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## 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.

## Procedure

### 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 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. 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.

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### 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 delegated by the dean) assembles a self-study team. The self-study team (SST) consists of the associate dean, the program head or chief instructor (who is usually the self-study coordinator, or SSC), and one or more faculty members. The SST works in consultation with an Instructional Development Consultant (IDC) and with assistance from the Manager of Program Development and Review (Manager) and the Institute Planning and Analysis Office (IPAO).

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 SSC leads the work of the SST.

### 3. Schedule Planning meetings

A program review overview meeting is scheduled with the SST, IDC, IPAO representative, and Senior Director of Program Development and Review (Senior Director) and the Manager. Additional meetings are scheduled to identify key questions to explore during the program review and to outline the timeline, 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 IPAO, Banner, standard non-BCIT outcomes reports, and data and information gathered through survey instruments, focus groups, and other processes designed specifically for the review by the IDC.

The team and others review the information and data gathered in relation to the ideas and questions generated at the planning session(s) and to relevant questions in the self-study report guide and template.

The team consults with the Manager and IDC as needed throughout the process to determine other data collecting needs, resources, and processes. The team also liaises with the IPAO as appropriate.

The team reviews and summarizes the information collected. Sub-committees (if any) finalize and submit findings to the self-study coordinator. The team develops an outline for 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 of the curriculum and 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

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- 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 Learning & Teaching Centre website: <http://www.bcit.ca/ltc/>.

### 6. Review of self-study report

The SST gathers feedback on the self-study report from the program faculty and staff, and incorporates it into the report. The Manager reviews the report for completeness, before the SST submits it to the School Quality Committee (SQC) and then the 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 dean for review and incorporates any additional feedback. When satisfied, the dean forwards the report to the Senior Director.

The Senior Director reviews the report and provides feedback to the SST, who will incorporate any changes into the report. The Senior Director 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 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 dean and Senior Director 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 will review the self-study report submitted by the internal self-study team, undertake a site visit, and during the site visit will seek the input of learners, employers, staff, faculty, and administration. The visit will normally take one full day.

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 Senior Director, who distributes it to the SST and dean.

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; a copy of the response is also sent to the dean.

### 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.

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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 Learning & Teaching Centre website: <http://www.bcit.ca/ltc/>.

### 9. Review of Final Report

The completed report is sent to the dean and Senior Director for feedback and any changes are incorporated.

Once the Senior Director confirms that the report has fulfilled BCIT's program review requirements, the Senior Director submits it to the Vice President, Education, Research and International (VP ERI) for reporting to Education Council.

### 10. VP ERI Report to Education Council (institutional response)

The VP ERI reports to Education Council on the outcome of the review, and takes comments and questions as appropriate.

### 11. One Year Status Update: Dean

The dean's office, in consultation with the VP ERI, oversees the implementation of the action plan. One year after the program review is completed, the program dean submits a report to the Senior Director and VP ERI. The 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.

## D. 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.

## E. 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. 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.

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| 1. Created | 2011 Nov 22 |
| 2. Amended | 2013 Mar 27 |