LEVEL 3: PROGRAM REVIEW SELF-STUDY GUIDE

2022

2022-V2

Selkirk College

contents

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 QAF, this Self-Study Guide and associated tools and templates 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 program review requirements of the college will be described within the guide and associated templates. The college's review process will include the following quality assurance requirements:

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 report template, the report should include admission requirements, program delivery, curriculum requirements, adequacy and effective use of resources, instructor performance measures, program learning outcomes, regulatory standards/accreditation requirements, student evaluation & progression, student and graduate feedback, and employer and Program Advisory Committee (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 and 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 seven 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, enrolment 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, enrolment and others. The goal of an effective program review is to look forward five to seven 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, instructors, staff and students. Program review encourages instructors 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 & Learning Centre (TLC), 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:

- Alignment with Selkirk College's Mission, Vision, Values, Commitments and Strategic Directions
- Strength based and solution focused
- Contributes to continuous quality improvement (Institutional, School and Program Level)
- Provides meaningful information for the program (Strengths, Recommendations & Action Plans)
- Contributes to positive change (Institutional, School and Program)
- Provides a mechanism for ongoing assessment and evaluation of recommendations and 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 instructors, and school administrative assistant, with support from TLC and dean. The review will be submitted to both the dean and VP Education & Students for final review and approval. Where required, the Education Council (EdCo) 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: (School chair, program instructors, staff, dean, TLC support)	
Reviewed by dean:	Date:
Reviewed by VP Education & Students:	Date:

2.2 TABLE 1. SELF-STUDY REQUIREMENTS

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
1.0 INTRODUCTION			
1.1 Program Overview	• Program background materials (policy, calendar, other materials)	Provide a brief program overview – background	This section sets the context for the review and provides information about the program to the reader. • What are the program description and program outcomes? • How many instructors are employed in the program? • How many students does the program serve each year? • Description of the target students and what role is the program preparing them to do in the community? • Who are the transfer partners? External organizations? Other information.
1.2 Program Review Rationale and Goals	• P 8100 • Quality Assurance Framework • Accreditation	Provide the rationale and goals for the Level 3 Program Review.	This could either be: • Significant change has occurred with the program and a review is requested by a dean e.g., because at least three of Program Accountability & Sustainability (PAS) metrics were not met for the program, or • It has been seven years or more since the program's last program renewal process. Define the key goals e.g., improve enrolment, improve employment, improve student satisfaction, improve budgeting, improve retention, improve other factors.

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
1.0 INTRODUCTION			
1.3 Program Review - Planning and Methodology	• Program review resource library	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, instructors and staff, key support services (i.e. library, Student Access & Support), EdCo, Institutional Research, advisory committee members, dean and other administrators, and steps followed.	• 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 – instructors and staff, students, advisory committee, other stakeholders • Format used – meetings, one on one, focus groups, levels of engagement
2.0 PROGRAM INFORMATION			
2.1 Program Goals and Context	• Institutional Research • Program materials • Program policy	Briefly describe: • 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.	• Summarize the program goals. • Target student – provide a description of the student the program is seeking. • Describe the labour market and/or transfer opportunities the program is preparing students for. • What are the program policy requirements? • Describe the mode(s) of delivery.
2.2 Program Metrics	• Student Engagement Survey (SES) • BC Student Outcomes Survey (BCSOS) • Institutional Research • PAS • Other results	Provide a summary of current (last 5 – 7 years) of key program metrics: • Recruitment & retention, describe the current labour market demand and student demand. • Summary of survey results (SES, PAS). • Graduate data - employment or transfer outlook.	• Describe the recruitment and retention the program has had. • Describe the recent (last 7 years) current labour market conditions and the recent (last 7 years) and current student demand and student employment or transfer. • Identify important trends in the SES and PAS data. • Identify important trends in the employment or transfer data. Graduate outcomes – provide a summary of the graduate outcomes (i.e. graduate rates, graduation satisfaction levels, graduate employment rates) for the last 7 years (or what is available) from the BCSOS report. • PAC satisfaction with students / graduates.

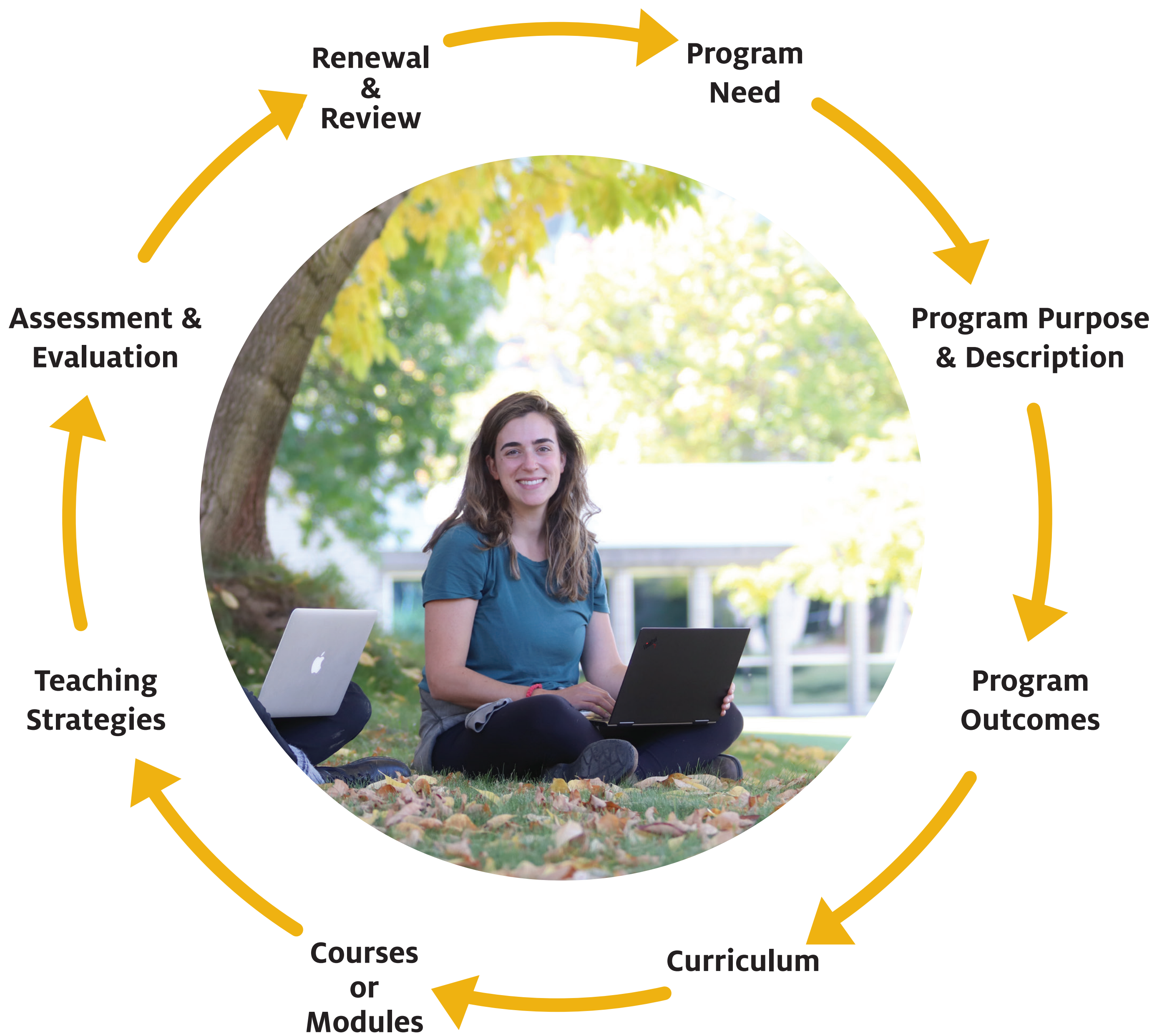
COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
2.0 PROGRAM INFORMATION			
2.3 Program Curriculum	• Focus groups, self-study, survey, questionnaires • Student enrolment management information (demographics, enrolment, and retention) • Instructors, staff and administration feedback • 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 & Support, Library	Describe: • Program learning outcomes • Curriculum map • Course outlines (course level learning outcomes) • Student assessment • Quality of curriculum • Credential recognition	• 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 instructors and staff team look to create, and what innovative teaching and learning practices used 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 College's written response to the report.
2.4 Program Operational Planning and Other Initiatives and Partnerships	• Operational plans, other project information	Summarize operational initiatives accomplished over the last seven years.	In this section, provide a summary of key operational planning outcomes and other initiatives. • 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	Key recommendations 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.	• Strategic Enrolment Management (SEM) – Describe the alignment of program recruitment strategies with the best practices defined by the institution's SEM. Describe the initiatives being undertaking and any proposed changes. • Marketing Initiatives – Describe marketing initiatives undertaken and any proposed changes. • Retention Initiatives – Describe the 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 Feedback from Review Planning Committee and PAC	PAC Minutes, review committee minutes	Summary of review comments.	This section should provide a summary of review and feedback comments from the school chair, dean, instructors and staff and advisory committee members and students. PAC, external partner satisfaction.
2.7 Instructors, Staff, Budget and Resources	Instructor and staff consultation, budget – HR, operations, facility	Describe the team, resources and facility.	In this section provide a description of the instructors and staff team including: • The team's work together. • Professional development initiatives and how they relate to program outcomes, instructor currency to program content and best practices in teaching and learning. • Succession planning. • Innovations. • Support from the college required for improved outcomes or proposed initiatives. • Budget and resources required.

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
3.0 PROGRAM ANALYSIS AND RECOMMENDATIONS			
3.1 Analysis	SWOT or NOISE or other form of analysis	Provide a description of the process used to analyze the various data sources and who was involved. Complete either SWOT or NOISE table provided in Appendix B (or other table where warranted).	Analysis should involve members of the review team and the dean, and can include a wider circle, if warranted. Upon completing Sections 1 and 2 above, it is recommended that there be a facilitated discussion amongst program instructors (and possibly students) to build out an analysis table. Refer to Appendix B for suggested guiding questions and proposed tables to fill in. If the program review team would like to use a different analysis table other than what is provided in Appendix B, please discuss with school chair and dean.
3.2 Proposed Program and 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.	Areas to focus on includes: • Target Student – provide a description of the student the program is seeking to recruit. • 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 the target Graduate Outcomes. • Teaching and Learning – Provide a description of the teaching and learning environment the program instructors and staff team look to create, and what innovative teaching and learning practices used 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 the program looks to initiate. • Accreditation and Articulation – List and describe hot the review will support improved accreditation/articulation standards. • PAC–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 - Describe and changes to admissions requirements (tie these to the 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. • Instructor performance –provide listing of instructor professional development activities and how they will address currency in field of specialization.

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
3.0 PROGRAM ANALYSIS AND RECOMMENDATIONS			
3.3 Instructors, Staff, Budget and Resources	Key Recommendation for instructors, staff, budget, and resources	Description of proposed changes.	In this section provide a description of the instructor and staff team that will be undertaking or require support with including: • The team's work together. • Professional development initiatives and how relate to program outcomes, instructor currency to program content, and best practices in teaching and learning. • Succession planning. • Innovations. • Support from the college required for improved outcomes or proposed initiatives. • Budget and resources required.
4.0 SUMMARY			
4.1 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.
4.2 Next steps	Process steps	Define next steps	Provide a description of next steps and follow-up with EdCo and its sub-committees.
4.3 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 D.

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 D.

2.5 ROLES AND RESPONSIBILITIES

PERSON	ROLE	RESPONSIBILITY
VP Education & Students	- Overall Level 3 process development and refinement, annual review schedule. - Support the process. - EdCo and Board support	- Final approval Level 3 report. - QAPA requirements. - Ed Div budget.
Dean	- Engage in process and support school chair and team. - Support in an oversight role of all aspects of project deliverables.	- Approve Level 3 plan. - Approve Level 3 report. - Prepare review and recommendations budgets.
School Chair	- Operational manager of the process. - Work with all stakeholders – design process with TLC education developer and dean. - Facilitate dialogue, data collection, reporting, analysis, and draft recommendations. - Support EdCo process.	- Produce draft report. - Produce EdCo forms. - Support budget and other recommendations.
Instructor	- Contribute to data collection, reporting, analysis, recommendations.	- Take on assigned duties as per school chair.
TLC – Education Developer	- Provide program review support to process and training to school chair and instructor team.	- Support school chair in curriculum changes, EdCo process, facilitation, reporting.
Admin Assistant	- Maintain folder with review information. - Support production of report – word processing, spreadsheets, other. - Support school chair to arrange PAC and other data sessions.	- Attend key data collection meetings – PAC, instructor and student feedback sessions.
Student	- Support data collection phase.	- Possible member of student advisory focus group.
Program Review Team	- Team made up of dean, school chair, TLC education developer, instructors, admin assistant, and student reps.	- Develop and review data and draft recommendations.
EdCo	- EdCo chair liaises with sub-committee chairs, school chair and TLC education developer.	
Institutional Research Mgr. / Staff	- Provide data and labour market analysis. - Support analysis.	- Data available, Labour Market Report Tablet developed and maintained.
PAC members	- Contribute to program review questions – labour market, program quality, program outcomes, other.	- Review report and provide feedback. https://my.selkirk.ca/staff/tools/programqualityassurance/
Accreditation team	- Made up of dean, school chair, instructor reps - assess program changes against accreditation requirements.	- Ensure program changes do not compromise accreditation. Report changes to accreditation or professional body.
Marketing	- Support improved recruitment and enrolment planning.	- Enrolment plan developed.
External team	- Site team visit.	

Appendix A: Summary of Information

A. Program review goals

B. Data collection processes

C. Key questions to: students, staff and instructors, advisory members, others

D. Summarized data (raw data stored in school chair's office)

E. Background reports–labour market, other

F. Program Review Report Summary

G. External assessment

Appendix B: References

Sample Renewal Questions for Facilitated Discussion for Section 3 of Self-Study

1. Student recruitment and retention – What's working? What's not? What are the program and school specific issues? What is needed to achieve improvements in recruitment and retention?
2. Programming–What is the impact on recruitment? What is the impact on student satisfaction and student choice? What are the areas for improvement for the coming year?
3. Employment Outcomes into the future – Are there new emerging trends? Which existing outcomes remain important? Are there existing outcomes that are no longer relevant? What employment outcome information is needed? 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 the program's graduates? What are some key program outcomes and employment outcomes that need to be considered over the next seven 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 instructors need? What succession planning needs to be considered for the program and school?
8. Quality, relevancy and currency–Are the programs relevant and current? What is this assessment based on and what evidence is there? How does the program respond to external changes keeping relevant and current?
9. Innovative ideas and thoughts–What are ideas that move our programs forward or suggest innovative change?
10. Program design–Does program design ensure effective and efficient delivery? What processes are 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 similar programs exist and has this changed over time? What is our program's competitive advantage?
13. Plan alignment–How well does the 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 the *Operation Plan* initiatives been accomplished? Are the correct things being focusing on? What should the focus be going forward the next seven years and what support is need?

Using the questions above to facilitate a dialogue, please fill in either of the tables below to help the review team identify what the recommendations are for the program. Note that not every cell needs to be filled in, these tables are intended as a tool to facilitate analysis with the goal of identifying program recommendations.

TABLE 1. SWOT ANALYSIS	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
1. Student retention and recruitment				
2. Programming				
3. Employment outcomes				
4. Students				
5. PAC questions				
6. Program and course learning outcomes (suggested to have program curriculum map to review for this section)				
7. Teaching and learning				
8. Quality, relevancy and currency				
9. Innovative ideas and thoughts				
10. Program design				

TABLE 1. SWOT ANALYSIS	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
11. Systemic review				
12. Competition				
13. Plan alignment				
14. Operational Plan				

TABLE 2. NOISE ANALYSIS	NEEDS	OPPORTUNITIES	IMPROVEMENTS	STRENGTHS	EXCEPTIONS
1. Student retention and recruitment					
2. Programming					
3. Employment outcomes					
4. Students					
5. PAC questions					
6. Program and course learning outcomes (suggested to have program curriculum map to review for this section)					
7. Teaching and learning					
8. Quality, relevancy and currency					
9. Innovative ideas and thoughts					
10. Program design					

TABLE 2. NOISE ANALYSIS	NEEDS	OPPORTUNITIES	IMPROVEMENTS	STRENGTHS	EXCEPTIONS
11. Systemic review					
12. Competition					
13. Plan alignment					
14. Operational Plan					

Appendix C: Resources

Many of these resources can be found on the MySelkirk Program Quality Assurance webpage.

1. Education & Students 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.
- *BC Student Outcomes Survey* (BCSOS) 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 BCSOS 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 Centre

- https://my.selkirk.ca/staff/dept/teachinglearningcentre/

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/indigenization-plan
- https://bccampus.ca/projects/indigenization/indigenization-guides/

Appendix D: External Team Review 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 College school chair or designate (from a program not under review).
  - One team member from a cooperating institution familiar with the program under review (at a school 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 instructors and school chair and approved by the dean.
- External review team members compile a list of questions from self-study report.
- On-site visit to include a tour of program-relevant facilities and an opportunity to engage with stakeholders (45-60 minutes at least) such as students, instructors, school chair, dean, VP Education & Students.
- Within a reasonable period of time (30 days approximately) the external review team will submit an External Team Report to the VP Education & Students. 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.

GUIDANCE FOR THE EXTERNAL REVIEW TEAM

Prior or during the site visit, provide the external review team members with an orientation to roles, expectations, and timelines, and present to them the External Team Report (Template 10).

Provide one key Selkirk College contact for review team members.

The External Team Report is found with the templates on MySelkirk Program Quality Assurance page:
my.selkirk.ca/staff/tools/programqualityassurance/

EXTERNAL REVIEW PLANNING CHECKLIST

This guide outlines procedures and templates available to conduct an external review for non-accredited programs. The process and resources used may be adapted to suit each particular program to add value to the Level 3 review through the expertise of the external review team.

COMPONENTS	INFORMATION SOURCES	REQUIREMENTS	GUIDELINES/KEY QUESTIONS
1.0 PLAN THE PROCESS			
1.1 Identify the timeline	• Teaching schedules • Holiday schedules • Key personnel availability (VP Ed, etc.)	• Identify anticipated completion date for Level 3 Review. • Allow 30 days for the External Review Team to complete the External Team Report following their site visit. • Identify the preferred site visit date and format (see 1.2). • Plan to send the draft Self-Study Report two weeks in advance of the site visit, so the Team can review prior.	• Have the 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 the format	• Timeline • External team member availability • Travel time/ possibility	• If an in-person site visit is possible, 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, identify what aspects of the program will be showcased, how the tour will be conducted, how to include any special program aspects and how to address questions. E.g. two to three minute video tour and panel to answer questions.	• Will the external review team members engage best with the program through an in-person or virtual visit? • Are travel considerations more onerous than preparing a virtual tour? • Will the virtual tour materials be useful for marketing or other?
2.1 Identify the External Review team	• Relevant BC articulation committee; industry associations; alumni.	Program review team identifies individuals to fit each of the roles recommended for the External Review Team. Suggested Team composition: • One Selkirk College school chair or designate (from a program not under review). • One member from a cooperating institution familiar with the program under review (at a school 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).	• 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
2.0 ASSEMBLE THE TEAM		
2.2 Invite and confirm timing and availability	• *Template 5* Team Invitation	• Adapt the invitation to the timing and specifics for the 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 availability for the preferred site visit date in 1.0 can be confirmed.
2.3 Orient team members	• *Template 6* Orientation Email • *Template 10* External Team Report	• Prepare team members for what's to come by sending the orientation email and External Team Report template • Introduce team members • Set expectations around timelines and deliverables
3.0 SITE VISIT (VIRTUAL OR IN-PERSON)		
3.1 Send pre-reading/ watching for site visit	• *Template 7* Email to send self-study, video and collateral material	• 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	• *Template 8* Site visit agenda	• Arrange site visit room and tour or online meeting link • Determine speakers/presenters, including students • Ensure availability of staff attendees • Prepare meeting agenda
3.3 Site visit	• *Template 9* Site visit presentation	• 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	• *Template 10* External team report	• Check that all members have the External Team Report template • Be available for questions
4.2 Follow-up	• *Template 11* Follow-up emails	• 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	• *Template 12* Post-report follow-up email	• Send post-report follow-up communication to External Team review to communicate plans on program response to External Team's recommendations

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