BCIT BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Program Review Process

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Category:	Education
Department Responsible:	Education Council
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Objectives

The purpose of program review is to strengthen and maintain the quality of educational programs at BCIT. BCIT is committed to conducting program reviews in a collaborative, systematic, and evidence-based approach to ensure transparency and accountability in these activities.

This procedure gives an overview of the process for program review at BCIT, and provides an outline of the step-by-step procedure described fully in the Program Review Manual. This procedure applies directly to Policy 5402, Program Review.

Who This Procedure Applies To

This procedure applies to BCIT employees involved in the review of the Institute's educational programs.

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A. Description

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. At BCIT, program review is a collaborative, systematic, constructive, evidence-based examination of a program's quality. The review process is designed to gather and report quantitative and qualitative data to describe the program, and to illustrate how well the program is meeting its own mission and goals, and the mission and goals of BCIT.

The program review process involves compiling a self-study report, conducting an external review, writing a final report outlining the program's recommendations and action plan, presenting the final report to Education Council, and providing a one-year status update on the implementation of the recommendations. The main steps in the process are outlined below.

B. Frequency of Program Reviews

In order for BCIT to achieve and maintain the strategic priority of quality programming, to meet

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Ministry of Advanced Education, Skills and Training (Ministry) expectations for post-secondary institutions, and to satisfy requirements of current and future external accrediting bodies, the Institute must have a systematic and objective program review process. This requires a full review of all degree programs and programs that ladder into degrees at least every five (5) years, with the remaining programs reviewed at least every seven (7) years. Programs are encouraged to review their key performance indicator (KPI) data on an annual basis to monitor program success and make changes as appropriate.

C. Duties and Responsibilities

The full list of persons and groups responsible for program review are listed below, along with their roles.

Associate Dean (AD)

The school's AD participates on the Self-Study Team (SST) and takes administrative responsibility for ensuring the program review is conducted according to BCIT policy in a timely manner and within budget. Through the program review process, the AD keeps the school dean informed of key findings, recommendations, and associated costs. The AD supports the implementation of the final recommendations and submits a report to the school dean, Dean of Academic Planning & Quality Assurance (Dean APQA), and Vice President Academic (VPA) one year following the final report, with an update on the progress made in implementing the recommendations.

Dean, Academic Planning & Quality Assurance (Dean APQA**)**

The Dean APQA oversees the program review process and is responsible for ensuring it meets the Institute's needs. The Dean APQA ensures the academic leaders are aware of the process, resources, timing, and reporting expectations, and the relevant service groups are effectively supporting the program review process. The Dean APQA works with the Deans' Council to set the annual schedule for program reviews. The Dean APQA collaborates with the school deans to select external review team members, receives the self-study report and approves it for forwarding to the external review team. The Dean APQA approves final and one-year reports for forwarding to Education Council.

Education Council

Education Council receives the final program review report and recommendations via the VPA report, requests clarifications and makes comments as appropriate, and receives the one-year update via the school dean of the program area.

External Review Team (ERT)

The ERT reviews the self-study report and undertakes a site visit to seek input from various sources including students, faculty, and administration in order to validate the findings and recommendations of the self-study report, and provide additional information regarding program strengths and opportunities for improvement. The ERT Chair compiles the ERT report and submits it to the school dean and the Dean APQA.

Institutional Research Office (IR)

The IR supports the program review process by providing a standardized set of data, and acting as a specialized resource for research and data collection and analysis. The IR provides the program's key performance indicators (KPIs), additional metrics, customized data as available, and provides summary reports for use by the self-study team.

Learning and Teaching Centre, Instructional Development Consultants (IDC)

The IDCs support the self-study team (SST) throughout the program review process. IDCs act as process facilitators of program review by helping the program area plan the review and keep it focused. As educational consultants, they lead the curriculum review process (including developing

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customized surveys and collecting and analyzing data), and assist with writing the self-study report, the response to the external review team report, and the final report and recommendations to be presented to Education Council.

Manager, Academic Planning & Quality Assurance (Manager)

The Manager is responsible for ensuring the program reviews are conducted effectively and efficiently. This includes leading kick-off meetings, reviewing and providing feedback on all program review reports submitted to the VPA Office, coordinating the external review process, ensuring reports are submitted to Education Council, and generally supporting and assisting the self-study teams (SST) in accordance with the policies and procedures developed by BCIT's Education Council. The Manager advises the Dean APQA of issues requiring attention to facilitate an effective and timely completion of the review.

Office of the Vice-President, Academic (VPA)

The Office of the VPA receives and formally endorses the final program review report and recommendations, and notifies Education Council of the outcome of the program review by way of an information item. Any program changes resulting from program review recommendations will follow the process for program change approvals as outlined in Policy 5401, Program Development and Credentials.

Program area faculty and staff

Program area faculty and staff participate in all aspects of program review, including the planning sessions, on sub-committees for data and information gathering, in surveys or focus groups, by providing resources and materials that will help with the report, engaging in regular program review updates at department meetings, participating in the external review team site visit, and developing recommendations and responses to the external review team's report.

School Dean

The school's dean ensures the AD, School Quality Committee (SQC), and Program Champion are aware of the commitment and expectations for effective and timely program reviews. In conjunction with the Dean APQA, the school dean will establish the schedule for programs in the school to undergo review and ensure adequate resources are budgeted to conduct the scheduled program reviews. The school dean approves the self-study report (including any associated budget implications) and submits the report to the Dean APQA for approval and forwarding to the external review team. Along with the Dean APQA, the school dean selects external review team (ERT) members, reviews the final program review report and recommendations, and forwards it to the VPA. The school dean delivers the final and one-year follow-up report to the VPA and Education Council.

School Quality Committee (SQC)

The SQC acts as a resource to the program under review, and provides insights to the process, reporting, and expectations. The SQC reviews the self-study report prior to submission to the school dean to offer feedback to the SST on how effectively the report addresses the program review categories.

Self-Study Team (SST) and Program Champion (PC)

The SST is led by the Program Champion, who is usually the program head or chief instructor of the program under review.

In conjunction with the Manager, the AD, and the IDC, the SST coordinates the review, engages program faculty and staff in review activities, provides regular program review updates at department meetings, and coordinates the activities of program review sub-committees (if any). The SST compiles the self-study report, and integrates feedback from internal stakeholders as

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appropriate.

As well, the SST makes recommendations to the school dean and Dean APQA for selection of members for the external review team, participates in the external review site visit, coordinates a response to the external review team report, and writes the final program review report.

D. Program Review Process

The following describes the steps involved in the program review process. For full details on process and timing, please refer to the Program Review Manual.

1. **Include in Operating Plans**
   Annually, during the budgetary cycle, each of BCIT's schools develops an operating plan. Plans include a list of programs scheduled for program review according to the Institute's established review cycle.

2. **Establish Self-Study Team (SST)**
   When a program review is approved through a school's operational plan, the school dean (or an associate dean (AD) delegated by the dean) assembles a self-study team. The self-study team (SST) consists of the AD, the program head or chief instructor (who is usually the Program Champion), and one or more faculty members. The SST works in consultation with an Instructional Development Consultant (IDC) and with assistance from the Manager of Academic Planning & Quality Assurance (Manager) and the Institutional Research Office (IR).

   In conjunction with the Manager and the IDC, the SST conducts the program review, coordinating meetings and any sub-committees formed to conduct the program review, engaging program faculty and staff, collecting and analyzing data, and compiling the self-study report. Ultimately, the SST integrates feedback from internal stakeholders and the external review team and writes a final report. The Program Champion leads the work of the SST.

3. **Schedule Kick-off and Planning meetings**
   A program review kick-off meeting is scheduled with the SST (including the AD, Program Champion, and other members), IDC, IR representative, and the Manager. The kick-off meeting is led by the Manager, who outlines the purpose and process for program review, resources available, and expectations for reports and timing. The kick-off meeting also includes discussion about key questions to explore during the program review. Additional planning meetings are scheduled by the SST/IDC to plan the timelines, tasks, and responsibilities.

4. **Collect data**
   The SST collects readily available information, reports, and other data from department meeting minutes, course outlines, learner data, faculty research or reports, the IR Office, Banner, standard non-BCIT outcomes reports, and data and information gathered through survey instruments (using standard survey templates as a basis), focus groups, and other processes designed specifically for the review by the IDC. Standard stakeholders involved in program review include students, alumni, industry and faculty/staff.

   The team and others review the information and data gathered in relation to the ideas and questions generated at the kick-off meeting, and to relevant questions in the program review manual and self-study report template.

   The team consults with the Manager, IDC, and IR as needed throughout the process to determine other data-collecting needs, resources, and processes.

   The team reviews and summarizes the information collected. Sub-committees (if any) finalize and submit findings to the Program Champion. The team develops an outline for

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writing the self-study report in consultation with the IDC.

5. **Develop self-study report**
The self-study report creates a holistic picture of a program. Ideally, the report will reflect the purposes, assumptions, and philosophies under which the program operates. The self-study report is based on evidence relating to program performance including strengths, opportunities for improvement, desired improvements, and future directions. The report systematically examines the core aspects of the program, including educational design, currency/relevancy of the curriculum, alignment with program and institute goals, and any external standards; program-specific educational experiences; student and graduate achievement; admission, teaching, and evaluation practices; program-specific services, resources and facilities; relationships with other programs and the community; and comparisons with comparable programs.

The report includes eight (8) sections:

1) Program Background
2) Quality of Educational Design
3) Quality of Educational Experience
4) Quality of Services, Resources and Facilities
5) Quality of Program Relationships and Connections
6) Comparison with Previous Reviews
7) Benchmarking with Comparable Programs
8) Conclusions, Recommendations, and Future Directions

The Program Review Manual describes each section in detail, outlining the types of questions to address during the review. Programs should use the self-study report template when writing the report. The template is available at the Academic Planning & Quality Assurance website: http://www.bcit.ca/apqa.

6. **Review of self-study report**
The AD keeps the school dean informed of key findings and potential resulting recommendations throughout the program review process. The Manager meets with the SST to discuss stakeholder involvement in the review process, key findings, and resulting recommendations, to ensure alignment with program review expectations. The SST gathers feedback on the self-study report from the program faculty and staff, and incorporates it into the report, before submitting the report to the School Quality Committee (SQC) and then the school dean.

The SQC reviews the report for how effectively it addresses the eight review categories, and provides feedback to the SST. The SST incorporates SQC feedback, then submits the self-study report to the school dean for review and incorporates any additional feedback. When satisfied, the dean forwards the report to the Manager. Accompanying the self-study report is a summary of the projected costs for the recommendations, approved by the school dean.

The Manager reviews the report and provides feedback to the SST, who will incorporate any changes into the report. The Manager submits the report to the Dean, Academic Planning & Quality Assurance (Dean APQA) for final review/approval. The Manager will send the final self-study report to the external review team in advance of the scheduled site visit.

7. **External Review Team (ERT)**
The external review is the next stage of the program review process. The external review's purpose is to validate the self-study report and provide additional information regarding

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program strengths and opportunities for improvement.

The external review team includes at least three members: two external to BCIT and one BCIT faculty member, usually from another school. The school dean and Dean APQA select the team members from a list of candidates submitted by the SST.

Detailed information about the nomination and selection process of the ERT is outlined in the Program Review Manual.

The ERT reviews the self-study report submitted by the internal self-study team, undertakes a site visit, and during the site visit seeks the input of students, graduates, employers, staff, faculty, and administration. The visit normally takes one full day. The Manager is responsible for coordinating and overseeing all aspects of the ERT process.

The Program Review Manual describes guidelines for the external review process, including External Review Team terms of reference.

Following the site visit, the ERT chair writes the final ERT report with recommendations agreed to by all of the external reviewers. A sample ERT report template is included in the Program Review Manual. The ERT chair forwards the report to the Manager, who distributes it to the school dean and Dean APQA (as well as the SST and IDC).

The SST discusses the ERT report with other members of the program, and forms the program area's response to the external review team report.

8. **Develop Final Report**
The SST writes a final program review report, which will include a summary of both the self-study report and external review report, the program's response to the ERT report, and final recommendations for the program. The final recommendations and an action plan are based on the findings in the self-study report and the report from the ERT.

The IDC and Manager assist the SST with writing the final program review report. Programs should use the final report template when writing the report. The template is available at the Academic Planning & Quality Assurance website: http://www.bcit.ca/apqa. The completed report is sent to the school dean for review and any required revisions.

9. **Review of Final Report**
The completed report is sent to the Manager for feedback, and any changes are incorporated. The Manager submits the final report to the Dean APQA for final review/approval.

Once the Dean APQA confirms that the report has fulfilled BCIT's program review requirements, the Manager submits the final recommendations to the Vice President, Academic (VPA) for reporting to Education Council.

10. **VPA Report to Education Council (institutional response)**
The school dean, under the VPA report, presents to Education Council on the outcome of the review, and takes comments and questions as appropriate.

11. **One Year Status Update: School Dean**
The school dean's office, in consultation with the VPA Office, oversees the implementation of the action plan. One year after the program review is completed, the program submits a status report to the VPA Office for review/approval and forwarding to Education Council. The school dean will report to Education Council on the specific actions taken as a result of the review, noting any deviations from the recommendations. This is the final step in the program review process.

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E. Program Review of Related Programs

Where there are several related programs, it is expected that the related programs will be scheduled for program reviews at the same time, both to increase the efficiency of the program review process, and to increase integration among related programs. Related programs could be at the same or different credential levels.

F. Programs with Outside Accreditation

Program areas with programs undergoing review by an external accrediting body are encouraged to coordinate this process and the work it entails with the internal program review requirements. This approach should help minimize any duplication of effort, while ensuring the main areas of the program review are addressed. Completed forms and templates required by the external accrediting body will be used whenever possible. Areas requiring review by BCIT's program review process, but not included in the accrediting body requirements will be completed incrementally, to supplement the accreditation review. If the accreditation review requires a site visit, that will usually be considered adequate for the BCIT program review, and no further site visit will be required.

Forms Associated With This Procedure

- Program Review Manual
- Self-Study Report Template
- Final Report Template
- External Review Guidelines

Amendment History

Policy 5004 was retired in 2011; this Procedure 5402-PR1 is one of a series of policies and procedures created to replace it.

1. Created   2011 Nov 22
2. Revision 1   2013 Mar 27
3. Revision 2   2017 Nov 22