# LEVEL 3 REVIEW – 10. EXTERNAL REVIEW EXTERNAL TEAM REPORT

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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:

1. Does the Self-Study Report sufficiently outline program elements (admission requirements, program delivery, curriculum requirements, use of resources, instructor performance measures, program learning outcomes, regulatory standards/accreditation requirements, student evaluation & progression, student and graduate feedback, and employer and PAC satisfaction levels)?
2. Does the Self-Study Report provide adequate support for the recommendations made therein?
3. Are the findings in the Self-Study Report validated by the External Review Team site visit?
4. Any additional observations or recommendations for the program area to consider.

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| **CRITERIA** | **FULLY DEVELOPED** | **FURTHER DEVELOPMENT RECOMMENDED** | **REVIEW COMMENTS** |
| Credential Recognition | The learning outcomes support a program that meets or exceeds the credential standard  |  |  |
| Steps are in place to ensure credential recognition, course transfer, student advisement of program changes and that 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. |  |  |
| Student preparation for workplace and transfer are considered in program and course learning outcomes, foundational theory, applied learning, and program length and breadth. |  |  |
| Evaluation of learning is aligned to effectively measure 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. |  |  |
| Program has sought and considered external feedback and consultation through one or more of: program advisory committee, **articulation** committee(s), engagement with accrediting or professional bodies. |  |  |
| SUMMARY COMMENTS: |
|  |
| **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 being delivered. |  |  |
| 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 relevant 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: |
|  |
| **CRITERIA** | **FULLY DEVELOPED** | **FURTHER DEVELOPMENT RECOMMENDED** | **REVIEW COMMENTS** |
| Human and Program Resources | Processes are in place to consider faculty, instructor, and staff numbers, appropriate credentials across disciplines to deliver the program – theory, applied learning, meeting external professional and accrediting requirements. |  |  |
| The program endeavors to stay current and relevant through 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 are in place to adequately support program outcomes and student activities, and a 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 deliveryof the program, including 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 students, instructors, staff, administration. |  |  |
| Resources are devoted to enable sufficient program marketing. |  |  |
| SUMMARY COMMENTS: |