



A Guide to
Program Review

**Centre for
Excellence in
Teaching and
Learning**

A Framework
for Renewal



Table of Contents

Camosun as a Learning-Centred College	1
Camosun’s Program Review and Renewal Process	3
I. Introduction	3
II. Why Undertake Program Review?	4
III. What are the Important Aspects of a Program Review and Renewal Process?	5
IV. Who is Involved with Program Review and Renewal?	6
V. What are the Phases of Program Review and Renewal?	11
VI. Steps in Program Review and Renewal	11
Appendix A – The Portfolio of Progress	12
Appendix B – Reporting Out: Sharing the Program Review and Renewal with the College Community	13
Appendix C – Ensuring Appropriate Services and Supports are in Place When Making Program Changes	14
Appendix D – Program Review and Renewal: Key Elements, Timelines and Participants	17

A Guide to Program Review:

A Framework for Renewal Curriculum Development
& Program Renewal 2018

Camosun as a Learning-Centred College¹

Camosun College is a learning-centred college. As an institution we:

- Support student learning consistently as a first priority
- Assess and evaluate every service and program in the context of how it supports and contributes to student learning
- Foster a climate in which the promotion and support of student learning is recognized as everyone's responsibility, and everyone is respected and valued for their contribution
- Foster the learning needs of all of its members
- Demonstrate our effectiveness through a commitment and ability to change in order to improve learning

Four Guiding Principles of Learning-Centred Practice

With student learning as the purpose and focus of everything we do at Camosun College, we are guided by the four principles of learning-centred practice.

Principle 1: People who access Camosun College are diverse

Student diversity is recognized when:

- Students are understood and valued as unique individuals who come to the college with diverse needs, backgrounds, and abilities
- All services and programs are planned and implemented based on an understanding of the diversity of our student community

Principle 2: Learning is an active process occurring in a variety of social contexts

Learning is fostered when:

- Students are actively engaged in their own learning
- Students are able to contextualize new learning
- Learning builds on each student's prior knowledge, abilities and experience
- Students are encouraged to learn from and with each other
- Students take responsibility for their own choices and actions as part of their learning processes
- Learning how to learn is an essential outcome of educational processes
- Students contribute to the planning and assessment of services and programs
- Students are able to transfer and use knowledge and abilities in a variety of contexts including work, family and community
- Students are able to link knowledge, experience and applications in ways that help them comprehend meaningful relationships and a broadened understanding of the world

¹ Camosun College Guiding Principles for a Learning-Centred College (2000)

Principle 3: Assessment is fundamental to learning

Assessment fosters learning when:

- Assessment contributes to an understanding of learning needs
- Assessment processes directly relate to intended learning outcomes as well as the experiences that lead to these outcomes
- Assessment processes validate for the student that the learning has value beyond the classroom
- Assessment processes are ongoing and cumulative, depicting student growth towards increasingly complex understandings
- Assessment processes promote and foster each student's ability to be an effective self-assessor
- Assessment is used to guide the improvement of learning and assessment strategies

Principle 4: All staff, faculty, and administrators at Camosun College are learners

Learning needs of employees are most likely to be met when:

- It is recognized that all employees contribute to student learning
- All employees are actively involved in their own on-going learning and development
- Employees actively collaborate, thereby continually learning from and with each other
- The college supports the on-going learning and development of all of its employees
- All employees involved in the facilitation of learning have knowledge and abilities related to effective educational practice as well as a sound understanding of their discipline
- Employees who reflect and foster the learning values of the college are recognized and celebrated

Camosun's Program Review and Renewal Process

I. INTRODUCTION

This guide was developed to provide information about the program review and renewal process used at Camosun College. The guide outlines a series of steps and processes that result in a program-specific review and renewal.

The program review and renewal process, developed by Camosun's Educational Support and Development faculty in 2001, has been successfully implemented college wide. The result is a peer-based process, driven by faculty. The program review process was designed so that the specific needs of an array of programs and disciplines could be met, while reflecting the values and goals that all Camosun programs have in common.

Program review and renewal should be undertaken to satisfy requirements of the Colleges and Institutes Act, and the form of review undertaken may vary amongst programs and disciplines. The process outlined in this document allows for considerable diversity amongst programs. Nevertheless, it is acknowledged that some programs must undertake other forms of review.

For example, many programs are required to undergo extensive externally mandated review processes to satisfy licensing and/or accreditation requirements within their field.

II. WHY UNDERTAKE PROGRAM REVIEW?

Camosun College programs and academic disciplines undertake regular reviews in order to recognize and build on the valuable work already being done to promote and support the student learning experience. Regular reviews also assess services and practices in the context of how well they support and contribute to student learning and make recommendations for changes that promise to improve student learning.

A program review helps answer the questions:

- Are students learning what they need to learn for today's world within the context of their program or discipline?
- Are we using the most effective teaching, learning, and assessment strategies to promote student learning in relation to the identified program outcomes?
- Are learning opportunities accessible to students? Do they meet current and future student, community and industry needs?

To adequately address the college's primary focus of student learning, all aspects of program or academic discipline function, delivery and curricular content may be examined in a program review. Consequently, a program review may also fulfill some or all of the following purposes:

- Examine issues related to student access, success and satisfaction, including issues related to support service departments
- Determine if the program adequately prepares students for changing job markets, market demands, and transitions to further study
- Incorporate Indigenous and culturally responsive teaching and learning practices
- Examine innovative teaching, learning, and assessment practices that might better meet the learning needs of students in cooperation with relevant support departments
- Examine the responsiveness, currency and relevancy of the program to community or workplace issues and practices
- Encourage discussion and dialogue amongst faculty
- Foster the team work of faculty and staff, creating a shared purpose
- Address student workload
- Ensure that all program and course changes are based on adequate information and discussion
- Align with the College's Strategic Plan

As well as focusing on student learning, regular reviews allow the program or discipline to:

- Be accountable to our community for the provision of sound, relevant learning opportunities for citizens
- Meet licensing and accreditation requirements
- Satisfy requirements of the College and Institute Act

III. WHAT ARE THE IMPORTANT ASPECTS OF A PROGRAM REVIEW AND RENEWAL PROCESS?

To best meet the purposes of program review, the process needs to:

- **Build from strengths.** Programs, teams and organizations evolve in the direction of the vision created based on the questions asked. The more positively focused the questions, the more effective and long-lasting the change process will be. Starting from the recognition of strengths ensures that the valued aspects of a program are not lost and provides direction and energy to effectively tackle change.
- **Contribute to a culture of self-reflection and research-based practice.** Program review should be seen as an opportunity for programs to consciously examine and reflect on practices in a thoughtful and objective manner, calling on feedback from a wide variety of sources.
- **Be meaningful to the program or discipline.** Individual programs or disciplines need to take ownership of the review process, viewing it as a meaningful exercise that will contribute positively to their development.
- **Be reasonable in its scope.** Each program review process should focus on a few defined aspects of the program and not undertake to assess every possible element. Program review should not become so arduous that program personnel become reluctant to participate.
- **Contribute to purposeful change.** All personnel involved in program review need to feel assured that the process of program review will result in positive change. There is little rationale for undertaking program review just to do a review.
- **Ensure that the connections between the review and positive changes to the program are clearly linked.** The implementation of recommendations coming from a program review is a critical component of the process. While it is understood that it may not be possible to implement all recommendations, it is critical that several recommendations are implemented and evaluated.
- **Ensure that any changes or alterations made as a result of a program review are evaluated or validated.** It is important that the program review cycle include an evaluation or validation of any changes made to determine whether or not the change or alteration had the desired result.

IV. WHO IS INVOLVED WITH PROGRAM REVIEW AND RENEWAL?

Program or Discipline Faculty and Staff

The program or discipline Chair, faculty and staff of the school plan and participate in the program review and renewal process in consultation with the Dean. Representatives from the Office of the Registrar, eLearning, or Eyē? Sqā'lewen: for example, may also be included in the review process as determined by the needs and goals of the review team.

A designated member of the team (usually the Chair) serves as the contact person to:

- Provide liaison between the program and the review facilitators
- Ensure that the Dean is receiving regular updates on the review process
- Ensure that a Portfolio of Progress is maintained within the School (see Appendix A)

Program Review Facilitators

Program Review Facilitators assist program/discipline teams as they design and navigate through their individual review and renewal initiatives.

Program Review Facilitators are CETL-based faculty who are experienced in program review, facilitation, change processes, collaborative work, and curriculum development. As peers, they work with faculty and staff to promote positive and respectful dialogue within and across programs and disciplines, departments, schools and the college community. Program Review Facilitators:

- Assist review teams to identify their values and strengths and to develop a vision
- Help review teams to focus the review, determine the issues to be examined as part of the review and the questions that the review process will help answer. Facilitators play an important role in ensuring that the program review is reasonable in its scope (i.e. not too onerous for the time and resources available).
- Help review teams to determine what data they need to collect and how best to get needed data.
- Assist review teams to access or develop needed tools or resources required for data collection.
- Assist, as needed, with collection of data, such as conducting focus group sessions or surveys with faculty, students, graduates, employers, and the like.
- Suggest and provide connections with resources (people, departments, etc.) within the college.
- Support review teams as they analyze data and make thoughtful recommendations for program renewal.
- Assist review teams to undertake a thoughtful examination of their curricula, to ensure coherence, currency, relevance, flexibility, sustainability, and Indigenization of the learning experience. They may also assist review teams with curricular development and renewal as needed.
- Produce regular, clear documentation including questions that guide the review, relevant review data, group decisions and recommendations, curricular materials and other written materials that support the review/renewal process.
- Help keep the program review and renewal process on track.
- Follow-up a year after the review completion to validate the outcomes.

V. WHAT ARE THE PHASES OF PROGRAM REVIEW AND RENEWAL?

The Camosun College Program Review and Renewal process involves a continuous cycle that includes these phases:

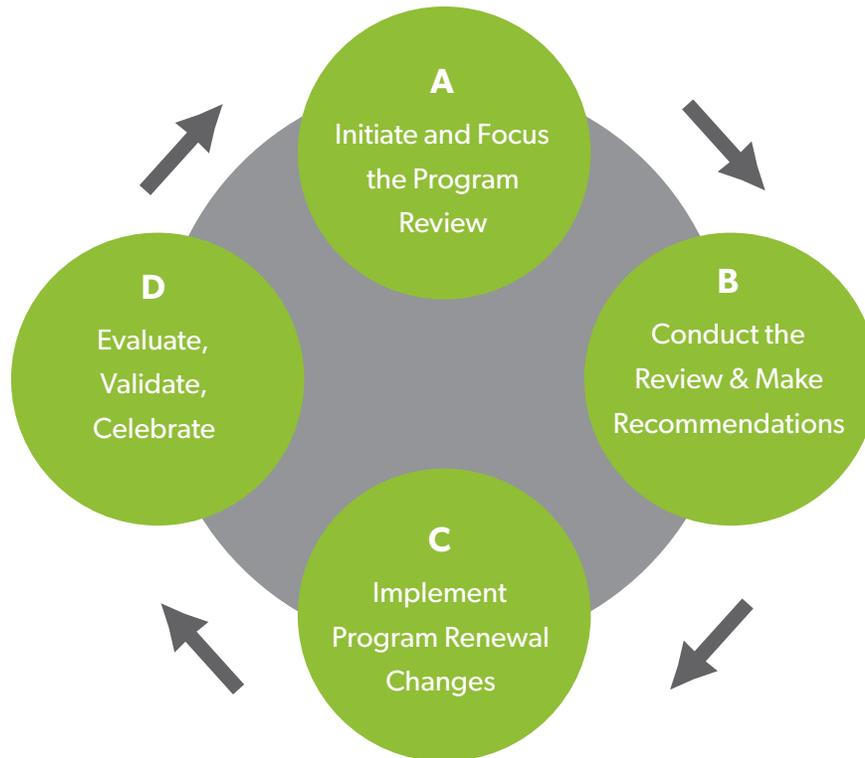


Figure 1. *Camosun College Program Review and Renewal Process*

DESCRIPTION OF PROGRAM REVIEW AND RENEWAL PHASES

A. Initiate and Focus the Program Review

The schedule for program reviews will be planned within each school through a process of consultation between the Dean, Chair, and faculty. Decisions will reflect specific needs of programs plus the realities of available resources. Programs are encouraged to undertake a formalized review approximately every five years.

Once a program has been designated for a program review, the Program Review Facilitators can be contacted to request the start of a review. The Program Review Facilitators work with the program personnel to guide the launching, tracking and focussing of the program review process.

B. Conduct the Program Review and Make Recommendations

Program Review Facilitators guide faculty in a focused analysis of programming and courses and identifying priorities for renewal. An important aspect of the analysis includes information gathering from a variety of sources. This information contributes to evidence-informed renewal and change, and may involve several sources including:

- Students and graduates
- Other college departments, especially those that service or support the program directly
- Employers and/or program advisory committee members

- Other post-secondary institutions
- Institutional Research and Planning
- BC Student Outcomes data
- Research or literature reviews related to best and current practices
- Others as appropriate

The development of a review plan in this stage of the review process provides program personnel with a plan that is practical to implement in a reasonable amount of time. Over a period of months, information is collected, a plan is developed, and recommendations for renewal or change are made. Program personnel are encouraged to work towards achieving the goals and recommendations that result from the review plan, sharing and taking responsibility for aspects of the review process.

Reporting Out

The second phase of the review process culminates in a short report and presentation at a regular meeting with the school and educational leadership (see Appendix B). This report, completed by the program faculty, outlines the review process and sets out the recommendations coming from the program review. The aim of the presentation is to educate and inform colleagues within the college about the review and serve as the official culmination of the second stage of the review and renewal process.

C. Implement Changes resulting from the Program Renewal

Implementation of recommendations always overlaps with the second phase of the process. It is not uncommon for several recommendations to be implemented before the second phase is completed. Implementing the remaining recommendations coming from the program review may take several months or years, depending on the extent of change involved. If any of the recommendations involve curriculum changes (course or program), program personnel are encouraged to access Educational Approvals information as soon as possible. Information on Educational Approvals is available on the college intranet at: http://intranet.camosun.bc.ca/ed_prov/

As program faculty conduct reviews and make changes, the processes need to be transparent and discussed as widely as possible. This will help to develop a culture of reflection and identify sources of information and experience. Program personnel are encouraged to recognize and celebrate the many ways they work to continually build on their strengths to improve their program.

D. Validation

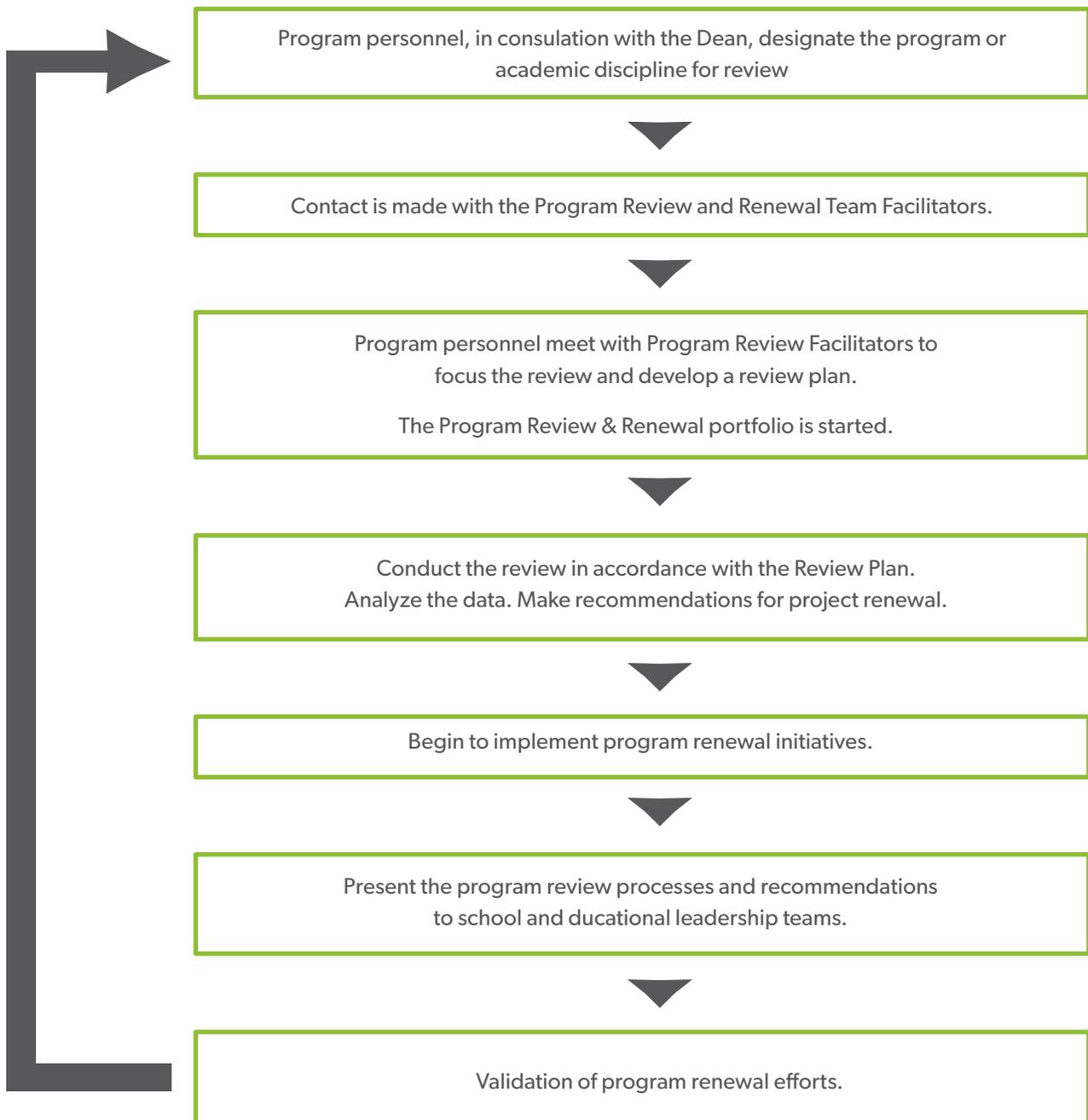
An important part of research is confirming or validating that changes made have, indeed, resulted in improvement. Consequently, the process of validation is an important part of the program review process.

Approximately one year following the completion of a review, a Program Review Facilitator will contact program or discipline personnel to discuss the review and renewal process and the progress in implementing the review recommendations. A report will be completed that will be added to the Program Review Portfolio. This report will answer the following questions:

- What were the desired outcomes of the renewal recommendations? To what degree have these outcomes been achieved?
- Who was/is involved? What resources were/are being utilized (including faculty SD time)?

- Have any of the recommendations not been implemented? If so, why not and what has been learned from this?
- As a result of the program review and renewal process, what recommendations would the review team make for future reviews?
- What has been learned in this process that might be of use to other programs in the college?

Steps in Program Review and Renewal



Appendix A – The Portfolio of Progress

WHAT IS THE PORTFOLIO?

The portfolio is a cumulative, developmental and evolving record of the program’s review and renewal process. A program team member is responsible for collecting and filing the information according to processes followed within the School.

WHAT IS THE PURPOSE OF THE PORTFOLIO?

The portfolio provides a record of activities, data, and decisions that document the scope and outcomes of the review. It is a way for a program to be accountable for the work they have done. Each program review portfolio is kept on file within the appropriate School. The portfolio may be hard copy or electronic.

WHAT MIGHT THE PORTFOLIO CONTAIN?

A. Initiation and focus of the review

- Notes that describe the initial discussions and visioning processes
- The Review Plan

B. Conducting the Review and Making Recommendations

- What was done? What data was collected? What resources were accessed/used?
- What was discovered? How was the data analyzed? What dialogues took place about what should/could be? What visioning took place?
- What innovations/ideas were generated?
- What recommendations arose from the review process? How will the recommendations be implemented? Who will do what? What are the timelines?

C. Evaluation/Validation/ Celebration

- Which of the recommendations were implemented? What was the intended outcome of these recommendations? To what degree was this outcome achieved?
- Are there further recommendations for future reviews, or present changes?

HOW CAN INFORMATION FOR THE PORTFOLIO BE COLLECTED?

Portfolio information is best collected as the work is conducted. Information collected may include:

- Meeting notes
- Collation of surveys, data, information, and research (evidence supporting the review and renewal)
- Documentation related to significant program and course curriculum development

The Program Review Facilitators will produce most of this documentation and share it with the faculty.

Appendix B – Reporting Out: Sharing the Program Review and Renewal with the College Community

The final step in the program review and renewal process is a brief report and presentation at regularly scheduled meetings of school and educational leadership.

THE FOLLOWING GUIDELINES CAN BE USED TO PREPARE THE REPORT AND PRESENTATION:

1. Provide an overview of the program.

Set the context for the review; don't assume that everyone in the college is familiar with your program. This is a wonderful opportunity to educate people about your program.

Questions to guide this part of the presentation:

- What is your program and what do you do?
- How many faculty and staff are involved?
- How many students do you serve?
- Who are your students? What are you preparing them for?

2. Provide a brief overview of the program review process:

- What aspects of the program did the review focus on?
- What information was collected?
- Who was involved? What resources were used?
- What was discovered?
- What recommendations came forward from the review process? Which of the recommendations are already being implemented? How will the remaining recommendations be implemented? Who will do what? What resources will be utilized? What are the timelines?

Programs or disciplines that wish to share their program review and renewal initiative more widely throughout the college community are encouraged to do so. There are a variety of ways to accomplish this, including e.g. a presentation at a School-wide event. Programs can also present at college-wide educational events.

Appendix C – Ensuring Appropriate Services and Supports are in Place When Making Program Changes

Being familiar with and ensuring the relevant student supports and services are in place will help to facilitate the smooth implementation of new or revised curriculum. Consulting with the relevant College and student services is helpful prior to forwarding your curriculum submission to your School Curriculum Committee and to Education Approvals.

Schools and Departments

- What consultation or collaboration should be considered with other programs or departments?

Learning Services

- Centre for Accessible Learning
 - How will proposed changes affect accommodations, adaptive technologies, assessments, or other services and supports that enhance student success?
- Library
 - Will students or faculty require new library resources?
- Student Success Centre
 - What learning skills, writing centre, or other student supports will be affected by the proposed changes?
- Centre for Excellence in Teaching and Learning
 - Indigenization and Sustainability Strategist
 - » What supports are needed to build or strengthen Indigenous teaching and learning experiences for students and faculty? Have Indigenous teaching and learning experiences been incorporated into the learning experience?
 - Interculturalization Strategist
 - » What considerations need to be made to support students who bring differing cultural perspectives to the learning experience?
 - eLearning
 - » Will the proposed changes involve Instructional design or changes to D2L or other on-line learning resources for faculty or learners?
 - Faculty Development
 - » What impact will the proposed changes have on professional development resources for faculty?

Office of the Registrar

Various departments within the Office of the Registrar support developers with the operational and implementation matters prior to developers submitting their curriculum for approval. These departments can help a developer with matters relating to the student experience including rationale/intent of change, effective date, program admission requirements, participation requirements and program completion requirements.

- Recruitment and Admissions
 - How will the proposed changes affect the recruitment and admission of potential applicants and what communications are needed to applicants?
 - What are the effects on the Camosun teams responsible for assessing requirements or testing for admission requirements?
- Data Management, Systems and Scheduling
 - What needs to be considered with respect to code development (program, subject, course); course numbering; prerequisite development; versioning and tuition requirements; historical curriculum documentation research (that predates the shared drive); and explaining operational limitations and student experience considerations?
- Financial Aid and Awards
 - What needs to be considered regarding program/course eligibility for government funding, including part time and full time student loan and grants and the Adult Upgrading Grant (AUG)?
- Registration
 - What needs to be considered regarding registration policies and procedures, including the intake process for managing registration for qualified applicants, registration timelines, and registration processes from a student experience lens?
- Student Records
 - What needs to be considered in the development of curriculum regarding matters such as transfer credit, student progression, criminal record check collection and reporting, and credentialing?

Other areas to consider consulting include:

- Co-operative Education and Applied Learning
 - Will student learning include applying knowledge and skills in a workplace setting?
- Camosun International
 - Will student learning include international opportunities such as field schools or study abroad?
- Information Technology Services
 - What technology infrastructure and services are needed to support student learning and faculty?

Appendix D – Program Review and Renewal: Key Elements, Timelines and Participants

WHAT	OUTCOMES	TIMEFRAME	WHO
1. Setting the Stage, Visioning	<ul style="list-style-type: none"> • Develop relationship with team • Shared understanding of program • Beginning ideas for program purpose, description, philosophy • Strengths, visioning, goals • Preliminary Review Plan 	6 – 8 hours 3 – 4 meetings	All program teaching faculty, Administrators, Other college partners
2. Review Preliminary Review Plan	<ul style="list-style-type: none"> • Team sets priorities and timelines • Determines what data is needed 	1.5 hours	Review Team (primarily faculty)
3. Data Collection	<ul style="list-style-type: none"> • Provincial and Camosun data • Industry/community/PSE research • Student/grad surveys (face-to-face or online) • Advisory/industry/community surveys (face-to-face or online) 	1 month, dependent on student, community, industry, grad availability	Facilitators under direction of Review Team
4. Curriculum Development	<ul style="list-style-type: none"> • Program and course descriptions, learning outcomes, assessment activities • Student success (program requirements) • Learning pathways • DQAB prep for degree programs 	4 – 8 months	Review Team (primarily faculty)
5. Facilities, Resources, Marketing	<ul style="list-style-type: none"> • Plan in place to address non-curricular issues 	1 – 2 months	Review Team/ Department and Chair
6. Portfolio and Reporting Out	<ul style="list-style-type: none"> • Final report/recommendations • Portfolio (Department files) • Report out to colleagues, Dean, Education Leadership, stakeholders as necessary 	1 – 2 months	Program review facilitators: Final report Chair: Portfolio and reporting out

