Program Review Handbook

VANCOUVER ISLAND
UNIVERSITY

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Acknowledgements

Hay ch qa' sii'em siye'yu mukw mustimuxw.

Vancouver Island University students, staff, faculty and administration would like to acknowledge and thank the Snuneymuxw First Nation, Tla'amin First Nation, Snaw-naw-as First Nation and the Quw'utsun' First Nation for allowing students, staff, faculty and administration to teach, learn, live and share educational experiences on the traditional territories of these nations.

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Introduction

This handbook contains important information about the program review process at Vancouver Island University (VIU) including steps and procedures undertaken during the review, as well as roles and responsibilities of key participants. Faculty/staff engaged in the review process can access support from the Office of University Planning and Analysis (OUPA) and the Centre of Innovation and Excellence in Learning (CIEL).

All public post-secondary institutions in British Columbia are required to establish policies and procedures for reviewing programs, as per The University Act (Section 35.2 (6)). Requirements for regular and systematic review and assessment of programs and departments at VIU are outlined in Policy 31.15: Educational Quality Assurance. This policy aligns with, and is largely derived from, criteria established by the Degree Quality Assessment Board (DQAB)[1]. Information specific to Program Review is detailed in Procedure 31.15.002: Program Review.

What is the purpose of Program Review?

Program Review is a systematic process for thorough, evidence-based analysis, planning, and continuous improvement of existing programs. The objectives of program review include ensuring programs are:

- educationally sound;
- consistent with the values and goals of the discipline; and
- aligned with VIU's mandate.

As part of VIU's Quality Assurance Framework, program review provides internal and external stakeholder groups with an opportunity to highlight strengths, identify recommendations for growth, and set future direction of programs.

How often must programs undergo review?

The review process is cyclical, with each program engaging in a formative review every five to seven years. VIU's cycle aligns with requirements established by the Degree Quality Assessment Board (DQAB) for degree programs.

How are programs selected for review?

A program review may be initiated in one of three ways:

- as scheduled, per the Program Review Schedule;
- at the request of a Dean; and
- as the result of the recommendation of the Provost during Summative Program Assessment (SPA).

The Program Review Schedule is set by the Program Review Oversight Committee (PROC) for review by the Planning and Priorities Committee (P&P), and subsequently to Senate for approval.

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[1] For more on the Degree Quality and Assessment Board's program review guidelines, visit:
https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/assessment-criteria-process

What does the Program Review involve and how long will the process take?

The program review process is completed over the course of approximately three years and consists of five interconnected phases. As part of the overall quality assurance process, programs share their action plans and provide a one year update on the status of action items to the Program Review Oversight Committee (PROC).
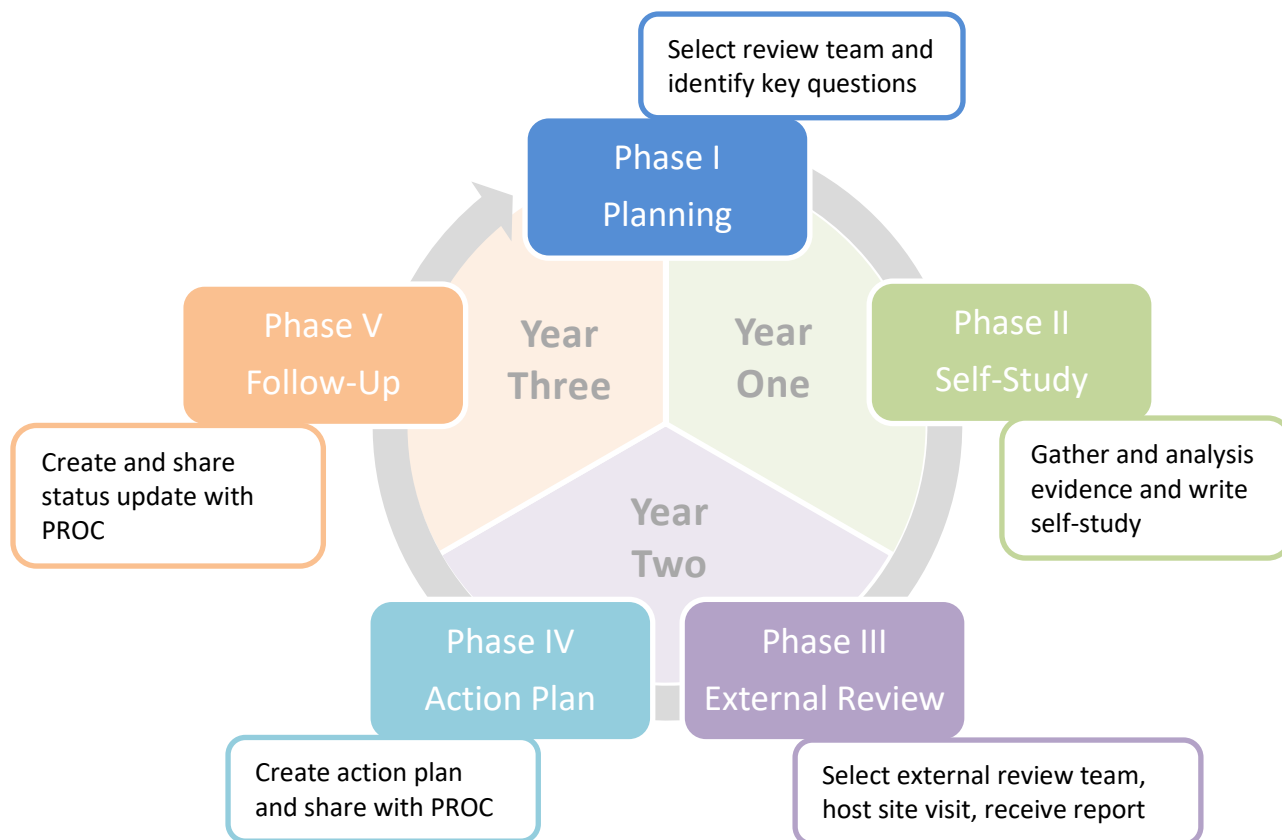
What supports and resources are available for programs undergoing review?

Support is provided by the Office of University Planning and Analysis (OUPA) and the Centre for Innovation and Excellence in Learning (CIEL). OUPA assists with the overall process by facilitating an orientation session, preparing and sharing tools and existing data, collecting and analyzing new data, and coordinating the External Review process. CIEL is available to support faculty/staff with gathering feedback from stakeholders and reflecting on curriculum content, alignment, delivery, as well as pedagogy.

What is the Program Review process for programs with external review/accreditation requirements?

When possible, program reviews will be scheduled to coincide with external review/accreditation schedules. Programs undergoing external review/accreditation will work with OUPA to identify and address potential discrepancies between criteria mandated through external bodies and expectations outlined in VIU's Educational Quality Assurance policy and associated procedures.

How does Program Review connect to Summative Program Assessment?

At VIU, programs undergo both formative and summative assessment processes. The program review process is formative, whereby each program engages in a faculty-driven, self-reflective process to identify program strengths and areas for growth. Summative Program Assessment (SPA) focuses on comparing programs along key indicators to inform VIU's continuous improvement and program relevance.

While formative and summative assessments have different goals, together these reviews provide a comprehensive assessment of the program's educational quality and contribution to VIU's educational mandate. As such, the reviews may incorporate similar information sources. An outcome of SPA may be a recommendation to complete a program review.

The Program Review Process

This handbook was created to assist faculty/staff involved in the program review process. Please review the handbook prior to your program's scheduled review. Additional information and resources, including checklists and templates, are available through VIU's Office of University Planning and Analysis website under Program Review.

The review process is aligned with criteria established by DQAB and includes five interconnected phases: (1) kick-off meeting and orientation facilitated by OUPA; (2) self-reflective study; (3) external review conducted by experts outside of the program; (4) action planning informed by the two previous phases; and (5) follow-up by faculty/staff to detail progress made towards implementation of the action plan. Please note that programs undergoing review provide a one year update on their action plans to the Program Review Oversight Committee (PROC).

Purpose of Program Review

The purpose of the program review is for faculty/staff to reflect on the current conditions and outcomes of their program in order to inform and set future direction. Throughout the review process, faculty/staff examine strengths and areas for growth, identify desired improvements, set goals, and develop strategies to achieve them. The program review process at VIU is faculty-driven, evidence-based, and self-reflective. Faculty/staff responsible for delivering the program have the opportunity to make the largest and most meaningful contribution to the program review process.

Faculty/staff from the program undergoing review select one team member to fulfill the role of Program Review Chair (PR Chair). This person is responsible for leading the program review process with support from OUPA and CIEL. It is strongly recommended that an additional faculty/staff member is designated co-chair to help distribute the workload and ensure there is back-up in the event that the PR Chair is unable to fulfill their role.

Program reviews are designed to describe and examine a range of characteristics. The following criteria for program review and assessment are outlined in the Degree Program Review: Criteria and Guidelines from the Ministry of Advanced Education[2]:

- Alignment of structure, admissions requirements, method of delivery, and curriculum with the program's learning outcomes and standards;

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[2] To read the document in full click here: Degree Program Review: Criteria and Guidelines

- Effective use of resources (physical, technological, financial, and human);
- Quality of teaching and supervision and demonstrable currency in the field of specialization;
- Coherency of achieved learning outcomes with program's stated goals, the degree level standard, and where appropriate, the standards of any related regulatory, accrediting, or professional association;
- Adequacy of methods used for student assessment and evaluation;
- Satisfaction of stakeholder groups (e.g., current students, graduates, employers);
- Graduate outcomes (e.g., employment rates, graduation rate);
- Alignment with and contribution to institutional mandate, core values, and objectives.

Responsibility

The program review process involves a broad range of stakeholders. This section briefly outlines the general roles and responsibilities of each stakeholder group.

Oversight

Planning and Priorities Committee (P&P), one of six standing committees of the VIU Senate, is responsible for:

- Monitoring progress of Action Plans through the Program Review Oversight Committee;
- Reviewing 5-year program review schedule endorsed by Program Review Oversight Committee;
- Monitoring, assessing, and making recommendations regarding the program review process; and
- Identifying issues related to program review.

Program Review Oversight Committee (PROC), as delegated by the Planning and Priorities Committee, is responsible for developing and monitoring the program review process.

Specific duties include:

- Receiving and reviewing program review reports (i.e., Self-Study, Action Plan, and Follow-Up);
- Reviewing 5-year program review schedule and presenting the draft to P&P for further review; and
- Sharing an annual report to P&P. The purpose of the report is to summarize program review activity, highlight progress towards implementing action plans, and note any over-riding concerns regarding program quality.

Office of the Provost, represented by the **Associate Vice-President, Academic (AVPA)**, has executive responsibility for the program review process.

Specific duties include:

- Receiving and reviewing the Self-Study Report prior to sharing with the External Review team;
- Reviewing and approving the list of external review candidates;
- Participating in external review site visits;
- Providing an institutional response to the External Review Report, if necessary; and
- Chairing the Program Review Oversight Committee.

Dean, in collaboration with the **Associate Dean**, oversees the review process at the program level.

Specific duties include:

- Consulting with OUPA to draft a 5-year program review schedule by Faculty;

- Reviewing nominations and approving the selection of external reviewers;
- Participating in external review site visits;
- Reviewing and endorsing program review reports (i.e., Self-Study, Action Plan, and Follow-Up);
- Ensuring deliverables are submitted in accordance with program review requirements;
- Overseeing implementation of the Action Plan; and.
- Presenting action plan and follow-up reports to PROC in collaboration with PR Chair(s).

Administration and Support

Office of University Planning and Analysis (OUPA), represented by the **Senior Research Analyst (SRA)** and **Research Assistant (RA)**, support programs to undertake program review and facilitate the overall process within the parameters of Policy 31.15: Educational Quality Assurance.

Specific duties include:
- Managing and monitoring the annual "cycle";
- Facilitating group and individual orientations;
- Liaising with all stakeholder groups (i.e., Chairs, Deans, External Reviewers, Provost, PROC, CIEL);
- Preparing and supplying program specific data, where available;
- Consulting on the development and implementation of tools for gathering new data (e.g., surveys and other methods for collecting evidence);
- Answering questions about the Self-Study and Action Plan;
- Coordinating external review site visit; and
- Acting as the Secretariat to the PROC, which includes drafting Annual Report on program review activities.

Centre for Innovation and Excellence in Learning (CIEL) is available to assist with teaching and learning components of the self-study and aspects of the action plan development and implementation.

Supports include:
- Liaising with OUPA;
- Consulting with faculty/staff to describe curriculum, integrate graduate attributes, and identify teaching strategies;
- Facilitating focus groups with students and/or faculty/staff; and
- Facilitating curriculum re-design as requested post Action Plan.

Implementation

Program Faculty/Staff are the key contributors to the program review process and hold the primary responsibility for carrying out the review under the guidance of the **Program Review Chair (PR Chair)** and **co-Chair.** The PR Chair(s) are responsible for leading the process with support from OUPA.

All faculty/staff members contribute to the Self-Study, Action Plan, and Follow-Up Reports by:

- Gathering and analyzing data;
- Sharing their perspectives and experiences;
- Nominating external review candidates and participating in external review site visits; and
- Writing sections of the report.

The PRC leads the process within the program by undertaking the following duties:

- Lead the information gathering for and writing of the Self-Study, Action Plan, and Follow-Up Reports;
- Act as the key point of contact with OUPA;
- Submit reports and external review nomination forms to the Dean for review and endorsement;
- Participate in external review site visit; and
- Collaborate with the Dean in presenting the Action Plan and Follow-Up Reports to PROC.

External Review Team, a panel of three individuals (one who is a VIU faculty) with expertise in a related discipline, are responsible for providing an objective assessment of the program's strengths and areas for growth, and offering recommendations.

Specific duties include:

- Reviewing the Self-Study Report and other materials prior to the site visit;
- Participating in the site visit by interviewing the Dean, PR Chair(s), faculty/staff, students, and other stakeholders; and
- Preparing a report with their findings and recommendations.

Main Phases in the Program Review Process

Program reviews consist of five interconnected phases spanning three years: (1) Planning, (2) Self-Study, (3) External Review, (4) Action Plan, and (5) Follow-Up. Between cycles, programs provide a one year update on their action plan to the Program Review Oversight Committee (PROC).

		Academic Y1		Academic Y2		Academic Y3	
Phase	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Planning	Attend kick-off meetings	Identify key questions					
Self-Study		Gather and analyze evidence and write self-study report					
External Review			Prepare for external review	Host site visit & receive report			
Action Plan					Respond to report* Create action plan & share		
Follow-Up						Implement action plan	Write & share one-year follow-up

The Office of Provost may choose to provide an institutional response to the External Review Report. The decision to provide a formal response is at the discretion of the Associate Vice-President, Academic in consultation with the respective Dean, Faculty, and OUPA.

Phase I: Planning – Key Tasks and Target Timelines

The planning phase provides the PR Chair(s)/team, Dean, and faculty/staff with the opportunity to get acquainted with the program review process including the supports provided by OUPA and CIEL. During the planning phase, faculty/staff review the checklists and tools provided for completing the program review.

- *Start early*
- *Identify and prioritize key questions to explore*
- *Make a review plan to help share the workload and stay on-track*

Key Action Steps	Target Timeline	Person/Area Responsible	Comments
Revise 5-year rolling program review schedule	Dec. to Feb.	Deans OUPA	• OUPA consults with Deans and presents to PROC and Planning and Priorities for review and approval by Senate
Select Program Review Chair/Team	Jan. to Apr.	Faculty/Staff	• Identify faculty/staff member who will take the lead as PR Chair, as well as one or more colleagues who will act as co-chairs
Attend Program Review kick-off meeting	Year 1 Apr. to Jun.	PR Chair(s) Dean OUPA CIEL	• PR Chair(s) and Deans meet program review support team. • OUPA and CIEL provide an overview of program review (i.e., purpose, process, roles, and responsibilities).
Review self-study resources and share with colleagues.	Year 1 Apr. to Jun. Aug. to Sept.	PR Chair(s)	• Become more familiar with available tools and expected deliverables. • Support team from OUPA is available to help answer any questions.
Receive and review existing evidence. Use this information to identify key questions and determine if additional information needs to be gathered to complete the self-study.	Year 1 Apr. to Jun. Aug. to Sept.	PR Chair(s)	• OUPA will provide data that is centrally available (e.g., enrolment, graduate outcomes, student perceptions) • Faculty/staff members provide evidence being collected at the course/program level. • OUPA and CIEL will support collection and review of additional evidence if necessary (e.g., perceptual and outcome data).

Phase II: Self-Study – Key Tasks and Target Timelines

The Self-Study phase is the central component of the program review process. This phase takes the largest amount of time and effort from faculty/staff to complete. Self-study is characterized by critical self-reflection and systematic review of evidence.

What's working?
Discover and appreciate program strengths.

Inquire

The Self-Study phase includes collection and analysis of evidence and the completion of a Self-Study Report. The content of the final report is both descriptive and reflective in nature and usually between 20 and 40 pages in length, excluding appendices (e.g., Faculty Profiles/CVs – see Appendix C for a template).

What might be?
Envision possibilities and desired path forward.

Imagine

The Self-Study Report is shared with External Reviewers to help them prepare for the site visit. Once finalized, the Self-Study Report is shared with PROC and is made available to Deans and Program Chairs on the Archive Viewer.

Key Action Steps	Target Timeline	Person/Area Responsible	Comments
Gather additional information (i.e., identified during the planning phase).	Year 1 Sept. to Dec.	Faculty/staff	• OUPA is available to help with tool development and administration. • CIEL is available to help facilitate focus groups with students and/or faculty/staff.
Review and analyze evidence.	Year 1 Sep. to Dec.	Faculty/staff	• This is a reflective process undertaken collaboratively by program faculty/staff with guidance from the PR Chair(s).
Write the Self-Study Report.	Year 1 Nov. to Mar.	Faculty/staff	Program faculty/staff review the evidence and consider the following: (1) What's working? (2) What might be? (3) What's next, and who will benefit?
Distribute draft report for review and endorsement by the Dean and faculty/staff.	Year 1 Mar. To May	PR Chair(s)	• This process provides an opportunity for further reflection and feedback from program faculty/staff and the Dean.
Finalize report based on input from colleagues and submit to Dean for approval.	End of Year 1 May to Jun.	PR Chair(s)	• Once approved, forward report to OUPA. The report will be forwarded by OUPA to the AVPA. OUPA will forward any feedback from the AVPA to PR Chair(s) and the Dean.

Phase III: External Review – Key Tasks and Target Timelines

OUPA will contact candidates once they have been approved by the Dean and AVPA.

The purpose of the external review is to provide an independent, objective assessment of the program's strengths as well as to identify areas for improvements.

The external review is conducted by a three-member team, two of whom are academic peers from other post-secondary institutions, and one faculty/staff member from another faculty/department at VIU.[3]

Nomination Process

The Program Review Chair, in consultation with faculty members, will put forth the names (and affiliations) of eight external reviewer candidates to the Senior Research Analyst (SRA) – Program Quality and the Associate Vice-President, Academic (AVPA). Once the list has been approved by the AVPA, the SRA will reach out to all candidates simultaneously with a "call for submissions" (the email will be sent Bcc so the recipients will not see the names of the other candidates). Recipients will be asked to submit their most current CV *for consideration* and to indicate *their availability* for the date range proposed. If there is a lack of interest or ability to participate, the Program Review Chair will be asked to put forth additional names.

After receiving all or most of the responses, each candidate's CV and availability will be sent to the AVPA and the Program Review Chair for distribution to their program's faculty members. The Program Review Chair, in collaboration with program faculty members, will rank order all submissions for suitability (with "1" being top choice).

Candidates nominated for the External Review Team should:

1) be an academic peer from another post-secondary institution or an industry representative;
2) have relevant expertise and experience in the field of study or related industry; and
3) not be, or perceived to be, in a conflict of interest.

Other considerations might include selecting candidates with similar history and familiarity with the range of programming available at VIU, a similar pedagogical approach, and/or experience teaching in a program/department of comparable size.

Information should be collected for each candidate and submitted to OUPA using the nomination form provided (see Appendix D).

External Review Site Visit

The external review typically includes a site visit during which the External Review Team meets with key stakeholders including: faculty/staff, current and/or past students, administrators (e.g., AVPA, Dean), and other community representatives (e.g., Program Advisory Committee, Indigenous community members). When

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[3] Trades and technical programs have the option of selecting one industry representative and one academic peer instead of two academic peers. If faculty/staff are interested in nominating a non-academic peer in addition to the three-member team, they should speak with their Dean and OUPA.

possible, it is recommended that the site visit is scheduled onsite over two days. However, other options include: an extended one-day, on-site visit; a webinar-based online visit; or a combination of these options.

OUPA compiles information packages for external reviewers containing the following: the self-study report, guidelines for external reviewers, site visit itinerary, and other documentation as requested or required. Information packages are sent to external reviewers at least four weeks prior to the site visit.

While no compensation is provided, external reviewers from other institutions are reimbursed for the costs of travel. Meals are provided for external reviewers during the site visit. In certain circumstances, additional costs may be approved by the Dean and AVPA.

External Review Report

During the site visit, the External Review Team gathers information which forms the basis of the external review report. The External Review Report consists of a thorough, evidence-based analysis of the program/department that aligns with the same general topics as the Self-Study report. The External Review Report also includes a set of recommendations identified for enhancing the program being reviewed.

See Appendix E for a copy of the External Review Report template.

Key Action Steps	Target Timeline	Person/Area Responsible	Comments
Nominate candidates for the three-person External Review Team.	Year 1 Feb. to Mar.	Faculty/Staff	• Nominees should be peers whom faculty/staff believe have the knowledge and experience to provide well-informed, objective, and actionable feedback.
Complete nomination form for each candidate and submit to Dean for endorsement. Indicate top three choices (i.e., 2 external, 1 internal)	Year 1 Mar. to Apr.	PR Chair(s) OUPA	• The nomination form can be found online • OUPA forwards the list approved by the Dean on to the AVPA for review and endorsement. • OUPA will contact PR Chair(s) and Deans following approval from the AVPA.
Propose possible dates for site visit and share this information with OUPA.	End of Year 1 Apr. to May	PR Chair(s)	• Please coordinate dates with faculty/staff and consider schedules of other stakeholders (e.g., student, administration) • OUPA will work with all parties to finalize dates
Contact top three candidates to confirm interest and availability.	End of Year 1 May to Jun.	OUPA	• OUPA will coordinate creating and sending out formal invitations signed by the AVPA.
Ensure final version of the self-study report is submitted to OUPA.	End of Year 1 May to Jun.	PR Chair(s)	• Once candidates are confirmed, OUPA will forward relevant documentation to the external review team members.
Develop and finalize site visit itinerary.	Start of Year 2 May to Sep.	OUPA	• OUPA will liaise with all parties to develop and finalize site visit itinerary. • OUPA is responsible for coordinating logistics of the site visit, including booking meetings with AVPA and Dean, reserving space, arranging catering, and compiling review packages.

Key Action Steps	Target Timeline	Person/Area Responsible	Comments
Identify potential stakeholders for participation in site visit.	Year 2 Sep. to Oct.	Faculty/staff	• Invite a range of students who represent the diversity of individuals enrolled in the program. • Aim for having 8-12 students participate in sharing their perspectives with the external review team during the site visit. • Consider inviting other stakeholders who are engaged with the program (e.g., Advisory committee or Industry partners).
Communicate with program faculty/staff members about site visit.	Year 2 Sep. to Nov.	PR Chair(s)	• Specific dates will ideally be determined in spring through consultation with faculty/staff and OUPA. • Closer to the date, OUPA will contact PR Chair(s) to confirm logistics for the day.
Participate in site visit.	Year 2 Oct. to Dec.	PR Chair(s) Dean AVPA	• Faculty/staff participate throughout the site visit in discussions and campus tour. PR Chair(s) may need to be available to help welcome and direct stakeholders to meeting spaces.
Receive and distribute External Review Report.	Year 2 Nov. to Feb.	OUPA PR Chair(s)	• The external review team submits their report to OUPA who distributes it to the AVPA, the Dean, and the PR Chair(s) • PR Chair(s) subsequently distribute the report to faculty/staff for review and comment. • Together the AVPA, Dean, and PR Chair(s) may choose to prepare a formal response to the external review report. The response provides an opportunity to clarify any points or add any explanatory information.

Phase IV: Action Plan – Key Tasks and Target Timelines

Action Plan Report and Presentation

The PR Chair(s), in consultation with program faculty/staff, prepare an Action Plan based on the findings of the Self-Study report and recommendations from the External Review report. The Action Plan provides an opportunity to identify priorities and resources required to implement the action items. See Appendix F for a copy of the template.

Innovate

What's next?
Translate vision into action statements.

Implement

Who and when?
Put the plan into action.

Key Action Steps	Target Timeline	Person/Area Responsible	Comments
Review self-study and external review findings to inform action plan.	Year 2 Dec to March	Faculty/staff	• This is a collaborative process undertaken by all program faculty/staff.
Draft the Action Plan Report using the template provided.	Year 2 Feb/March	Faculty/staff	• Consider the following: How does our plan reflect priorities? In what ways have we incorporated feedback? Is distribution of responsibility for leading implementation equitable? Are timelines feasible?
Distribute draft report for review and endorsement by the Dean and all program faculty/staff.	Year 2 April	PR Chair(s)	• This process provides an opportunity for further reflection and feedback from program faculty/staff and the Dean.
Finalize report based on input from colleagues and submit to Dean for approval.	April	PR Chair(s)	• Once approved, forward report to OUPA. The report will be forwarded by OUPA to the Program Review Oversight Committee (PROC) 3-4 weeks in advance of scheduled meetings. • Closer to the date, OUPA will help schedule meeting dates and times to present the Action Plan to PROC.
Present key findings and action items to PROC.	End of Year 2 May/June	PR Chair(s) Dean	• Teams are allotted 15-20 minutes to present and discuss highlights from their Action Plan. • PROC provides input and decides whether or not to endorse the plan.
Share feedback from PROC meeting with faculty/staff.	Start of Year 3 June to Sept	PR Chair(s)	• This process provides faculty/staff with an opportunity to check-in and debrief on the process before implementation begins.

Phase V: Follow-Up – Key Tasks and Target Timelines

Following submission of the Action Plan, the PR Chair(s) and faculty/staff implement Action Plan items. Throughout the course of the year, the PR Chair collects feedback on the implementation and tracks progress.

Approximately one year after PROC endorses the Action Plan, the PR Chair(s) complete a follow-up report highlighting actions implemented to date, initial outcomes achieved, any challenges encountered, and revisions to the submitted action plan, if applicable.

Key Action Steps	Target Timeline	Person/Area Responsible	Comments
Meet to discuss implementation of action items and coordinate tracking progress.	Start of Year 3 Aug. to Oct.	Faculty/staff	• This process provides an opportunity to revisit items, responsibilities, and timelines. • Determine method for tracking implementation including observed outcomes, any challenges and/or enhancements.
Check-in with implementation leads to discuss progress, observed outcomes, and any challenges.	Year 3 Sep. to Mar.	PR Chair(s)	• Ongoing communication throughout the implementation process will help to continue the reflective process and create a support network as change is implemented and new ideas and/or challenges arise.
Use input from colleagues to update "Implementation Status" section of Action Plan Report and submit to Dean for approval.	Year 3 Sep. to Mar.	PR Chair(s)	• Once approved, forward report to OUPA. The report will be forwarded by OUPA to the Program Review Oversight Committee (PROC) 3-4 weeks in advance of scheduled meetings. • Closer to the date, OUPA will help schedule meeting dates and times to present to PROC.
Present update on progress made in implementing action items to PROC.	End of Year 3 Mar. to Jun.	PR Chair(s) Dean	• Teams are allotted 15-20 minutes to present and discuss their progress to date including observed outcomes, any challenges, and suggestions to address issues.
Share feedback from PROC meeting with faculty/staff.	End of Year 3 Apr. to Jun.	PR Chair(s)	• This process provides faculty/staff with an opportunity to check-in and debrief progress made, as well as identify next steps.

Summary

This concludes the purpose, general overview, key phases, timelines, and overall structure of the Program Review process. While we hope you will find this handbook useful as a reference and guide as you move through the stages of your Program Review, the framework provided here is meant to be flexible. Please keep in mind that no two Program Reviews are the same: your Program Review is an opportunity to capture and document your unique program strengths, envision ways to build on those strengths, and create and implement an action plan to improve your program going forward. The resulting product will be a thoughtful, collaborative, and evidence-based showcase of what your program has to offer.

As previously mentioned, the self-study will constitute the core of your Program Review, and together with the external review will inform your action plans. Given the context of VIU as a teaching-intensive university, a key focus of program review is on teaching and learning practices. To help you to dive deeper into the teaching and learning component of Phase II: Self-study, the Centre for Innovation and Excellence in Learning (CIEL) has developed a series of resources, which include the following:
1) Information about the role of the CIEL;
2) Data collection methods related to teaching and learning topics;
3) Action item suggestions with sample timelines; and
4) Guidance for writing the teaching and learning section of the legacy self-study.

All of these resources can be found online under CIEL/Teaching, Learning + Pedagogy/Managing Your Program/Evaluating Your Program

Appendix A: Self-Study Model and Outline

Key Dimensions of Quality

This guide provides an outline of key dimensions of Program Review and is intended to help you plan and organize your Self-Study. The outline includes five dimensions of quality informed by research: commitments, structures, community, practices, and outcomes. A sixth section provides an opportunity to summarize key learning and identify next steps. Core ideas and extending questions are provided within each of the six sections. These prompts are aligned with the key dimensions of quality and are intended to assist you in reflecting on a variety of aspects of your program. Given that Program Review at VIU is a faculty-driven, reflective process, you are encouraged to focus on areas most pertinent as identified by faculty, students, and other community members engaged with your department.

As you gather or review evidence and reflect on these five dimensions, you are encouraged to engage with those individuals and groups who directly and indirectly contribute to and are impacted through your program. This includes current and past students, as well as faculty members and staff. You may also choose to engage others who you believe will provide valuable insight into your program. For example, you may wish to connect with internal colleagues and external partners (e.g., internally – Centre for Experiential Learning, Office of Aboriginal Education and Engagement, Centre for Innovation and Excellence in Learning, International Education; externally – regional, national, or international colleagues, organizations, or discipline associations).

You are also encouraged to use approaches and information sources that are most relevant to your discipline, industry, or profession. Consider how you might use a combination of existing evidence, relevant literature, and new information to help you reflect on what is working well and areas for enhancement. This may include a combination of qualitative and quantitative evidence. There is a list of possible sources of evidence at the end of this guide. Please note that you may not have access to all of the evidence listed; however, please feel free to contact your program review support team to discuss existing sources and ideas on what additional evidence you may want to collect and how you might go about collecting this evidence.

Finally, as you plan your Self-Study and compile evidence, consider the ultimate purpose and your audience. The overarching purpose of your Self-Study is to reflect on the evidence gathered to identify strengths and areas for growth. The primary audience includes those individuals and groups directly or indirectly impacted through your program, as well as the External Review Team. As a result, your final product should include a combination of descriptive information and critical reflection. The descriptive components provide the necessary context for readers, as well as the evidence to support your reflections. The reflective aspect of your Self-Study is what sets it apart from other processes and existing products (e.g., program description on your website, course outlines, enrolment statistics, and program handbook). This is the crux of your Program Review and, together with the observations and recommendations from the external reviewers, provides the foundation for your action plan.

Overview of Sections

1. **Our Commitment to Learners**

   - Reflection on the values, philosophy and alignment components of program outlining the needs and expectations of students, the institution, and the discipline, industry or profession

2. **Our Program Structures**

   - Reflection on the development of the program, student learning journey through the program, how has program evolved and is currently delivered and scheduled

3. **Our Learning Community**

   - Reflection on the interactions and relationships between and among faculty and students within the program, as well as engagement with broader communities to establish a learning community

4. **Our Practices**

   - Reflection on teaching and learning practices; the methods or approaches to fulfil the stated commitments and engage in reflective practice

5. **Our Collective Impact**

   - Reflection on the accomplishments and contributions of faculty and students from the program including learning experiences, opportunities, and outcomes

6. **Our Key Learning and Next Steps**

   - Reflection on faculty learning experienced through the self-study process and an identification of areas for feedback from the external review team

Section 1: Our Commitment to Learners

The purpose of this section is to describe the program's commitment to student learning by reflecting on the underlying values and philosophy of the program. This reflection includes highlighting the alignment of program commitments with the needs and expectations of students, the institution, and the broader discipline, industry, or profession.

Core Ideas

1. Describe what you want students to experience, develop, and accomplish during their time in your program (e.g., mission, goals, program learning outcomes, learning intentions, attributes).
2. Describe what key stakeholders will expect students to experience in your program. Key stakeholders may include: students, parents, family, discipline, profession, employers, and community partners.
3. In reference to your responses to question 2, reflect on similarities and differences in expected outcomes among stakeholder groups.
4. Provide details on the extent to which your program's mission and goals align with the standards and expectations of the credential (e.g., articulation, accreditation, association or industry standards).
5. Identify opportunities and experiences for students to develop breadth and depth of many of VIU's Graduate Attributes.
6. Reflect on the alignment to and contribution of your program to the mission and objectives of VIU's Academic Plan: Access to Excellence.

Extending Prompts

- What are your key takeaways about current program commitments?
- How might what you have learned about current commitments and expectations affect your program moving forward (e.g., curriculum, pedagogy, recruitment, retention)?
- What are some possible next steps to enhance the development and/or alignment of your commitments?

Section 2: Our Program Structures

The purpose of this section is to describe the roots and design of the program, as well as how, and why, the program has evolved over time. You are encouraged to reflect on the evolution itself, as well as the mechanisms in place for identifying and responding to emerging needs and changing realities.

Core Ideas

1. Describe and reflect on how and why your program came to be. Identify changes that have occurred since your program was first developed. Reflect on some of the reasons for these changes including internal and external factors.
2. Describe the anticipated learning journey for students as they progress through your program. Identify and describe the milestones and key learning opportunities students may experience through your program.
3. Describe how your program is currently delivered and scheduled. Reflect on how well the methods of delivery and scheduling meet student needs and whether or not there are any barriers to accessing learning opportunities for current or future students.
4. Outline how learning experiences and opportunities are designed to meet the needs of the program. Reflect upon the ways and methods through which faculty develop curriculum, courses, and classes. Describe how the program ensures students have optimal opportunities for core concepts are being introduced, reinforced, practiced, and evaluated throughout the program to build learning skills, knowledge, and applications.
5. Highlight what resources are currently available to support student learning (e.g., specialized facilities, equipment, community partnerships). Consider what resources are essential to student learning, as well as additional resources to enhance the learning experience. Reflect on whether gaps exist in essential and/or non-essential resources.
6. Think about what sets your program apart from similar programs across the region, province and beyond. Describe how you convey your program purpose and unique characteristics to internal and external stakeholders.

Extending Prompts

- What are your key takeaways about current program structures?
- How might what you have learned about current structures and design affect your program moving forward (e.g., curriculum, pedagogy, recruitment, retention)?
- What are some possible next steps to enhance existing structures including identifying and responding to emerging needs?

Section 3: Our Learning Community

The purpose of this section is to describe and reflect on your program as a learning community. This includes identifying interactions and relationships between and among faculty and students within the program, as well as engagement with broader communities (e.g., institutional, regional, discipline, industry, or profession specific relationships).

Core Ideas

1. Describe and reflect on the composition of faculty and students within your program. Consider characteristics of members, as well as the experience and expertise they contribute to the learning community.
2. Highlight previous and current partnerships and collaborations with members outside of your program. Reflect on how these relationships were developed and are nurtured, as well as how these partnerships contribute to student learning and development.
3. Consider how faculty and students build and nurture a sense of community within your program (e.g., classroom activities, clubs and study groups, program events, outreach activities). Describe current levels of morale and sense of belonging and reflect on how this might impact both the learning environment and learning outcomes.
4. Describe program-level supports or mechanisms currently in place to assist students with their academic and non-academic needs as well as assistance in developing networks, communities of practice and opportunities to enhance classroom learning (e.g., program advising, program clubs, peer mentorship, referral process). Reflect on the extent to which current supports and mechanisms exist, can be sustained by the program, and meet the needs of students.
5. Identify and reflect on the perceived benefits to being a member of your program's learning community.

Extending Prompts

- What are your key takeaways about your program as a learning community?
- How might what you have learned about your current learning community affect your program moving forward (e.g., curriculum, pedagogy, recruitment, retention)?
- What are some possible next steps to enhance the sense of community within your program?
- How might you enhance or develop community engagement?

Section 4: Our Practices

The purpose of this section is to describe and reflect upon teaching and learning practices. More specifically, this section is a description of the methods or approaches members of the department engage in to fulfil the stated commitments while engaging in reflective practice.

Core Ideas

1. Describe the ways in which student needs and goals are identified. Outline the approaches used to support students in reaching their personal goals, as well as course and program level goals. Reflect on the extent to which these supports or strategies enhance student learning and development.
2. Outline and provide details on the methods and approaches used to engage students and facilitate learning opportunities. Explain how these approaches align with best practices identified in the literature, including approaches for accommodating learners with diverse and varied needs.
3. Describe the methods and approaches used to assess and evaluate student learning and growth. Consider how these align with best practices identified in the literature and the extent to which they provide you with the information needed to both support learning and evaluate progression.
4. Reflect on the degree your methods and approaches provide you with the information needed to determine the extent to which your program's mission and goals are being achieved.
5. Describe how program staff and instructors engage in ongoing reflective practices.

Extending Prompts

- What are your key takeaways about current practices?
- How might what you have learned about current practices affect your program moving forward (e.g., pedagogy, assessment, evaluation)?
- What are some possible next steps to enhance practices?

Section 5: Our Collective Impact

The purpose of this section is to describe and reflect on the accomplishments and contributions of faculty and students from your program. This includes a range of measures to describe learning experiences, opportunities, and outcomes related to your program. This also includes mechanisms in place to help faculty and students reflect upon and recognize accomplishments.

Core Ideas

1. Reflect on what you and your students consider success. Describe the different accomplishments achieved by students, current and past, and faculty over the past several years. Consider how these accomplishments contribute to those directly involved and the broader learning community.
2. Describe how students have progressed and achieved in their learning and development based on identified goals (e.g., personal, program, institutional, discipline, industry, or profession). Reflect on whether or not there are discrepancies by type of goal, student characteristics, and/or year. Consider possible reasons for discrepancies if they exist.
3. Reflect on specific knowledge, skills, attributes, and/or values that students have developed or enhanced through your program. Consider how these align with program mission and goals, as well as how growth is tracked and measured.
4. Describe how students, current and past, and faculty are contributing to the institution, broader community, discipline, industry, or profession (e.g., leadership and volunteer opportunities, employment, research). Reflect on ways in which students and faculty are encouraged and supported to pursue these opportunities.
5. Consider the diverse strengths and contributions of students and faculty. Reflect on how various accomplishments are acknowledged and celebrated.

Extending Prompts

- What are your key takeaways about the collective impact of your program?
- How might what you have learned about your collective impact affect your program moving forward (e.g., pedagogy, assessment, evaluation, ways of defining and recognizing accomplishments)?
- What are some possible next steps to enhance outcomes? Monitoring and measuring outcomes?

Section 6: Our Key Learning and Next Steps

The purpose of this section is to highlight your key learning through the self-study process. Based on the evidence reviewed - conversations, observations, and review of data - describe the strengths of the program and areas for enhancement, including future direction of your program. This section also provides you with the opportunity to specify areas in which you would like feedback from the external review team.

Core Ideas

1. Describe the strengths of your program using feedback from stakeholders and other evidence reviewed.
2. Outline gaps and areas of concern. Reflect on how you might utilize identified strengths to enhance other areas of your program.
3. Highlight any questions you still have or new questions arising from the self-study. Reflect on how you might further explore these questions. For example, through the external review process, with assistance from other departments, and/or with help from students and colleagues.
4. Outline some key next steps that you are considering for inclusion within your action plan.
5. Highlight specific questions or feedback you are seeking from the external review team to help inform your next steps.

Possible Sources of Evidence

- Program proposal (new program development documents)
- Program handbook for students
- Program website
- Program map (of courses and connections)
- Department meeting minutes
- Previous Program Reviews or accreditation reports
- Summative Program Assessment (SPA) (2012 and 2015 versions)
- Survey data (e.g., Student Outcomes surveys from BC Stats, NSSE, CUSC, Student Experience Survey)
- Perceptual data from alumni, students, faculty, other community members (e.g., gathered through focus groups, interviews, surveys, arts-based methods)
- Enrolment statistics, including demographic details
- Retention statistics
- Graduation rates
- Meeting minutes from Program Advisory Council or other community groups
- Employer feedback about students engaged in experiential learning opportunities
- Feedback on students attending graduate studies - grants/scholarships attained, research activity
- Curriculum mapping results (aligning program outcomes to courses, graduate attributes)
- Course outlines from across the program
- Assessment and evaluation strategies and tools
- Student work: Portfolios, capstone activities and projects, culminating displays of learning, undergrad research projects etc.

Appendix B: Faculty Profile/CV Template

<table>
<tr>
<td>Vancouver Island University</td>
<td>**DEPARTMENT OF [INSERT NAME]**
FACULTY OF [INSERT NAME]
Faculty Member Profile</td>
</tr>
</table>

[Insert Faculty Member's Name]

Education

Degree	Granting Institution	Date Conferred

Selection of Courses Taught
(Current and most recent)

Course Number	Course Title	Date of Course

Areas of Expertise and Interest

Selection of Scholarly Activities

Research projects, papers, conference presentations, most recent publications, service commitments, and/or other activities

Privacy Notification and Consent

Please note the information on this form is being collected under the authority of <u>Section 26(e) of the Freedom of Information and Protection of Privacy Act (FOIPPA)</u>. The information collected will be used for the purpose of planning or evaluating programs at Vancouver Island University (VIU). This form will be accessible by employees of VIU on the internal document archive viewer and may be viewed by external reviewers as well as personnel from the Government of British Columbia Ministry of Advanced Education, Skills & Training. Questions about the collection of this information should be directed to the [Office of the University Planning and Analysis](). By signing below you are consenting to the collection and use of the information on this form as stated in this privacy notification:

x. _____   _____
Signature   Date

Appendix C: External Review Nomination Form

External Review Nomination Form

An external review will be conducted by a panel of experts who are at arm's length from the program under review (see Conflict of Interest statement in **Procedure 31.15.002**). The external review panel should consist of three members, two of whom must be academic peers from other postsecondary institutions. The third candidate will be a VIU faculty member who does not participate in the program under review.

Please note the following suggested criteria for nominating external reviewer candidates:

- Credentials, appointment status, recent scholarly activity, and administrative experience;
- Experience and expertise in the field of study or related industry;
- Candidate could be or perceived to be, in a conflict of interest;
- Candidate's proximity to VIU (To consider travel costs and familiarity with BC Post-Secondary context);
- Candidate uses a similar pedagogical approach and teaches in a department of comparable size

Contact Information[4]

External or Internal Nominee:	
Candidate Name:	
Title:	
Institution:	
Phone:	
Email:	

Candidate Profile

Academic Credentials and Teaching Experience:

Rationale for recommendation:

Description of any relationship with VIU (exclude for internals):

Please explain how you know this person both personally and professionally and for how long

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[4] Nominate *eight* external candidates and *three* VIU faculty members as potential internal-external candidates. Please use one form per candidate.

Appendix D: External Review Report Outline

Suggested Table of Contents		
Section	Title	Description
1	Preamble	Overview of the program review process, review team members, and program being reviewed.
2	Review Process	Description of the evidence reviewed, as well as details of the site visit including an overview of the itinerary, stakeholder involvement, and information sources.
3	Structure of the Report	Introduction of the format of the report to help readers navigate the document.
4	Building on Strengths	Highlight the observed strengths of the program and suggest how faculty/staff may be able to leverage these strengths to enhance the program.
5	Mission and Goals	Highlight observations and reflections based on evidence reviewed in advance of and during the site visit.
6	Teaching and Learning	
7	Student Enrolment and Outcomes	*Example*: How do the stated mission and goals align with those of the discipline/profession/ industry? How do they align with and contribute to VIU's Academic Plan?
8	Student Experience	
9	Faculty Experience	It is recommended that suggestions relevant to each of these areas be included within the corresponding section if possible.
10	Program Resources and Facilities	
11	Summary of Recommendations	Summarize the recommendations and consider providing some reflection on the priority and/or sequencing of recommendations. Additional comments related to the program and/or program review process can also be shared within this section.

Appendix E: Action Plan and Follow-Up Report Template

Program Review Action Plan

DRAFT

Program Name:		Date Report Submitted:	
Faculty:		Report Submitted by:	
Area of Focus:	Choose an item.		
Recommendation:			
Source:	Choose an item.		

Objective What do you want to achieve? What is the level of priority for your program (i.e., low, medium, high)?	Actions What actions will be taken to achieve desired objectives?	Lead Person(s) Who will be responsible for leading this action?	Resources What resources will you need to complete this action (e.g., time, money, software, equipment)?	Timeline How long do you think it will take to complete this action?		Monitoring How will you track the implementation of your action?	Outcomes How will you know that you have achieved your objective?
				Start Date MMM -YY	End Date MMM-YY		
Example: Increase the number of international students applying for and being successfully admitted to the program (Priority: LOW)	• Meet with international student recruiters to discuss program, admissions requirements, processes, and deadlines.	Department Chair	• Time to meet and discuss	Oct-18	Oct-19	• Take notes	Increase in the number of applications from international students (from # to #).
	• Ensure international education is informed of program info session webinar dates and how to register for them.	Department Chair	• None	Sept-18	Sept-19	• Email trail	Increase in number of international participants in info webinars.
	• Meet with international student admissions to explain the timelines and firm application deadlines our program has and explore opportunities for better co-ordination of domestic and international applications processes.	Department Chair	• Time to meet and discuss	Jan-19	Oct-19	• Take notes and share with those at meeting • Create plan to better integrate international applications process and with domestic applications	Increase in number of qualified international students successful in the program competitive admissions process.

<Insert Program Name> Action Plan Continued	
Recommendations Requiring No Additional Departmental Action (complete if applicable)	
Area of Focus:	Choose an item.
Recommendation:	
Source:	Choose an item.
Comments:	*Please provide reasons no additional departmental action is required.*
Recommendations Currently being Actioned (complete if applicable)	
Area of Focus:	Choose an item.
Recommendation:	
Source:	Choose an item.
Comments:	*Please describe actions currently being undertaken.*
Recommendations with Actions Completed (complete if applicable)	
Area of Focus:	Choose an item.
Recommendation:	
Source:	Choose an item.
Comments:	*Please describe actions completed, as well as evidence of preliminary outcomes where applicable.*
Recommendations Requiring Administrative Action to Implement (complete if applicable)	
Area of Focus:	Choose an item.
Recommendation:	
Source:	Choose an item.
Comments:	*Please describe why administrative action is needed.*
Request for Support:	*Where applicable, please indicate departmental request for support from administration to respond to recommendations.*

Program Name:		**Date Report Submitted:**	
Faculty:		**Report Submitted by:**	
Area of Focus:	Choose an item.		
Recommendation:			
Source:	Choose an item.		
Objective from Action Plan			
Status of Action Items related to stated objective	Choose an item.		
Please describe what has been implemented to date.			
Have you experienced any challenges implementing planned actions?	Choose an item.		
If yes, please describe and identify how you have addressed or plan to address challenge(s).			
Have you observed change following the implementation of action(s)?	Choose an item.		
If yes, please share evidence of change.			
If no, please share possible reasons for this.			
If not sure, please describe next steps for gathering evidence.			
Please describe next steps towards achieving stated objectives:			