

## Program review – Data collection and analysis

### Information and Data Sources for Program Review

Programs undergoing review have several sources available from which to draw information to help them assess their program's success and their learners' and faculty (including Flexible Learning and those from other departments that teach into the program where applicable) members' satisfaction. Programs will also conduct their own surveys of relevant stakeholders to ask specific questions. This guide will introduce many of the data resources available and where to find them.

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

#### Source Reports:

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

#### Other sources of information include:

- BCIT Strategic and Education Plans, Learning and Teaching Framework, Indigenous Vision, Sustainability Vision, and E-Learning Strategy
- Program documents (such as program website, department/committee meeting minutes, course outlines, Program Advisory Committee meeting minutes, etc.)
- BCIT Policies and Procedures
- BCIT Education Council documents

- IRP reports:
  - Key Performance Indicator reports (Program Mix Analysis/PMA)
  - BCIT Graduate Outcomes
  - Entry Student Survey
  - Course Grade Analysis data [*note – while this data can be very informative for program reviews, it should be treated as confidential and not shared beyond the Self-Study Team. It should NOT be included in the Self-Study Report appendices.*]
- Other educational institution websites
- Ministry (responsible for Advanced Education in BC) website

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

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

### Primary Research for Program Review

Programs will need to collect information from their learners and faculty to determine such things as their satisfaction with various aspects of the program and department, relevance/currency of the curriculum, and their experiences with BCIT. Programs will also want to collect specific information from alumni, employers, industry, and/or others. Surveys offer both a forum for anonymous expression, and the potential to quantify such measurables as levels of satisfaction, resources, or funding priorities. Standard survey questions are available for key stakeholders (alumni, industry, students, and faculty). These surveys incorporate key questions that should be asked of the various stakeholders to ensure a full picture of the program. Programs may wish to revise the wording of survey questions to better align with their program, and are free to incorporate additional questions to seek feedback on other program-related issues.

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

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

### General Guidelines on Survey Questions

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

All surveys should be:

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

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

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

As you review the survey responses, you may find the guide providing [tips for survey analysis](#) helpful.

The following documents associated with this guide can be found on the [APQA site](#):

- Self-study report template
- Standard survey questions
- Survey tips
- BCIT Strategic Plan
- BCIT Education Plan
- Learning and Teaching Framework
- BCIT Indigenous Vision
- BCIT Sustainability Vision
- E-learning Strategy