

2021

Guide to Self-Study for Continuous Enhancement



Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Curriculum Development and Program
Renewal Team
Centre for Excellence in Teaching and
Learning
4/30/2021

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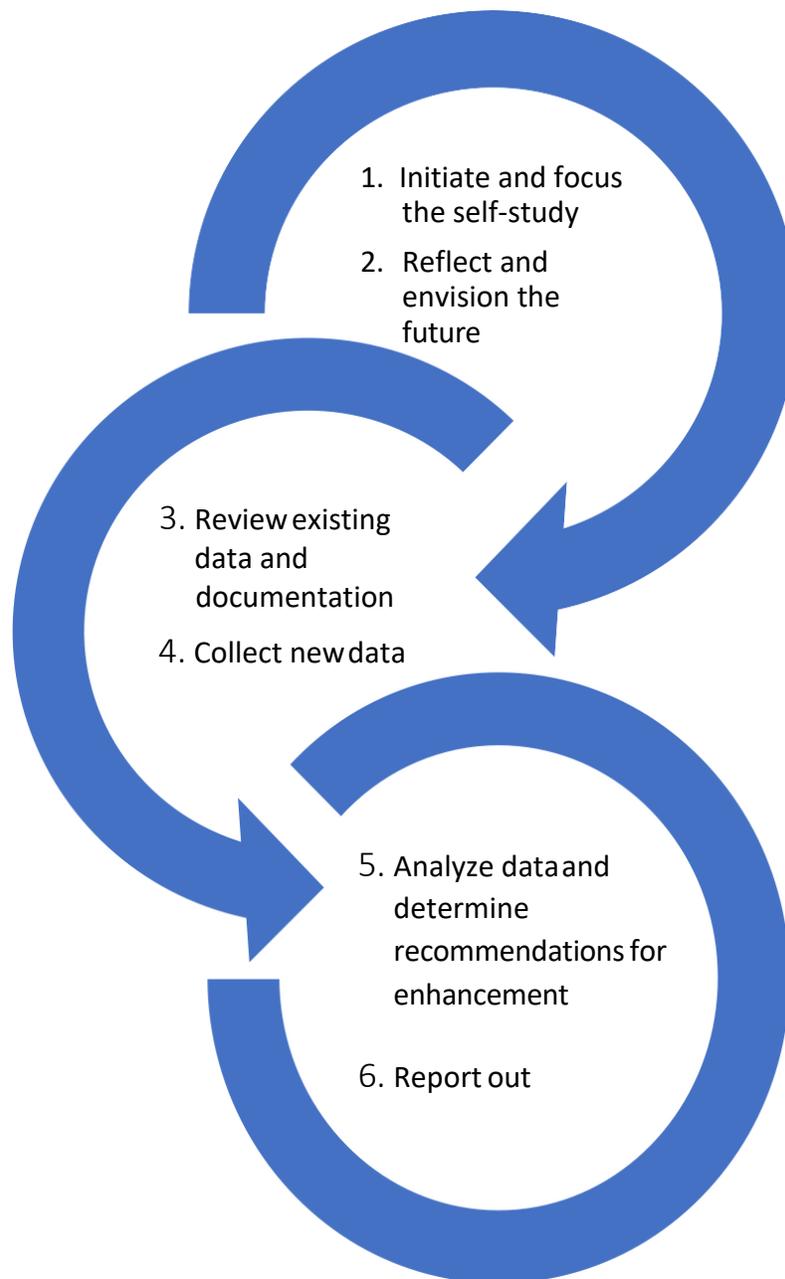
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Acronyms

- APR – Annual Program Report, reports on the annual environmental scan of program metrics
- CDPR – Curriculum Development and Program Renewal team, facilitates the self-study process
- CETL – Centre for Excellence in Teaching and Learning
- IRC – Internal Review Committee, conducts the self-study
- IRP – Office of Institutional Research and Planning, produces the APR
- PAC – Program Advisory Committee

The self-study process



1. Overview

The purpose of this document is to guide and support chairs and faculty as they embark on the self-study component of the program review process as described in the college’s Quality Assurance Framework. Upon completion of the self-study, faculty will report out using a self-study report template.

The self-study is a formative and in-depth examination of program effectiveness resulting in a plan of action for program enhancement and accountability.

An integral component of a process that results in program-specific review and renewal, the self-study is designed to meet the needs of an array of programs and disciplines, while reflecting the values and goals that all Camosun programs have in common.

The self-study is undertaken by an internal review committee with facilitation and guidance from the Curriculum Development and Program Renewal team (CDPR). The Internal Review Committee (IRC) is comprised of school leadership, chairs, faculty, and other college personnel who can make meaningful contributions to the process.

The IRC engages and collaborates with:

- Faculty discipline and subject matter experts
- Students and alumni
- Program Advisory Committees
- Community, industry and/or employers
- Applied Learning
- Indigenous scholars
- Institutional Research and Planning
- Student Experience division

Purpose of the self-study:

1. To examine and reflect on key aspects of the program/discipline with an eye to continuous enhancement of the student learning experience
2. To provide evidence for recommendations for the future direction of the program/discipline, including curricular renewal
3. To provide an external review panel the information they need in order to provide an objective, informed assessment of the program’s effectiveness
4. To inform development of the program review action plan for the department, program, or discipline

Significant reporting in a cyclical program review:



2. Features of an effective self-study

Feature	The self-study seeks . . .	The self-study does more than . . .
Goal	<ul style="list-style-type: none"> • Continuous enhancement of student learning • Positive and purposeful change • Meaningful faculty, staff, and student participation 	<ul style="list-style-type: none"> • Review the program just to do a review
Approach	<ul style="list-style-type: none"> • To build from strengths to maintain the valued aspects of a program • To contribute to a culture of critical self-reflection and honest evaluation • To ensure evidence-informed practice • To be a peer-to-peer collaboration • To be reasonable in scope and focused on a few defined aspects of the program 	<ul style="list-style-type: none"> • Focus on problems • Rest with a single individual • Scan the surface of the program
Student involvement	<ul style="list-style-type: none"> • Meaningful contributions from students and graduates that contribute to the planning and assessment of services and programs 	<ul style="list-style-type: none"> • Rely solely on statistical and quantitative data • Elicit feedback without corresponding action
Curriculum	<ul style="list-style-type: none"> • Critical analysis of curriculum • Curricular alignment of outcomes, learning activities, and assessment • Congruence and alignment with institutional values and priorities such as Indigenization, interculturalization, sustainability, and interdisciplinary and applied learning practices 	<ul style="list-style-type: none"> • Provide a description of the curriculum
Data	<ul style="list-style-type: none"> • To collect relevant and meaningful data • To consider both quantitative and qualitative data 	<ul style="list-style-type: none"> • Present raw data • Collect data in an unfocused manner
Decision-making and recommendations	<ul style="list-style-type: none"> • To triangulate and synthesize the data to inform decision-making and recommendations for enhancement 	<ul style="list-style-type: none"> • Rely on minimal data and limited analysis
Communication and engagement	<ul style="list-style-type: none"> • Clear, timely, and transparent communications on the self-study process with students, faculty, staff, and administration 	<ul style="list-style-type: none"> • Report out only at the end of the self-study
Accountability	<ul style="list-style-type: none"> • To explicitly address the requirements of the Quality Assurance Framework • To meet institutional criteria and the needs of the external review panel • To ensure that any changes or alterations made as a result of a program review and self-study are evaluated or validated 	<ul style="list-style-type: none"> • Tick the boxes 😊

3. Student involvement

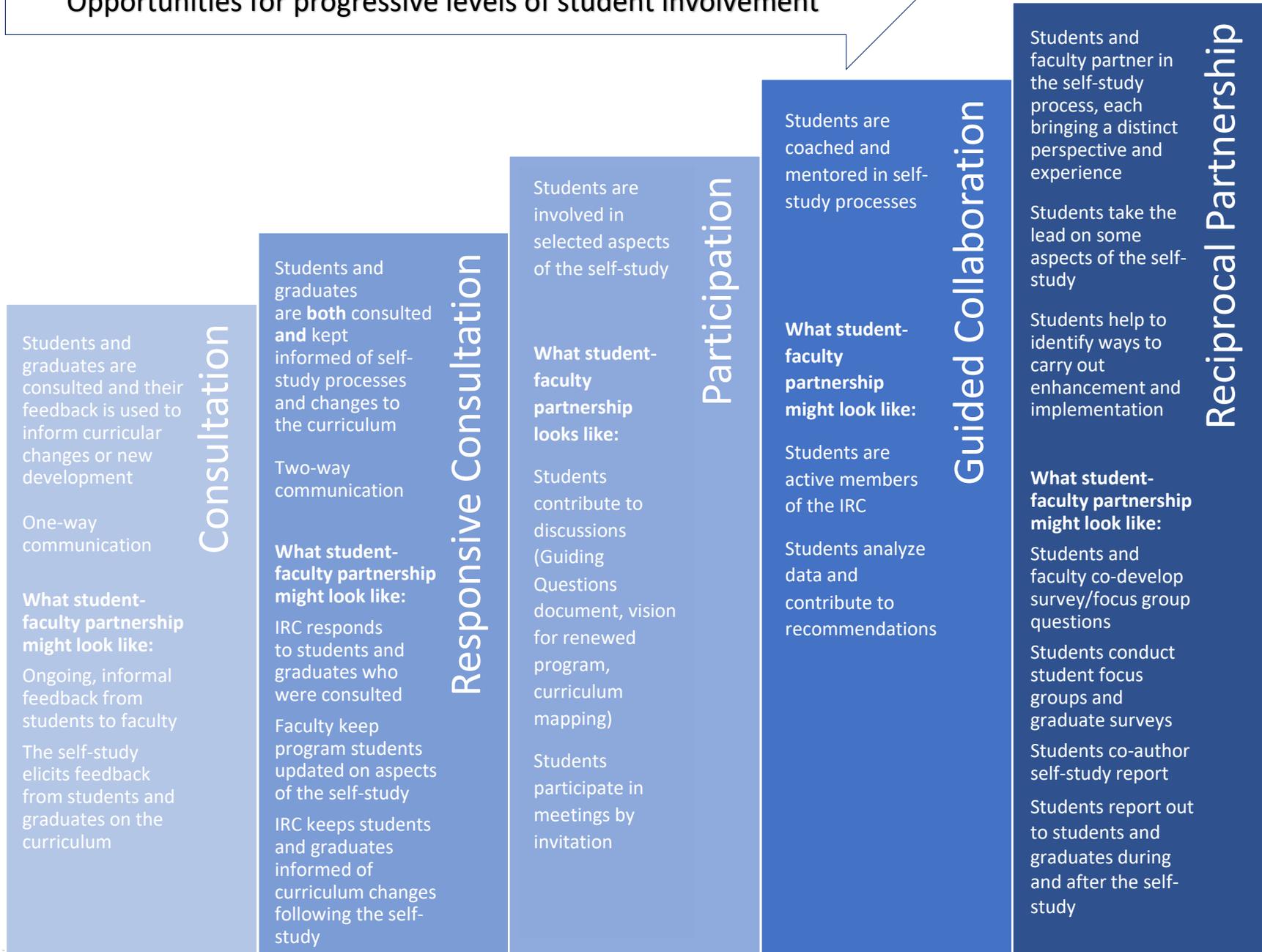
“Students are the centre of everything we do, from the decisions we make to the programs and services we offer.” (Camosun College Strategic Plan 2016-2021)

Meaningful student involvement in the self-study helps ensure program enhancement is informed by students’ knowledge and experience of the curriculum.

Levels and types of student involvement in the quality assurance process range from eliciting feedback on curriculum to collaborative, reciprocal partnerships in which students, along with faculty and other participants, ‘have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization’ (Cook-Sather, Bovill, and Felten, 2014, 6 -7).

For the purposes of the self-study, faculty are encouraged to explore opportunities to go beyond consultation or satisfaction surveys, to find more meaningful ways to involve students.

Opportunities for progressive levels of student involvement



4. Completing the self-study process

Programs and academic disciplines undertake a self-study as part of the Quality Assurance Framework for Continuous Enhancement.

The self-study is conducted in order to recognize and build on the valuable work already being done to promote and support the student learning experience. It also assesses services and practices in the context of how well they support and contribute to student learning.

The self-study results in recommendations for changes to enhance student learning.

The CDPR team are CETL-based faculty who facilitate collaborative program review and renewal, including the self-study process, data collection, change processes, and curriculum development. As peers, they work with faculty and staff to promote connections and dialogue within and across programs and disciplines, departments, schools, and the college community.

The CDPR team supports the chair and faculty throughout the self-study and helps keep the process on track. The team produces regular, clear documentation that will enable the IRC to complete the self-study report.

Roles and responsibilities

Timeframe/ Milestones	Dean	Chair	Internal Review Committee (IRC)	Institutional Research & Planning (IRP)	Curriculum Development & Program Renewal Team (CDPR)
Prepare for the self-study	<ul style="list-style-type: none"> • Participates in orientation and preparatory meetings • Initiates self-study • Establishes review scope and priorities with associate dean and chair • Develops timelines that reflect availability of resources • Provides direction, support, and release time, and sets expectations • Determines opportunities for sharing resources and information with similar programs and external accreditation processes 	<ul style="list-style-type: none"> • Participates in orientation and preparatory meetings • Collaborates with the dean to establish scope, resources, and timelines 			<ul style="list-style-type: none"> • Delivers orientation and preparatory meetings for deans, associate deans, chairs, and program leaders • Provides further consultations and support as needed
Wks 1 - 4 Initiate and focus the self-study (2 meetings)	<ul style="list-style-type: none"> • Participates in launch meeting 	<ul style="list-style-type: none"> • Engages CDPR for support in facilitating self-study process • Establishes IRC and sets meetings • Identifies human and other resources needed • Organizes and chairs the launch meeting • Develops timeline with IRC and CDPR 	<ul style="list-style-type: none"> • Participates in launch meeting and subsequent meetings 	<ul style="list-style-type: none"> • Participates in launch meeting 	<ul style="list-style-type: none"> • Meets with chair • Participates in launch meeting • Facilitates discussions of scope, key goals, issues to explore, etc. • Maintains documentation throughout self-study

Timeframe/ Milestones	Dean	Chair	Internal Review Committee (IRC)	Institutional Research & Planning (IRP)	Curriculum Development & Program Renewal Team (CDPR)
Wks 4 - 15 Reflect and envision the future (~ 3 - 4 meetings)	<ul style="list-style-type: none"> Participates at their discretion 	<ul style="list-style-type: none"> Engages in guided discussions Creates program vision Develops actionable steps Liaises with CDPR 	<ul style="list-style-type: none"> Engages in guided discussions Creates program vision Develops actionable steps 		<ul style="list-style-type: none"> Leads meetings Facilitates a guided discussion to identify values, strengths, and shared understanding of the program or discipline Facilitates discussions for program vision Facilitates discussions for actionable steps
Wks 15 - 23 Review existing data and identify data to be collected (~ 3 - 5 meetings)	<ul style="list-style-type: none"> Participates at their discretion 	<ul style="list-style-type: none"> Collects existing relevant data, including: <ul style="list-style-type: none"> Annual Program Report most recent review recommendations and actions other relevant data Maps curriculum Affirms questions for new data collection Liaises with CDPR 	<ul style="list-style-type: none"> Examines and reflects on existing data, including: <ul style="list-style-type: none"> Annual Program Report most recent review recommendations and actions other relevant data Maps curriculum Affirms questions for new data collection 	<ul style="list-style-type: none"> Shares recent Annual Program Report and other data 	<ul style="list-style-type: none"> Facilitates review of existing data Facilitates curriculum mapping, including faculty curriculum surveys Develops questions for data collection Liaises with IRP to identify meaningful, accessible data
Wks 23 - 28 Collect new quantitative and qualitative data		<ul style="list-style-type: none"> Works with CDPR to launch student, faculty, and external focus groups and surveys Liaises with CDPR 		<ul style="list-style-type: none"> Provides data 	<ul style="list-style-type: none"> Surveys students and external groups Surveys other faculty, including those from receiving programs Collates and distributes data Conducts preliminary analysis of qualitative data
Wks 28 - 35 Analyze data and determine recommendations for enhancement (~ 2 - 4 meetings)	<ul style="list-style-type: none"> Participates at their discretion 	<ul style="list-style-type: none"> Analyzes, triangulates, and interprets data Determines recommendations 	<ul style="list-style-type: none"> Analyzes, triangulates, and interprets data Determines recommendations 		<ul style="list-style-type: none"> Facilitates collaborative analysis, triangulation, and interpretation of data Facilitates discussions for recommendations, priority-setting, and action planning

Prepare, initiate and focus the self-study

Once a program has been designated for a program review, the dean initiates the self-study, and establishes the scope and timelines in collaboration with the chair. The chair then contacts the CDPR facilitators to request the start of the self-study and consult on the establishment of the IRC (Appendix 1).

CDPR facilitators meet with the chair to set the agenda for a launch meeting. The launch meeting brings together the dean, IRP, the IRC, the chair, and the CDPR team to focus the self-study and discuss the scope, goals, and issues to be examined.

CDPR facilitators play an important role in ensuring that the self-study is reasonable in its scope and contributes to purposeful and positive change. Each program should focus on a few defined aspects of the program and not undertake to assess every possible element. A self-study should not become so arduous that people become reluctant to participate.

Reflect and envision the future

Self-study is an opportunity for program faculty and staff to critically examine and reflect on practices in a thoughtful and objective manner, calling on feedback from a wide variety of sources. CDPR facilitators support that reflection by guiding faculty in a focused discussion and analysis of programming and courses. Guiding questions are used to identify program values and strengths, and lead to the development of a vision for the future of the program and priorities for renewal (see sample discussion topics in Appendix 2). The discussion develops a shared understanding of the program and contributes to a culture of reflection and evidence-informed practice.

Review existing data

A range of existing relevant data is collected and reviewed.

Part of the review of existing data is the development of a curriculum map, a form of data collection and analysis to support evidence-informed program review. The map depicts the current state of the curriculum, including alignment, gaps, and overlaps between program learning outcomes and courses. It can be used as a basis for a collaborative discussion to identify opportunities for enhancement and renewal. See Appendix 3 for a curriculum map template.

CDPR facilitators help the IRC to determine what additional data needs to be collected.

Collect new quantitative and qualitative data

An important aspect of the analysis includes information gathering from a variety of sources, which contributes to evidence-informed renewal and change.

Chairs work with the CDPR facilitators to coordinate and organize student, faculty, and external focus groups.

CDPR facilitators gather data and conduct focus groups and surveys. Sources may include the following:

- Students and graduates (see Appendices 4 and 5 for sample questions)
- Other college departments, especially those that service or support the program directly
- Employers, industry, community, and program advisory committees
- Other post-secondary institutions
- Institutional Research and Planning
- BC Student Outcomes data
- Research and literature related to leading and current practices
- Others as appropriate

CDPR facilitators collate and distribute the data to the chair and the IRC.

Analyze data and determine recommendations for enhancement

CDPR facilitators support the chair and IRC to analyze and interpret the data, including the following:

- Quantitative and qualitative data from students, graduates, the college, and external sources
- Data from facilitated discussions with faculty
- Goals of the review
- Future vision
- College priorities

The goal of this phase of the self-study is to find common themes, patterns, and points of intersection in the data.

Once the analysis is completed, opportunities for renewal and enhancement are identified.

The CDPR facilitators support the chair and IRC to identify priorities and make recommendations that are practical to implement in a reasonable amount of time.

5. Report out

Once the self-study is complete, the chair and IRC prepare and complete the self-study report.

The dean publishes the report in accordance with college guidelines, and includes it with the documentation that is prepared for the external review panel.

The template for the self-study report includes the following:

1. Summary of the self-study process

- Key aspects examined
- Who was engaged
- How data was collected
- Acknowledgements

2. Program Overview

- Title, credential name
 - Age, title, purpose
- Program and college organizational structure
- Brief history of the program
- Program goals and alignment with college values, principles, and strategic plans and initiatives
- Articulation, transfer, accreditation, and professional standards (as applicable)
- Comparable programs
- Previous program review
 - Recommendations, action plan, and implementation report and follow-up
 - Curriculum mapping for renewed program
- Emerging significant influences
 - Recent educational, societal, legislative, regulatory, industry, economic, or discipline changes

3. Curriculum

- Description, strengths, and distinctive program pedagogies and practices
(This is an opportunity to showcase student work)
 - Program description (credential description)
 - Program learning outcomes
 - Program design and curriculum map
 - Core and elective courses and credits
 - Curriculum map: program learning outcomes to current courses including:
 - Progressive levels of teaching and learning
 - Teaching and learning activities
 - Assessments

- Include a narrative that speaks to appropriateness of assessment, curricular alignment, and other relevant matters
 - Sample alignment chart (selected courses to selected PLOs)
 - Evidence of curriculum alignment: teaching and learning artifacts appended
 - Course outlines (one sample per course) appended
 - Samples of assignments
 - Samples of student work
 - Samples of assessment of learning
- Program delivery
 - Describe how the program is delivered and explain how delivery choices support the student learning experience and student achievement

4. Program and student metrics

- Describe and comment on the findings with respect to retention, completion, and progression, and other relevant matters
 - Quantitative data summary appended

5. Student learning experience

- Describe the findings with respect to students' experience of their learning, knowledge and skills achieved, and other relevant matters
- Append relevant quantitative and qualitative data summary (current students and graduates)
 - BC Student Outcomes Data
 - Focus groups
 - Graduate surveys
 - Institutional student experience data

6. External consultations

- Describe and comment on the findings from community, industry, PAC, PSE research, and other relevant groups
 - Qualitative data summary appended

7. College resources and services

Describe and comment on how college resources, services, and facilities support the program structure and the quality of student learning

8. Program faculty

Briefly describe faculty attributes that inform teaching, learning, and the currency and relevance of the program

- Experience and qualifications
- Engagement in college community, discipline, industry, or scholarship of teaching and learning
- Professional development undertaken

9. Conclusions, recommendations, and future directions

- Main conclusions that can be drawn from the self-study
- Recommendations
- Future directions

10. Request for insights from external reviewers

- Identify areas of significance on which the IRC would like feedback. Topics may range from specific aspects of programming to broader areas such as long-term visions.

Glossary

For the purposes of the self-study guide, the following definitions apply.

Accreditation	The process through which Camosun College demonstrates to an external regulatory body that a set of professional criteria for a program or credential have been met.
Action Plan	Sets the future direction for the program. Developed by the Internal Review Committee (under the direction of the dean) in response to the findings and recommendations of the internal and external review panels. Identifies long- and short-term goals, timelines, required resources, and accountabilities.
Annual Program Report	A report describing a program's effectiveness from learner, graduate, faculty, administrative, and community perspectives completed by schools on a yearly basis. Includes quantitative data (provided primarily by Institutional Research and Planning) such as demographics, educational metrics, application status, student metrics, demand, and BC Student Outcomes data. College data such as student experience surveys may be included. Qualitative data detailing learner, graduate, faculty, administrative, and PAC perspectives may also be included.
Curricular Alignment	The process of ensuring coherence between the intended learning outcomes, assessment, and teaching and learning activities. Consistency between what students are intended to learn, what is taught, and what is assessed promotes student achievement.
Curriculum	<p>Curriculum refers to principle-driven actions and processes that guide and foster significant learning experiences. It is a planned, thoughtful and deliberate course of actions that ultimately enhance the quality and impact of the learning experience for students. It encompasses the creation, development, and organization of learning opportunities aimed at meeting intended learning outcomes. It also involves the thoughtful assessment of learning outcomes. The ultimate goal of curriculum is to enhance the quality and impact of the learning and teaching experience. (Leading Practices in Curriculum)</p> <p>Describes learning outcomes, course descriptions and content, learning activities, teaching and learning methods, assessment, and evaluation.</p>
Curriculum Map	A visual representation (e.g. a table, chart, or matrix) of how courses align with program learning outcomes. The map is a tool that helps identify gaps and overlaps. For example, a gap is revealed if none of the courses in a program address a particular program outcome. An unnecessary overlap may be present if all courses address a particular program learning outcome. Both situations offer opportunities for renewal.
Curriculum Mapping	The process of associating course outcomes with program-level learning outcomes and aligning elements of courses (e.g. teaching and learning activities, assessment strategies) within a program, to ensure that it is

structured in a strategic, thoughtful way that enhances student learning (Dyjur & Kalu, 2017).

Degree Quality Assessment Board (DQAB)	An independent advisory board appointed by the Minister of Advanced Education, Skills & Training. The Board ensures legislated quality assurance requirements are met for post-secondary education in B.C. DQAB
External Review Panel	Composed of 2 or 3 individuals external to the College who meet the guidelines for the composition of external review panels established by the Vice President, Education. The inclusion of academic peers on the panel is a requirement for all credentialed programs undergoing review. The panel provides an objective, informed assessment of a program's effectiveness based upon the program's self-study report and relevant institutional policy and standards.
Implementation Progress Report	The final report in the cyclic review, occurring approximately one year following the self-study and external program review. The implementation report provides faculty, chairs and educational leadership with an opportunity to mark the progress made toward accomplishing action plans, acknowledge success, and celebrate future directions of credentialed programs.
Learning Outcomes	The knowledge, skills, and attitudes that students [are intended] to attain by the end of a unit of study (Dyjur, Grant, & Kalu, 2019). Learning outcomes are broad goals or statements of what students will know and be able to do once they have completed a unit of study, be it a course or a program. Learning outcomes should require students to demonstrate integration of knowledge and abilities in relatively complex performances similar to those required in day-to-day living or in the work place.
Program of Study	Specified curriculum and other requirements that must be successfully completed to earn an identified credential approved by Education Council.
Program Review	An in-depth program evaluation that occurs on a five- to seven-year cycle for the purpose of renewal and quality enhancement, incorporating feedback from a variety of internal and external sources and stakeholders.
Program Renewal	Program renewal is transformative and emphasizes quality learning experiences within the context of the culture of the program. It ensures that a program is current, relevant, and meeting learner, community or industry needs.
Quality Assurance	Processes and activities intended to strengthen and maintain program excellence. This includes regular and ongoing program evaluation that is closely aligned with educational plans and priorities, including accountability measures, program review and renewal, and Education Approvals. The college has published a <i>Quality Assurance Framework for Continuous Enhancement</i> that describes the intentions, processes, and activities to assure quality, rigour, and accountability for all credentialed program and credit offerings.

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Appendix 1: Internal review committee attributes

When establishing the IRC, the dean and chair should consider the following attributes of a successful self-study committee. It is anticipated that, as a whole, the committee has these qualities, and that the individual members will collectively contribute and complement each other.

- Familiarity with multiple aspects of the program(s) (including history)
- Teaching experience in the program(s)
- Currency with the discipline and/or industry
- Knowledge of similar programming at other post-secondary institutions
- Curriculum development experience
- Previous curriculum revision and/or accreditation experience
- Familiarity with survey protocols
- Knowledge of how to interpret and analyze data
- Technical writing and editing skills (ability to synthesize information into concise, factual statements)
- Familiarity with Camosun educational policies and procedures
- Commitment and availability to perform duties until the review is completed

Adapted from: [BCIT Program Review Manual](#)

Appendix 2: Discussion guide topics

As part of the self-study process, CDPR facilitators lead a guided discussion to identify and reflect on program values and strengths and develop a shared understanding of the program that leads to the creation of a vision for the future of the program and priorities for renewal.

The following are sample topics that may be discussed.

The Field

- How the program serves students, employers, and the community
- Affiliations and relationships with other programs or courses
- Changes in the field that might impact the program

Strengths and contributions

- Strengths of the program
- Program attributes and contributions
- Distinctive learning opportunities, including applied learning
- Transfer and articulation agreements

Learners

- The kinds of learners in the program
- Under-represented learners
- Diversity and inclusion in the classroom
- Indigenization of teaching and learning
- Graduate preparation for employment and/or further education

Faculty

- Philosophy of teaching and learning
- Faculty attributes, experience, and expertise
- Beliefs and practices regarding adult learning and student support
- Faculty and staff teamwork

Future Vision

- Discussion of trends that may affect the future of the program
- Creation of a vision for a renewed program that serves students, stakeholders, faculty and staff into the future

Appendix 3: Curriculum mapping

A curriculum map is a visual overview of program curriculum that provides data for the self-study. The map describes the current state of the curriculum in order to identify opportunities for enhancement and renewal.

The purpose of curriculum mapping includes the following:

- To map courses to program learning outcomes
- To identify gaps and overlaps in the curriculum
- To determine alignment of learning outcomes with learning activities/assignments and assessment
- To map student learning experiences to institutional and program priorities such as applied learning practices and Indigenization
- To facilitate discussion and develop a shared understanding of the curriculum

Curriculum Map Template

Program Learning Outcomes		Course A	Course B	Course C	Course D	Course E
PLO #1	Level of learning: What is the expectation of the level of student learning (I, P, or D)?					
	Assessment: Is the outcome assessed in the course (yes/no)?					
PLO #2	Level of learning					
	Assessment					
PLO #3	Level of learning					
	Assessment					
PLO #4	Level of learning					
	Assessment					
PLO #5	Level of learning					
	Assessment					
<ul style="list-style-type: none"> ▪ Introduced (I) – Key ideas, concepts, or skills are introduced and demonstrated at an introductory level. Teaching and learning activities focus on basic concepts and skills with entry-level complexity. ▪ Practiced (P) – Students demonstrate learning of the outcome at an increasing level of proficiency. Teaching and learning activities focus on enhancing and strengthening existing knowledge and skills, as well as expanding complexity. ▪ Demonstrated (D) – Students demonstrate learning with a high level of independence, expertise and sophistication expected upon graduation. Teaching and learning activities focus on the use of content or skills at multiple levels of complexity. <p>Adapted from: Dyjur, P., Grant, K., & Kalu, F. (2019). Curriculum review: Curriculum mapping. Taylor Institute for Teaching and Learning. Calgary: University of Calgary.</p>						

Appendix 4: Sample student focus group questions

Sample questions for current students in a facilitated focus group:

1. What has been the best part of the XXX program for you?
2. What has been the most challenging part of the program for you?
3. How well prepared were you for the expectations of the program? (academically, personally?)
4. Talk about the workload in the program.
5. Have there been any surprises in the program? Are you learning what you thought you would be learning?
6. What teaching and learning activities and assignments have been the most helpful to your learning?
7. Does the classroom experience feel welcoming to you with respect to identity, culture or other aspects of identity? What could we do more of? Less of?
8. Do you feel like you are part of a learning community? Why or why not? (prompt: What makes it feel that way?)
9. If you have completed a co-op/practicum/internship, how well prepared were you? What knowledge, tools, and skills learned in your coursework helped prepare you for that co-op/practicum/internship?
10. How have those work experiences contributed to your learning?
11. What supports or resources are important for XXX program students to be successful in the program (prompt if necessary: Library/Writing Centre, Fitness Centre, Centre for Accessible Learning, Counselling, Employment Services)? Accessibility?
12. What recommendations would you have for us for continuing to make the XXX program a valuable learning experience for all students?

Appendix 5: Sample graduate survey questions

Sample questions for a graduate and alumni online survey:

1. Demographic information – year graduated.
2. What was your primary reason for entering the program?
3. What further studies have you completed since graduation?
4. What are you doing now in relation to work?
5. How well did your (name of credential) prepare you for employment?
6. What skills, knowledge, attitudes, and values do you think are essential for students to be successful in _____ profession/work upon completion of the program? (Select all that apply)
7. Did you learn what you expected to learn, or needed to learn?
8. What was the best part of the program for you?
9. What was the most challenging part of the program for you?
10. Describe your co-op experience and how it contributed to your learning in the program.
11. How satisfied were you with the connections that you made with industry and employers during your studies in the program?
12. Given the social, cultural, technological, and economic shifts in our region and globally (including sustainability and Indigenous contributions and influences) what, if any, content or learning needs to be added, changed, or removed in the program?
13. What else would you like to tell us about your experience in the program?