

LEVEL 3: PROGRAM REVIEW SELF-STUDY GUIDE & TEMPLATE

2021



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BACKGROUND

Level 3 program review fits with the overall Quality Assurance Framework (QAF) at Selkirk College. The review is designed to support continuous improvement and program currency and relevancy. The guidelines and template will meet the requirements of the College, the Ministry of Advanced Education and Skills Training Quality Assurance Process Audit (QAPA) requirements, and other external accreditation and professional bodies, and legislative requirements.

The Level 3 requirements of the college will be described within the guide and associated templates. The QAPA requirements, which will be part of the College's review process, include:

EXECUTIVE SUMMARY

Provide a brief (400 – 500 word) summary of the program review report, rationale and key outcomes. Include a brief history of the program and program outcomes and program description. Also, include a summary of the program's strengths and challenges, desired improvements, and future directions.

SELF-STUDY REPORT

Following the self-study template, the report should include admission requirements, program delivery, curriculum requirements, adequacy and effective use of resources, faculty performance measures, program learning outcomes, regulatory standards/accreditation requirements, student evaluation & progression, student and graduate feedback, and employer and PAC satisfaction levels.

EXTERNAL REVIEW REPORT

An assessment conducted by a panel of experts external to the organization. This will often include a site-visit, report and response by the institution.

SUMMARY & ACTION PLAN

A brief summary of the findings, specific recommendations, proposed timelines, required resources & budget implications, and a plan for ongoing evaluation.

WHAT IS A LEVEL 3: PROGRAM REVIEW PROCESS ALL ABOUT?

Program review is a part of the program renewal, review and quality assurance process at Selkirk College. Program review is a comprehensive process of ensuring the currency and relevancy of an instructional program, what is working well, what needs to change and how change would best take place. Program review is the third level of program quality assurance and fits within a continuum of program renewal.

Programs will undertake a program review every five years or as needed. Program review will align with College policy (e.g. P8100 - Instructional Programs) and with the *Strategic Plan* and associated plans including the *Education, Indigenization, Strategic Enrolment Plan, Internationalization*, and others.

A successful renewal and review process should focus on continuing quality and appropriateness of the program design, delivery, admissions; adequacy of resources; teaching quality and adequacy of supervision and support; program learning outcomes, graduate outcomes, curriculum, quality of learning, student and graduate feedback, enrollment and retention, and other quality measures from both the "internal and external" context that influence the program. External contexts can be national, provincial, regional and local depending on the program, and be driven by employment trends, marketing needs, demographics, enrollment and others. The goal of an effective program review is to look forward three to five years into the future and make changes that best position the program for success.

So what does success look like? There are the obvious factors; very satisfied students, excellent graduate outcomes, full enrolment, excellent retention rates, and policy and procedures that are in place and being used effectively. Success can also be measured based on the quality of engagement with advisory committees, articulation partners, accrediting bodies, and between colleagues, faculty, staff and students. Program review encourages faculty and staff to ask compelling questions of themselves and stakeholders in order to develop new and innovative ways of meeting emerging needs.

Support for the program review process will be supplied by the Teaching and Learning Institute, and in most instances be led by the School Chair and Dean of the relevant program or school being reviewed. The process and a completed comprehensive review report will include all or most of the following components outlined in this guide.

GUIDING PRINCIPLES FOR PROGRAM REVIEW

The guiding principles of the Level 3 Program Review include:

- The guiding principles of the Level 3 Program Review include:
- Alignment with Selkirk College’s Mission, Vision, Values, Commitments and Strategic Directions
- Strength based and solution focused
- Contributes to continuous quality improvement (Institutional, School & Program Level)
- Provides meaningful information for the program (Strengths, Recommendations & Action Plans)
- Contributes to positive change (Institutional, School & Program)
- Provides a mechanism for ongoing assessment & evaluation of recommendations & Action Plan

LEVEL 3 REVIEW: PROCESS AND COMPONENTS

1.0 Executive Summary

Each Level 3 review will include a brief (400 – 500 word) summary of the program review report that will include: rationale and key outcomes of the report, a brief history of the program, a program description, a list of program outcomes, and a summary of the program’s strengths and challenges, desired improvements, and future directions.

2.0 Self-Study Report

The self-study will include a number of components summarized in Table 1. The Level 3 review will be undertaken by the School Chair, program faculty, and school administrative assistant, with support from the Teaching and Learning Institute and School Dean. The review will be submitted to both the School Dean and VP Education for final review and approval. Where required, the Education Council and College Board may also be involved.

2.1 SELF-STUDY TITLE PAGE AND SIGN-OFF

Program/School:	
Submitted By (School Chair):	
Submitted To (Program Dean):	
Submitted To (Vice President Education):	
Program Review Team: (Chair, program faculty, staff, Dean, TLI support)	
Reviewed by Dean:	Date:
Reviewed by VP-Education:	Date:

2.2 TABLE 1. SELF-STUDY REQUIREMENTS

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
1.0 INTRODUCTION			
1.1 Program Overview	<ul style="list-style-type: none"> • Program background materials (policy, calendar, other materials) 	Provide a brief program overview – background	<p>This sets the context for the review and provides information about your program to the reader.</p> <ul style="list-style-type: none"> • What is your program description, program outcomes? • How many faculty are employed in the program? • How many students does the program serve each year? • Description of the target students and what role are you preparing them to do in the community? • Or the transfer partners? External organizations? Other information.
1.2 Program Review Rational and Goals	<ul style="list-style-type: none"> • P 8100 • Quality Assurance Framework • Accreditation 	Provide the rationale and goals for the Level 3 Program Review.	<p>This could either be:</p> <ul style="list-style-type: none"> • Significant change has occurred with the program and a review is requested by a dean e.g. because at least three of PAS metrics were not met for the program, or • It has been five years or more since the program’s last program renewal process. Define the key goals e.g. improve enrollment, improve employment, improve student satisfaction, improve budgeting, improve retention, improve other factors.



COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
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1.0 INTRODUCTION

1.3 Program Review - Planning and Methodology	<ul style="list-style-type: none"> • Program Review Resource library 	<p>Provide a description of the planning steps followed (see Figure 1.) and data collecting methodology used in the program review process. Generally the process would involve students and alumni, faculty and staff, key support services (i.e. library, Student Access and Support), EdCo, Institutional Research, advisory committee members, and Dean and other administrators, and steps followed.</p>	<ul style="list-style-type: none"> • Who and how people were involved. • Data collection processes used – Examples include: self study, questionnaire and surveys, group and program dialogue (SWOT, focus group, informal, other), • Key Questions used – faculty and staff, students, advisory committee, other stakeholders • Format used – meetings, one on one, focus groups, levels of engagement
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2.0 PROGRAM INFORMATION

2.1 Program Goals and Context	<ul style="list-style-type: none"> • Institutional Research • Program materials • Program policy 	<p>Briefly describe:</p> <ul style="list-style-type: none"> • The program goals – what goals the program was designed to meet – employment, transfer, access, and other goals. • What the target student has been. • Key Program Policy - admission requirements. • Method of delivery. • Target labour market. 	<ul style="list-style-type: none"> • Summarize the program goals. • Target student – provide a description of the student you are seeking to recruit for the program. • Describe the labour market and/or transfer opportunities you are preparing students for. • What are the program policy requirements? • Describe the mode(s) of delivery.
2.2 Program Metrics	<ul style="list-style-type: none"> • SES • DASCO • Institutional Research • PAS • Other results 	<p>Provide a summary of current (last 3 – 5 years) of key program metrics:</p> <ul style="list-style-type: none"> • Recruitment & retention, describe the current labour market demand and student demand. • Summary of survey results (SES, PAS). • Graduate data - employment or transfer outlook. 	<ul style="list-style-type: none"> • Describe the recruitment and retention you have had. • Describe the recent (last 5 years) current labour market conditions and the recent (last 5 years) and current student demand and student employment or transfer. • Identify important trends in the SES and PAS data – see Appendix A for examples. • Identify important trends in the employment or transfer data – See Appendix A for examples. Graduate outcomes – Provide a summary of the graduate outcomes (i.e. graduate rates, graduation satisfaction levels, graduate employment rates) for the last 5 years (or what is available) from the DACSO report. • PAC satisfaction with students / graduates.

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
2.0 PROGRAM INFORMATION			
2.3 Program Curriculum	<ul style="list-style-type: none"> • focus groups, self study, survey, questionnaires, • student enrolment management information (demographics, enrollment, and retention), • Faculty, Staff and Administration feedback • Advisory Committee and Other Stakeholders • Labour Market Demand documents • Competing Programs and Potential Partners • Facilities and Learning Environment • Other – i.e. Marketing (web, other), Student Access and Support, Library 	<p>Describe:</p> <ul style="list-style-type: none"> • Program Learning Outcomes • Curriculum Map • Course Outlines (Course Level Learning Outcomes) • Student Assessment • Quality of Curriculum • Credential Recognition 	<ul style="list-style-type: none"> • Program Learning Outcomes – Provide a summary of the programs learning outcomes, mapped to course learning outcomes and aligned and authentic assessments along with any recommended changes. • Speak to continued adequacy of student assessment and how program’s goals/learning outcomes are being achieved. Also, speak to how student progress is assessed and measured. • Teaching and Learning – Provide a description of the teaching and learning environment the program faculty and staff team look to create, and what innovative teaching and learning practices you use and propose to use. Demonstrate continuing appropriateness of the structure, admissions requirements, method of delivery and curriculum for program’s educational goals and standards • Program summary – Provide a tabular summary of courses (name, number, code, credits, contact hours by instructional type of learning – i.e. lab, lecture), program pre-requisites – that are proposed to replace the program policies. • Transfer arrangements – Provide a brief description of the transfer arrangements, their condition, and developments. • Accreditation and Articulation – List and describe the agreements for the program, and how the program achieves the accreditation/articulation standards. Also, include as appendix accreditation body written report that assesses program quality with recommended quality improvements and Selkirk’s written response to the report. • Program Advisory Committee – Describe the engagement and initiatives with the advisory committee and their satisfaction level.
2.4 Program Operational Planning and Other Initiatives and Partnerships	<ul style="list-style-type: none"> • Operational plans, other project information 	<p>Summarize operational initiatives accomplished over the last five years.</p>	<p>In this section, provide a summary of key operational planning outcomes and other initiatives.</p> <ul style="list-style-type: none"> • Describe if they have been completed indicate if they were successful and provide details of lessons learned; if they are still in progress give an explanation of the current status and any milestones achieved to date.

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
2.0 PROGRAM INFORMATION			
2.5 Student Recruitment, Retention, and Feedback		In this section, provide a description of the current and proposed initiatives related to recruitment and retention of students. The section should be organized in such a way so both current descriptions and proposed changes can be identified.	<ul style="list-style-type: none"> • Strategic Enrollment Management (SEM) – Describe the alignment of program recruitment strategies with the best practices defined by the institution's SEM. Describe the initiatives you are undertaking and any proposed changes. • Marketing Initiatives – Describe marketing initiatives undertaken and any proposed changes. • Retention Initiatives – Describe your retention initiatives and any proposed changes. • Student Feedback – Describe the student feedback you have received in the last few years and in particular during this process. Indicate levels of engagement in the process. Use the full range of sources (focus groups, PAS report, etc.). Indicate how you have responded to the feedback and what changes you propose to make.
2.6 Faculty, Staff, and Budget and resources	Faculty and staff consultation, Budget – HR, Operations, facility	Describe the team, resources and facility.	<p>In this section provide a description of the faculty and staff team including:</p> <ul style="list-style-type: none"> • Your work together. • Professional development initiatives and how relate to program outcomes, faculty currency to program content, and best practices in teaching and learning. • Succession planning. • Innovations. • Support from the college or other areas of the college required for improved outcomes or proposed initiatives. • Budget and resources required.
3.0 PROGRAM ANALYSIS AND RECOMMENDATIONS			
3.1 Analysis	SWOT or other form of analysis	Provide a description of the process used to analyze the various data sources and who was involved.	Analysis should involve members of the review team and the Dean.
3.2 Summary of Strengths, Challenges & Opportunities	From the SWOT analysis	Summarize program strengths, challenges and opportunities.	Summarize your analysis indicating the sources of information.
3.3 Feedback from Review Planning Committee and PAC	PAC Minutes, Review Committee minutes	Summary of review comments	<p>This section should provide a summary of review and feedback comments from the school chair, dean, faculty and staff and advisory committee members and students.</p> <ul style="list-style-type: none"> • PAC, external partner satisfaction.

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
3.0 PROGRAM ANALYSIS AND RECOMMENDATIONS			
3.4 Proposed Program & Recommendations	Recommendations	In this section provide a description of the current and proposed program. The section should be organized in such a way so both current descriptions and proposed changes can be identified.	<ul style="list-style-type: none"> • Areas to focus on includes: • Target Student – provide a description of the student you are seeking to recruit for the program. • Program Learning Outcomes – Provide a summary of the program’s NEW learning outcomes, mapped to course learning outcomes and aligned and authentic assessments along with any recommended changes. • Describe your target Graduate Outcomes. • Teaching and Learning – Provide a description of the teaching and learning environment the program faculty and staff team look to create, and what innovative teaching and learning practices you use and propose to use. Demonstrate continuing appropriateness of the structure, admissions requirements, method of delivery and curriculum for program’s educational goals and standards • Program summary – Provide a tabular summary of courses (name, number, code, credits, contact hours by instructional type of learning – i.e. lab, lecture), program pre-requisites – that are proposed to replace the program policies. • Transfer arrangements – Provide a brief description of the transfer arrangements developments you look to initiate. • Accreditation and Articulation – List and describe how the review will support improved accreditation/articulation standards. • Program Advisory Committee – Describe the engagement and initiatives with the advisory committee and their satisfaction level. • External partners – e.g. practicum placement, workplace learning, research partners. • Facilities – Describe any changes. • Program Policy <ul style="list-style-type: none"> - Describe and changes to admissions requirements (tie these to your Program Outcomes map) - Provide tabular summary of courses (name, number, code, credits, contact hours by instructional type of learning – i.e. lab, lecture) and speak to the appropriateness of the structure, method of delivery and curriculum and why the proposed changes, if any. • Speak to the appropriateness of the credential level and if any changes are recommended. • Faculty performance –provide listing of faculty PD activities and how you will address currency in field of specialization. • Summary of Program Strengths and Areas for Improvement – Provide a summary of areas of significant program strengths and areas for improvement

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
3.0 PROGRAM ANALYSIS AND RECOMMENDATIONS			
3.5 Student Recruitment, Retention, and Feedback	Key Recommendation for Students	In this section provide a description of the current and proposed initiatives related to recruitment and retention of students. The section should be organized in such a way so both current descriptions and proposed changes can be identified.	<ul style="list-style-type: none"> • Strategic Enrollment Management (SEM) – Describe the alignment of program recruitment strategies with the best practices defined by the institution's SEM. Describe the initiatives you are undertaking and any proposed changes. • Marketing Initiatives – Describe marketing proposed changes. • Retention Initiatives – Describe your retention initiatives and any proposed changes. • Student Feedback – Indicate how you have responded to the feedback and what changes you propose to make.
3.6 Faculty, Staff, and Budget and resources	Key Recommendation For Faculty, staff, budget, and resources	Description of proposed changes.	<p>In this section provide a description of the faculty and staff team that will be undertaking or require support with including:</p> <ul style="list-style-type: none"> • Your work together • Professional development initiatives and how relate to program outcomes, faculty currency to program content, and best practices in teaching and learning • Succession planning • Innovations • Support from the College or other areas of the College required for improved outcomes or proposed initiatives • Budget and resources required.
Summary of Recommendations	Detailed Recommendations	Overview summary of recommendations	This section should outline key recommendations. Recommendations should be prioritized and be supported by findings and should include a consideration of next steps including timelines and resources needed. Errors, omissions, and limitations influencing the recommendation should be identified. Recommendations should be finalized and involve members of the review team and Dean.
Next steps	Process steps	Define next steps	Provide a description of next steps and follow-up with Education Council and its sub-committees.
External Assessment	Potential external review team	Provide consideration on External review team. Provide summary of conclusions of external evaluation – e.g. accrediting and professional bodies, PSIPS, others	See Appendix...

2.3 PROGRAM CURRICULUM REVIEW STEPS



2.4 EXTERNAL REVIEW PROCESS

A Level 3 Program Review will include an external review component. Information on the requirements of the external review can be found in Appendix A and F.

2.5 ROLES AND RESPONSIBILITIES

PERSON	ROLE	RESPONSIBILITY
VP Education	<ul style="list-style-type: none"> - Overall Level 3 process development and refinement, annual review schedule. - Support the process. - EdCo and Board support 	<ul style="list-style-type: none"> - Final approval Level 3 report. - QAPA requirements. - Ed Div budget.
Dean	<ul style="list-style-type: none"> - Engage in process and support School Chair and team. - Support in an oversight role of all aspects of project deliverables. 	<ul style="list-style-type: none"> - Approve Level 3 plan. - Approve Level 3 report. - Prepare review and recommendations budgets.
School Chair	<ul style="list-style-type: none"> - Operational manager of the process. - Work with all stakeholders – design process with TLI education developer and dean. - Facilitate dialogue, data collection, reporting, analysis, and draft recommendations. - Support EdCo process. 	<ul style="list-style-type: none"> - Produce draft report. - Produce EdCo forms. - Support budget and other recommendations.
Faculty	<ul style="list-style-type: none"> - Contribute to data collection, reporting, analysis, recommendations. 	<ul style="list-style-type: none"> - Take on assigned duties as per School Chair.
TLI – Education Developer	<ul style="list-style-type: none"> - Provide program review support to process and training to chair and faculty team. 	<ul style="list-style-type: none"> - Support School Chair in curriculum changes, EdCo process, facilitation, reporting.
Admin Assistant	<ul style="list-style-type: none"> - Maintain folder with review information. - Support production of report – word processing, spreadsheets, other. - Support School Chair to arrange PAC and other data sessions. 	<ul style="list-style-type: none"> - Attend key data collection meetings – PAC, faculty and student feedback sessions.
Student	<ul style="list-style-type: none"> - Support data collection phase. 	<ul style="list-style-type: none"> - Possible member of student advisory focus group.
Program Review Team	<ul style="list-style-type: none"> - Team made up of Dean, School Chair, TLI Education Developer, faculty, admin asst., and student reps. 	<ul style="list-style-type: none"> - Develop and review data and draft recommendations.
EdCo	<ul style="list-style-type: none"> - EdCo Chair liaises with sub-committee Chairs, School Chair and TLI Education Developer. 	
Institutional Research Mgr. / Staff	<ul style="list-style-type: none"> - Provide data and labour market analysis. - Support analysis. 	<ul style="list-style-type: none"> - Data available, Labour Market Report Tablet developed and maintained.
PAC members	<ul style="list-style-type: none"> - Contribute to program review questions – labour market, program quality, program outcomes, other. 	<ul style="list-style-type: none"> - Review report and provide feedback.
Accreditation team	<ul style="list-style-type: none"> - Made up of Dean, School Chair, faculty reps - assess program changes against accreditation requirements. 	<ul style="list-style-type: none"> - Ensure program changes do not compromise accreditation. Report changes to accreditation or professional body.
Marketing	<ul style="list-style-type: none"> - Support improved recruitment and enrolment planning. 	<ul style="list-style-type: none"> - Enrolment plan developed.
External team	<ul style="list-style-type: none"> - Site team visit 	

Appendix A: External Assessment Information

EXTERNAL TEAM COMPOSITION

- Recommended that the team consist of three to four members (depending on the program reviewed).
 - One team member being a Selkirk Chair or designate (from a program not under review).
 - One team member from a cooperating institution familiar with the program under review (at a chair level or designate - e.g. from College of the Rockies or Okanagan College).
 - One or two team members representing industry (for programs that have industry stakeholders – recommended to exclude current PAC members or individuals with any affiliation to the college that might be viewed as a conflict of interest).

ROLE OF THE EXTERNAL REVIEW TEAM

An external review team would normally conduct a one-day on-site review.

- The external review team to be presented, at least two weeks in advance, a self-study report written by program faculty and School Chair and approved by the Dean.
- External review team members to participate in an orientation meeting the day prior to the review with the Chair of the Teaching & Learning Institute or Dean (or designate) to review the process and expectations of the program review.
- External review team members compile a list of questions for groups to be consulted from self-study report and orientation meeting.
 - Suggested stakeholders to be consulted during visit:
 - VP Education, Program Dean or School Chair, instructors, students
- On-site visit to include a tour of program relevant facilities and 45-60 minute sessions with each stakeholder(s) suggested above.

- Within a reasonable period of time (60 days approximately) the external review team will submit a “Key Findings and Recommendations” document to the VP Education. The external review team would be expected to make short- and long-term recommendations in a variety of areas:

- target group, academic structure (course mix), length and credit allocation of program, pre-requisites, technology requirements, learning outcomes, instructor credentials, delivery method, etc.
- possible industry partnerships (future PAC members, work term hosts, future employers, subject matter experts, mentorship/job shadow opportunities, marketing partners, etc.)
- physical requirements of the program (buildings, equipment, facilities, etc.)
- additional student services that would enhance the learning experience of students within the program.

REPORT OF THE EXTERNAL REVIEW TEAM

The “Key Findings and Recommendations” report shall include a summary of key findings in addition to recommendations, which, in the view of the review team, will lead to improvements in the program.

(Note: Process modified from Brandon University’s External Review of Units and Programs document (<https://www.brandonu.ca/senate-office/files/2010/11/External-Review-Policy2.pdf>).

Appendix B: Summary of Information

- A. Program review goals
- B. Data collection processes
- C. Key questions to: students, staff and faculty, advisory members, others
- D. Summarized data (raw data stored in school chairs office)
- E. Background reports – Labour market, other
- F. Program Review Report Summary
- G. External assessment

Appendix C: References

Sample Renewal Questions

1. Student Recruitment and Retention – What’s working? What’s not? What are the program and school specific issues? What do you need to achieve improvements in recruitment and retention?
2. Programming – Impact on recruitment? Impact on student satisfaction and student choice? Areas for improvement for the coming year?
3. Employment Outcomes into the future – New emerging trends? Which existing outcomes remain important? Are there existing outcomes that are no longer relevant? What information do you need? What is the sustainability of the graduate outcome and the program?
4. Students – Describe the overall quality of the learning experience? What is working and what should the program be addressing?
5. PAC questions – How satisfied are you with our graduates? What are some key program outcomes, employment outcomes we need to be considering over the next five years?
6. Program and Course Learning Outcomes – Do we know the learning outcomes in our programs? Do they reflect employment and educational outcomes required now and into the future?
7. Teaching and Learning – What is working and what needs to be improved related to the teaching and learning environment? What type of support do faculty need? What succession planning needs to be considered for the program and school?
8. Quality, Relevancy and Currency – Are our programs relevant and current? How do we know, what evidence do we have? How do we respond to external changes keeping relevant and current?
9. Innovative Ideas and Thoughts – Ideas that move our programs forward or suggest innovative change?
10. Program Design – How do we ensure we have effective and efficient delivery? What processes do we have in place to ensure improvement of programs, and programming and curriculum revision and renewal into the future? How could the program improve access?
11. Systemic Review – What other factors need to be addressed to improve the learning experience, enrolment, and retention? For example, marketing, transfer credit, advisory input, non-curricular issues facing students (housing, tuition, student life), and other factors that emerge.
12. Competition – What programs exist similar to ours and has this changed over time? What is our programs competitive advantage?
13. Plan alignment – How well does our program align with the *Strategic Plan*, *Education Plan*. How well are we contributing to the *Indigenization Plan*, *Internationalization Plan*, and other plans?
14. Operational Plan – Have we accomplished our *Operation Plan* initiatives? Are we focusing on the correct things? What should our focus be going forward the next five years and what support will we need?

Appendix D: QAPA Requirements Template

CATEGORY	SUB-CATEGORY	DATA SOURCES	ANALYSIS	ACTIONS
Appropriateness of the program to meet educational goals and standards	Program Structure	Provide example	Analysis summary	Action summary
	Admission Requirements	Program policy		
	Method of delivery	Provide examples		
	Curriculum	Provide examples E.g. program map/ courses/ accreditation outcomes		
Adequacy and effective use of Resources	Physical	Provide example – lecture, lab, equip room, field equipment		
	Technological	Computer labs, other technology		
	Financial	Budget		
	Human	Faculty/admin team/service teams		
Faculty Performance	Quality of teaching	SES, Student evaluation, DACSO, other		
	Quality of supervision	SES, other		
	Currency in the field of specialization	Faculty currency/courses and non courses/resume		
Learning Outcomes Achievements	Students	Program and course outcomes and how student do		
	Graduates	DACSO, SES		
	Credential level	DACSO, Program information		
	Regulatory / Accrediting / Professional Association	Program Information		
Adequacy of Measuring Progress and Achievement	Student progress and achievement	SES, DACSO, Registrar		
Student & Graduate information	Graduate satisfaction	DACSO		
	Student satisfaction	DACSO		
	Graduation rate	DACSO		
	Graduate employment rate	DACSO		
	Employer satisfaction level	Advisory committee, survey		
	Advisory board satisfaction level	Advisory committee		

Appendix E: Resources

1. Deans and Chairs Committee Moodle page (internal): <https://committee.selkirk.ca/course/view.php?id=34>

- *Student Engagement Survey* (SES) – completed by students in each program each year. Survey supported by IR and School. Data used to determine Level 2 and 3.
- *Diploma, Associate Degree, Certificate Student Outcomes Survey* (DACSO) and Other Surveys – graduate survey completed by Ministry of Advanced Education and Skills Training (AEST). Data used to support Levels 2 and 3. http://outcomes.bcstats.gov.bc.ca/Annual_Surveys.aspx
- *Program Accountability and Sustainability (PAS) Report* – completed by IR summarizing key quality criteria from SES and DACSO results.
- Program renewal and review resources and processes.
- Operational planning template and past operational plans

2. Labour Market Information

- Institutional Research (IR) will support labour market research where able. Others may also take on this work.
- Government of BC Jobs: <https://www.workbc.ca/>
- Other research

3. QAPA Handbook

- <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board/quality-assurance-process-audit>

4. Policy

- Policy 8100: <https://policies.selkirk.ca/policy/8100/>
- Program policies: <https://policies.selkirk.ca/program>
- Program Advisory Committee Policy 8110: <https://policies.selkirk.ca/policy/8110/>

5. Teaching & Learning Institute

- <https://my.selkirk.ca/staff/dept/teachinglearninginstitute/>

6. Program Online Application (PSIPS)

- <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/online-application-system>

7. Indigenization

- <https://selkirk.ca/sites/default/files/Indigenous%20Services/SC-Indigenization-StratPlan-Brochure-Spreads-compressed.pdf>
- <https://bccampus.ca/projects/indigenization/indigenization-guides/>

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4.3 <i>Post-report follow-up Email</i>	28

EXTERNAL REVIEW PLANNING CHECKLIST

This guide outlines procedures and supplies templates for successfully conducting an external review for non-accredited programs. The process and resources used may be adapted to suit each particular program, provided the intended purpose is still achieved: to add value to the Level Three review through the expertise of the external review team.

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
1.0 PLAN THE PROCESS			
1.1 Identify your timeline	<ul style="list-style-type: none"> Teaching schedules Holiday schedules Key personnel availability (VP Ed, etc.) 	<ul style="list-style-type: none"> Identify anticipated completion date for Level 3 Review. Allow 30-60 days for the External Review Team to complete their report following their site visit. Identify the preferred site visit date and format (see 1.2). Plan to send the draft Self-Study Report 10-15 days in advance of the site visit, so the Team can review prior. Allow a 2-3-week window for scheduling hiccups and membership changes once the Team members have been invited. Net: From time of sending invitations to receiving the Team's recommendation report, the process can take between six and twelve weeks. 	<ul style="list-style-type: none"> Have your Self-Study draft report near completion when sending out invitations Identify how the Team will do the site visit: in-person or virtual, building in time for travel if needed.
1.2 Identify your format	<ul style="list-style-type: none"> Timeline External team member availability Travel time/possibility 	<ul style="list-style-type: none"> If an in-person site visit is possible/preferred, identify what aspects of the program will be showcased, who will be available for tour and questions, what limitations or special opportunities should be considered. If a virtual site visit is necessary/preferred, identify what aspects of the program will be showcased, how you will conduct a tour and address questions, how will you include any special program aspects. E.g. 2-3 min video tour + panel to answer questions. 	<ul style="list-style-type: none"> Can your external review team members engage adequately with your program through a virtual visit? Are travel considerations more onerous than preparing a virtual tour? Will the virtual tour materials be useful for marketing or other?
2.0 ASSEMBLE THE TEAM			
2.1 Identify the External Review team	<ul style="list-style-type: none"> Relevant BC articulation committee; industry associations; alumni. 	<p>Program review team identifies individuals to fit each of the roles recommended for the External Review Team. Suggested Team composition:</p> <ul style="list-style-type: none"> One Selkirk Chair or designate (from a program not under review). One member from a cooperating institution familiar with the program under review (at a chair level or designate) One or two team members representing industry (for programs that have industry stakeholders – recommended to exclude current PAC members or individuals with any affiliation to the college that might be viewed as a conflict of interest). 	<ul style="list-style-type: none"> Who would add value to the program through the review process? Who is available and willing to participate? Who has ongoing interest/engagement with the program? Are there additional individuals in case some individuals are not available? Is there contact information or an existing relationship for each individual?

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
2.0 ASSEMBLE THE TEAM			
2.2 Invite and confirm timing and availability	<ul style="list-style-type: none"> • <i>Template 2.2</i> Team Invitation 	<ul style="list-style-type: none"> • Adapt the invitation to the timing and specifics for your program. • Admin Assistants email proposed team with request to be part of the Team • Include an explanation of the purpose, process and commitment • Propose a few options for review dates • Include an RSVP date, so you can confirm availability for the preferred site visit date in 1.0 	
2.3 Orient team members	<ul style="list-style-type: none"> • <i>Template 2.3</i> Orientation Email 	<ul style="list-style-type: none"> • Prepare team members for what's to come • Introduce team members • Set expectations around commitment and deliverables 	
3.0 SITE VISIT (VIRTUAL OR IN-PERSON)			
3.1 Send pre-reading/watching for site visit	<ul style="list-style-type: none"> • <i>Template 3.1</i> Email to send self-study, video and collateral material 	<ul style="list-style-type: none"> • Admin Assistant sends Self-Study report, Selkirk College Strategic Plan, any other relevant information (e.g. Viewbook or other promotional materials) • Prepare and send a video tour if visit will be virtual • Assist with travel arrangements as needed 	
3.2 Site visit preparation	<ul style="list-style-type: none"> • <i>Template 3.2</i> Site visit agenda 	<ul style="list-style-type: none"> • Arrange site visit room and tour or Zoom link • Determine speakers/presenters, including students • Ensure availability of staff attendees • Prepare meeting agenda 	
3.3 Site visit	<ul style="list-style-type: none"> • <i>Template 3.3</i> Site visit presentation 	<ul style="list-style-type: none"> • Prepare presentation to support site visit • Add relevant Review Team, student, and staff names and recommendations from Self-Study Report • Arrange for refreshments if site visit will be in-person 	
4.0			
4.1 External Program Review Report	<ul style="list-style-type: none"> • <i>Template 4.1</i> External team report 	<ul style="list-style-type: none"> • Prepare and send External Program Review Report template to committee • Be available for questions 	
4.2 Follow-up	<ul style="list-style-type: none"> • <i>Template 4.2</i> Follow-up emails 	<ul style="list-style-type: none"> • Send follow up email to see if they have questions and ensure timely completion • Send thank you card and gift or notice of donation made in their name. 	
4.3 Post-Report Follow-up	<ul style="list-style-type: none"> • <i>Template 4.3</i> Post-report follow-up email 	<ul style="list-style-type: none"> • Send post-report follow-up communication to External Team review to communicate plans on program response to External Team's recommendations 	

Hi [team members]!

Thank you very much for volunteering to be on our External Review Committee for our [Program name] at Selkirk College.

Here is a proposed timeline on our next steps of our Level 3 Program Review and how you will be involved:

- On [date], we will email you our Level 3 Program Review Self-Study Report for you to read over and our Selkirk College Strategic Plan for your reference.
- At least a week before our virtual visit, we will email you a short program video to be watched before our meeting.
- On [date + 2-3 weeks], from 10am-12pm, we meet via zoom to tell you more about our program. For a portion of this time, we will have [name], VP Education, [name], Dean of [school name], [name], [name] Program Coordinator & Instructor, [program name] students, and myself available to answer questions you may have after having read the report and watched the video.
- After the meeting, we ask that you three arrange a time to put together your brief report and recommendations by [date + 30-60 days].

Here is some further information:

What is a Level 3 - Program Review Process all about?

Program review is a part of the program renewal, review, and quality assurance process at Selkirk College. Program review is a comprehensive process of ensuring the currency and relevancy of an instructional program, identifying what is working well, what needs to change, and how change could best take place. Programs will undertake a program review every five years or as needed. Program review will align with College policy (e.g. P8100 - Instructional Programs) and with the Strategic Plan and associated plans including the Education, Indigenization, Strategic Enrolment Plan, Internationalization, and others.

A successful renewal and review process should focus on continuing quality and appropriateness of the program design, delivery, admissions; adequacy of resources; teaching quality and adequacy of supervision and support; program learning outcomes, graduate outcomes, curriculum, quality of learning, student and graduate feedback, enrollment and retention, and other quality measures from both the “internal and external” context that influence the program. External contexts can be national, provincial, regional and local depending on the program, and be driven by employment trends, marketing needs, demographics, enrollment and others.

The goal of an effective program review is to look forward three to five years into the future and make changes that best position the program for success.

So, what does success look like? There are the obvious factors; very satisfied students, excellent graduate outcomes, full enrolment, excellent retention rates, and policy and procedures that are in place and being used effectively. Success can also be measured based on the quality of engagement with advisory committees, articulation partners, accrediting bodies, and between colleagues, faculty, staff and students. Program review encourages faculty and staff to ask compelling questions of themselves and stakeholders in order to develop new and innovative ways of meeting emerging needs.

Please let us know if you have any questions, or concerns at this point. Thank you again for your help with this and we look forward to meeting with you.

[name], School Chair

TEMPLATE 3.1 EMAIL TO SEND SELF-STUDY, VIDEO AND COLLATERAL MATERIAL

Hello!

I hope you all have had a good week. We are looking forward to meeting with you all next [date] at [time] for our [program name] Program Review. For a portion of this time, we will have [name] (VP Education), [name] (Dean of [school name]), [name] (Program Coordinator & Instructor), students, and myself available to answer questions you may have after having read the report and watched the video.

Please find attached our Self Study Report for you to review. Note that we have included our articulated course outlines in the appendix, so that you have everything in one place, although this makes this document appear to be quite large. I've also attached Selkirk College's Strategic Plan and our [name promotional material included], currently used to help us market this program to prospective students.

Here is a link to our program video, to help you see what we do: [vimeo link or other]

I know we are excited to meet with you all for this review, and, again, I thank you for your time and commitment to this External Review Committee. Please keep in touch if any conflicts arise with next week's meeting.

Talk to you soon,
[name of school chair]

TEMPLATE 3.2 SITE VISIT AGENDA

[program name] External Review Team Site Visit Agenda

Date: xxx xx, 20xx

Time: xx am- xx pm

Facilitator: [name]

External Review Committee Members: [names]

Presenters & Guests: [program/college staff and students]

Time	Item	Name
10 am	Territorial Acknowledgment and Welcome	[Facilitator]
10:05 am	Introductions & Icebreaker	Group
10:20 am	Review the process and expectations	[Facilitator]
10:30 am	Students, VP of Ed join meeting for conversation and questions (intros, show promo/informational videos)	Group
11:15 am	BREAK (students can leave at 11am if needed)	
11:30 am	Review of Recommendations & Discussion	[Chair/Dean]
11:50 am	External Review Committee Report – guide slide	[Facilitator]
12 noon	Adjournment	

TEMPLATE 3.3 SITE VISIT PRESENTATION (IMAGE ONLY, PPT TEMPLATE AVAILABLE)

External Review Committee Mtg

Selkirk College

[Name], Level 3 Program Review [Date]

1 ★

[PROGRAM NAME] EXTERNAL REVIEW COMMITTEE AGENDA

Time	Item	Facilitator
9:00 - 9:15	Registration and Welcome	[Name]
9:15 - 9:30	Introduction and Welcome	[Name]
9:30 - 9:45	Review of Program Objectives and Outcomes	[Name]
9:45 - 10:00	Review of Program Review Process	[Name]
10:00 - 10:15	Review of Self-Study Report	[Name]
10:15 - 10:30	Review of External Review Team Report	[Name]
10:30 - 10:45	Review of Next Steps	[Name]
10:45 - 11:00	Breakout Rooms	[Name]
11:00 - 11:15	Review of Next Steps	[Name]
11:15 - 11:30	Review of Next Steps	[Name]
11:30 - 11:45	Review of Next Steps	[Name]
11:45 - 12:00	Review of Next Steps	[Name]

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2 ★

Getting to know you

- Name
- What you do
- Why you said yes to being on this committee OR what makes you want to roar about SOAR?
- Something in common (depending on time, a breakout rooms)

3 ★

The next two hours...

- Gather as a group and talk about our program to help paint the picture of what we do across the region from different perspectives
- Answer any questions you may have
- Review & discuss the Self Study Recommendations and Next Steps
- Talk about the expectations for the ERC to create a "Key Findings and Recommendations Report"

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4 ★

Videos

- [Name] Program Video: [vimeo link]
- [Other] Video: [link]

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5 ★

Who is who?

- [Name], student
- [Name], SOAR student
- [Name], Program Coordinator and Instructor
- [Name], Instructional Assistant
- [Name], Administrative Assistant
- [Name], School Chair
- [Name], Dean
- [Name], VP of Education

External Review Committee Members:

- [Name], [Title], [organization]
- [Name], [Title], [organization]
- [Name], [Title], [organization]

Selkirk College

6 ★

Summary of recommendations

From the input of students, instructors, and community stakeholders and partners, the following recommendations are made:

- Copy recommendations as listed in the Level 3 Program Review Self Study

7 ★

Next steps (from Self-Study)

Following the external review team's report, we will revisit and adjust the recommendations of this report.

If there are any changes to program policies as a result, these will be shared with the Admissions and Standards standing committee of Education Council.

If courses need to be adjusted, changes will be captured on course outlines and sent to Curriculum standing committee of EdCs.

The final report will be shared with the Quality Assurance Process Audit working group with recommendations for the template and guide, if group still exists.

A timeline for working groups or individuals will be established to execute the recommendations.

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Word cloud containing words like: Wonderful, Art, Achieve, awesome, Fulfilling, Laughing together, Generous, Music, Friendship, learning, Diversity, Believe, Fun, Glee, Games, Help, Discover, Independence, amazing, Supportive, Creative, Inspiring, Self-Confidence, Learning, Discover, Believe, Fun, Glee, Games, Help.

9 ★

Key Findings and Recommendations Report

- Within a reasonable period of time (30-60 days approximately) the external review team will submit a "Key Findings and Recommendations" document to the VP Education.
- The external review team would be expected to make short- and long-term recommendations in a variety of areas:
 - target groups, academic structure (course mix, length and overall structure of program, pre-requisites, technology requirements, learning outcomes, instructor competencies, delivery method), etc.
 - possible industry partnerships (Eds/EdC members, work-internships, Eds/employers, subject matter experts, needs and opportunities, marketing partners, etc.)
 - physical requirements of the program (buildings, equipment, facilities, etc.)
 - additional student services that would enhance the learning experience of students with the program.
- Report of the External Review Team
- The "Key Findings and Recommendations" report shall include a summary of key findings in addition to recommendations, which, in the view of the review team, will lead to improvements in the program.

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Feedback

- We value your feedback on this process. We will send a brief survey after you have completed the "Key Findings and Recommendations" report to provide opportunity to share your thoughts and suggestions on this process.

Thank you very much!

SURVEY

11 ★



**External Review
Panel Member Feedback Rubric
Program:**

PANEL MEMBERS (please note panel chair)

Name:
Institution:
Position:

Name:
Institution:
Position:

Name:
Institution:
Position:

Site Visit Format: in-person or virtual

Date of Site Visit:

Other participants part of the site visit (e.g. instructors, dean, chair, Vice President Education, etc.)

Blank page for overall program summary comments from the external review panel such as:

- Overall impression of staffing, program impact, student outcomes, any specifics to note
- Overall comment on summary of recommendations identified by the program, gaps, steps for improvement.

TEMPLATE 4.1 EXTERNAL TEAM REPORT

CRITERIA	FULLY DEVELOPED	FURTHER DEVELOPMENT RECOMMENDED	REVIEW COMMENTS
Credential Recognition	The program meets or exceeds the credential standard with appropriate program learning outcomes and institutional support.		
	The credential is recognized and course transfer is available (if applicable). Students are advised of program changes. Appropriate external bodies – employers, professional and accrediting bodies, other post-secondary institutions recognize the credential. Professional credentials meet regulatory and accrediting requirements.		
	The program name fits with the content of the credential and provincial examples.		
	The depth and breadth of the program seem sufficient to meet the needs of students and graduates.		

SUMMARY COMMENTS:

CRITERIA	FULLY DEVELOPED	FURTHER DEVELOPMENT RECOMMENDED	REVIEW COMMENTS
Curriculum and Program Content	Program has followed the institution’s approval processes with senior administration and Education Council approval.		
	Program and course learning outcomes, courses provide appropriate theory, applied learning, and program length and breadth to prepare students for workplace and transfer requirements.		
	Evaluation of learning provides an effective measure of student achievement of learning outcomes.		
	Programs work experiences, practicum and field placement have learning outcomes that include appropriate learning goals between faculty and external partners.		
	External feedback and consultation are considered and a program advisory committee and/or articulation committee participation, and engagement with other accrediting and professional bodies as required.		

SUMMARY COMMENTS:

TEMPLATE 4.1 EXTERNAL TEAM REPORT

CRITERIA	FULLY DEVELOPED	FURTHER DEVELOPMENT RECOMMENDED	REVIEW COMMENTS
Learning Methodologies and Program Delivery	The delivery method(s) are appropriate for the students involved and the learning outcomes.		
	Evidence the institution has the expertise and resources to support the mode of delivery.		
	Alignment with College strategic plans.		

SUMMARY COMMENTS:

CRITERIA	FULLY DEVELOPED	FURTHER DEVELOPMENT RECOMMENDED	REVIEW COMMENTS
Admission and Transfer	Program admission standards are consistent with similar program in BC. Admission standards are clear and policies are in place. Admission of mature student and prior learning have been considered.		
	Program transfer is being considered and is consistent with established policy and procedures on program and course transfer.		

SUMMARY COMMENTS:

TEMPLATE 4.1 EXTERNAL TEAM REPORT

CRITERIA	FULLY DEVELOPED	FURTHER DEVELOPMENT RECOMMENDED	REVIEW COMMENTS
Human and Program Resources	Faculty, instructors, and staff are in sufficient numbers, with appropriate credentials and disciplines to deliver the program – theory, applied learning, meeting external professional and accrediting requirements.		
	The programs currency and relevancy including, professional development, program renewal, operational planning achievements, use of student feedback and graduate data in decision-making.		
	The equipment, technology, physical plant and support services adequately support program outcomes and student activities. Commitment to provide and maintain learning and program resources is evident.		

SUMMARY COMMENTS:

CRITERIA	FULLY DEVELOPED	FURTHER DEVELOPMENT RECOMMENDED	REVIEW COMMENTS
Program Resources Review and Assessment	Program resources seem adequate for the successful delivery of the program – student access to equipment, facility, technology, support services, operational planning goals		
	Program review policy and processes are in place and being followed. Review includes input from faculty and instructors, staff, administration.		
	Program Marketing is sufficient.		

SUMMARY COMMENTS:

TEMPLATE 4.2 FOLLOW-UP EMAILS

Hello!

Just thought I'd reach out to check in and see how you all are doing and if you have any questions about writing the Key Findings and Recommendations Report.

Please let us know if we can be of any assistance and if you could provide an approximate ETA on when to expect it, that would be wonderful.

We recognize that it's a busy time of the year and so we truly appreciate your commitment to this external review committee.

Thank you,

Good morning!

Thank you so much for actively participating on our external review committee and completing this report. I look forward to reading it and will follow up with any questions that may arise.

Have a great weekend!

TEMPLATE 4.3 POST-REPORT FOLLOW-UP EMAIL

Dear Program Review Team,

Thank you again for your participation in our program's external review process. We have taken your recommendations forward to our program team for consideration and next steps as part of our annual operational planning processes.

As a bit of a status update:

- We anticipate Recommendation #1 will be implemented in Fall 2023.
- We will bring forward Recommendation #2 to our Program Advisory Committee for their additional feedback and consideration.
- Unfortunately, we will not be able to implement Recommendation #3 at this time, but we have flagged this as possible initiative for consideration our next budgeting cycle.

Thank you for your time and contribution to [Program Name]'s commitment to quality delivery at Selkirk College.

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Castlegar, BC V1N 4L3
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toll free **1.888.953.1133**
email **info@selkirk.ca**