

**PROGRAM REVIEW**

**self-study report for Accredited programs**

**[CREDENTIAL] IN** **[NAME OF PROGRAM], [year of completion]**

**School of Choose an item.**

[Name], program champion

[Name], self-study team member

[Name], self-study team member

[Name], associate dean

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Office of the Provost and Vice President, Academic

[Publish Date]

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**Guidelines for completing the Self-Study Report (SSR)**:

The current template is intended ***only*** for programs accredited by professional organizations. Because such programs follow specific industry standards and reporting requirements, this template does not include certain sections that are generally addressed in accreditation reports. However, the self-study team can collect, analyze data and report on any additional aspect of the program (e.g. currency of program goals) that is relevant for the success of the program.

Before starting to fill in this program review SSR, go to the BCIT Academic Planning and Quality Assurance (APQA) Office’s [website](https://www.bcit.ca/academic-planning-quality-assurance/program-review/) to ensure you have the latest version (shown on the footer of every page) of this template. In addition, you may wish to consult the Program Review Guides (PRG) for guidance on the process. Familiarize yourself with this template and review the tables within the appendix of this template prior to commencing your writing. Review the [Institutional Research and Planning Office](https://analytics.bcit.ca/#/site) ([IRP](https://www.bcit.ca/ir/)) supplied data sets and identify curious or irregular data for potential further consideration during the surveying portion of this activity. Standard surveys for students, alumni, faculty, and industry, and an archive of completed program reviews and reports are available on the APQA website.

[Guiding text] in green in the template is intended to provide initial points of discussion or examples in each section and should be removed from the final report. While the PRG and this template are designed for use by all credential types and all section components must be addressed, the degree to which lower level credential type programs address each of the sections is not expected to be as in-depth (as a degree for instance).

Consistency throughout the report increases reading ease (e.g. terminology, order of lists, findings, recommendations, etc.). Ensure that you include pertinent data of particular interest (page reference to the specific data within appended items (e.g. Appendix 4, Q20)), then follow through with an analysis of that data and conclude with comments and any recommendations where prompted.

Place and number each recommendation sequentially in the respective section (i.e. blue boxes) of the document, then copy into the recommendation table (with section reference where the recommendation is first mentioned). Group recommendations on the same subject under one overarching recommendation (e.g. Recommendation 1a, 1b), if appropriate. Examples include curriculum-related recommendations such as course revisions, removal or addition.

The SSR should provide a comprehensive picture of the program’s current state and future direction and lead to evidence-based recommendations, yet at the same time be as succinct as possible. Please keep the multiple audiences (School Quality Committee, School Dean, Office of the Provost & VP Academic (VPA), external reviewers, etc.) in mind when deciding what to include in the report. Define all acronyms upon their first use and avoid using “BCIT jargon” (e.g., yellow contracts, etc.). You should aim to keep the body of the report succinct.

When the SSR is submitted to the School Dean and APQA within the Office of the VPA, please ensure the completed “Table of Recommendations with Projected Costs” (see separate template) accompanies the submission as a separate document.

# Program Accreditation

Programs that are accredited by external bodies may be eligible for a modified program review process, if certain conditions are met. The modified process acknowledges the rigour and depth of the external accreditation, but supports and guides the program in ensuring alignment with BCIT-specific policies, procedures, and strategic directions (e.g. BCIT Strategic and Education Plans).

**Summary of Accreditation Results:**

|  |  |
| --- | --- |
| **Name of Accrediting Body** |  |
| **Date accreditation received** |  |
| **Date accreditation expires** |  |
| **Program aspects reviewed in accreditation report** | [Describe the major components of the accreditation self-study report; the accreditation standards by which the program is assessed; these should not exceed two or three sentences for a component/standard] |
| **Program aspects reviewed during site visit** | [Describe the type of site visit (in-person or virtual), major program aspects reviewed (e.g. classrooms and labs, curriculum), internal/external program partners interviewed] |
| **Significant strengths of the program as described by the review team** |  |
| **Conclusions and recommendations from the reviewers’ report** | [Describe the general conclusions in the accreditation report. Describe the areas for improvement outlined by the accreditation review. Mention whether follow-up work from accreditation is required.  Specific recommendations from the accreditation reviews’ report should be included in the appropriate sections of the SSR.] |
| **Is the Program Review external site visit being waived?**  **Yes**  **No** | If Yes, how was external validation of program review recommendations achieved?  [Describe which external partners have reviewed the list of recommendations that resulted from this program review. For example: PAC, industry partners, or the accrediting body if the site visit follows the completion of this program review. Provide minutes/evidence from these discussions in Appendix H: External Review of Recommendations.] |

# Program Background

## Program Name/Credential Type/Administrative Structure

|  |  |
| --- | --- |
| Credential designation (as it appears on transcript) | [e.g. Master of Applied Science in Building Engineering;  List all the credentials in a bundled review, e.g. Bachelor of Technology, Advanced Diploma and Advanced Certificate in Geographic Information Systems] |
| Options/Specializations (as appears on transcript, if applicable) | [e.g. Artificial Intelligence and Machine Learning Option] |
| School and Program Area |  |
| Organization/Administration of program area | Dean:  Associate Dean:  Program/Department Head:  [Others as applicable: ] |
| Partnership arrangements, and role of the partner in delivery of program (if applicable) | [e.g. joint partnership program with UBC; Health Authorities; etc.  Can list here or refer to relevant section in accreditation report] |
| For graduate degrees only, composition and role of graduate program committee (if applicable) |  |

## Program Description

|  |  |
| --- | --- |
| Full time or Part time | [Full time, Flexible Learning (FL), both Full time and FL] |
| Length of program | [For Flexible Learning programs offered via course-by-course registration, indicate typically how long students take to complete the program] |
| Time limit to complete the program | [If time limitations do not exist for your program, BCITs default time limitation to complete a credential is seven years.  Defer to Section 2.2. for further discussions, e.g. is this appropriate for your program (especially if your program/industry is constantly evolving]? If not, consider applying for an exemption from [Education Policy 5103 Student Evaluation – 5 Time Limit to Complete a Credential](https://www.bcit.ca/files/pdf/policies/5103.pdf)] |
| Total number of credits |  |
| Program regulated by (if applicable) | [e.g. BC Colleges of Nurses and Midwives, Engineers and Geoscientists of BC] |
| Delivery Mode | [e.g. in-person, on-line, blended/hybrid, etc. ] |
| Campus | [e.g. Aerospace Technology Campus (ATC); Annacis Island (AIC); BCIT Marine Campus (BMC); Burnaby (BBY); Downtown Campus (DTC); and/or other (please specify)] |
| Admission requirements | [List the requirements from the program webpage, including Advanced Placement/Direct Entry where appropriate;  Defer to Section 2.1.3 for further discussions, e.g. whether admission requirements are appropriate to prepare student for success] |
| Admission Model | [e.g. First qualified/First Accepted; Competitive, etc. ] |
| Number of intakes per year |  |
| Capacity for each intake |  |
| Laddering opportunities (into this program and/or into other BCIT or external programs, if applicable) | [e.g. This program (Diploma in Biomedical Engineering Technology) ladders into Bachelor of Engineering in Electrical Engineering;  Students who complete the Heavy Mechanical Trade Foundation program will receive technical training credit for Apprenticeship level 1 and 450 work-based hours credit toward completion of the Heavy Duty Equipment Technician apprenticeship program;  BCIT’s Diploma in Accounting and Diploma in Finance can ladder into this program (Bachelor of Business Administration) ] |
| For Bachelor’s degree programs only, indicate the delivery model  *(Delete row if not applicable)* | [e.g. 4-year, 3-year, 2+2, 1+3, etc. ] |

## Program Review Data Sources and Stakeholder Profiles

For this program review, data has been obtained from the Ministry of Advanced Education and Skills Training (Ministry) as well as BCIT’s Institutional Research and Planning (IRP) Office. In addition, input was gathered from various stakeholder groups. For details, please refer to the following and the relevant appendices: [Provide a brief summary of data sources (e.g. BC Student Outcomes survey, Program Mix Analysis data, customized surveys to various stakeholder groups etc.). Please indicate the appendices for the BC Student Outcomes Survey (Appendix D), Program Mix Analysis (Appendix C) and each Survey Data Report (Appendix #) respectively.]

| **Stakeholder group** | **Number invited** | **Number participated** | **Means and dates of participation** | **Graduation years [if applicable]** | **Profiles [e.g. job titles represented, if applicable]** |
| --- | --- | --- | --- | --- | --- |
| Alumni  (Appendix F) | [100] | [26] | [Survey (Spring 202X)] | [202X-202X] | [14/26 reported being employed in an entry-level position, 5/26 in a senior level position, 3/26 reported being in school.] |
| Alumni | [X] | [X] | [Focus Group May 202X] | [202X] |  |
| Current Students  (Appendix E) | [X] | [X] | [Survey] | [201X] | [N/A] |
| Industry  (Appendix H) | [X] | [X] | [Survey] | [N/A] | [13/15 respondents reported holding senior level position with titles such as…] |
| Faculty  (Appendix I) | [X] | [X] | [Survey] | [N/A] | [N/A] |
| PAC | [X] | [X] | [Interview] | [N/A] | [Two PAC members represented industry X and 1 represented industry Y. All hold senior positions] |

# Quality of Educational Design

## Review of Curriculum

[The essence of any program is its curriculum. A high-level review of a program’s curriculum is essential to the program review process to provide a holistic picture of how well the program is currently preparing students for industry or further study. The **customizable** standard survey questions (available in SharePoint) will provide data related to key curricular issues to include in this review, as outlined in the sections below.

For bundled reviews covering multiple credentials where there are changes to the higher credential (e.g. Diploma), be sure to indicate where there are implications on the curriculum of the smaller credentials (e.g. Certificate and Associate Certificate).

Please note it is at the program’s discretion to conduct a more in-depth, detailed curriculum review (e.g. review of individual course learning outcomes, duplication of material across courses etc.) alongside this program review if deemed feasible and valuable. For further details about this separate curriculum review process, please consult with the [Learning and Teaching Centre](https://www.bcit.ca/learning-teaching-centre/services/curriculum-maintenance/) and/or the IDC).

If major curriculum changes are warranted and included as SSR recommendations, the details will be provided in the subsequent major program change proposal (e.g. changes to learning outcomes, content, evaluation methods, learning and teaching methodologies, addition of new courses, removal of courses, etc.).]

### Credential Standards

|  |
| --- |
| Describe and comment on how the program aligns with BCIT’s credential types and criteria (e.g. meets the minimum credits) in [Procedure 5401-PR1 Credentialing of Programs](https://www.bcit.ca/files/pdf/policies/5401-pr1.pdf). |
|  |

### Alignment with Credential Standards

[For diploma and higher credential level: BCIT programs at the diploma and higher credential levels are expected to align with BCIT’s credential standards for the relevant credential type (see [Procedure 5401-PR1](https://www.bcit.ca/files/pdf/policies/5401-pr1.pdf)). Demonstrate alignment using the table provided below.]

| Credential Standards (please refer to [Procedure 5401-PR1](https://www.bcit.ca/files/pdf/policies/5401-pr1.pdf) for more details) | Refer to section(s) of the accreditation documentation where these credential standards are addressed, if applicable. |
| --- | --- |
| 1.Depth and Breadth of Knowledge | [e.g. for degree programs only, refer to General Education elective courses such as but not limited to the three outside core discipline courses in providing breadth of knowledge.  For diploma programs, how does the program align with expectations for breadth to ensure students develop sufficient foundational knowledge within and beyond the core discipline?] |
| 2.Knowledge of Methodologies and Research |  |
| 3. Application of Knowledge |  |
| 4.Communication Skills |  |
| 5. Awareness of Limits of Knowledge |  |
| 6. Autonomy and Professional Capacity |  |

|  |  |  |  |
| --- | --- | --- | --- |
| For Bachelor’s degrees only, how does the program align with the guidelines for General Education (GE) requirements outlined in [Procedure 5401-PR1](https://www.bcit.ca/files/pdf/policies/5401-pr1.pdf)? | | | |
| **GE categories** | **Minimum requirement** | **List the corresponding courses and their credits in the program** | **Total number of credits in the program** |
| Written and Oral Communication such as but not limited to BCIT COMM courses, and LIBS 7001) | 9 credits |  |  |
| Applied Ethics (such as, but not limited to BCIT LIBS 7002) | 3 credits |  |  |
| Management Principles (such as, but not limited to BCIT BUSA 7250) | 3 credits |  |  |
| Outside the Core Academic Discipline (in at least 3 different academic disciplines at the 1st year post-secondary level or above (such as, but not limited to BCIT LIBS electives which are multidisciplinary by design) | 9 credits |  |  |

### Admission Requirements

|  |
| --- |
| Do the admission requirements as listed in Section 2.2 above meet the minimum entrance requirements for the program credential type as outlined in BCIT [Procedure 5401-PR1](https://www.bcit.ca/files/pdf/policies/5401-pr1.pdf)? Does the program align with BCIT’s admissions standards, residency requirements, PLAR processes (as applicable)? Refer to [Policy 5003 Admissions and Recognition of Prior Learning - Procedure](https://www.bcit.ca/files/pdf/policies/5003-pr1.pdf) |
|  |

From the Student, Alumni and Faculty Surveys, the following data regarding admission requirements is provided.

|  |  |  |
| --- | --- | --- |
| Percent of students indicating admission requirements adequately prepared them for success in the program  [Indicate the Appendix and question number] | Percent of alumni indicating admission requirements adequately prepared them for success in the program  [Indicate the Appendix and question number] | Percent of faculty indicating admission requirements adequately prepared students for success in the program  [Indicate the Appendix and question number] |
|  |  |  |

### Curriculum

|  |
| --- |
| Does the program align with the following BCIT policies and associated procedures: [5403 Syllabus and Course Outlines](https://www.bcit.ca/files/pdf/policies/5403.pdf) and [associated](https://www.bcit.ca/files/pdf/policies/5403_pr1.pdf) [procedures 1](https://www.bcit.ca/files/pdf/policies/5403_pr1.pdf) and [procedures 2](https://www.bcit.ca/files/pdf/policies/5403_pr2.pdf)? |
| [e.g. - In general, how well do learning outcomes ensure that they cover the appropriate competencies (e.g. knowledge, skills, and ability) at the appropriate level for the learner (e.g. taxonomies align to course level/rigour)?  -Do course numbers indicate level of difficulty, and align with credential type and pre-requisite structure?] |

|  |
| --- |
| Do the course credit calculations comply with [Policy 5012 Course Credits](https://www.bcit.ca/files/pdf/policies/5012.pdf) and associated [Procedure](https://www.bcit.ca/files/pdf/policies/5012-pr1.pdf)? |
| [Indicate here that all course outlines were reviewed by the Self-Study Team to determine whether credit calculations are correct. If not, list the courses that are out of alignment and include a recommendation at the end of this section] |

|  |
| --- |
| Comment on the above **section 3.1** and indicate any recommendations or actions the program would like to implement (if any). Be sure to also include recommendations that have stemmed from the accreditation review. |
| [e.g. **Recommendation #1: Change admission requirements to align with BCIT admissions procedures.**  **Recommendation #2 (from accreditation review):** “There is no interdisciplinary content in the program, students do not get to engage with students from other departments”  **To address this, we will add interdisciplinary courses to Year 3 and 4 of the program, and edit current course COMP 5555 to include more content related to other disciplines.**] |

## Program Delivery Methods & Teaching, Learning, and Assessment Methodologies

From the Student, Alumni and Faculty Surveys, the following data is provided.

|  |  |  |  |
| --- | --- | --- | --- |
| **Delivery Modes**  [Add or delete rows and adjust list as appropriate] | **Percent of Students Indicating Overall or Somewhat Effective**  [Indicate the Appendix and question number] | **Percent of Alumni Indicating Overall or Somewhat Effective**  [Indicate the Appendix and question number] | **Percent of Faculty Indicating Overall or Somewhat Effective**  [Indicate the Appendix and question number] |
| Face-to-face |  |  |  |
| Online |  |  |  |
| Blended (FTF and Online) |  |  |  |
| Lectures |  |  |  |
| Labs, Shops, Simulation, etc. |  |  |  |
| Work-Integrated Learning such as Co-op, Practicum, Internship, etc. |  |  |  |
| Industry Connections such as field trips, guest speakers, etc. |  |  |  |
| Others [specify] |  |  |  |

From the Student, Alumni and Faculty Surveys, the following data regarding assessment methods is provided.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment methods**  [Add or delete rows and adjust list as appropriate] | **Percent of Students Indicating Effective**  [Indicate the Appendix and question number] | **Percent of Alumni Indicating Effective**  [Indicate the Appendix and question number] | **Percent of Faculty Indicating Effective**  [Indicate the Appendix and question number] |
| Group projects/assignments |  |  |  |
| Individual assignments |  |  |  |
| Presentations |  |  |  |
| Exams |  |  |  |
| Others [please specify] |  |  |  |

|  |
| --- |
| Does the program comply with [Policy 5103 Student Evaluation](https://www.bcit.ca/files/pdf/policies/5103.pdf) and [Procedure 5103-PR1 Grading](https://www.bcit.ca/files/pdf/policies/5103_pr1.pdf). Are there courses with final exams that constitute more than 50% of the overall mark for a course? Does the program follow the standard grading criteria and default time limit to complete a credential outlined in policy? |
| [e.g. is the default time limit appropriate for your program (especially if your program/industry is constantly evolving]? If not, consider applying for an exemption from [Education Policy 5103 Student Evaluation – 5 Time Limit to Complete a Credential](https://www.bcit.ca/files/pdf/policies/5103.pdf)] |

|  |
| --- |
| How do the delivery modes as well as teaching, learning and assessment methodologies employed in the program align with BCIT’s Learning and Teaching Framework (LTF)? |
| [e.g. The program aligns with the following pillar(s) of the LTF:  – Pillar 2 “Student-centred, active and experiential teaching and learning”, e.g. How your program aligns with best practices in learning and teaching? Offer examples and/or evidence to support your program’s choices. For example, does your program practice real-world skills, experiential learning, application of critical thinking and problem solving within the industry through work-integrated education/learning?  - Pillar 3 “Learning environments that foster growth and creativity”, e.g. Does your program respond to learner needs and have open and constant communication between the program, faculty and learners that foster a culture of respect, diversity and inclusivity (https://www.bcit.ca/respect/)?  - Pillar 4 “Program and curriculum design aligned with workplace needs”, e.g. Does your program include some degree of flexibility in course selection and delivery, based on learning needs? Does your program use evaluation and assessment practices that allow students to effectively demonstrate their learning and connected to relevant needs in work environments?] |

|  |
| --- |
| Comment on the **section 3.2** above and indicate any recommendations or actions the program would like to implement (if any). Be sure to also include recommendations that have stemmed from the accreditation review. |
| [e.g. Faculty, student and alumni survey results show the program currently may have relied too heavily on group projects, and hence the SST recommends the following:  **Recommendation #3: Support faculty to work with the Learning and Teaching Centre to investigate different assessment strategies**  **Recommendation #4 (from accreditation review):** “While the selections of the assessment tools appear reasonable, there is no detailed discussion of the assessment rationale for the various learning activities described.” **To address this, we will include rationale for selected assessment in the course summary forms (submitted at the end of each year) and communicate this new requirement to faculty via department meetings and faculty workshops**.] |

## Faculty Qualifications

|  |
| --- |
| Does the program faculty align with the general guidelines in the faculty qualifications policy (Refer to [Policy 5601 Faculty Qualifications](https://www.bcit.ca/files/pdf/policies/5601.pdf))? |
|  |

|  |
| --- |
| Comment on the **section 3.3** above and indicate any recommendations or actions the program would like to implement (if any). Be sure to also include recommendations that have stemmed from the accreditation review. |
| [e.g. The program is staffed by highly-qualified faculty with extensive industry connections who are committed to teaching excellence. Two of our faculty have been recently awarded BCIT’s Teaching Excellence Award in the School of X. Student and alumni surveys also show highly satisfaction with faculty qualifications.] |

# Quality of Educational Experience

[This category examines the degree of learner satisfaction with the program, and the degree to which the program is relevant to learners’ future endeavours.]

## Program Enrolment, Attrition and Graduation Trends

[Review Institutional Research & Planning (IRP) Key Performance Indicators (KPIs)/Program Mix Analysis (PMA), Course Grade Analysis reports, and other data sets including departmental data as appropriate. Use data from the PMA reports for the table below.

Outline how this program defines and measures success in relation to enrolment, attrition, course completion rates, graduation rates, grade distributions, etc. Append the PMA reports provided by IRP.]

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Number of applicants | Number of enrollments | Number or % of on-time graduations |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| Analyze the enrolment and graduation trends over the past 5 years. Comment on any significant changes and describe any potential reasons for trends that you observe. How does the program measure success in relation to this data? |
| [Where appropriate, refer to department data if available]. |

|  |
| --- |
| Provide a brief concluding statement to support the analysis made in the section above and indicate any recommendations or actions the program would like to implement (if any). |
| [e.g. The program appears to be experiencing a declining enrolment trend in recent years and therefore, the SST recommends the following:  **Recommendation #6: Further investigate the reasons for the decline in enrolment and explore possible strategies to reverse such trend, e.g. via marketing and high school outreach initiatives.]** |

## Relevance of Education to Further Studies and Employment

From the BC Student Outcomes Summary of Survey Results from IRP, the following data is provided.

|  |  |
| --- | --- |
| Percent of graduates who went on to further studies. | Percent of graduates who felt their education prepared them very well or somewhat well for further studies. |
|  |  |

From the BC Student Outcomes Summary of Survey Results from IRP, the following data is provided.

|  |  |  |  |
| --- | --- | --- | --- |
| Percent of graduates who are employed. | Percent of graduates who indicated the program was useful in getting their job. | Percent of graduates indicating how long it took them to get their program-related job. | |
|  |  | Less than 1 month  1 to 2 months  3 to 4 months  Over 4 months |  |

From the Alumni, Faculty and Industry surveys, the following data is provided.

|  |  |  |
| --- | --- | --- |
| Percent of graduates indicating the program adequately prepared them for entry-level job in their industry  [Indicate the Appendix and question number] | Percent of industry respondents indicating the program adequately prepared them for entry-level job in their industry  [Indicate the Appendix and question number] | Percent of faculty indicating the program adequately prepared them for entry-level job in the industry  [Indicate the Appendix and question number] |
|  |  |  |

## Satisfaction with Skills Development

From the BC Student Outcomes Summary of Survey Results from IRP, the following data is provided.

|  |  |
| --- | --- |
| Employability Skill | Percent of students who indicated the program was very helpful or helpful in developing the skill. |
| Written Communication |  |
| Oral Communication |  |
| Group Collaboration |  |
| Critical Analysis |  |
| Problem Resolution |  |
| Reading and Comprehension |  |
| Learn on your own |  |
| (Others, as appropriate) |  |

From the Faculty and Industry surveys, the following data is provided.

|  |  |  |
| --- | --- | --- |
| Employability Skill | Percent of faculty who indicated the program help students achieve the following employability skills very well or satisfactorily.  [Indicate the Appendix and question number] | Percent of industry respondents who indicated the program help students achieve the following employability skills very well or satisfactorily.  [Indicate the Appendix and question number] |
| Written Communication |  |  |
| Oral Communication |  |  |
| Group Collaboration |  |  |
| Critical Analysis |  |  |
| Problem Resolution |  |  |
| Reading and Comprehension |  |  |
| Learn on your own |  |  |
| (Others, as appropriate) |  |  |

## Satisfaction with Learning Experience including Quality of Instruction

[**This program review is not intended to evaluate the individual performance of any member of BCIT’s faculty, staff or administration. Please remove references to any individual names or other identifiers**].

From the BC Student Outcomes Summary of Survey Results from IRP, the following data is provided.

|  |  |  |
| --- | --- | --- |
| Percent of graduates were very satisfied or satisfied with their education. | Percent of graduates rated quality of instruction as very good or good | Percent of graduates rated covering topics relevant to field as very good or good |
|  |  |  |

From the Student and Alumni Surveys, the following is provided.

|  |  |  |
| --- | --- | --- |
|  | Percent of students satisfied or somewhat satisfied  [Indicate the Appendix and question number] | Percent of alumni satisfied or somewhat satisfied  [Indicate the Appendix and question number] |
| Availability of faculty (in person or via email) |  |  |
| Helpfulness of faculty |  |  |
| Clarity and usefulness of faculty feedback |  |  |
| Timeliness of faculty feedback |  |  |
| Faculty qualifications |  |  |
| Faculty industry experience |  |  |
| Overall quality of instruction\* |  |  |

\*Alumni data may be retrieved from BC Student Outcomes Survey

Additional data from the Student and Alumni Surveys is provided below.

|  |  |  |
| --- | --- | --- |
|  | Percent of students answers affirmatively  [*Indicate the Appendix and question number*] | Percent of alumni answers affirmatively  [*Indicate the Appendix and question number*] |
| The program is meeting/met their expectations |  |  |
| Would recommend the program to others |  |  |

|  |
| --- |
| Describe feedback collected from students, alumni, etc. regarding workload in the program. If the program is above the minimum credits for the credential type, what opportunities exist to reduce student workload and potentially reduce credits in the program? Provide evidence of discussions held among program members (e.g. department meetings, curriculum committee meetings, etc.). Refer to the survey results if applicable. |
|  |

|  |
| --- |
| Please comment on the **section 4** above and on any gaps in learner satisfaction. Be sure to also include recommendations that have stemmed from the accreditation review. What is the program’s plan to address these gaps (if applicable)? |
| [Refer to other data where appropriate.  e.g. The Self-Study Team proposes the following recommendation in response to survey data indicating lower learner satisfaction with PTS faculty availability and timeliness of PTS faculty feedback.  **Recommendation #5: Work with PTS faculty to better support their availability as well as providing timely feedback to students.**] |

# Quality of Services, Resources and Facilities

[This category examines learning materials, library materials, equipment, computer hardware, facilities, and other tools, specifically as they are used by and affect the program.]

## Learner Satisfaction with Services, Resources, and Facilities

From the Student and Alumni surveys, the following data is provided.

|  |  |
| --- | --- |
| Service, Resources or Facilities (from survey)  [Adjust list as appropriate] | Percent of Learners Satisfied or Somewhat Satisfied  [Indicate the Appendix and question number] |
| Quality of computers, software and IT services |  |
| Availability of computers, software and IT services |  |
| Quality of equipment specific to your program (other than computers) |  |
| Availability of equipment specific to your program (other than computers) |  |
| Quality of library materials specific to your program |  |
| Quality of learning/teaching environment and support (classrooms, labs, shops, tables, chairs, etc.) |  |
| Accessibility of physical learning environment |  |
| Quality of online learning/teaching environment and support |  |
| Accessibility of online learning environment |  |

## Faculty\* (including Flexible Learning) and Staff Satisfaction with Services, Resources and Facilities

From the Faculty surveys the following data is provided.

|  |  |
| --- | --- |
| Service, Resources or Facilities (from survey)  [Adjust list as appropriate] | Percent of Faculty Satisfied  [Indicate the Appendix and question number] |
| Time and support to review and validate the currency of the curriculum |  |
| Time and support to update course materials and instructional approaches, e.g. LTC |  |
| Opportunity and resources for professional development |  |
| Quality of textbooks and other learning materials |  |
| Quality of computers, software and IT services |  |
| Availability of computers, software and IT services |  |
| Quality of equipment specific to your program (other than computers) |  |
| Availability of equipment specific to your program (other than computers) |  |
| Quality of library materials specific to your program |  |
| Quality of learning/teaching environment (classrooms, labs, shops, tables, chairs, etc.) |  |
| Quality of online learning/teaching environment |  |

\*Faculty including full-time, flexible learning, and where applicable, those from other departments that teach into the program.

|  |
| --- |
| Please comment on the **section 5** above and on any gaps in learner and faculty satisfaction with services, resources or facilities. Be sure to also include recommendations that have stemmed from the accreditation review. What is the program’s plan to address these gaps (if applicable)? |
|  |

# Quality of Program Relationships and Connections

## Alignment with Provincial and BCIT Strategic Direction

### Alignment with Labour Market Demand

|  |
| --- |
| How does the program align with provincial direction and strategy related to employment, specifically the current [British Columbia Labour Market Outlook Report](https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx)? |
|  |

|  |  |  |
| --- | --- | --- |
| List the applicable National Occupation Classification (NOC) codes and the job openings. Indicate if any are “high opportunity occupations” as identified in Labour Market Outlook report. | | |
| NOC code | Number of projected job openings (20XX-20XX) | High Opportunity Occupations? |
|  |  |  |

### Alignment with BCIT’s Strategic and Education Plans

|  |
| --- |
| How does the program align with [BCIT’s current Strategic Plan](https://www.bcit.ca/wp-content/uploads/2019/04/bcit-strategic-plan-2019-22.pdf) and the [Education Plan](https://www.bcit.ca/education-plan/)? |
| [The following are specific examples how the program may contribute to strategic commitments and initiatives outlined in the current BCIT’s Strategic Plan and Education Plan (**only comment on one(s) that is (are) applicable**):  Commitment #1. People-Focused Organization: e.g.   * Initiative #1. Strengthen support and services for learners to promote success, well-being, and resilience, e.g. How does your program balance student workload and enable flexible and self-directed learning? * Initiative #2. Invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning, e.g. Do instructors have access to a mentoring program? Do instructors participate in professional development such as the introductory and advanced Instructional Skills Workshops offered by the Learning and Teaching Centre? * Initiative #3. Redesign processes, systems, and structures to enhance our agility and effectiveness and to embed sustainability (additional resource: “Sustainability Vision” <https://www.bcit.ca/sustainability-vision/>), e.g. how does the program consider economic, social and/or environmental sustainability in its program design and delivery?]   [Commitment #2. Future-Proof Applied Education: e.g.   * Initiative #4. Reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner success, e.g. does your program offer flexible delivery of competency-based courses that promote reskilling and upskilling (cross-reference Education Plan: Channel 2 Open Multidisciplinary Credentials)? * Initiative #5. Anchor BCIT as a leader in interdisciplinary and integrative learning methodologies that ensure job readiness and career mobility, e.g. does your program offer students learning opportunities to collaborate across disciplines and industry partners that mirror workplace settings (cross-reference Education Plan: Channel 1 Interdisciplinary Programming)? * Initiative #6. Cultivate exceptional learning environments and communities through technology and sustainable campus development, e.g. how does your program support innovative ways of teaching and learning?]   [Commitment #3. Globally Relevant Connections: e.g.   * Initiative #7. Infuse Indigenous knowledge and practices throughout the organization and within our partnerships to mobilize broader societal change – can defer to 5.3.3 below * Initiative #8. Reinvest how we work with industry and peers to drive economic, environmental prosperity in BC and beyond, e.g. does your program work with industry as well as internal and external peers to foster interdisciplinary activities in areas such as entrepreneurship, cybersecurity, smart cities, and sustainable communities (cross-reference Education Plan: Channel 3 Centres of Competence). * Initiative #9. Foster and sustain an open, engaged and multicultural community of BCIT learners, faculty, staff and alumni – can defer to 5.3.3 below] |

### Alignment with BCIT’s IDEAS Framework

|  |
| --- |
| BCIT has established institutional priorities related to **I**ndigenization, **I**nclusion, **D**iversity, **E**quity, **A**ccessibility, **S**ustainability and **S**tudent well-being (**IDEAS**) (<https://www.bcit.ca/ideas/>). Describe how the program, department or School is addressing these institutional priorities through ongoing or planned actions for each of the IDEAS elements in the table below.  [Refer to the following documents:   * **IDEAS guiding document** <https://www.bcit.ca/files/apqa/pdf/ideas_guiding_document.pdf> * Indigenous Vision <https://www.bcit.ca/indigenous-vision/> * Respect, Diversity and Inclusion <https://www.bcit.ca/respect/> <https://www.bcit.ca/anti-racism-framework/> and <https://www.bcit.ca/files/respect/inclusion_lens_for_the_learning_environment.pdf> * Faculty Accessibility resources <https://www.bcit.ca/accessibility/faculty-staff/> * Sustainability Vision <https://www.bcit.ca/sustainability-vision/> * Student Well-being and Resilience Framework <https://www.bcit.ca/files/studentlife/pdf/student_wellbeing_resilience_framework.pdf> ] |

|  |  |
| --- | --- |
| Indigenization | [e.g. Does your program respectfully use traditional Indigenous knowledge and practices throughout the program and help advance Truth and Reconciliation? Does the program consult or partner with Indigenous communities in the delivery or design of the program? ] |
| Inclusion, Diversity and Equity | [e.g. Are there potential barriers to underrepresented or equity-deserving groups? Are diverse perspectives including those of equity-deserving groups included in the course materials such as case studies? Do faculty/PAC members reflect the populations graduates work with and/or serve in the real world] |
| Accessibility | [e.g. Do students have the opportunity to demonstrate their learning in more than one way? Is there accommodation of students with diverse learning needs? Are there ways for students to re-enter the program should they need to leave? Does the delivery mode enable ease of access to course content and activities for students with a disability?] |
| Sustainability | [e.g. How does your program integrate sustainability practices throughout the curriculum and program operations? How does the program align with existing School or Department-level action plans related to sustainability and the environment? How does the program contribute to social good?] |
| Student well-being | [e.g. How does the program optimize learning by ensuring reasonable student workload while minimizing unnecessary stress?] |

[Consultation with the appropriate internal stakeholders may be warranted depending on the content and context. Some examples include: members of BCIT’s Respect, Diversity and Inclusion team (<https://www.bcit.ca/respect/>), the Indigenous Initiatives and Partnerships (<https://www.bcit.ca/indigenous-initiatives/>), BCIT Student Life Office (<https://www.bcit.ca/student-life-office/>), BCIT Accessibility Services (<https://www.bcit.ca/accessibility/>), BCIT International (<https://www.bcit.ca/international/>), Student Association (<https://www.bcitsa.ca/>), and/or any partners that support a program that fosters a culture of respect and inclusivity.]

|  |
| --- |
| Comment on any survey data related to the program and its alignment with the IDEAS framework. |
|  |

## Marketing and Public Engagement

|  |
| --- |
| How does the program build connections with, and provide information about the program to the community? What approaches do the program and faculty currently use to connect with the community? |
| [e.g. The program has participated on an ongoing basis in the following:   * BCIT’s BIG INFO sessions, * Open House, * High-school outreach, * career fairs, * volunteering in the community, * guest talks etc.] |

|  |
| --- |
| What organizations, institutions, and/or community groups does the program currently maintain contact with? List others who would also benefit from learning about the program. |
|  |

|  |
| --- |
| How satisfied are faculty with the quantity and quality of information provided to the community about the program (based on faculty survey data)? |
|  |

|  |
| --- |
| Comment on **section 6** above and indicate any recommendations or actions the program would like to implement (if any). Be sure to also include recommendations that have stemmed from the accreditation review. |
|  |

## Compliance with BCIT Policies and Procedures

[Use the table below to indicate if the program complies with BCIT policies and procedures. Provide a brief explanation and program’s response in the table (shown with examples) below if any non-compliance with BCIT policies has been identified.]

| [BCIT Education Policy](https://www.bcit.ca/about/leadership-vision/policies/) | In compliance? (Yes/No) | Relevant Section (provide program response if not in compliance) |
| --- | --- | --- |
| [Policy](https://www.bcit.ca/files/pdf/policies/5003.pdf)/[Procedure](https://www.bcit.ca/files/pdf/policies/5003-pr1.pdf) 5003 Admissions and Recognition of Prior Learning | [Yes] | Section 2.1.2 |
| [Policy](https://www.bcit.ca/files/pdf/policies/5012.pdf) 5012 Course Credits and [Procedure](https://www.bcit.ca/files/pdf/policies/5012-pr1.pdf) 5012 Assigning Credits to Courses | [No] | Section 2.1.3  [See Recommendation #X: Recalculate course credits to align with policy] |
| [Policy](https://www.bcit.ca/files/pdf/policies/5103.pdf)/[Procedure](https://www.bcit.ca/files/pdf/policies/5103_pr1.pdf) 5103 Student Evaluation | [Yes] | Section 2.2 |
| [Policy](https://www.bcit.ca/files/pdf/policies/5401.pdf)/[Procedure](https://www.bcit.ca/files/pdf/policies/5401-pr1.pdf) 5401 Program Development and Credentials | [Yes] |  |
| [Policy](https://www.bcit.ca/files/pdf/policies/5402.pdf)/[Procedure](https://www.bcit.ca/files/pdf/policies/5402_pr1.pdf) 5402 Program Review | [Yes] | [Comment whether the program follows the timeframe for program reviews as indicated by policy and procedure] |
| [Policy](https://www.bcit.ca/files/pdf/policies/5403.pdf)/Procedure 5403 [PR-1](https://www.bcit.ca/files/pdf/policies/5403_pr1.pdf) and [PR-2](https://www.bcit.ca/files/pdf/policies/5403_pr2.pdf) Syllabus and Course Outlines | [Yes] | Section 2.1.3 |
| [Policy](https://www.bcit.ca/files/pdf/policies/5404.pdf)/[Procedure](https://www.bcit.ca/files/pdf/policies/5404_pr1.pdf) 5404 Program Advisory Committees | [Yes] |  |
| [Policy](https://www.bcit.ca/files/pdf/policies/5601.pdf) 5601 Faculty Qualifications | [Yes] | Section 2.3 |

# Benchmarking with Comparable Programs

[Using the Benchmark table in the appendix section of this template, please provide a comparison table of similar and related programs in Western Canada, Canada, North America, or other international institutions, as relevant to the credential type. Identify the key components/course clusters/themes (as appropriate) of the related programs, and demonstrate how this program compares in terms of those components (key components could include the program length, focus, areas of specialization, certifications, unique courses, admission standards, work-integrated education/learning component, etc.). The goal is to illustrate the comparative level of rigour, breadth, uniqueness, etc. of this program.

**Note**: The recommended academic external review team candidates are ideally from similar programs that are represented in the benchmarking table.]

|  |
| --- |
| Describe and comment on how BCIT’s program is unique relative to the comparison programs. |
|  |

|  |
| --- |
| Are there areas the program will explore, or recommendations based on the comparison with other programs? |
|  |

# Recommendations, and Future Directions

**Recommendations**

[Based on specific evidence gathered and discussed in the report, list the recommendations in the table below. Consider the following when creating the recommendations:

* All recommendations from program review and accreditation review should be clearly identified as numbered bullets (e.g. Recommendation #1, Recommendation #2, Recommendation #3…), and placed in the designated box at the end of the relevant section category.
* Any recommendations included in the table need to be based on clear evidence and analysis described in the body of the program review report or accreditation report
* All recommendations need to be supported by the program, associate dean, and dean, and need to be aligned with the school and institute strategic direction
* All recommendations need to have any related costs estimated (a separate template entitled “Recommendations with projected costs” is available on the APQA site], indicating what financial or other resources are needed to implement them (note: these costs appear in the “Recommendations with Projected Costs” table, and are for internal purposes only; this table is not distributed to external review team members)
* If there are more than 15 recommendations, consider grouping some of them into themes where appropriate (e.g. see examples below). The recommendation themes may be derived from the corresponding SSR section headings (e.g. curriculum update).
* Some issues identified in the findings may be more appropriate for the “future directions” section (beyond a 1-2 year implementation plan)]

**Sample Recommendations Table – Incorporates Recommendations from PR and Accreditation**

|  |  |  |  |
| --- | --- | --- | --- |
| Provide relevant SSR section | Recommendations from Program Review and Accreditation | Estimated Timeline  Start to Completion Date | Resources (e.g. People and/or BCIT Department) Required |
| **SSR 2.1**  **Accreditation** | **Recommendation #1: Change admission requirements to align with BCIT admissions procedures.**  **Recommendation #2 (from accreditation review):** A**dd interdisciplinary courses to Year 3 and 4 of the program, and edit current course COMP 5555 to include more content related to other disciplines.**] | Sep /22 – Mar /23 | Program/Department Head & Faculty,  PAC,  Industry |
| **2.2** | **Recommendation #3: Support faculty to work with the Learning and Teaching Centre to investigate different assessment strategies**  **Recommendation #4 (from accreditation review): include rationale for selected assessment in the course summary forms (submitted at the end of each year) and communicate this new requirement to faculty via department meetings and faculty workshops**.] | Sep /22 – Dec /22  Sep /22 – Mar /24 | Program/Department Head, Course File  Faculty |
| **3** | **Recommendation #5: Work with PTS faculty to better support their availability as well as providing timely feedback to students.**] | Sep 22 – Dec 22 | Program/Department Head, AD, Communications Department |

**Future Directions**

[Describe and comment on the market trends that are likely to affect the program over the next five years. Explain how these market trends may affect the direction of the program and what changes to the program may be anticipated.]

# APPENDICES:

## Appendix A: BCIT Key Performance Indicator (KPI) program report (Program Mix Analysis)

[Insert or paste here the reports provided by BCIT’s Institutional Research and Planning (IRP) Office.]

## Appendix B: Demonstration of Program Goals Achievement

[Ensure the courses in the table below align with the courses that contribute to the corresponding program goals in the Goal Integration Table. Focus on how achievement of goals by students would be assessed in the more advanced or upper level courses (instead of the foundational ones such as those in levels one/two in a diploma program)]

| **Goals** [please delete the examples below when filling out the template] | **Assessment of Program Goal**  [Identify course and key assessments demonstrating achievement of goal; may be one or multiple courses. Delete the examples below when filling out the template] |
| --- | --- |
| [Collaborate with diverse groups and investigation teams, including law enforcement agencies, to investigate fraud and financial crimes] | [XXXX 9000 - Lab work and class and online discussions  XXXX 9020 – Lab work and class online discussion  XXXX 9040 – Presentation of final investigative reports from mock cases.] |
| [Generate forensic investigation reports of fraudulent activities with accounting, documentary, eDiscovery, computer forensic and online evidence] | [XXXX 9000 - Quizzes and Mid-term  XXXX 9010- Lab work and class and online discussions  XXXX 9020 – Investigation report development using critical thinking process project] |
| [Conduct forensic data examinations to investigate fraud and financial crimes, using advanced technologies and methods] | [XXXX 9020 – Final exam  XXXX 9030 – Analysis of forensic investigation results project.] |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Appendix C: BC Student Outcomes Survey Results

[Based on credential insert the applicable report:

https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/education-training/bc-student-outcomes/annual-surveys

* APPSO (Former Apprenticeship Student Outcomes Survey)
* BGS (Baccalaureate Graduates Survey)
* DACSO (Former Diploma, Associate Degree, and Certificate Student Outcomes Survey)
* TSO (Trades Foundation and Trades-Related Vocation Student Outcomes Survey)]

## Appendix D: Student Survey Results

[ For the student survey results and for all other surveys below, be sure to include all comments provided to open-ended questions, redact all names or information that could identify individuals, and only include one version of the data tables (i.e.. remove the bar graphs) in order to shorten the appendices section.]

## Appendix E: Graduate Survey Results

## Appendix F: Faculty/Staff Survey Results

## Appendix G: Industry Survey Results

## Appendix H: Benchmark Program Comparison

[This table may be used and referenced for multiple sections (e.g.1.4, 5.8, & 7) of this report; modify and adapt as appropriate to obtain the best use of this table.]

| **Program Comparison** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Program Credential & Name | Institution and Location | Program Length | Number of Credits | Specializations/options | Work-Integrated Learning | [Key Program Component / Course Clusters / Area of Focus / Theme] |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

## Appendix I: External Review of Recommendations

[Include here any evidence that the program review recommendations have been reviewed and validated by an external body such as PAC, industry partners, or the accreditation review team. This could be either PAC minutes or excerpt from the accreditation review report.]

## Appendix J: Accreditation Review Report

[Include here the report by the review team from the last accreditation visit.]