching Centre](#) (LTC) and [Institutional Research Office](#).

2.b Program Development

For program development, Policy 5401 (see Appendix 2a) outlines the rigorous, structured, transparent, and consultative program development and approval process, which has minor variations depending on credential type (see Appendix 2b for a listing of BCIT's credential types (Procedure 5401-PR1); see Appendix 2c for the flowcharts in Procedure 5401-PR2 for each credential type's specific process). This policy has remained relatively unchanged for the period 2011-2017, with refinements approved in the spring of 2017 (resulting from a LEAN review⁶).

The process for program development at BCIT has four stages, beginning with a Notice of Intent to raise awareness of and solicit initial feedback related to the new initiative, and in the case of degrees, to seek approval from the Board of Governors to proceed with the development of the new degree program. The second stage involves widespread consultation and review by internal and external stakeholders, including the respective School's Quality Committee, an Internal Panel of faculty experienced with degree development and an External Panel including industry representatives and academic experts from peer institutions. The second stage culminates with a fully developed proposal for the new program. The third stage involves a rigorous review of the proposal by the Vice President Academic and APQA Offices, the Education Council Programming Committee, the full Education Council, and the Board of Governors. In the

⁶ BCIT has implemented the LEAN/continuous service improvement process to review various departments and processes at the Institute. A general description of the LEAN approach is found in Appendix 6c, and specific outcomes of the LEAN process related to program development and program review is detailed in Section 4.1.a and in Appendix 6d.

case of degrees, after BCIT's Board of Governor's approves the proposal, it is submitted to the Ministry of Advanced Education, Skills and Training (Ministry) degree approval process, involving the PSIPS (Post Secondary Institution Proposal System) review process, and Degree Quality Assessment Board (DQAB) review and recommendation to the Minister of Advanced Education, Skills and Training (Minister) for final approval. BCIT has Exempt Status for baccalaureate degrees. The final stage of BCIT's process is implementation of the new program, ensuring that all aspects of program implementation are coordinated and appropriately resourced.

2.c Program Review

For program review, Policy 5402 (see Appendix 3a) reflects BCIT's commitment to maintaining high quality educational programs and to the ongoing renewal of those programs. BCIT systematically reviews and assesses its programs for quality, currency, and relevance to stakeholder needs. Procedure 5402-PR1 supports this policy with additional detail and guidance (see Appendix 3b). This policy has remained relatively unchanged since it was substantially revised in 2012; all three program reviews selected for the QAPA process complied with this policy. The program review policy is currently undergoing some revisions as the result of its specific LEAN review, with implementation in December 2017 (see full discussion in Section 4.1.a). BCIT has developed a detailed Program Review Manual and a series of templates to guide and support program areas through the process; this manual can be found in Appendix 5b.

Program review at BCIT is a collaborative, systematic, constructive, research-based examination of a program's quality. It involves the development of an internal self-study report with evidence-based recommendations for program changes, validation from an external review panel including a site visit, a final report integrating input from the external review and the finalizing of recommendations, and an institutional response by way of presentation at Education Council by the Vice President, Academic. One year following the presentation of the program review findings and recommendations, the school dean will present to Education Council on the status of the action plan implementation. All related documents are retained by Education Council, and are available to all BCIT employees.

Normally, all degree programs will be reviewed every five years, with the remaining programs reviewed at least every seven years. If resources are an issue, priority will be given to reviewing degree and diploma programs.

In addition to scheduled program reviews, BCIT programs engage in frequent and ongoing reviews of a less formal/comprehensive nature to ensure timely responses to stakeholder needs, in particular students. These include regular reviews of program key performance indicators (KPI), student engagement surveys, an annual elected-student representative feedback mechanism ("Set Rep Feedback"; see Appendix 6f), program advisory committee meetings with student input, end-of-course surveys, other annual formal/informal processes led by program areas (such as curriculum workshops), and also Learning and Teaching Centre (LTC) supported initiatives such as mid-term student feedback sessions ("Small Group Instructional Feedback").

BCIT's current and planned program review activity is summarized in the document titled "Appendix 2a: Completed and Planned Reviews Worksheet", submitted on May 11, 2017

to the DQAB: 24 reviews completed, 13 additional reviews in process, and 27 reviews scheduled to be completed between 2018 and 2021 (see Appendix 7).

In addition to the above program development and program review policies and practices, BCIT has a comprehensive set of academic policies and procedures that support quality assurance policy and practice (see Appendix 4 for the full list of academic policies).

2.d Scholarship and Professional Development

Scholarly activity takes many forms at BCIT, including the scholarship of discovery, application, integration, teaching and learning, and service⁷. The Institute supports a broad range of faculty scholarship initiatives, with particular emphasis on activities that inform professional practice and advance the state-of-practice in industry. A key goal of scholarly activity is to support the ability for faculty to stay current and maintain connections and competency in their fields, and to integrate current industry knowledge and practices into teaching and learning. BCIT's Strategic Plan incorporates a commitment to support the individual development and professional growth of our employees, and has a specific strategic initiative focused on providing faculty with opportunities to increase awareness and knowledge of new methodologies and technologies that support teaching and learning (see Strategic Goal 3-2.3, Appendix 1b).

BCIT employs highly qualified faculty to accomplish the mission and goals of the Institute to ensure students in all programs, disciplines and locations receive instruction from appropriately qualified faculty, to maintain the quality of BCIT programming, and to align with expectations from stakeholders and accrediting bodies. BCIT's unique mandate requires that faculty have an appropriate balance of three essential qualifications: academic and/or professional/industry credentials, industry experience, and a commitment to teaching excellence. Appropriate qualifications vary by program, but all faculty have demonstrated mastery of the subject area through their employment experience.

BCIT engages in a wide range of applied research activities that can be characterized under five broad research themes:

1. Sustainability and the Built Environment
2. Health, Natural Health, and Biotechnology
3. Social Enterprise, Human Capital, and Entrepreneurship
4. Energy, Resources, Manufacturing, and Transportation
5. Information/Communications, Technology, and Security.

By engaging faculty and students to provide practical business and industry solutions through applied research activities, BCIT continues to build upon its competitive strengths. One noteworthy example is the use of the SMART microgrid technology, which is powered by solar panels, in assisting remote Indigenous communities to shift from the use of diesel as a source of electricity.

⁷ Adapted from Boyer, E.L. (1990). *Scholarship Reconsidered - Priorities of the Professoriate*. New York: The Carnegie Foundation for the Advancement of Teaching.

Each of the six Schools has implemented a Research Committee with the mandate of promoting research awareness and activities within their School. The Institute has an Applied Research Liaison Office (ARLO), which supports research across BCIT, providing a wide range of support services and guidance to faculty, researchers, students, industry, administrators, and School Research Committees. Faculty at BCIT access funding to support research initiatives through both internal Institute sources and external funding opportunities. BCIT holds three federally-funded Tier II Canada Research Chair (CRC) positions. The faculty collective agreements provide articulated strategies and funding for ensuring professional development and scholarship opportunities are available to all faculty. A more thorough discussion of these topics is found in Section 4.1.d.

2.e Learning Outcomes and Student Progress

Learning outcomes are a foundational component of all BCIT programs. The approval processes for new programs and major program changes require all proposals to include a full description of the curriculum. Through the various review stages, the curricular structure and the individual course outlines are subject to a rigorous review, with a focus on learning outcomes and assessment methods. Important elements of this review are ensuring alignment of learning outcomes with the credential type and credential standards, alignment of assessment methods with educational policy on student evaluation and good assessment practices, and designing programs to provide an effective, meaningful learning experience to help students achieve the stated learning outcomes.

The program review process includes an analysis of student/graduate success through the courses and the program as a whole, and involves a review of the course outlines, again with a focus on learning outcomes and assessment methods. A frequent outcome of program reviews is an updated set of course outlines, both to better align with stakeholder needs and to clarify overall course expectations.

2.f Learning and Teaching Framework

BCIT recently launched a new Learning and Teaching Framework (see Appendix 1c) which augments program quality and practice. It focuses on four themes:

1. Program and curriculum design aligned with workplace needs
2. Student-centered, active and experiential teaching and learning
3. Faculty empowered by instructional skills and learning support
4. Learning environments to foster growth and creativity

There are numerous faculty professional development initiatives connected to the Learning and Teaching Framework, including a renewed emphasis on developing and achieving/updating course and program learning outcomes, and exploring best practices in authentic student assessment practices.

2.g Education Plan

A final quality process and practice initiative to draw attention to is the work currently being done on a new Education Plan for BCIT. This is being led by BCIT's Vice President Academic, and seeks to engage the internal community of educational practitioners to share their views on educational strategy, desirable amendments and requirements, and long-term direction of the Institute. After a series of interactive consultations, the goal is have the final plan available in January 2018.

3. SELF-EVALUATION APPROACH

Provide a general overview of the approach used by the institution to complete its internal evaluation process (self-study) for the QAPA. This section should outline the following: the main issues of the self-evaluation; the membership of the institution's quality assurance team/committee members and their respective roles; the distribution of duties and responsibilities; data/ evidence collection procedures; data/ evidence analysis procedures used to critically assess the effectiveness of quality assurance mechanisms; any consultations carried out.

As reflective of BCIT's practices for program development and review, the approach used by the institution for the development of this institution report and preparation for the site visit was inclusive, collaborative and highly consultative. The Dean, Academic Planning and Quality Assurance held several information sessions with the Deans' Council, Associate Deans' Forum, School Quality Committee Chairs, and Education Council to provide an overview of the QAPA review and to ensure broad awareness and support for the process. The APQA group held several planning meetings to outline key participants, milestones, and tasks, and also determined the membership of the Steering Committee to oversee preparation of the institution report. All participants required for the site visit were advised of the dates for the site visit and preparatory meetings, and asked to make themselves available for each.

Steering Committee

A Steering Committee was formed to guide the institutional self-study process and prepare for the site visit. Steering Committee members included:

1. President
2. Vice President, Academic
3. Associate Vice President, Education Support and Innovation
4. Dean, Academic Planning and Quality Assurance
5. Managers, Academic Planning and Quality Assurance
6. Coordinator, Education Council
7. School Deans, Associate Deans, and Program Heads (based on the programs selected for QAPA review)
8. Dean, International
9. Dean, Applied Research
10. Chair, Education Council
11. Registrar
12. Director, Institutional Research
13. Director, Educational Support Services
14. Director, Enrolment Planning
15. Director, Learning and Teaching Centre

The Steering Committee role included providing institution report content, reviewing and commenting on the report, assisting in the planning for the site visit, and participating during the site visit.

Development of the Institution Report

The institution report was drafted by APQA, referring to data and evidence found in the Institute's Strategic Plan, the Institutional Accountability Plan and Report (2016/17), the Learning and Teaching Framework, academic policies and procedures, program review

and program development guiding materials, and the program review documentation for the selected programs. Individual members of the Steering Committee assisted in providing data for components of the institution report.

As APQA had recently undertaken an extensive review of BCIT's program development and program review processes (using the LEAN methodology), there were numerous actions underway to streamline and enhance these quality assurance processes. Reflections and action items from the LEAN review (see Section 4.1.a and Appendix 6d) contributed to the critical assessment of the effectiveness of our quality assurance mechanisms (the "Institution Assessment" sections within the institution report). Once fully drafted, the institution report was sent to the Steering Committee for review and comment, and presented and endorsed by Education Council prior to being submitted to the Ministry.

Writing the QAPA institution report was APQA's top priority, impacting our ability to serve our usual mandate/function (i.e. some other initiatives were delayed while the report was being drafted and finalized). While the QAPA institution report required a significant amount of time and focus to ensure all aspects of the report were fully addressed, it was a valuable process to reflect on our quality assurance processes and discuss them broadly across the Institute.

Preparations for the Site Visit

All key Institute stakeholders were involved with preparations for the site visit, including the Senior Team (President and Vice Presidents), the Steering Committee, and program representatives for the selected programs. One issue we faced was that a number of program representatives had changed since their program reviews were conducted, and in some cases, had left the institution. For example, the current school deans for the sample programs were not at BCIT at the time of the program reviews. Notwithstanding the changes in staff, all current program representatives were very supportive of the QAPA process, and participated fully in the preparations for the site visit.

4. QUALITY ASSURANCE POLICIES AND PROCEDURES

4.1 Overall Process

4.1.a Does the process reflect the institution's mandate, mission, and values?

Criteria

The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs. The process should contribute to the continuous improvement of the institution.

Describe how the institution meets this criteria. Relevant institutional policies should be attached as an appendix.

Academic Planning

BCIT's academic planning processes are informed by data and analyses compiled and provided by the Institutional Research and Enrolment Planning Offices. Data integrated into these planning processes include information about the internal and external environment, key performance indicators for programs and schools, and trends and issues that could affect the Institute, schools or programs. The strength of this data and our close connection to industry via our Program Advisory Committees (PACs) allows BCIT to be responsive to broad stakeholder needs at the Institute, school, and program level.

BCIT is currently implementing a "Program Mix Analysis" process (PMA) to support our quality framework and align with our Strategic Plan and operational planning and resource allocation processes. PMA will be an integral part of the annual Operating Plans, and will provide a dashboard view of program performance measures at the School level, with department and program level detail to support. The purpose of PMA is to embed an annual review of performance measures to identify strengths and areas for improvement, with the intent of informing School plans for the coming academic year. Schools will review their summary dashboard, identify specific performance measures at the department and program level to review in greater depth, and determine an action plan to address any areas requiring attention. PMA performance measures include application statistics, FTE's, credentials awarded, program relevance measures (employment rate, related employment, salary rate, usefulness of skills/knowledge learned), quality measures (quality of instruction, satisfaction with education, skill development), and access measures (international FTEs, indigenous FTEs, and part-time vs full-time FTEs). The PMA process will be piloted in the upcoming operational planning cycle. Please see Appendix 6b for a school level example of the PMA Dashboard included in each school's Operating Plan. Each school's Operating Plan will include the full school Key Performance Indicators (KPIs), with each department and all program level KPIs included as appendices to their plans.

Academic planning is integrated in all levels of BCIT's planning processes, with individual program initiatives identified in the annual School Operating Plans, which in turn are consolidated in the VP Academic's Operating Plan. The Institute develops a rolling three-year program activity plan which includes new program initiatives, program reviews, and major program changes. The program activity plan serves as both a planning document and a key communication document for all areas supporting program initiatives, such as the Deans' Council, APQA, Institutional Research Office, and the Learning and Teaching Centre.

Program Review Process

As outlined in Section 2.c, BCIT's program review process is guided by Policy 5402 (Program Review) and Procedure 5402-PR1 (Program Review Process). Appendix 7 provides a list of program reviews scheduled for 2018-21. In addition to formal program reviews, programs are expected to review their key performance indicator data on an annual basis to monitor program success and make adjustments as appropriate.

The purpose of program review is to strengthen and maintain the quality of educational programs at BCIT. Program review provides an opportunity to identify and promote educational excellence within a program, and to identify opportunities to improve instruction and services to learners. BCIT is committed to conducting program reviews in a collaborative, systematic, and evidence-based approach to ensure transparency and accountability in the process. Program review at BCIT is the responsibility of APQA which works closely with program areas, the Institutional Research Office, and the Learning and Teaching Centre. APQA staff take specific responsibility for launching individual program reviews, guiding programs in identifying key areas to explore through their review, clarifying expectations regarding stakeholder consultation and evidence-based recommendations, coordinating the external review component, and being available for consultation on specific issues as they arise. Standard data packages are provided to programs by the Institutional Research Office, and programs are supported by instructional development consultants (IDC) from the Learning and Teaching Centre as direct team members for individual program reviews.

As described in Section 2.c, program reviews include developing a self-study report, validating the self-study report and recommendations through an external review, writing a final report which includes final recommendations and an action plan, and an institutional response via a presentation and discussion of the final report at Education Council under the VP Academic Report (EdCo report). The process also requires the school dean to present a one-year status update at Education Council to report on progress made in implementing the action plan (one-year status report).

Where programs are accredited by external bodies, programs are encouraged to coordinate the accreditation process with the internal program review requirements to minimize any duplication of effort while satisfying the requirements of both processes. APQA assists program areas with this by providing a gap analysis of the accreditation review in comparison with the expectations for program review, and in most cases only requires the areas not covered (gaps) to be completed as an augmentation to the accreditation review. If the accreditation review incorporates a site visit, that will usually be considered adequate for the BCIT program review, and no further site visit will be required.

BCIT's Program Review Manual outlines the process in full detail, providing recommended timelines, expectations for roles/responsibilities of participants, links to available resources, and a series of templates and guidelines (see Appendix 5b).

Program Development Process

Section 2.b provides an overview of BCIT's program development process. Program development and program change are guided by Policy 5401 Program Development and Credentials, and Procedures 5401-PR1 Credentialing of Programs and 5401-PR2 Program Development and Change Processes. The development of all new programs and changes to existing programs are guided by these processes, with minor variations to the level of reviews and approvals required depending on the credential type.

Program development processes are the responsibility of the APQA which works closely with program areas, School Quality Committees, Education Council, and the Learning and Teaching Centre to ensure all are aware of policies and procedures, roles and responsibilities, and resources available to support the process. APQA staff take specific responsibility in launching individual program development/change initiatives, clarifying internal/external approvals that will be required, monitoring progress of each initiative, ensuring all required reviews have been incorporated, coordinating all Internal and External panel reviews, and liaising with Education Council, the Board of Governors, and the Ministry. Each program initiative is supported by an instructional development consultant from the Learning and Teaching Centre who works with the program team on educational design issues, consultations and proposal documentation.

APQA maintains a website (<https://www.bcit.ca/apqa>) which provides links to proposal templates, guiding documents, samples of approved proposals, and other resources to support program areas. APQA also hosts periodic orientation sessions and workshops to communicate information about the processes and assist program areas with any issues.

Both our program development/change and program review processes incorporate consultation with a range of stakeholders including students, alumni, industry, faculty and others. This broad input ensures BCIT's programs are responsive to student needs, and aligned with labour market direction and social needs.

Continuous Improvement

BCIT is committed to continuous improvement of our processes and practices. Programs that have completed program reviews have achieved significant improvements both individually and collectively, including in the following areas:

- improving the student experience (appropriate balancing of student workload, reducing attrition, stronger integration across laddering programs)
- curriculum improvements (development of curriculum committees, changes of credential types, major curriculum changes, better integration of communication skills, alignment with policies)
- faculty development initiatives (workshops, support for part-time studies instructors, professional development opportunities)
- improving internal operations (revising admission processes, addressing long-standing facilities/equipment issues)
- increased engagement with external stakeholders (improved marketing approaches, better integration with industry and alumni, pursuing accreditation opportunities, renewal of program advisory committees).

These collective achievements have been documented and shared across the Institute to demonstrate the types of outcomes that can result from program reviews.

In addition, APQA recently participated in process improvement reviews (using the LEAN methodology, see Appendix 6c) for both the program development and program review processes. Each of the two LEAN process reviews involved participants from a broad cross-section of the Institute to ensure integration of a range of perspectives and experiences. The LEAN reviews were led by internal LEAN practitioners, with the overall goals of increasing efficiency in program development and program review, raising awareness of the processes, and increasing accountability among stakeholders involved in the processes. The outcomes have been very well received by the BCIT community, and the key themes that resulted are outlined below. Each of the themes had accompanying recommendations which have guided the implementation of changes to the processes (see Appendix 6d for the full list of themes and recommendations).

Key themes arising from the *program development* LEAN process:

1. Recommend more efficient interface with BCIT Board of Governors (reduce duplication and shift timing of 5 year business forecast, establish threshold criteria).
2. Compress concept paper review and approval process (remove 1-2 steps, compress document).
3. Increase transparency and awareness of new program concepts coming forward.
4. Reduce volume of new programs in favour of increased value ('less is more' via more rigorous screening at operational planning phase).
5. Raise expectations and accountability regarding roles and responsibilities, supported by appropriate training.

Key themes arising from the *program review* LEAN process:

1. Streamline data acquisition
2. Streamline the self-study report template
3. Clarify roles and responsibilities
4. Raise awareness and access to resources
5. Raise profile and celebrate successes

INSTITUTION ASSESSMENT

Based on the preceding and where appropriate, provide a critical assessment of areas of strengths and improvement of its quality assurance mechanisms and the implementation of measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

Areas of Strength

BCIT's commitment to quality assurance is demonstrated by the policies and procedures we have established, our comprehensive academic and operational planning processes, our rigorous program development and review practices, and our ongoing approach to process improvement. Our recently implemented PMA process will provide another level of review to monitor quality in our programs and connect the review directly with planning processes.

Our quality assurance practices are directly guided by policies and procedures, which are publicly available and communicated to the BCIT community on an ongoing basis. The policies and procedures themselves have regular reviews to ensure they are

current, with opportunities for broad stakeholder input as part of the review process. Program development and review processes are all guided by templates and guiding documents to inform the community about expectations and available resources. Each of these processes is the responsibility of APQA, which is known as a central resource for quality assurance processes. APQA liaises and coordinates with internal and external stakeholders involved in the processes to ensure a consistent approach and message. APQA is also integrally involved in all planning processes related to quality assurance to coordinate school plans for program development, change, and review and ensure these are communicated to support areas for resource allocation.

BCIT recognizes the opportunity for ongoing improvements to processes, and as described in the section above, recently undertook a LEAN review of both our program development and program review processes. Both were successful, very well received by the BCIT community, and resulted in recommendations that will increase both efficiency and support for the processes. In addition to these formal processes, APQA regularly consults with the community to see if any minor revisions to templates and other support materials are warranted.

Areas for Improvement

Based on our recent LEAN reviews, we will be implementing several recommendations aimed at improving our program development and program review processes. These are outlined in detail in the section above. The overall themes from the recommendations can be summarized as creating efficiencies in the processes, streamlining resource materials such as templates, better integration of existing resources, and greater consistency in roles/responsibilities in supporting these processes. APQA's role will be to implement the recommendations, and monitor the impact with the goal of increasing efficiency while maintaining quality in our processes. Similarly, the Institute's recent implementation of PMA will need to be monitored, assessed, and likely refined for future planning cycles.

As outlined earlier, BCIT is in the process of developing an Education Plan. Once established, the Education Plan will provide an opportunity to be more strategic in terms of our academic planning processes, ensuring alignment with our long term academic vision. In addition, the Education Plan may provide guidance for aligning faculty professional development initiatives with BCIT's education goals.

4.1.b Is the scope of the process appropriate?

Criteria (i)

There should be evidence of a formal, institutionally approved policy and procedure for the periodic review of programs against published standards that includes the following characteristics:

- *A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. A self-study takes into account:*
 - *the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards;*

- *the adequacy and effective use of resources (physical, technological, financial and human);*
 - *faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization;*
 - *that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association;*
 - *the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved;*
 - *the graduate satisfaction level, student satisfaction level, and graduation rate; and*
 - *where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level.*
- *An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written report that assesses program quality and may recommend quality improvements; and an institution response to the report;*
 - *A summary of the conclusions of the evaluation that is made appropriately available.*

Describe how the institution meets this criteria. Relevant institutional policies should be attached as an appendix.

BCIT's program review process is guided by Policy 5402 and Procedure 5402-PR1, and aligns with all aspects of program review as outlined in Criteria (i). BCIT's process includes the following components:

Self-study Report

Program review begins with establishing a self-study team comprised of a program champion from the program under review, the associate dean, an instructional development consultant from the Learning and Teaching Centre, and other faculty and staff as appropriate. APQA leads a kick-off meeting with the self-study team to discuss the program review process, specific issues to explore for the program under review, resources available to assist, and expectations/timelines. Self-study teams begin a program review by reviewing standard data provided by the Institutional Research Office, and seeking additional data and other materials to develop an internal self-study report. The Institute's Program Review Manual outlines in detail the key aspects to review, and provides guidance on where and how to find data for each of the self-study report sections. A template for the self-study report is available to guide program areas (see Appendix 5c), and the Learning and Teaching Centre assists programs throughout the program review process.

The self-study report creates a holistic picture of a program and reflects the purposes, assumptions, and philosophies under which the program operates. The report is based on evidence relating to program performance including strengths, opportunities for improvement, and future directions. The report systematically examines the core aspects of the program, based on the following 8 categories:

1. Program Background
2. Quality of Educational Design (including admission requirements, teaching and learning methods, currency of curriculum, assessment methods)

3. Quality of Educational Experience (including quality of instruction, satisfaction with skill development, student and graduate achievement, preparation for further studies)
4. Quality of Services, Resources, and Facilities (as related to the program)
5. Quality of Program Relationships and Connections (including alignment with BCIT Strategic Plan)
6. Comparison with Previous Reviews
7. Benchmarking with Comparable Programs
8. Conclusions, Recommendations, and Future Directions

See pages 26-27 of the Program Review Manual (Appendix 5b) to see the sub-headings captured in the above 8 categories. The full self-study report template is available in Appendix 5c.

Self-study reports culminate in a series of recommendations based on the evidence collected, providing a concrete plan with timeframes and resource requirements for program improvements. Completed self-study reports are reviewed by the relevant School Quality Committee for peer feedback, before being forwarded to the school dean and finally the VP Academic Office for approval. These subsequent reviews are to ensure completeness, clarity, and consistency in the reports, with the goal of evidence-based recommendations and an achievable action plan for how to achieve them. The next stage involves external review.

External Review

An external review of the self-study report, including a site visit, is conducted to assist the program area and BCIT in validating the internal self-study and the resulting recommendations. The external review team is comprised of three members: one is an academic from a peer institution and from a similar program, the second member is either a representative from industry or another academic (as appropriate to the program under review), and the third member is an internal faculty member from a different school at BCIT (see Appendix 5d for External Review Guidelines). External review candidates are put forward by the program area, and selected by the school dean and Dean, Academic Planning and Quality Assurance to ensure an appropriate balance of perspectives and to ensure there is no conflict of interest among the selected candidates. The external review team (ERT) is sent the self-study report prior to the site visit allowing adequate time to review the document and forward any questions. During the site visit, the ERT meets with senior administration, the program review team, faculty, students, graduates, and industry representatives, and has the opportunity to discuss any aspect of the self-study report or the program. External review teams provide a verbal report at the conclusion of the site visit, with a focus on the recommendations and other suggestions/considerations for program improvement. Following the site visit, the external review team will submit a written report to the school dean, and the Dean, Academic Planning and Quality Assurance. A template is provided to the ERT to assist in formulating their report.

Final Report

The program reviews the external review team report, and considers the comments and suggestions. Using a template, a final report is written by the program area, incorporating a summary of the self-study and the external review report, and a final set of recommendations with an action plan. This report is approved by the school

dean and the VP Academic Office.

Institutional Response

The findings and recommendations in the program review final report are distributed and presented to Education Council by the school dean under the VP Academic report (referred to as the “EdCo report”). Council members inquire about the process and outcomes, and receive the report with its recommendations and action plan. This signals the conclusion of the program review process. Any program changes resulting from program review recommendations are required to follow the process for program change approvals as outlined in Procedure 5401-PR2 Program Development and Change Processes. Data and rationale to support program changes resulting from program reviews streamline the change process, providing another benefit of the program review process.

One Year Status Update

APQA maintains discussions with the program area throughout the year following a program review to monitor the implementation of recommendations and assist with any challenges. One year following the presentation of the program review findings and recommendations, the school dean will present to Education Council the status of the action plan implementation. The one-year status report incorporates an element of accountability into the quality assurance process, to help ensure recommendations are acted upon.

Both the EdCo report and the one-year status report are public documents included in Education Council meeting packages. Other reports associated with program review (self-study report and final report, which incorporates the external review team report) are available on the BCIT intranet.

Criteria (ii)

The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.

Describe how the institution meets this criteria. Relevant institutional policies should be attached as an appendix.

Policy 5401 Program Development and Credentials, along with Procedures 5401-PR1 Credentialing of Programs and 5401-PR2 Program Development and Change Processes, guide the expectations and process for new program development and program changes. Procedure 5401-PR2 includes a comprehensive set of flowcharts to communicate the stages, required documentation, and processes to all internal stakeholders. BCIT has a comprehensive set of templates to guide all stages of the program development process, as well as a series of guiding documents to clarify roles and expectations at each stage (available on the [APQA website](#)).

As summarized in Section 2.b, the process for program development at BCIT has four stages. The first stage begins with establishing a school working group which includes a program champion, an associate dean, an instructional development consultant, and other faculty and staff as appropriate. APQA leads a kick-off meeting with the school working group to discuss the program development process relevant to the specific initiative, resources available to assist, and expectations/timelines. The key outcome of the first stage is a Notice of Intent to raise awareness of and solicit initial feedback

related to the new initiative, and to seek approval to proceed with the development of the new program. This stage also involves the development of a business forecast to provide a budget based on initial assumptions. This budget receives thorough review by the VP Academic Office and the Financial Services department, and is presented for approval at the Board of Governor's Audit and Finance Committee.

The second stage involves widespread consultation with and review by internal and external stakeholders. Evidence of external consultation is key to all program proposals, and usually involves industry surveys, Program Advisory Committee consultation and feedback on proposals, and broad consultation with industry representatives and other post-secondary institutions. Internal consultation is structured to ensure broad awareness, alignment with systems and practices, and consideration of impact on other academic and service areas.

Completed proposals are first reviewed by the School Quality Committee, which provides peer review of the proposal and guidance on additional issues to consider. Depending on the credential type (e.g. degrees), proposals may involve review by an Internal Panel of faculty experienced with degree development and an External Panel including industry representatives and academic experts from peer institutions. The second stage culminates with a fully developed proposal for the new program which has had extensive consultation on both academic and operational issues. The third stage involves a rigorous review of the proposal by the Vice President Academic Office, the Education Council Programming Committee, the full Education Council, and the Board of Governors (final approval for all non-degree proposals). Any degree proposals achieving full internal approval are then submitted to the Ministry approval process, as required. Also in the third stage, the program develops a business plan built on the initial business forecast and refined based on additional decisions regarding program structure. The business plan receives full review through the VP Academic Office and the Financial Services department, and approval through the BOG's Audit and Finance Committee and the full Board.

The final stage of the four stages involves preparation for implementation, including communication to all key stakeholders internally and externally, curriculum development, setting up of admissions processes, etc.

Policy 5401 and the related procedures are frequently referenced and presented in discussions with programs pursuing new programs or changes to programs, to ensure the BCIT community is aware of the expectations, roles, resources, and processes involved. These policies are reviewed on a regular basis to ensure they are current and adjusted as clarifications or updates are needed.

INSTITUTION ASSESSMENT

Based on the preceding and where appropriate, provide a critical assessment of areas of strengths and improvement of its quality assurance mechanisms and the implementation of measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

Areas of Strength

Both our program development and program review processes ensure BCIT programs align with our mission, mandate, and strategic direction. Each of the processes produce documents of high quality that are comprehensive and informative for reviewers/approvers and of value to program areas. The consultation and collaboration inherent in the processes is critical to a successful outcome, ensuring that key stakeholder perspectives are incorporated for a comprehensive view and awareness of programs.

With continual improvement of our processes, ongoing communication with key internal participants, and our series of templates and guidelines, BCIT has achieved a strong record of success for all new program proposals and major program changes, both internally (Education Council and Board of Governors) and externally (Ministry and accrediting organizations). APQA plays a central role in developing a community of practice with all review/approval bodies to ensure expectations are understood and communicated, and guidance is provided when and as needed.

Similarly, program review has integrated continual improvements into the process as we have learned from earlier experiences. Self-study reports consistently provide a comprehensive view of our programs in terms of their current status, strengths and challenges, and opportunities for the future. These reports will also be of great value to programs as they undertake their subsequent program review, and as background for current and future faculty on various aspects of their programs. The overall process and especially the self-study reports have been very well received by the external reviewers who have participated in BCIT's program review process. External reviewers consistently comment on how comprehensive, rigorous, and inclusive the process is, and program areas have consistently reflected on the value of the process to prepare the programs for the future.

Areas for Improvement

As noted earlier, we will be implementing several recommendations from our recent LEAN reviews aimed at improving our program development and program review processes. The recommendations can be summarized as creating efficiencies in the processes, streamlining resource materials such as templates, better integration of existing resources, and greater clarity/consistency in roles/responsibilities in supporting these processes. APQA's role will be to implement the recommendations, and monitor the impact with the goal of increasing efficiency while maintaining quality in our processes.

A specific outcome of the LEAN process for program review was to clarify expectations regarding the review of curriculum within a program review. While it was widely acknowledged that reviewing the curriculum was essential to development of a complete picture of the program, it was not clear to participants how detailed this review was expected to be. Specific guidelines have been inserted into the program review manual and the self-study report template, and standard survey questions on curricular issues have been created to clarify expectations. APQA's role will be to communicate these changes, monitor the implementation, and refine as necessary.

4.1.c Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?

Criteria

- i. Are the guidelines adaptable to the range of programs and offerings within the institution?*

While BCIT's program development and review processes have the same overall expectations regarding quality, all require alignment with the Institute's mandate, mission, and Strategic Plan, all incorporate broad consultation with key stakeholders, the processes are adaptable to suit the range of programs and offerings at the Institute.

New Program Development and Change

Policy 5401 and its accompanying procedures state the overall expectations for program development at BCIT. Procedure 5401-PR2 provides specific flowcharts to outline the development/approval process for different credential levels. As well, each credential type has specific resources and templates to guide the development process and ensure that adequate but increasingly rigorous attention and documented support are provided as credential rigour increases.

As an example, proposals for degrees are expected to incorporate extensive consultation with external stakeholders and develop a comprehensive needs assessment report. In comparison, while consultation and needs analysis are expected for all credentials, shorter credential types are able to provide more streamlined documentation within their proposals and still satisfy the program development requirements.

Program Review

BCIT's program review process is guided by Policy 5402, Procedure 5402-PR1 and the accompanying program review manual.

The program review manual describes each of the eight sections of the self-study report in detail, outlining the types of questions to address during the review. Questions for discussion are designed to generate interpretations, insights, and recommendations based on the descriptive information and data (e.g. KPIs, results of surveys, etc.) that the department will examine in the course of its review. However, reviewers are advised that not all questions will apply to all programs and neither investigation nor discussion need be limited to what is mentioned in the list of questions.

The program review manual and the self-study report template are designed for use by all credential types but depending on the credential type, there are differing levels of analysis expected in the program review process. While all sections of the self-study report are relevant to and required for all programs undergoing a review, and the same overall quality expectations regarding alignment of mandate, mission, and strategic plan are required of all programming initiatives, smaller credentials such as associate certificates are not expected to have the amount/depth of analysis in their self-study reports as are larger credentials such as degrees. For example, for an associate certificate, it is likely sufficient to benchmark with similar programs in the local area but a degree should include similar programs from a wider area (provincial,

national, possibly international) to ensure an adequate range for comparison. In addition, the program review process is adaptable in the following ways:

- Multiple programs: Programs are encouraged to combine similar programs into a single review process for an efficient use of resources. Because this may include a variety of different credential types within a given area, APQA works with the self-study team to determine how best to integrate the findings into a single report.
- Accreditation: Accredited programs are encouraged to combine their accreditation review with the institutional program review to prevent duplication of activities and make efficient use of existing resources and materials. Most programs in this situation opt to complete their accreditation process first, then address BCIT's program review requirements incrementally beyond the accreditation requirements.
- Program Review Kick-off: As outlined in Section 4.1.b, APQA leads a kick-off meeting for all program reviews, and takes this opportunity to outline specific issues that should be addressed for specific program and credential types (e.g., whether specific credential types are providing successful graduate career progression and recognition).
- External review team process: Depending on the breadth of the industry or the number of options within a program, the external review team (ERT) may be broadened beyond the minimum three members to ensure appropriate representation for the external review process. As well, while the ERT guidelines provide general guidance, they are sufficiently flexible to provide latitude to the ERT to interpret the self-study report as appropriate. For smaller credential type programs, a full day site visit may not be required, and in some cases shorter (e.g. half-day) site visits have been conducted with satisfactory results.

ii. *Do the guidelines provide measurable, consistent means and direction to undertake diversified program review?*

Program Review

As outlined in the program review manual, the practice of using standardized templates with accompanying questions serves to create Institute-wide expectations for the program review process and has resulted in a consistent look, feel, and functional effectiveness which is consistent with the Institute's quality assurance mandate. The program review manual provides guidelines and expected timeframes for conducting the review, outlines roles and responsibilities for participants, itemizes standardized data sets which are provided by the Institutional Research Office, and incorporates standardized survey questions and templates to streamline data collection and reporting. As previously stated, program areas are encouraged to include similar programs within a single review process where it makes sense, and for accredited programs, a modified process is encouraged and supported to use the aggregate of the accreditation and program review to satisfy BCIT's quality assurance processes. All reviews incorporate broad stakeholder input on various aspects of the program to ensure alignment with stakeholder needs and the direction of the industry.

- iii. *Are the guidelines consistent with institutional Mandate, mission, vision and associated strategic goals?*

BCIT's vision, mission and mandate as outlined in our Strategic Plan commit the Institute to offering programs that are highly valued by business and industry and aligned with in-demand professions in order to prepare students who are immediately productive in their chosen workplace and ongoing assets to their employers. Meeting this mission and mandate, and achieving the goals in our Strategic Plan requires that our new programs are developed in close consultation with industry and other external stakeholders, and our existing programs are reviewed regularly and rigorously to ensure continued alignment with changes in industry. Guidelines for both program development and review are embedded in Policies 5401 and 5402 to ensure consistent quality assurance practices and the continued relevance of our programs.

New Program Development

BCIT's annual academic planning process involves identifying priority areas for new program development across the Institute; these are then captured in the Operating Plan as described in Section 4.1.d. New initiatives are reviewed for alignment with BCIT's mission, mandate, and strategic direction to ensure the effective use of Institute resources. As new program initiatives are developed, proposals must clearly demonstrate alignment with BCIT's mandate, mission, and strategic goals, as well as alignment with stakeholder needs. All proposals undergo multiple levels of peer review and consultation, both internally and externally prior to approval and implementation. Letters of support from the Program Advisory Committee, industry representatives, and related professional associations (as appropriate) ensure that programs are created in alignment with the needs of multiple stakeholders. New programs are fully reviewed and approved by Education Council and the Board of Governors prior to implementation, with both bodies ensuring alignment of the initiative with Institute goals.

Program Review

Similarly to new program development, all program reviews are incorporated within the annual Operating Plan to ensure adequate resourcing and departmental planning. The review process ensures that all existing programs are reviewed for continued alignment with BCIT's mandate, mission, and strategic goals. Reviews start with a self-study assessment by the department, incorporate broad external input, and undergo an extensive series of review and feedback throughout the entire process resulting in a final report with vetted recommendations and an implementation schedule. The same process is consistently applied across all credential types and communicated broadly throughout the institute for visibility, awareness, and celebration.

Overall, BCIT has a structured framework of policy, procedure, and guidelines to guide and support the program review process, with latitude to modify where appropriate, and with the ultimate goal of ensuring programs meet the needs of their varied stakeholders. All of the processes are in full compliance and support the institutional mandate, mission, vision, and strategic goals.

INSTITUTION ASSESSMENT

Based on the preceding and where appropriate, provide a critical assessment of areas of strengths and improvement of its quality assurance mechanisms and the implementation of measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

Areas of Strength

New Program Development and Change

As noted earlier, APQA conducted an extensive LEAN review of the program development process and multiple recommendations were identified and implemented to ensure an adequate level of academic rigour review balanced with maintaining a nimble and responsive process. The specific program development strengths include:

- A comprehensive series of guiding documents, templates, and archived and approved documents for review.
- Consistent expectations with adaptable processes to address BCIT's broad mandate and program offerings.
- Centralized guidance through APQA and centralized support through the LTC.
- Broad institutional participation in program development including: faculty, administration, support staff, Enrolment Planning Office, Educational Support Services Office, APQA, LTC, and EdCo.
- Value added peer review and feedback of all programming initiatives through the School Quality Committees.
- A culture of quality among faculty and academic leaders to ensure a rigorous, comprehensive, consultative approach to program development.

Program Review

Similarly, program review's LEAN process led to a series of recommendations to improve the overall program review process. The specific program review strengths include:

- Broad institutional participation in program review including: faculty, administration, support staff, Institutional Research Office, APQA, LTC, and EdCo.
- Standardized templates for reporting.
- Consistent expectations with adaptable processes to address BCIT's broad mandate and program offerings.
- Centralized guidance through APQA and centralized support through the LTC.
- Externally validated recommendations by peers within the academe and industry.
- Completed reports are posted and centrally available to all faculty and staff.
- Seamless process from final report to program change approval/implementation, whether minor or major, or curricular or facility focused.
- Initial final reporting accountability to Education Council through VPA report, then one year follow-up by school dean to Education Council.
- Celebration of individual and collective successes; common themes of recommendations are collated and distributed.

Areas for Improvement

Annual Operating Plan

Strategic filters and objectives (such as the Program Mix Analysis and Education Plan, which is currently being developed) will assist APQA in providing input and feedback on the proposed school program initiatives for the annual Operating Plan. A more strategic Operating Plan will ensure adequate resources are assigned to high priority program development and review items so that there will be greater likelihood that important program initiatives proceed on schedule and conclude within expected timeframes.

Program Development and Change

A series of recent revisions to the program development process (outcomes of the LEAN review) is expected to reduce the development time for new initiatives without impacting quality assurance elements.

Program Review

One of the goals of the recent LEAN review was to increase the efficiency of program reviews so they concluded within reasonable timeframes. A number of changes have been made to the process and supporting resources (e.g. streamlining the self-study report, creating a checklist of skills, clarifying roles and responsibilities) to make the process more efficient. APQA will monitor the success of these changes and refine as necessary.

4.1.d Does the process promote quality improvement?

Criteria (i)

The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional and academic programs.

Describe how the institution meets this criteria. Relevant institutional policies should be attached as an appendix.

Planning Processes

BCIT is committed to program quality and improvement, across all program and credential types. Program quality is a prominent focus of BCIT's 2014-2019 Strategic Plan (see Appendix 1b; there are references to program quality throughout the Plan); see Strategic Goal Four (Program and Credential Recognition), specifically initiative 3.0 (Strengthen Educational Quality). By extension, BCIT's annual operational planning process has a strong emphasis on new program development, major changes to existing programs, and program reviews; each school must submit its plans for each of the above programming activity areas, on a rolling three year cycle, which are then approved by the BCIT's Deans' Council, and APQA. These plans are monitored for progress across the planning cycle. New for 2017 (2018/19 planning cycle), BCIT has introduced an annual review of key performance indicators (KPI) into the annual operational planning cycle. School deans are expected to review their program level KPIs and identify areas of strength, and areas requiring attention, including a brief action plan to address. This annual KPI review is known as the Program Mix Analysis at BCIT, and is a complementary process to program review.

For an example of the KPIs included in the Operating Plan (PMA Dashboard), see Appendix 6b. See earlier discussion in Section 4.1.a under “Academic Planning.”

In addition, program quality/improvement is explicitly incorporated into both Program Development and Change, and Program Review policies and processes. Both include mechanisms to ensure the programs are designed and maintained in a manner that ensures they are relevant, current, and meet or exceed stakeholder expectations. Furthermore, BCIT is an active participant in external agencies and bodies to ensure our programs are continuously evolving and meeting expectations; examples would be BCIT’s commitment to meet the standards of a broad range of external accrediting agencies (such as Canadian Engineering Accreditation Board, Canadian Medical Association, Canadian Association of Schools of Nursing, Applied Science Technologists and Technicians BC, Accreditation Council for Business Schools and Programs, Transport Canada, the Canadian Council of the Directors of Apprenticeship, and the BC Industry Training Authority certifications, among others (see Appendix 6a). BCIT is also an active member and participant in provincial articulation and transfer through the BC Council on Admissions and Transfer, and actively engaged with peer institutions such as BC Association of Institutes and Universities, SAAF (Senior Academic Administrators Forum), Polytechnics Canada, and CICAN (College and Institutes Canada). BCIT is also actively engaged with the DQAB (Degree Quality Assessment Board). Lastly, BCIT has an extensive network of Program Advisory Committees (PACs), supporting the full range of programs; these PACs typically meet twice per year to provide updates and advice to the program areas to ensure program quality improvement; they also review and provide comment to all new program proposals, major changes to existing programs, and program reviews within their range of expertise, which is then considered by the APQA and EdCo reviewers.

BCIT does not employ differentiated processes for vocational, professional, and academic programs; all programs that lead to a BCIT credential go through the same foundational review and approval steps with increasing rigour expected of higher level credentials. For new programs, only where an external body, such as the Ministry and DQAB require specific steps, for example Board approval to develop a new degree, are the processes differentiated. For the complete range of program development approval processes, see the flowcharts by credential type in Procedure 5401-PR2, Appendix 2c. Program review processes are identical regardless of credential type or nature of program, with flexibility for unique situations.

Accountability within Program Development

For program development, BCIT’s Deans’ Council and APQA review all new Notice of Intent documents for alignment with BCIT’s Strategic Plan and mandate, as well as for financial impact and resource impacts prior to forwarding to Education Council. In the case of degrees, this Notice of Intent and the associated Business Forecast is presented to the BCIT Board of Governors for approval to develop the proposal. If the Notice of Intent is approved, the program proposal is developed with broad consultation, including stakeholder meetings, internal and external panels (depending on the credential), APQA, and onto the operations and service groups for consultation and input as to how to operationalize the new program. External consultations are done as appropriate, for example with accrediting bodies, peer institutions, and PAC and industry surveys. Once that input has been incorporated, the proposal is forwarded to Education Council’s Programming Committee, who conduct a thorough

review, and make recommendations back to the program area for changes as appropriate. When the Chair of EdCo Programming is satisfied, the proposal is brought forward to Education Council for further review and comment, and when the Chair of EdCo is satisfied, the proposal is brought forward as a recommendation to the Board of Governors.

In the case of degrees, the DQAB offers public post-secondary institutions (PPSI) a choice of submitting a Stage 1 application, or a combined Stage 1 and 2 application. Stage 1 considers how the proposed program fits with other programs currently offered by BC PPSI, and focuses on how the program meets the institution's mandate, what social and economic benefit it will provide, has there been system coordination, is there duplication with existing programs, and is there sufficient student demand and outcomes. Stage 1 is intended to confirm the need for the program before the institution invests resources to develop the full proposal. Stage 2 relates to the academic and administrative details of the program proposal, including a summary of the program's aims and goals, delivery methods, admission requirements, needs assessment, curriculum content, faculty qualifications, program resources, and consultation among other essential elements of the program.

Importantly, BCIT received Exempt Status from the DQAB in 2015 for its baccalaureate level programming, following an extensive review of the Institute's educational quality policies, processes, and practices. BCIT received an unconditional pass, with the review team commenting "The Panel's overall assessment of the site visit was that the BCIT materials and presentations were exemplary!" This means that BCIT baccalaureate degree proposals are only subject to the Stage 1 review.

Once BCIT's Board approves the full proposal (Stage 1 and Stage 2), it is uploaded to the DQAB PSIPS website for system level review and comment. BCIT then provides responses as appropriate to any PSIPS comments, and the proposal is forwarded to DQAB for review. If DQAB is satisfied with the Stage 1 application, the full proposal is forwarded to the Minister for final approval. See Policy 5401 and Procedure 5401-PR2 (Appendices 2a and 2c) for more information (the detailed flowchart for degree approvals is located on page 17 of the procedure).

Accountability for all programs' performance is done annually, by way of KPI monitoring as part of BCIT's operational planning process, specifically the Program Mix Analysis which ensures that all program KPIs are reviewed by the deans, who report out to BCIT's Deans' Council on areas of strength, and areas requiring attention. See example of a school level Program Mix Analysis dashboard in Appendix 6b).

Accountability with Program Review

For program reviews, APQA monitors both the rolling three year Operating Plan list and ensures the frequency falls within the 5-7 year expectations of BCIT's Program Review policy. Timing is synchronized with external accreditations wherever possible.

The full program review process was described in Section 4.1.b and is outlined on page 9 of the manual (also see Appendix 5a). As depicted, there is a thorough self-study report developed by the self-study team, which then undergoes successive reviews (School Quality Committee, school dean, APQA, External Review Team, and the VPA) before final approval or redirection. The school dean then reports on the

recommendations to Education Council (under the VPA report), and then one year later returns to EdCo with a status report (the one-year status report). This process ensures the broad program review objectives are met, specifically: evidence-based; systematic review; external validation; transparent reporting; and the accountability of a one year status update. For more information, see Policy 5402 and Procedure 5402-PR1 (Appendices 3a and 3b), and supporting program review manual which has the templates for the external review team, and EdCo reports.

Criteria (ii)

The institution should be able to demonstrate how faculty scholarship and professional development inform teaching and continue to be a foundation for ensuring that programming is up to date.

Describe how the institution meets this criteria. Relevant institutional policies should be attached as an appendix.

Professional Development

BCIT has two bargaining units of faculty: the Faculty and Staff Association (FSA) which traditionally represents the faculty and staff of the original BCIT (pre-merger with Pacific Vocational Institute in 1986), and the British Columbia Government Employees Union (BCGEU), which traditionally represents the faculty of the former Pacific Vocational Institute. Both Collective Agreements provide language which supports elements of both Scholarship and Professional Development.

While similar, both collective agreements use distinct language. Professional Development is institutionally funded and supports both short-term and long-term initiatives, with priority given to support individual faculty completing the Provincial Instructor Diploma Program (BCGEU) and Instructional Skills Development courses (FSA). Other priorities are to satisfy departmental requirements to upgrade faculty professional qualifications, licenses and/or specialized or advanced training, and maintain currency in their respective fields. Both faculty groups are eligible for fee waivers on all BCIT courses. Both use student end-of-course questionnaires to provide faculty feedback on a variety of topics related to instructional delivery which are also employed in various institutional reports that feed into the Program Review Key Performance Indicators (KPIs) for related BCIT programs. The use of BCIT facilities and equipment is available to support approved faculty research and projects. Faculty exchange/secondment programs are also encouraged and supported. Both collective agreements provide language which guides the initial placement and advancement protocols and compensation for faculty.

In addition to funding related to collective agreement priorities, faculty can also access other funds for professional development opportunities. One such fund is administered by the Instructional Development Committee, whose purpose is to champion instructional development and to foster innovative, learner-centered instruction at BCIT. The Committee, through the Instructional Skills Development Fund, supports activities and resources directly related to the improvement of teaching and learning.

BCIT recognizes excellence through our Employee Excellence Awards, which celebrate the contributions made by members of the BCIT community in achieving BCIT's commitments to our students and to each other. Of the twelve different categories, four awards specifically address excellence in scholarship: Applied

Research, Applied Research – New to Research, Teaching Excellence, and the Brian Thom Award for Advanced Teaching Excellence. These awards help contribute to a campus-wide culture of scholarship and a broader strategy of communicating achievements related to scholarship at BCIT.

Applied Research Award

This award recognizes outstanding contribution in terms of advancement of knowledge, or advancement of economic and/or societal well-being, through the development, application and/or implementation of technology. Nominees must have demonstrated the following:

- Conceptualization, development or implementation of an innovative product, process or technique
- Development of an innovative solution to a practical technical problem
- Development of a novel approach in how technology is applied and integrated
- The work has received widespread peer recognition or, the work has enhanced BCIT's public profile through a variety of means (media, published articles, etc.)

Applied Research – New to Research Award

This award recognizes an individual or group at BCIT that is new to research and has made an outstanding contribution in terms of advancement of knowledge or, creation of a new research program, through the development, application and/or implementation of technology.

Teaching Excellence Award

This award recognizes teaching excellence by meeting one or more of the following:

- Communicates subject matter accurately, clearly and with enthusiasm; and presents, invites, and challenges multiple and balanced points of view;
- Plans and organizes all course material (e.g. course outlines, assignments, handouts, projects, evaluation plans) in way which adds significant value to the learner;
- Challenges, inspires and supports students to do their best work;
- Demonstrates knowledge of and a passion for the subject matter and ensures that information is leading edge and aligned closely with industry;
- Treats all students with respect and encourages and openly considers feedback;
- Uses effective teaching methods and techniques (including educational technologies);
- Responds appropriately to the individual needs of each student by being available and approachable for out of classroom consultation;
- Acts as a role model for personal and professional development;
- Establishes a positive, collaborative learning environment;
- Generates a desire for and continuous and lifelong learning;
- Acts as a valuable resource for students, colleagues and BCIT

Brian Thom Award for Advanced Teaching Excellence

This award recognizes an individual or group who has made an outstanding contribution to advancing learning and teaching at BCIT through educational innovation and has been a champion for excellence in teaching beyond their own classroom.

Faculty Qualifications

BCIT employs highly qualified faculty to accomplish the mission and goals of the Institute to ensure students in all programs, disciplines and locations receive instruction from appropriately qualified faculty, to maintain the quality of BCIT programming, and to align with expectations from stakeholders and accrediting bodies. BCIT's unique mandate requires that faculty have the appropriate balance of three essential qualifications: academic and/or professional/industry credentials, employment experience, and a commitment to teaching excellence.

As outlined in Policy 5601 Faculty Qualifications:

- Employment experience relates to the experience faculty bring to BCIT, and should be relevant to the program area and curriculum to be delivered, at the appropriate level and duration, and show an appropriate level of success or mastery.
- Commitment to teaching excellence relates to the demonstrated ability of the Faculty to instruct in the program area, and evidence that the faculty is committed to professional development, peer review, and taking advantage of the resources made available to become an accomplished instructor. Demonstrated commitment at time of hire could involve enrolment or completion of the Provincial Instructor Diploma, or a Master of Education Degree as examples; on an ongoing basis, this includes a demonstrated commitment to maintaining currency with relevant industry practice, upgrading and advancement of credentials, peer review, and scholarly activity.
- Academic and/or professional/industry credentials relate to either the required academic credential, the required industry credential (professional designation, trade licensure or certification, etc.), or both as appropriate.

Appropriate qualifications vary by program, but all faculty should have demonstrated mastery of the subject area through their employment experience. Guidelines for faculty teaching at the baccalaureate level include a master's degree in the subject discipline or in education with an undergraduate credential in the subject discipline. Further detail is available in BCIT's Faculty Qualifications Policy (see Appendix 4 for a list of all BCIT academic policies.)

Scholarship

As summarized in Section 2.d, scholarly activity takes many forms at BCIT, including the scholarship of discovery, application, integration, teaching and learning, and service. The Institute supports a broad range of faculty scholarship, with particular emphasis on activities that inform professional practice and advance the state-of-practice in industry. A key goal of scholarly activity is to support faculty in staying current and maintaining connections and competency in their fields, as well as integrating current industry knowledge and practices into teaching and learning.

Ongoing faculty scholarship is of direct benefit to our programs and demonstrating this commitment is of particular importance to programs with external accreditation. A significant number of BCIT's programs have undergone and maintain accreditation status with a variety of professional bodies, many of which require faculty to engage in scholarship. An example of scholarship can be seen within the School of Health Sciences, who prior to and in anticipation of the Canadian Association of Schools of Nursing accreditation process, implemented yearly Scholarship Days whereby various

faculty-led scholarship initiatives are showcased and scholarship ideas/methods and funding sources are promoted. Another example involves BCIT's Engineering degree programs which are accredited with the Canadian Engineering Accreditation Board. The Engineering programs (degrees and related diplomas) hosted an inaugural Engineering Expo⁸ in May 2017 featuring various scholarship initiatives. Applied research is an important component of scholarly activity at the Institute. BCIT's mandate has included conducting applied research since 1989 with the establishment of the Technology Centre as a hub of multi-disciplinary research and development at the Institute. Applied research at BCIT is focused on creating innovative solutions to the current and emerging real world challenges of business and industry, helping them increase their competitive strength and productivity. Applied research is practiced in many areas of BCIT, from student-led applied research projects for community groups or small- to medium-sized enterprises, to collaborative research programs involving faculty, students, and external partners that provide solutions for problems affecting an entire industry. Our strategic research objective is to continue along this path while increasing and enhancing student participation in research, enhancing the role of research within BCIT's educational programs, and advancing the state-of-practice in industry.

BCIT engages in a wide range of applied research activities that can be characterized under five broad research themes:

1. Sustainability and the Built Environment
2. Health, Natural Health, and Biotechnology
3. Social Enterprise, Human Capital, and Entrepreneurship
4. Energy, Resources, Manufacturing, and Transportation
5. Information/Communications, Technology, and Security.

Each School at the Institute has implemented a Research Committee with the mandate of promoting research awareness and activities within their School, acting as a channel of communication among researcher participants, liaising with other BCIT research committees, and external institutions and stakeholders, and providing feedback and direction for research initiatives and policies at BCIT.

The BCIT Applied Research Liaison Office supports research by providing a wide range of support services and guidance to students, faculty, researchers, and industry. In addition to creating beneficial partnerships and producing commercially relevant new technology, products, and applications, Applied Research also contributes to the high quality of BCIT's educational programs. This dedication has resulted in securing \$6.3 million of research income in 2015 and placing fifth among Canada's Top 50 Research Colleges in November 2016. In 2016/17, new opportunities were created to enhance engagement and build capacity, which included new lab facilities for faculty and staff for teaching and research purposes.

BCIT has developed key policies related to research, including Policy 6500 Research Ethics for Human Participants, Policy 6600 Integrity in Research, Policy 6601 Intellectual Property, and Policy 5701 Academic Freedom. The Institute has a Research Ethics Board (REB) that operates under Policy 6500 (Research Ethics) and that adheres to the principles set out in the Tri-Council Policy Statement: Ethical

⁸ <http://commons.bcit.ca/news/2017/05/engineering-expo-a-huge-success/>

Conduct for Research Involving Humans which sets the national standards that are followed across Canada.

The BCIT REB reviewed 28 applications in 2016 (21 in 2015). The majority of the applicants were from within the Institute: members of faculty conducting research, faculty and staff working towards postgraduate degrees at other institutions, and researchers in Applied Research conducting contract research projects for external clients. The balance were external applications from researchers completing graduate work at other institutions and involved collaborating with BCIT faculty and staff.

Faculty at BCIT access funding to support research initiatives through both internal Institute sources and external funding opportunities. BCIT holds three federally funded Tier II Canada Research Chair (CRC) positions in Phytoanalytics, Rehabilitation Engineering Design, and Whole-Building Performance. Research projects have received funding from the Natural Sciences and Engineering Research Council, the British Columbia Knowledge Development Fund, BC Innovation Council, Canada Foundation for Innovation (CFI), Western Economic Diversification Fund, and Canadian Institutes of Health Research (CIHR) funding, among others. BCIT researchers receive an average of \$3.5 million dollars in research grants annually, with stand-alone projects receiving up to \$12 million in grants, and have access to state-of-the-art facilities to support their research activities.

Learning and Teaching Centre

BCIT provides strong support for its faculty led by a robust Learning and Teaching Centre (LTC). The LTC provides comprehensive support for curriculum and program development, program review, blended and online course development, instructional materials and media development, and support for teaching excellence including ongoing professional development workshops such as the Instructional Skills Workshop and individual faculty consultation on various teaching and learning issues. The LTC also provides advice and guidance on innovative educational technology and teaching and learning approaches.

Criteria (iii)

The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.

Describe how the institution meets this criteria. Relevant institutional policies should be attached as an appendix.

Learning Outcomes

BCIT has a long history of providing students with observable and measurable learning outcomes to clearly communicate our expectations for student achievement in each course. All courses are expected to have a course outline with specified components, as articulated in Policy 5403 Course Outlines and Course Names, and the associated procedures.

Each program at BCIT is designed based on a set of program goals which articulate expected graduate competencies in a given field. Program goals are a foundational component of all programs, and are used in part to communicate clearly to all stakeholders the purpose of the program and how a graduate is able to engage in and contribute to the field/industry upon graduating from a specific program. All courses in

a program are designed to contribute to one or more of the program goals, and in the development process for a new program, a matrix is created showing alignment among program goals and courses. This ensures that all courses have a clear purpose in the program, and directly links the expected learning from all courses towards the overall program goals. Course learning outcomes are written to align with the program goals, and state the knowledge, skills, and attitudes that students will gain through the course. New program development also involves identifying how students will achieve the program goals. This alignment is often documented in a matrix that maps the program goals with evaluation methods that will be used to assess achievement of the goals, and may show where students will be introduced to key concepts and where they are expected to achieve mastery.

Learning outcomes define the type and depth of learning that students are expected to achieve and provide an objective benchmark for formative, summative, and prior learning assessment. BCIT's LTC guides programs in developing effective learning outcomes, and in designing assessment methods and instructional approaches to support student achievement of the learning outcomes. For programs that are aligned with accreditation requirements or professional competencies (for example, engineering or nursing programs), the LTC supports program areas in systematically reviewing all requirements and ensuring appropriate integration throughout the program. Course outlines are reviewed for quality at several levels, including School Quality Committees, the VP Academic Office, and Education Council, to ensure continual quality reviews at various opportunities (new program development, program reviews, and program changes).

Assessment of Student Progress

Assessment of individual student progress in courses is primarily the responsibility of the faculty. Programs often have curriculum committees where program-wide assessment philosophies are discussed, and then integrated as appropriate in individual courses. Some courses have a course faculty lead who coordinates all sections of a particular course and works with individual faculty to support consistency among the sections as related to issues such as type and frequency of assessment, and expected standards. Student progress through a program is monitored by methods such as marks review meetings held to discuss overall student progress at each level in the program, and any specific supports that may be needed. These review meetings are part of the overall quality process at BCIT, and contribute to consistency of evaluation and monitoring of student success in our programs.

BCIT's recently developed Learning and Teaching Framework outlines our commitment to incorporate evaluation and assessment practices that allow students to effectively demonstrate their learning, that are connected to relevant needs in work environments, and that are based on clear, stated learning outcomes. Our courses already integrate a diverse array of assessment methods including projects, presentations, demonstrations, team-based activities, and as well quizzes, tests, and examinations. Our goal in line with our mission, mandate, and our new framework is to continually look for opportunities to incorporate experiential learning and authentic assessment methods. Evaluation methods are guided by Policy 5103 Student Evaluation and the related Procedure 5103-PR1 Grading. Where there are any disputes relating to grading, these are guided by Policy 5104 Academic Integrity and Appeals and the related procedures (see Appendix 4 for a list of all BCIT academic policies).

The Learning and Teaching Centre (LTC) has instructional development consultants (IDCs) who have expertise in teaching and assessment methods, and often work with individual faculty to find new and effective assessment methods for students to demonstrate achievement of the learning outcomes. Faculty are also offered support in creating assessment tools such as rubrics to clarify expectations and guide students in meeting those expectations. IDCs also offer numerous Instructional Skills Workshops throughout the year, with a key component being the development of good learning outcomes, and aligning those with effective teaching approaches and evaluation methods. The LTC has produced a series of guides to support faculty with numerous aspects of teaching and learning (e.g. writing learning outcomes, creating a rubric, developing written tests, effective use of group work, etc.). These are available on the [LTC website](#).

INSTITUTION ASSESSMENT

Based on the preceding and where appropriate, provide a critical assessment of areas of strengths and improvement of its quality assurance mechanisms and the implementation of measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

Areas of Strength:

BCIT's quality assurance processes promote quality improvement in the following ways:

- Our quality-related processes have a coordinated approach and accountability, through APQA, for completion of program development and review initiatives.
- Our systematic approach applies to all credential types, with appropriate flexibility. There is clear evidence of follow-up and accountability in all quality-related processes.
- Program development is a dynamic process, and evolving to be in support of accreditation and external body expectations.
- Program development/review processes include a review for opportunities to seek accreditation as appropriate to the program.
- Learning outcomes have been adopted institutionally, across all program types and credential levels.

Areas for Improvement:

- The Institute would benefit from a process for systematically reporting out on PD/scholarly activity.
- There is currently a lack of a clear mandate on PD/scholarship, which creates challenges for some accredited programs that are expected to align with institutional expectations for professional development and scholarship.
- BCIT would benefit from a clarified Ministry mandate on applied research.
- The institution is in process of transitioning to an electronic system for course outlines, which has experienced some delays due to resource constraints.
- The Education Plan currently under development may provide an opportunity to develop Institutional Learning Outcomes, to guide program development and review.

4.2 Review Findings

4.2.a Were the responses to the sample program review findings adequate?

Criteria

The institution has a follow-up process for internal program reviews and acts in accordance with it.

Describe how the institution meets this criteria. Relevant institutional policies should be attached as an appendix.

Program Review

As noted in earlier sections of this report, the Program Review process results in a series of recommendations which are reviewed by the External Review Team (ERT) during their site visit, and addressed in the ERT Report to the school dean and the Dean of APQA. The self-study team addresses each ERT comment through the final report which is then intra-institutionally archived and reported at Education Council. This is then followed up by a subsequent report to Education Council by the school dean one year later on the progress which has been made towards implementing the action plan (the one-year status report). The accountability built into this report has resulted in very high completion and implementation rates of program review action plans.

At the conclusion of the third year after implementation of the newly approved and adopted Program Review policy, procedure, and guideline documents, and with twenty program reviews completed at that stage, APQA conducted a review of the recommendations and collated and distributed a list for institutional awareness and celebration. The recommendations were clustered together to reveal five themes, with 28 specific and reoccurring recommendations. The emerging five common themes were characterized as follows (see Appendix 6e for details)

1. Curriculum Revisions and Alignment with Policy
2. Improving the Student Experience
3. Faculty Development and Support
4. Improving Internal Operations
5. Increased Engagement with External Stakeholders.

INSTITUTION ASSESSMENT

Based on the preceding and where appropriate, provide a critical assessment of areas of strengths and improvement of its quality assurance mechanisms and the implementation of measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

Areas of Strength

During the program review period, programs are suspended from making changes so it is clear what version of the program is being reviewed prior to any changes being implemented. While exceptions can be made in extenuating circumstances, this approach supports the integrity of the program review process and ensures that external validation is considered prior to programs moving ahead with recommended changes.

Facility improvement requests, some of which were long outstanding issues, have received higher priority and have been implemented as a direct result of the program review process.

Showcasing program review recommendation themes and highlighting the resulting changes has increased institutional awareness of the impact of program review and the direct benefits to programs.

A proven and seamless transition from the program review process to program change and implementation process has served to affirm that the processes are efficient and complementary.

Areas for Improvement

The timely completion of the program review process has many clear benefits for programs. As mentioned in earlier sections of this report, the recently completed LEAN process for program review has led to multiple changes in the Program Review Manual, templates, and other supporting documents with the end goal of simplifying the process and making the supporting resources more effective.

To more efficiently track timing for one-year status reports, an annual statement to Education Council of Program Review activities and associated outcomes is being implemented.

4.2.b Does the process inform future decision making?

Criteria

The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.

Describe how the institution meets this criteria. Relevant institutional policies should be attached as an appendix.

Program Review

The program review process builds in direct links to the Institute's mandate, mission, and strategic plan, both to ensure continued program alignment with key Institute direction, and to factor in the direction of our programs into the Institute's long-term planning considerations.

There are two main sections within the self-study report which ask programs to demonstrate their alignment with Institute direction:

- *Section 1- Program Background* asks for comments on how programs align with and support BCIT's mission and mandate.
- *Section 5 - Quality of Program Relationships and Connections* includes a subsection asking for comments on program alignment with the specific goals in the current Institute Strategic Plan. Other subsections ask for comments on any accreditation requirements related to the program, guidance provided by the program's Advisory Committee, engagement with industry/professional associations, and alignment with Ministry and regulatory guidelines, and BCIT policies. Each of these aspects informs individual program direction, which, when taken as a composite of numerous program reviews, can in turn inform Institute direction.

Through the external review process, the External Review Team meets with various program stakeholders to discuss the program, the self-study report recommendations, and the direction of the industry/field of study. Meetings with senior academic administrators during the site visit provide the External Review Team an opportunity to discuss broad Institute direction and comment on the program's alignment with this direction. These discussions are of value to both the individual programs for specific initiatives at the program level, and to the senior leadership at the Institute to inform broader decision making.

As well, by disseminating all program review final reports by way of the EdCo report at Education Council meetings, there is both broad institutional visibility to the outcomes of program reviews, and the opportunity for open discussion on the programs themselves, their plans for the future, and broader implications for education at the Institute.

As mentioned in the previous section, BCIT has collated the recommendations from 20 program reviews into a series of high-level themes and shared these broadly within the institution. These themes demonstrate significant program improvements resulting from program reviews, and have also had an impact on the program review process itself and in broader institutional processes. For example, one of the key outcomes was the recognition that program reviews needed to incorporate a consistent approach to reviewing the curriculum as part of the program review process. This has been embedded in the recently updated program review manual and self-study report template, and has been clarified with the Learning and Teaching Centre to ensure consistent support and guidance for program areas. Another impact has been on the institutional decision-making process for prioritizing facilities improvements to academic spaces. Facilities requests that are a direct outcome of a program review, and therefore demonstrate evidence-based recommendations related to facilities issues, are given a higher priority than other requests. This has resulted in some key facilities issues being resolved, which had previously been long-standing challenges for the affected programs.

Program Development

In addition to the program review process, both new program proposals and major program change proposals require a review of alignment with the Institute's mandate, mission, and strategic plan. In particular, the alignment of new program proposals with Institute direction is thoroughly reviewed at various stages, including during operational planning, by the Deans' Council, School Quality Committees, the VPA Office, Education Council, and the Board of Governors. Over the past few years, the Board of Governors has increased its awareness of and engagement with the program development process, leading to strong confidence in the Institute's programming initiatives and development/approval processes.

INSTITUTION ASSESSMENT

Based on the preceding and where appropriate, provide a critical assessment of areas of strengths and improvement of its quality assurance mechanisms and the implementation of measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

Areas of Strength

Program review process

The standard approach and expectations for the program review process ensures that all programs address common program-related issues in their self-study reports, and lead to evidence-based recommendations and action plans. Collating these outcomes provides a clear picture of both the achievements from the program review process and the high-level themes which can support and influence Institute-level planning processes aligned with our strategic direction.

Program development/change process

BCIT's highly refined and applicable process and templates serve to ensure that all elements are addressed at the correct juncture, by the right reviewer, and that items receive adequate attention prior to approval. As the proposals move through the review, feedback, and approval stages, comments are collected and passed forward through the proposal "development report," a parallel document which follows the process and itemizes issues raised and how they have been addressed prior to moving on to the next stage of review and approval. This report serves to both document and communicate issues for individual program initiatives and demonstrates recurring issues at a broader level.

The Academic Planning and Quality Assurance Office functions under the Vice-President Academic to support program champions in alignment with institutional initiatives. This Office coordinates the efficient use of institutional resources related to new program proposals, changes to existing programs, and the review of existing programs. In addition to these activities, they offer support to Education Council in both programming review and policy development and implementation. APQA's involvement in all initiatives related to program development/change/review leads to a broad institutional perspective which can contribute to Institute strategy and planning.

BCIT is an active participant in system-wide quality initiatives and participates on several provincial committees (e.g. DQAB, BCCAT, BCAIU, SAAF). We have both engaged with other institutions to learn from their practices, and are very willing to share our practices with colleagues at peer institutions.

Areas for Improvement

The development of an Education Plan will provide the Institute with specific educational goals, which, in addition to the strategic plan, will serve to focus our quality processes related to program development, program change, and program review.

As one of the outcomes of our recent LEAN processes, APQA will be engaging with the BCIT community to increase awareness and accountability across all schools and service areas to align with the expectations of our quality processes. Specifically, APQA will continue to communicate with the community to demonstrate the value of the quality processes for both internal and external purposes, and the impact the processes have on the institution as a whole.

4.2.c Are the review findings appropriately disseminated?

Criteria

The institution has a well-defined system to disseminate the review findings to the appropriate entities.

Describe how the institution meets this criteria. Relevant institutional policies should be attached as an appendix.

Program Review

The program review process is highly consultative, and incorporates feedback and guidance from a variety of sources at different parts of the process. The self-study report is reviewed by program faculty prior to being distributed to the School Quality Committee (SQC) where it is reviewed and constructive feedback is offered. Once the SQC feedback has been addressed, the self-study report proceeds to the school dean for review and approval to proceed for review by the APQA Office. APQA reviews and frequently offers constructive feedback to ensure that all categories are adequately addressed and that the recommendations are in line with institutional objectives and priorities. The self-study report is distributed to all ERT members and the recommendations are distributed to all invited guests to the site visit (current students, alumni, faculty, industry, and PAC members). The self-study report is posted to the BCIT intranet for institutional access. The ERT Report, final report, and report to Education Council, and the one-year status report are similarly available through either EdCo meeting packages or on the intranet.

INSTITUTION ASSESSMENT

Based on the preceding and where appropriate, provide a critical assessment of areas of strengths and improvement of its quality assurance mechanisms and the implementation of measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

Areas of Strength

BCIT has a well-defined system to disseminate the review findings to appropriate stakeholders within the institution. The recommendations coming from program reviews are widely distributed and feedback and comment is solicited and considered at multiple junctures of the vetting and approval process. There is a strong accountability mechanism with the requirement of the school dean to provide a one-year status update to EdCo.

As well, APQA has collated common themes from individual program reviews to present a high-level picture of the impact of program review at the Institute. This has been broadly shared across the Institute to help demonstrate to various audiences the achievements supported by the program review process.

Areas for Improvement

Improved visibility and locating links within the BCIT intranet would ensure that all staff can quickly gain access to these documents. This has been addressed through adding a link to these documents through the APQA web page.

APQA will update the common themes from program review at key milestones (for example, the next one will be after 35 program reviews have been completed).

5. INSTITUTION IDENTIFIED FOCUS

Quality assessment issues the institution would like the assessors to address, if any.

Describe any assessment issues the institution would like the assessors to address.

BCIT recognizes the value and opportunity to gain external perspective on the following quality assessment issues:

- Grouping of related credentials in one program review; are there suggestions as to how other institutions achieve (for example, a science faculty at a university that may have several programs).
- Scalability of rigour for both program development and review across credential types.
- Comments on how we synchronize program review with accreditation.
- How best to articulate BCIT's model of scholarship and professional development.
- BCIT believes it would be helpful if there was a Ministry/DQAB credential framework for non-degrees, that could provide guidance on minimum credits, rigour, etc. for the variety of certificates and diplomas across the system; could the assessor's comment on this.

6. QUALITY ASSURANCE POLICIES AND PROCESSES

INSTITUTIONS MUST ATTACH THE FOLLOWING POLICIES AND PROCESSES WITH THE INSTITUTION REPORT.

□ Policy and processes for ongoing program and institutional assessment to ensure the effectiveness of its educational programs and services, and for continuous development and improvement

Provide an overview of the policy and processes. Include a description of how the policy was developed, the formal approval process, and when the policy was last reviewed.

As specified by the *College and Institute Act*, BCIT's governance structure is composed of a Board of Governors and an Education Council. The Board of Governors has overall financial and fiduciary responsibility for the Institute. The Education Council has a close relationship with the Board of Governors, and is required by legislation to provide advice to the Board on matters of academic policy, education programming, student progression, and any other matter the Board may direct.

While all institutional policy development is guided by Policy 1000 and Procedure 1000-PR1 (both currently under review), academic policy development is guided by Education Council's By-laws which ensures a collaborative and consultative approach of multiple stakeholder groups comprised of students, faculty, support staff and administration. Most academic policies fall under the 5000 series of policies, although several student services and international academic policies have their own series designation. BCIT has a rigorous and engaged academic policy development and change process:

- Education-related policy issues may be referred to APQA or brought forward to Education Council (EdCo) directly for consideration.
- Academic policy issues and items are prioritized with collaborative and consultative joint discussions of APQA, VPA Office, and Education Council's Executive Standing Committee. Upon review and consideration, the Executive Standing Committee charges the EdCo Policy Standing Committee (membership includes elected students, faculty, staff, and management) with instructions to address prioritized policy items.
- The EdCo Policy Standing Committee reviews the policies and solicits initial feedback from stakeholders via posted announcements, forums, Town Halls, and distribution lists.
- Upon gaining feedback on policy items under review, the EdCo Policy Standing Committee will either delegate to a policy writer or address the item as a committee or delegate to an ad-hoc policy committee for review and recommendations.
- On items that may lead or lend themselves to potential litigation, legal opinion is obtained and legal advice forms a significant component of policy language development. Various other internal stakeholders such as the Associate Director of Information Access and Privacy, Director of Corporate Services, Risk Management and Contracts, etc. are also consulted for feedback as appropriate.

- New and revised policies are distributed for review and feedback to key internal stakeholders such as the Deans' Council, the Associate Deans' Forum, Unions, SQC Chairs, program heads/chief instructors as appropriate. New policies are posted on BCIT's policy website for a 30-day period during which additional institutional feedback is solicited from the community. All feedback is collated and contributes to the final development of policy language which moves forward for approval by EdCo and the Board.
- Academic policies are reviewed three years after initial approval, and then every five years thereafter unless items of subsequent concern are raised and placed into priority queue by EdCo Executive Standing Committee.

Policy 5402 Program Review

Procedure 5402-PR1 Program Review

Policy 5402 is one of a series of policies and procedures created to replace Policy 5004 (Programming) which was retired in 2011. An extensive benchmarking exercise of related policy items at other PSIs across Canada contributed to the development of this policy. This policy is EdCo and Board approved. Its history is as follows:

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

Policy 5403 Course Outlines and Course Names

Procedure 5403-PR1 Course Outlines Process

Procedure 5403-PR2 Course Name Process

Policy 5403 is one of a series of policies and procedures created to replace Policy 5004 (Programming) which was retired in 2011. An extensive benchmarking exercise of related policy items at other PSIs across Canada contributed to the development of this policy. This policy is EdCo and Board approved. Its history is as follows:

1. Created 2011 Nov 22
2. Currently under review

Policy 5404 Program Advisory Committees

Procedure 5404-PR1 Program Advisory Committee Processes

Policy 5404 is one of a series of policies and procedures created to replace Policy 5004 (Programming) which was retired in 2011. An extensive benchmarking exercise of related policy items at other PSIs across Canada contributed to the development of this policy. This policy is EdCo and Board approved. Its history is as follows:

1. Created 2011 Nov 22
2. Currently under review

Policy 5405 Program Suspension and Cancellation

Procedure 5405-PR1 Program Suspension and Cancellation

Policy 5405 was created in 2014 after an analysis revealed that a clear policy addressing program suspension and cancellation was required. An extensive benchmarking exercise of related policy items at other PSIs across Canada contributed to the development of this policy. This policy is EdCo and Board approved. Its history is as follows:

1. Created: 2014 June 4
2. Currently under three year review

Policy 5601 Faculty Qualifications

Policy 5601 was created in 2014 after an analysis revealed that a clear policy addressing faculty qualifications was needed. This policy was a required element prior to application for DQAB “Exempt Status”. An extensive benchmarking exercise of related policy items at other PSIs across Canada as well as significant consultations with BCIT’s two faculty collective bargaining units and the Human Resources department contributed to the development of this policy. This policy is EdCo and Board approved. Its history is as follows:

1. Created 2013 Jun 18
2. Currently under three year review

Policy 5701 Academic Freedom

Policy 5701 was created in 2014 after an analysis revealed that a clear policy addressing academic freedom was needed. This policy was a required element prior to application for DQAB “Exempt Status”. An extensive benchmarking exercise of related policy items at other PSIs across Canada as well as significant consultations with BCIT’s two faculty collective bargaining units and the Human Resources department contributed to the development of this policy. This policy is EdCo and Board approved. Its history is as follows:

1. Created 2014 Nov 25

Policy 5801 Educational Affiliations

Procedure 5801-PR1 Education Affiliation Development Processes

Policy 5801 was created in 2017 after an analysis revealed that a clear policy addressing educational affiliations was needed to be in alignment with the *College and Institute Act*. Development of this policy was also in response to the increased institutional emphasis on both domestic and international activities between BCIT and other Post-secondary Institutions (PSIs), industry partners, and community groups with the goal of providing clarity on both guiding principles for educational affiliations and the process of developing them. This policy is EdCo and Board approved. Its history is as follows:

1. Created 2017 Apr 6

☐ *Policy and processes for the approval of new programs*

Provide an overview of the policy and processes. Include a description of how the policy was developed, the formal approval process, and when the policy was last reviewed.

Policy 5401 Program Development and Credentials

Procedure 5401-PR1 Credentialing of Programs

Procedure 5401-PR2 Program Development and Change Process

Policy 5401 is one of a series of policies and procedures created to replace Policy 5004 (Programming) which was retired in 2011. An extensive benchmarking exercise of related policy items at other PSIs across Canada contributed to the development of this policy. This policy is EdCo and Board approved. Its history is as follows:

1. Created 2011 Nov 22
2. Revised 2016 June 01
3. Revised 2017 May 30

7. OTHER INSTITUTION COMMENTS

We have found the development of the QAPA institution report a rigorous and collegial opportunity to reflect on BCIT's current policies and practices in support of quality assurance at the Institute. This quality audit provided the opportunity for us to engage a broader audience, for example members of BCIT's senior team whose responsibilities fall outside of the academic programming realm, in discussions about the roles and importance of BCIT's key quality assurance policies and practices. Furthermore, it allowed us to leverage the awareness and value of these policies and practices throughout the Institute, given the Ministry's focus and the transparency of the outcomes (public reporting).

We look forward to meeting with the QAPA panel to discuss quality assurance at BCIT and learn more about practices at peer institutions with the goal of continually strengthening quality processes and culture at BCIT.

8. PROGRAM SAMPLES

Identify the programs selected by the DQAB for sampling.

For each of the programs selected, include:

- ☐ *Policy/process in effect at the time of the review*
- ☐ *Self-study document and/or other appropriate documents used as part of the internal quality assurance process*
- ☐ *External review team's report*
- ☐ *An account of the institution's follow-up response*

The three programs selected by the DQAB are as follows:

1. Bachelor of Business Administration, School of Business
2. Diploma in Electrical and Computer Engineering Technology, School of Energy
3. Bachelor of Technology in Technology Management, School of Transportation

See appendices 8a, 8b, and 8c for all program review documents related to these programs.

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