



# Program Review Self-Study Guide

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This guide describes the information required in a Program Review Self-Study. It is organized into chapters that correspond to chapters in the Self-Study Report. Each chapter describes the data required and the issues to be addressed. Additional information and issues can be added as appropriate to the program under review.

OFFICE OF PLANNING AND ACCOUNTABILITY  
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# I. Getting Started

## 1. Principles and Purpose of Program Review

The purpose of program review is to assess the quality of a program and to ensure that all KPU programs uphold the goals of Academic Plan 2023.

Program review adheres to the following principles:

- » **Formative:** the review clearly identifies program strengths and weaknesses to ensure program improvement.
- » **Participatory:** the review uses input from internal and external stakeholders (i.e. students, graduates, faculty, staff, administration, program advisory committees, licensing or accrediting organizations, and employers, as appropriate).
- » **Evidence Based:** the review follows a standardized, evidence-based methodology.
- » **Strategic:** the review leads to coordinated action that strengthens the program's ability to support students in achieving the program's competencies and learning outcomes.
- » **Accountable:** program review reports must be approved by the Senate Standing Committee on Program Review and made available on KPU's Program Review site.
- » **Iterative:** the review draws on previous reviews and recommendations with specific attention to trends and patterns.

## 2. Beginning the Self-Study

The Self-Study is an analysis of the program's strengths, weaknesses, opportunities and challenges. It forms the foundation on which the entire review is based. The Self-Study defines the scope of the review, and determines the focus for the external review and subsequent strategic planning.

The Self-Study facilitates assessment of the heart of a program – its curriculum. A coherent curriculum is fundamental to meaningful learning and student success. It is the lens through which the program review team – the faculty members leading the review – will assess their program and develop an integrated strategy for strengthening their program.

For more information on curriculum review within the context of the Self-Study, please refer to [A Guide to Curriculum Review: Tuning the Curriculum](#).

### **3. Chapters**

The Self-Study Report contains the following chapters:

1. Program Overview
2. Program Currency and Connections
3. Quality of Curriculum Design
4. Quality of Instructional Design
5. Quality of Services, Resources and Facilities
6. Conclusions and Recommendations
7. Responses from the Dean/Associate Dean
8. Appendices for the Self-Study Report

### **4. Chapter Recommendations**

At the end of most chapters, the program review team must summarize relevant program strengths and make recommendations for improvements based on the evidence gathered.

- Recommendations should identify the issues or areas needing improvement that will to be addressed in future planning; they do not need to provide solutions.
- The rationale for the recommendation should be clear and based on the evidence in the review. Make sure the link to the evidence is clear.
- Focus on actions within the control of the review team; if action is required from elsewhere in the institution, the recommendation should be that the team will seek the relevant external support.

## II. Chapters in the Self-Study Report

A description of each chapter of the Self-Study report follows. (Data sources to which the Program Review Team should refer are in parentheses and highlighted.)

### 1. Program Overview

This chapter provides a brief description of the program, its history, and the scope of the review.

*Program Description* (academic calendar; course outlines; program proposal and website):

- » Provide a description of the program. Items to describe could include the following:
  - Program type (e.g. undergraduate, university preparatory, vocational)
  - Credential(s) offered and minimum credits required for each credential
  - Admission requirements (selection methods where applicable)
  - Options, specializations
  - Laddering and transferability
  - Campuses where the program is offered
  - Academic unit(s) responsible for the program
  - Number of staff and faculty (part-time and full-time)

*Brief History of the Program* (archived and current academic calendars; course outlines; program proposal and website):

- » Indicate when the program was established.
- » Describe the original rationale for the program (if major revisions have occurred, explain what the revisions were, why they occurred and when).

*External Accreditation, if applicable* (external accreditation documents and website):

- » Provide information on external accrediting organizations:
  - Name(s) of accrediting bodies and their priorities for accreditation;
  - Dates of most recent and next accrediting review.
- » Identify the issues that need to be addressed for accreditation that are not covered in this guide.
- » Identify issues that arose in the previous accreditation that need to be addressed in this one.

*Scope of the Review* (consultations with faculty and the Dean/Associate Dean, planning notes between the program review team; prior review documents):

- » Provide information on the most recent program review:
  - Date of most recent program review (if this is the first review, state it);
  - Recommendations of the previous review and how they were implemented (if recommendations were not implemented, explain why);
  - Issues that arose from the previous review.

- » Identify the program-specific issues that will be addressed in this review.

## 2. Program Currency and Connections

This chapter assesses the program's competitiveness as well as its connections with its advisory board, the discipline/sector, other academic units, and the community (as applicable). It also assesses student demand for the program.

*Competitive Context* (*academic calendars and websites of similar programs*):

- » Provide a brief comparison of similar programs in the Province.

*Program's Connections to its Advisory Board* (*advisory board meeting minutes*):

- » Describe and assess the program's connections to its advisory board (include information on the board's composition, frequency of meetings, board recommendations and how these were acted upon).
- » Determine if these connections are appropriate or if changes are required.

*Program's Connections to the Discipline/Sector and Alumni* (*Alumni Survey Report and Discipline/Sector Survey Report; consultation notes and meeting minutes with discipline/sector representatives and alumni; relevant reports and publications*):

- » Describe and assess how the program maintains connections with the discipline/sector (including professional organizations, accreditation/licensing bodies, potential employers, etc.) in order to meet its needs and expectations.
- » Describe and assess how the program maintains connections with alumni.
- » Describe and assess the discipline/sector's perception of the program and its alumni.
- » Determine if connections to the discipline/sector and alumni are appropriate or if changes are required.

*Program's Connections to Other KPU Academic Units* (*BCCAT; curriculum meeting notes; consultation notes; Faculty Survey Report*):

- » Describe and assess program overlaps with other KPU departments (where applicable, include information on the nature of and rationale for the overlap, shared program resources, and service courses offered by other departments).
- » Determine if current KPU overlaps are appropriate for the program or if they indicate a need for program changes.

*Program's Articulation and Credential Recognition Processes* (*BCCAT; curriculum meeting notes; consultation notes with receiving/granting institutions; Faculty Survey Report*):

- » Describe and assess articulation and credential recognition processes by evaluating the clarity, consistency, practicality and educational merit of the following:
  - Criteria and practice for receiving/granting transfer credit for equivalent courses completed at sending institutions;

- Criteria and practice for receiving/granting credit based on prior learning assessment;
  - Articulation agreements for courses completed in this program to be granted credit/received by other institutions;
  - Need for and plans to establish further articulation agreements.
- » Determine if current accreditation and credential recognition processes are appropriate for the program or if they indicate a need for program changes.

*Program's Public Information and Community Outreach (Alumni Survey Report, Discipline/Sector Survey Report, Faculty Survey Report and Student Survey Report; program information materials and website)*

- » Describe and assess processes for providing information about the program to external groups (e.g. potential employers, service groups, community groups, etc.) – beyond work done by KPU Marketing.
- » Describe and assess processes for providing information about the program to potential students and parents – beyond work done by KPU Marketing.
- » Determine if current public information and community outreach practices are appropriate for the program or if they indicate a need for outreach change.

*Student Demand for the Program (enrolment, enrolment comparisons, seat, waitlist and demographic data provided by OPA in the Administrative Data Report; Student Survey Report)*

- » Provide assessment of enrolment, seat and waitlist trends in the last five years. If demand is declining, describe the causes and explain how they can be addressed. If there are factors limiting the program's ability to meet demand, describe them.
- » Describe and assess the demographic profile of enrolled students. Where applicable, identify demographic changes or underrepresented demographic groups. If there are factors that limit the program's ability to attract more diverse demographic groups, describe them.
- » Compare enrolment trends at KPU with that of other institutions.
- » Describe students' reasons for choosing the program.

*Summary and Recommendations*

- » Based on this evidence, summarize relevant program strengths and, where appropriate, provide recommendations for improving the following:
  - Connections to the advisory board;
  - Connections to the discipline/sector;
  - Connections to other KPU programs;
  - Articulation and credential recognition processes;
  - Public information and community outreach strategies;
  - Student demand for the program.

### 3. Quality of Curriculum Design

This chapter examines the quality of the program's curriculum. (The workbook [Guide to Curriculum Review: Tuning the Curriculum](#) provides additional information on curriculum assessment and should be referred to throughout.) Here is a brief explanation of key terms:

*Curriculum Profile:* A synopsis consisting of the overview of the program, program competencies, learning outcomes and credential-level specifications. The purpose of this document is to present the program's curriculum succinctly and clearly to internal and external readers. It can be included in the Self-Study or added as an appendix.

*Overview of the Program:* A short narrative description of the overarching nature, scope and goals of the program.

*Program Competencies:* General descriptions of the knowledge, skills and abilities students should gain through successful completion of a program.

*Learning Outcomes:* Specific statements that describe exactly what students should be able to demonstrate by the end of a course.

*Credential-Level Specifications:* The level of proficiency students must demonstrate upon successful completion of the type of credential they are receiving.

*Career Pathways Map:* A simple visual representation of the range of careers available to program graduates. (This does not need to be an exhaustive list.)

*Assessment of the Curriculum (Academic Plan; academic calendar descriptions and course outlines; program proposal and website)*

#### Overview of the Program

- » Provide an Overview of the Program. Assess how the program supports the goals listed in KPU's Academic Plan.

#### Program Competencies

- » List the program competencies. Assess the opportunities students have to develop and demonstrate these competencies through the program.



### Essential Skills

- » Assess the opportunities the program provides students to develop and demonstrate the seven skills the Ministry of Advanced Education has deemed essential (if any of the following are not relevant to the program, explain why):
  - Written communication;
  - Oral communication;
  - Group collaboration;
  - Critical analysis;
  - Problem resolution;
  - Learn on your own;
  - Reading and comprehension.

### Learning Outcomes

- » Assess the program's learning outcomes, particularly how well they:
  - Meet the SMART criteria (specific, measurable, attainable, relevant, time bound);
  - Align with program competencies.

### Credential-Level Specifications

- » Assess the program's credential-level specifications, paying particular attention to:
  - Proficiency levels students are expected to achieve upon completion of a credential;
  - Sequencing of learning outcomes (i.e. if proficiency levels required for a lower credential ladder logically to the next higher credential).

### Degree-Level Standards

- » If the program offers degrees, assess how they meet each of the following Degree Quality Assessment Board degree-level standards (see Appendix A):
  - Depth and breadth of knowledge;
  - Knowledge of methodologies and research;
  - Application of knowledge;
  - Communication skills;
  - Awareness of limits of knowledge;
  - Professional capacity/autonomy.

### Admissions and Prerequisites

- » If the program has a limited intake, assess the appropriateness of admission requirements.
- » Assess the rationale for all prerequisite requirements. Do they support student success or pose unnecessary barriers?

### *Student Satisfaction with the Curriculum* **(Student Survey Report)**

- » Assess student satisfaction feedback in relation to the following measures:

- Proportion of students who reported satisfaction with how the program is preparing them to perform the program competencies;
  - Proportion of students who reported satisfaction with how the program is helping them develop essential skills;
  - Proportion of students who reported overall satisfaction with the curriculum.
- » Determine if student satisfaction with the curriculum is appropriate or indicates a need for program changes.

*Faculty Satisfaction with the Curriculum (Faculty Survey Report)*

- » Assess faculty satisfaction feedback in relation to the following measures:
- Proportion of faculty who reported satisfaction with how the program is preparing students to perform the program competencies;
  - Proportion of faculty who reported satisfaction with how the program is helping students develop essential skills.
- » Proportion of faculty who reported overall satisfaction with the curriculum. Determine if faculty satisfaction with the curriculum is appropriate or indicates a need for program changes.

*Career/Further Education Preparedness (Alumni Survey report and Discipline/Sector Survey Report; discipline/sector reports and publications)*

Career Pathways

- » Analyze the career and further education options presented in the Career Pathways Map. Determine the extent to which the program competencies align with and support the career/further education options identified.

Alumni Preparedness for Work/Further Education

- » Analyze alumni preparedness for work/further education.
- Proportion of graduates who have obtained program-related employment and the types of jobs they have obtained;
  - Proportion of graduates who have pursued further education and the types of programs they have pursued;
  - Proportion of alumni who reported satisfaction with how the program prepared them to do each of the program competencies;
  - Proportion of alumni who reported satisfaction with how the program helped them develop AVED's essential skills;
  - Proportion of graduates who found the program useful or relevant to their employment or further education;
  - If applicable, alumni feedback on the effectiveness of work experience opportunities (e.g. co-op, practicum, internships).

Discipline/Sector Feedback

- » Analyze discipline/sector feedback on the program competencies in relation to the following measures:

- Importance accorded to each program competency;
  - Competencies recommended by the discipline/sector that the program currently does not support.
- » Determine if the curriculum adequately supports alumni career/further education preparedness and the needs of the discipline/sector. If not, determine if program changes are required.

*Curriculum Development and Review Processes (program and curriculum committee meeting minutes; consultations with the Dean, Chair and faculty)*

- » Describe and assess how the curriculum is kept current and relevant to ensure that program graduates are prepared for work/further education.

*Summary and Recommendations*

- » Based on this evidence, summarize relevant program strengths and, where appropriate, provide recommendations for improving the following curricula areas:
- Student preparedness for career/further education;
  - Discipline/sector currency and relevance.

#### **4. Quality of Instructional Design**

This chapter assesses the quality of the program's instructional design.

*Delivery Modes (academic calendar descriptions; course outlines; Faculty Survey Report and Student Survey Report)*

- » Assess how the program is delivered, with reference to the following measures:
- Range of modes (classroom, lab, online, etc.) used to deliver instruction;
  - Extent to which diverse learning styles – including those of students with physical, mobility, sensory, emotional or learning differences – are accommodated;
  - Processes for ensuring the emotional and physical safety of students in the learning environment (if applicable to the program);
  - Range and educational value of experiential learning opportunities offered in the program (e.g. on-the-job experience, clinical practice, applied research, service learning, community engagement, volunteering, or creative endeavors);
  - Student satisfaction with program delivery;
  - Faculty satisfaction with program delivery.

*Assessment Methods (academic calendar descriptions; course outlines; consultations with faculty; Faculty Survey Report and Student Survey Report)*

- » Assess the range of assessment methods used to evaluate student learning (include both formative and summative assessment). Include the following:
- Extent to which students are provided clear, accurate and transparent information on how they will be evaluated;

- Extent to which assessment methods support the program competencies and learning outcomes and allow students to demonstrate their attainment of these competencies and outcomes;
- Extent to which assessment standards are consistent throughout the program.

*Student Experience (student grade distribution, retention, transition, graduation rates and outcomes information provided by OPA in the Administrative Data Report; Student Survey Report)*

#### Grade Distribution

- » Assess students' grade distributions. Determine if these distributions are appropriate for the program or if they indicate a need for program changes.

#### Retention and Graduation Rates

- » Assess students' retention and graduation rates. Determine if these rates are appropriate for the program or if they indicate a need for program changes.
- » Identify barriers that may prevent students from progressing and graduating at a reasonable pace (for instance, first-year prerequisites or the infrequency with which higher level courses are offered).

#### Student Outcomes

- » Assess student outcomes. Assess if these outcomes are appropriate for the program or if they indicate a need for program changes.

#### Student Satisfaction with Instruction

- » Assess student satisfaction with the instruction they have received. Determine if the level of satisfaction is appropriate or if it indicates a need for program changes.

*Faculty Experience (faculty bios/resumes; KPU's Policy AC13; Faculty Survey Report)*

#### Expertise and Qualifications

- » Determine if faculty members' have the appropriate expertise and qualifications. Refer to [KPU's Policy AC13](#) (please refer to the [Minimum Qualifications – Faculty Positions Table](#)).
- » Assess how instructors maintain their expertise and currency in the discipline/sector.

#### Faculty Satisfaction with Instruction

- » Assess faculty satisfaction with program instruction. Determine if the level of satisfaction is appropriate or if it indicates a need for program changes.

#### *Summary and Recommendations*

- » Based on this evidence, summarize relevant program strengths and, where appropriate, provide recommendations for improving the following:

- Students' successful attainment of program competencies and learning outcomes;
- Promotion of excellent instructional and assessment practices.

## 5. Quality of Resources, Services and Facilities

This chapter assesses program resources, services and facilities from both the student and instructor perspective

*Description of Program Resources, Services and Facilities (consultations with faculty, Program Chair, Dean, Central Advising, Degree Advising, Facilities, IT, Library Services, Student Services)*

- » Describe the resources upon which the program depends (e.g. course learning materials, online and hardcopy library materials, learning technology, etc.).
- » Describe the administrative and support services upon which the program depends (e.g. Learning Centre, Counseling, Registration, Advising, etc.).
- » Describe the facilities upon which the program depends (e.g. classrooms, lab space, etc.).
- » Where applicable, describe the specialized equipment upon which the program depends.

*Student Satisfaction with Program Resources, Services and Facilities (Student Survey Report)*

- » Assess student satisfaction with the resources, services and facilities (and, where applicable, specialized equipment) that are specific to the program. Determine if the level of satisfaction reported is appropriate or if it indicates a need for program changes.
- » Assess student satisfaction with the library resources that support the program. Determine if the level of satisfaction reported is appropriate or if it indicates a need for program changes.

*Faculty Satisfaction with Program Resources, Services and Facilities (Faculty Survey Report)*

- » Assess faculty satisfaction with the resources, services and facilities (and, where applicable, specialized equipment) that are specific to the program. Determine if the level of satisfaction reported is appropriate or if it indicates a need for program changes.
- » Assess faculty satisfaction with the library resources that support the program. Determine if the level of satisfaction reported is appropriate or if it indicates a need for program changes.

*Summary and Recommendations*

- » Based on this evidence, summarize relevant program strengths and, where appropriate, provide recommendations for improving the following:
  - Student satisfaction with resources, services, equipment and facilities;

- Faculty satisfaction with resources, services, equipment and facilities;
- Use of resources, services, equipment and facilities to support student attainment of program competencies.

## **6. Conclusions and Recommendations**

### *Summary of Conclusions*

- » Summarize the main conclusions drawn from the evidence gathered in the program review. This should include both the strengths of the program, and areas needing improvement.

### *List of Recommendations*

- » Provide a complete list of the recommendations listed in the chapters above. Categorize the recommendations as follows:
  - Short-term (less than six months),
  - Medium-term (six months to two years) and
  - Longer-term (over two years).

## **7. Responses from the Dean/Associate Dean**

Appendix B contains a set of questions to be answered by either the Dean or Associate Dean (at the Dean's discretion). Provide the Dean with the draft Self-Study report and the questions that he or she needs to answer. Ensure these answers are included in Chapter 7 of the Self-Study Report.

## **8. Appendices for Self-Study Report**

The Appendices should contain all the supporting data and information cited in the Self-Study, including:

- Curriculum Profile
- Calendar description of program
- Course descriptions (not outlines)
- Program admissions requirements/policies
- Credential completion requirements and standards
- Faculty Bios (not CVs)
- Administrative data (enrolment, retention, graduation, grade distribution, etc.)
- Student survey results and comments
- Faculty survey results and comments
- Alumni survey results and comments
- Other surveys, data or information cited in the report

## **Appendix A: Degree Quality Assessment Board Bachelor Degree Level Standards<sup>1</sup>**

### **1. Depth and Breadth of Knowledge**

- (a) Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies and applications of the discipline and/or field of practice;
- (b) Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines;
- (c) The ability to gather, review, evaluate and interpret information, including new information relevant to the discipline; and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline;
- (d) The capacity to engage in independent research or practice in a supervised context;
- (e) Critical thinking and analytical skills inside and outside the discipline;
- (f) The ability to apply learning from one or more areas outside the discipline.

### **2. Knowledge of Methodologies and Research**

- (a) An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:
  - (i) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
  - (ii) devise and sustain arguments or solve problems using these methods; and
  - (iii) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline.

### **3. Application of Knowledge**

- (a) The ability to review, present and critically evaluate qualitative and quantitative information to:
  - (i) develop lines of argument;
  - (ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
  - (iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and,
  - (iv) where appropriate, use this knowledge in the creative process.
- (b) The ability to use a range of established techniques to:
  - (i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
  - (ii) propose solutions;
  - (iii) frame appropriate questions for the purpose of solving a problem; and
  - (iv) solve a problem or create a new work.

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<sup>1</sup> Degree program review: Criteria and Guidelines, Degree Quality Assessment Board, 2008.

(c) The ability to make critical use of scholarly reviews and primary sources.

#### **4. Communication Skills**

The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

#### **5. Awareness of Limits of Knowledge**

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

#### **6. Professional Capacity/ Autonomy**

Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:

- (i) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
- (ii) working effectively with others; and
- (iii) behaviour consistent with academic integrity.



## Appendix B: Questions for Dean/Associate Dean

Appendix C contains a set of questions to be answered by either the Dean or Associate Dean (at the Dean's discretion), and included in the Appendices to the self-study report. Provide the Dean with the draft Self-Study report, with the questions that he or she needs to answer. Ensure these answers are included in the appendix when the Self-Study Report is submitted to the Senate Standing Committee on Program Review.

### Program Overview

1. What do you see as the program's greatest accomplishments over the last 5 years?
  
2. Does the program adequately fulfill the purpose for which it was intended? If not, how can it be improved?
  
3. How does the program's curriculum support the following:
  - graduates' pursuit of meaningful employment and further education
  - the viability and continued development of the program
  
4. What challenges and opportunities for growth should the program consider based on the following?
  - student demand (past, present and future)
  - comparable programs at competing institutions
  - trends and changing contexts in the discipline/sector
  
5. What plans (at the departmental, faculty and institutional level) are in place for program growth and development?
  
6. What resources, institutional support, and/or external support would help address the program's plans for growth and development?
  
7. Collectively, what qualifications and other human resources are required so the program will be able to make the changes required to improve and remain current?

8. What areas should the program focus on for the short range (less than 6 months), mid-range (6 mo. – 2 years), and long range (over 2 years) program directions and improvement?

### **External Connections and Support**

9. How could the program improve its connections with external groups (e.g. the discipline/sector, high schools, alumni, professional associations, other institutions)?

### **Final Comments**

10. What else do you think is important to add about the program that is not covered in the previous questions?