

Self-Study Report

[Name of program]

[Date of report]



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

Camosun College

4/30/2021

Self-study: Cyclical review of credentialed programs

The self-study report is written by the chair and the Internal Review Committee (IRC) following the completion of the self-study. The dean publishes the report in accordance with college guidelines, and includes it with the documentation that is prepared for the external review panel.

Name(s) of program(s) under review	
Primary campus location	
Date of last cyclical review	
Dean name and school	
Dean signature and date	
This self-study report was prepared by:	
Chair(s) name(s) and department	
Chair(s) signature(s) and date	
Internal Review Committee members	

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Tips for writing the self-study report

The self-study report is written for the external review panel.

It is the culmination of a formative, in-depth examination of program effectiveness with the goal of continuous enhancement of student learning.

The self-study report celebrates successes and contributes to critical self-reflection and honest evaluation.

When writing the report:

- Be reflective
- Be realistic
- Be succinct
- Consider the audience

1. Summary of the self-study process

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

What key aspects of the program /discipline were examined and reflected upon?

Enter text here

Whom did the IRC engage and collaborate with?

For example:

- 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

Enter text here

Provide a summary of how quantitative and qualitative data was collected.

Enter text here

Conclude with acknowledgements of those who contributed to the self-study process.

Enter text here

2. Program Overview

2.1 Title and credential

- Provide the title of the program and credential(s) awarded.
- Describe the purpose of the program. For what educational, professional, career or other pathways does the program prepare learners?

Enter text here

2.2 Program and college organizational structure

- Include a brief description of the organizational and administrative structure of the school, and how the program is situated within that structure.
- Include any partnership arrangements with other schools in the program.
- Include current college organizational charts as an appendix.

Enter text here

2.3 Program history

- Provide a concise history of the program, including start date.
- Describe significant and/or milestone events and influences that have affected the program over time. Include internal and external factors and substantive changes.

Enter text here

2.4 Program consistency with college values and priorities

Describe how the program is consistent with and contributes to the college vision, values, strategic priorities, and initiatives.

Enter text here

2.5 External agreements and affiliations

Provide information on any current external relationships the program has. For example, articulation or transfer agreements, accreditation, professional or regulatory standards, joint programs with other institutions, or partnerships.

Enter text here

2.6 Comparable programs

- Describe how the program compares to like programs (internal and external as appropriate). Include similarities, differences, and positioning.
- Describe any distinguishing features of this program.

Enter text here

2.7 Most recent program review

- Identify the date of the most recent program review, if applicable.
- Describe progress made on the recommendations from the most recent program review (consult prior Final Report, Action Plan or other supporting documentation and reference in appendices as needed).

Enter text here

2.8 Emerging influences

Describe any significant factors that may affect the program in the near future. Consider, for example, the potential impact of institutional, discipline, regulatory, industry, socio-economic, or technological changes or trends.

Enter text here

3. Curriculum

3.1 Program description

Insert current, approved program description.

Enter text here

3.2 Program strengths and accomplishments

Describe program strengths, accomplishments, and acknowledgements, as well as any distinctive pedagogies and practices. This is an opportunity to showcase faculty and/or student work in the appendices.

Enter text here

3.3 Program learning outcomes

- Insert current, approved program learning outcomes.
- Include sub-outcomes if available.

Enter text here

3.4 Program design and content

Complete the chart below with current approved course names, codes, and number of credits (from the Approved Program Outline form).

Program Name:			
Year One Required courses	Course Code and number	Course Name	Course Credits
Electives			
Year Two Required courses	Course Code and number	Course Name	Course Credits
Electives			
Year . . .			

3.5 Curriculum map

Using the curriculum map from the self-study, describe the extent to which the elements of the curriculum are aligned: learning outcomes, assessment, teaching and learning activities.

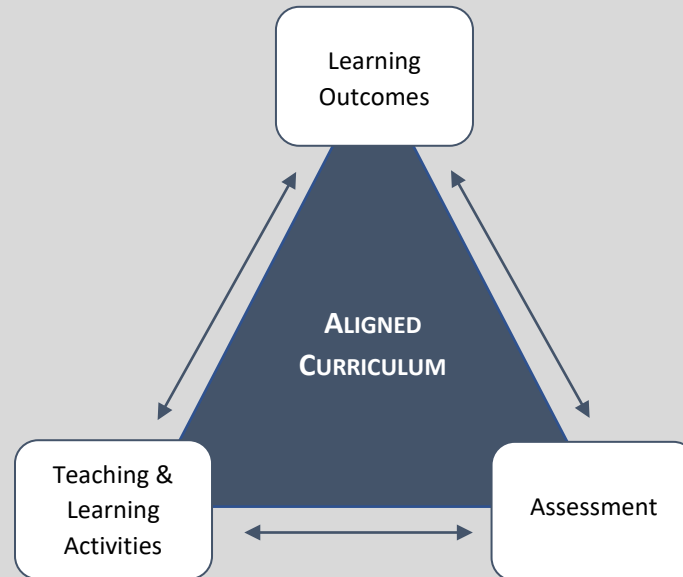
- Consider gaps and overlaps.
- Comment on any other notable aspects of the curriculum.

Enter text here

Insert curriculum map here

3.6 Curriculum alignment

"...the fidelity between course outcomes, student assessment, and teaching and learning activities"
Biggs, 2014



Demonstrate how curriculum is aligned in the program.

- Choose two program learning outcomes from the curriculum map above in 3.5.
- Provide, in the charts below, examples of teaching and learning activities and assessments to illustrate the alignment of two required courses with each selected program outcome.
- Provide related samples of the course outline, learning activities, assignments, and assessments in the appendices.
- Samples of student work may be included in the appendices.

Briefly comment on how the charts below demonstrate curriculum alignment:

- How the assessment, formative and summative, allows students to advance and demonstrate their learning.
- How the teaching and learning activities enable the students to achieve the learning outcomes.

Enter text here

Program learning outcome A

Course name and number:	Assessment of learning, formative and summative	Teaching and learning activities
All course learning outcomes:	Briefly list assessments:	Briefly list activities:
Course name and number:	Assessment of learning, formative and summative	Teaching and learning activities (brief list)
All course learning outcomes:	Briefly list assessments:	Briefly list activities:

Program learning outcome B

Course name and number:	Assessment of learning, formative and summative	Teaching and learning activities
All course learning outcomes:	Briefly list assessments:	Briefly list activities:
Course name and number:	Assessment of learning, formative and summative	Teaching and learning activities (brief list)
All course learning outcomes:	Briefly list assessments:	Briefly list activities:

3.7 Program delivery

- Describe how the program is delivered and explain how delivery choices support the student learning experience and student achievement.
- Delivery arrangements may include campus location, specialized learning spaces, mode of delivery (e.g. face to face, online, blended), scheduling (full-time, part-time, evenings, weekends), continuous intake, etc.

Enter text here

4. Program and student metrics

Describe and comment on the findings with respect to retention and attrition, completion and grade distribution, progression, and other relevant matters.

- Append the Annual Program Report and other relevant quantitative data.

Enter text here

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 from current students and graduates which may include the following:
 - BC Student Outcomes Data
 - Focus groups
 - Graduate surveys
 - Institutional student experience data

Enter text here

6. External consultations

Describe and comment on the findings with respect to external sources.

- Append qualitative data summaries which may include the following: community, industry, PAC, and other relevant groups such as articulation committees.

Enter text here

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.

- Append supporting documentation as appropriate.

Enter text here

8. Program faculty

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

- Experience and qualifications
- Engagement in the college, community, discipline, or industry
- Scholarship and professional development

Enter text or table here

9. Conclusions, Recommendations, and Future Directions

9.1 Conclusions

Describe and comment on the main conclusions that can be drawn from the evidence gathered in the self-study.

Enter text here

9.2. Recommendations for enhancement

Provide the recommendations, which are based on specific evidence gathered and discussed in the self-study, in the table below. Consider the following when developing the recommendations:

- Recommendations need to be based on clear evidence and analysis described in the body of this report.
- Recommendations need to be aligned with school and college strategic priorities.
- Recommendations should be achievable within the current review cycle.
- Recommendations should be numbered and referenced to the relevant section in this report.
- Long-term program visions, aspirations, and opportunities for enhancement arising from the self-study and which may feed into the next review cycle are more appropriate for the Future Directions section below.

Adapted from [BCIT Self-Study Report Template](#)

Example Recommendations Table

R#	Recommendations	Estimated Time Span	Resources Required	Self-study Section Reference
1	Review existing program courses to ensure that course learning outcomes are aligned with assessment strategies and activities	Sept 2022 – Dec 2022	Faculty, CDPR	3.5 3.6
2	Update laboratory equipment to align with current technologies and industry standards	Sept 2022 – Sept 2023	Dean, Associate Dean, Faculty, industry partners, suppliers	3.7 5.6
3	Explore opportunities for Indigenization, including TTW and course content and activities	Jan 2023 – Sept 2023	Faculty, Indigenization Strategist, Eyē? Sqá'lewen	2.4 3.4
4				
...				

Recommendations Table

R#	Recommendations	Estimated Time Span	Resources Required	Self-study Section Reference
1				
2				
...				

9.3 Future directions

Describe and comment on any long-term program visions, aspirations and opportunities for enhancement arising from the self-study that may feed into the next review cycle.

Enter text here

10. Request for insights from external reviewers

If desired, use this space to identify up to three areas of significance on which you would like insight from the external reviewers.

Topics may range from specific aspects of programming to broader areas such as long-term visions.

Enter text here

Appendix 1: College organizational charts