



Program Renewal Orientation Manual

Process and Technique

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Background Formal Program Renewal Process at VCC

INTRODUCTION

The Program Renewal Orientation Manual: Process and Technique (PROMPT) was prepared by Ginny Cathcart on behalf of the Instructional Associates at VCC. The Instructional Associates (IAs) are the chairs of program renewals at VCC. The PROMPT manual was circulated, reviewed and adopted by the VCC community through its Education Council (EDCo) in June 2009. The policy and procedures in this manual are based upon the [VCC Program Review and Renewal Policy # C.3.2](#) Nov. 27th 2008.

There are many documents that support the program renewal process and the VCC programs in the collection and analysis of data for program renewal. The Instructional Associates maintain and archive resources for program renewal on a “Moodle Renewal Template.” Moodle is the VCC Learning Management System (LMS) for online courses. There are screenshots of this template at the end of this manual. The Instructional Associates establish a program specific Moodle site with all pertinent data, reports and resources. The Moodle management system becomes an interactive renewal community, clearing house and archive for that program renewal. It also allows access and communications among the Formal Program Renewal Committee (FPRC) members, faculty and eventually the area Dean and EDCo as representatives of the VCC community.

VCC Institutional Research (IR) provides current student outcomes data and metrics during program renewal. The program review and renewal policy, PROMPT procedural document, adult education links and resources and renewal schedules are linked to the CID website at www.cid.vcc.ca. The PROMPT Manual will remain as a living document with regular revisions and updates and accessibility to our VCC community of adult educators and program partners.

CONTEXT AND DEFINITION

There are many definitions and approaches to program review or evaluation (renewal) yet all share at least one feature: a concern for rigor in the conduct of the evaluation and a concern for reliable and systematic evidence to support any conclusions (recommendations and actions).^(15, 21) The following is one definition and approach that best reflects the VCC program renewal policy guiding principles.

Program evaluation (renewal) is the systematic collection of information about the activities, characteristics, and outcome of programs for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs are doing and affecting.⁽²¹⁾

This program renewal process is interactive and monitoring or “formative” in nature⁽¹¹⁾ thus aligning with the VCC program renewal policy guiding principles⁽²²⁾. The Formal Program Renewal Committee (FPRC) and the program itself, collaborate to improve the program under renewal. This process assists the program to assess future needs and aligns with the policy’s guiding principle around quality assurance.

The Formal Program Renewal procedures and techniques at VCC are conducted by a committee that ensures a collaborative partnership with VCC administration, Education Council (EDCo), and program faculty, staff, and students. The renewal committee may also collaborate with members (stakeholders) from public and private organizations representing the program (e.g. program advisory committees), and when needed, representatives from regulatory authorities responsible for graduate competence. ⁽³⁾

The Centre for Instructional Development (CID), the Instructional Associates (IAs), in consultation with all partners named in the VCC Program Review and Renewal Policy, utilize best practices in the area of education program evaluation. Formal renewals of education programs at VCC are conducted by means of structured process guidelines based upon the VCC policy and these best practices. ^(22, 23) This process includes a robust program and curriculum review, self-study, peer and student evaluations, and the advice of expert consultants who may be internal or external to the program or to VCC. The formal program renewal process at VCC includes a thorough analysis of research of student and program outcomes by VCC Institutional Research as well as the results of ongoing annual program reviews.

The formal program renewal process results in a written report with recommendations. This report is then submitted to the area Dean; the Vice-president of Education and Student Services to implement an action plan and assess outcomes of the actions. ⁽²²⁾ The procedures in this manual describe the program renewal process in the context of the VCC Instructional Associates (IAs) as presented in the Letter of Understanding between Vancouver Community College (VCC) and the Vancouver Community College Faculty Association (VCCFA) July 13th 2007.

RENEWAL SCOPE

An analysis of Institutional Research's analytic research processes and the development, implementation and evaluation of action plans by Deans and the Vice-president Education and Student Services for formal program renewal is beyond the scope of this document. Also beyond the scope of this document are any procedures relating to the annual ongoing program review process that is conducted between Program Department Heads and area Deans. It is very important to note however that the analyses, results and reports from annual program reviews are included in the renewal process as a significant source of data.

The starting point for program renewal occurs when the VP-Education and Student Services delivers the 3-year program renewal schedule to Education Council usually at the September meeting. This schedule is posted at www.cid.vcc.ca under the Program review and renewal pillar. The area Dean then establishes a formal program renewal committee (FPRC). At this point the chair of that committee begins to collect and upload data and asks preliminary guiding question (s) with the area Dean, Department Heads and the Vice-President Education and Student Services. The preliminary questions facilitate approval for ongoing revision of educational programs against current standards. Programs listed for renewal according to VCC's policy will be asked to submit documentation of their curriculum for review by internal and sometimes external experts outside the program or VCC.

The curriculum submission will outline evidence that the program has current course outlines, and a program content guide that document and map graduate learning outcomes and current best practices in adult education. Curriculum reviewers use the guidelines and quality assurance processes established by the [Education Council \(EDCo\) Curriculum Committee](#) and the VCC [course/ program documentation policy C.3.6](#) . There is more specific information later in this manual relating to the six key performance indicator areas that are assessed throughout program renewal.

FORM AND APPROACH

For the purpose of the VCC policy and process guidelines and techniques, the closest “form” or approach to program renewal may be likened to the “CIPP” approach. ⁽¹⁵⁾ The CIPP model of evaluation was developed by Daniel Stufflebeam and colleagues in the 1960s and is still used and researched today. CIPP is an acronym for **C**ontext, **I**nput, **P**rocess and **P**roduct. In this approach, information is seen as most valuable when it helps program managers to make better decisions, so evaluation activities should be planned to coordinate with the decision needs of program faculty. This aligns with one guiding principle of program renewal at VCC: that the review and renewal inform decision-making. ⁽²²⁾

Data collection and reporting are then undertaken in order to promote more effective program management. Since programs change as they are implemented, it is understood that the evaluation activities have to adapt to meet these changing needs as well as ensuring continuity of focus where appropriate in order to trace development and performance over time. This further matches the goals of program renewal as a forward thinking, honest and robust evaluation process rather than just a “snapshot of the program in time” ^(21, 22)

In order for an evaluation to be useful, according to the CIPP approach, it must address those questions which key decision-makers are asking, and must address the questions in ways and language that decision-makers will easily understand. The approach aims to involve the decision-makers in the evaluation planning process as a way of increasing the likelihood of the renewal recommendations having relevance and being implemented in the Dean’s action plans. For this reason you will see that early on in the VCC program renewal process, the FPRC chair asks preliminary guiding questions to assure that important issues are addressed. ^(4, 6-8, 13-16, 18, 20-22)

The utilization of well-researched evaluation processes such as the CIPP process also aims to build trust and sustain respect and credibility for the renewal process at VCC. Stufflebeam thought that evaluation should be a process of delineating, obtaining and providing useful information to decision-makers, with the overall goal of program or project improvement (renewal) and the following:

- Establishing and providing useful information for program renewal;
- Assisting an audience to improve the worth of some educational program or object;
- Assisting the improvement of policies and program. ⁽²¹⁾
- The four aspects of CIPP evaluation (context, input, process and outputs) assist a decision-maker to answer the following four basic questions:

What should we do to improve quality, access, service, faculty, success on planning?

- A context evaluation of a literacy program might involve an analysis of the existing objectives of the literacy program, literacy achievement test scores, faculty or PAC concerns, literacy policies and plans and community concerns, perceptions or attitudes and needs. ⁽²¹⁾

How should we do it?

- This will be expressed as renewal recommendations for action after a program self study and investigation of six key performance indicators including 1. Curriculum 2. Student Outcomes, 3. Faculty and Staff, 4. Student Services, 5. Planning and Administration and 6. Physical Environment.

Are we doing it as planned?

This provides decision-makers with information about how well the program is being implemented. By continuously monitoring the program, decision-makers learn such things as how well it is following the plans and guidelines, conflicts arising, staff support and morale, strengths and weaknesses of materials, delivery and budgeting problems.

Did the program work?

By measuring the actual outcomes and comparing them to the anticipated outcomes, decision-makers are better able to decide how the program needs to be modified in order to be more responsive to learners and employers. This is the essence of program renewal at VCC. The various aspects of evaluation in the CIPP model support different types of decisions and questions.

The CIPP model of evaluation ⁽²¹⁾

<i>Aspect of evaluation</i>	<i>Type of decision</i>	<i>Kind of question answered</i>
Context evaluation	Planning decisions	What should we do?
Input evaluation	Structuring decisions	How should we do it?
Process evaluation	Implementing decisions	Are we doing it as planned? And if not, why not?
Product evaluation	Recycling decisions	Did it work?

In all approaches to the program renewal self study, the program is encouraged to combine quantitative and qualitative methods of inquiry from the social sciences. This could include environmental and learning climate surveys, questionnaires, interviews of students, faculty and staff, focus group research, content analysis of documents and learning materials, analysis of records and databases, observation of sites and processes, literature searches, analyses of meetings minutes, strategic planning and visioning sessions and other inquiries tailored to each program. ^(4, 6-8, 13-16, 18, 20-22)

RENEWAL CURRICULUM AND LEARNING OUTCOMES APPROACH

Outcomes-based (skills/abilities) education (OBE), Competency-based education (CBE) and Evidence-based education (EBE) are various terms applied to educational programs which build curricula, student learning experiences, and evaluation methods from documents that describe the knowledge, skills and values that a student must possess to graduate. ⁽³⁾

Current VCC program content guides (PCG) utilize a template that includes the program's Purpose, Program Map, Program Learning Outcomes, Instructional Activities, Design and Delivery Mode, Program Duration, Evaluation of Student Learning, Credential, Admission Requirements, Prior Learning Assessment & Recognition (PLAR), Recommended Characteristics of Students, Course Description and Credits and the VCC Grading Policy.

Program outcomes must align with course outcomes. Learning outcomes are descriptions of competencies/abilities/skills that a new graduate must consistently perform accurately and efficiently.

Course outlines and Program Content Guides are generally used to assess the program's curriculum. Course syllabi, assessment tasks and other detailed curriculum documents may be provided for each program to be renewed if necessary.

The Curriculum Committee of the VCC Education Council prefers that programs develop "learning outcomes" as the foundation for their curricula and their program content guides.

RESPECT FOR EDUCATIONAL INNOVATION AND AUTONOMY

- VCC strives to ensure that its program review and renewal process is formative in nature and processes do not constrain innovation or program autonomy.
- VCC fully acknowledges the expertise of educators in the development and implementation of educational programs, curricula and learning experiences tailored to a specific field.
- VCC places its emphasis in program renewal upon an assessment of the program's ability to meet its stated objectives and learning outcomes.
- VCC educational programs need to demonstrate an established mission statement that addresses education standards, learning outcomes or research in the context of the program's and VCC's teaching and learning mission or education plan.
- Discussion of the former should be integrated within the program's teaching and learning activities. ^(3,22)

ETHICAL CONSIDERATIONS

In order to build and maintain trust and credibility, the formal program renewal committee (FPRC) chairperson (instructional associate) will document that all participants in the VCC renewal process understand that any identifiable information in regard to names and/or agency names may be listed *only* in the following circumstances.

Educating programs regarding the following ethical considerations is also of importance to ensure that VCC remains in compliance with the Freedom of Information and Protection of Privacy Act, by providing a legal right of access to records in the custody of, or under the control of the College, while at the same time preventing the unauthorized collection, use or disclosure of personal information.

CONFIDENTIALITY

Contributors to formal program renewal voluntarily agree to participate in the review and renewal of the program. Contributors understand that this renewal process is conducted by the VCC FPRC according to VCC Review and Renewal Policy C.3.2.

In order to provide informed consent about this process; confidentiality for some participants and transparency for others, the chair of the FPRC will document that all participants have been advised of the following information:

- Renewal respondent data including that from faculties, students, graduates, alumnae and clients (survey results, focus groups, meeting minutes, visioning sessions, etc) will be pooled and/or “scrubbed” of individual names in order to assure confidentiality for these persons in the final distribution of paper and electronic reports and appendices that are to be distributed to Education Council members and other areas.
- Special care will be taken to assure safety through confidentiality for vulnerable persons or communities. Vulnerable persons are those exposed to attack or harm, either physical or emotional (e.g. economically, children, frail elderly, those living with disability, or abuse.) Formal program renewal committee members will not reveal confidential information or committee deliberations unless maintaining such confidentiality causes harm to others.

TRANSPARENCY

All FPRC members, expert reviewers and consultants (internal or external) and program advisory committee or other respondents who provide expert data will fully disclose their names, titles, credentials and affiliations to assure transparency and acknowledge, cite and/or reference experts’ intellectual property or authorship.

STANDARDS OF EMPLOYEE CONDUCT & CONFLICT OF INTEREST

Conflict of interest exists when one has the opportunity to advance or protect one’s own interest or the private interests of others, with whom one has a familial, personal or business relationship, which may be potentially harmful to the integrity or fundamental mission of the College. Committee members and those external to the program must not be seen to benefit directly or indirectly from the results of a program renewal. Any perceived or real conflict of interest that breaches this policy will be assessed, discussed, managed and documented according to the [Standards of Employee Conduct and Conflict of Interest Policy and Procedure \(A.3.6.\)](#)

CONSENT

Participants in the formal program renewal process at VCC will be notified that the FPRC, Education Council and VCC administration and board of governors and all others involved will be required to comply with all related VCC policies, in particular the following, when assessing, accumulating and analyzing stakeholder and respondent data and program renewal reports.

[VCC Policies](#) can be found at www.vcc.ca

- Program Review and Renewal Policy C.3.2
- Freedom of Information and Protection of Privacy (FOIPP) Policy and Procedure A.3.3
- Standards of employee Conduct and Conflict of Interest Policy A.3.6
- Records Management Policy A.3.9
- Ethical Conduct for Research Involving Humans Policy F.1.01

Individuals and groups consent to comply with VCC policies and the preceding processes of informed consent, confidentiality and freedom from conflict of interest and do so grant permission for the above to be conducted in accordance with VCC Review and Renewal policy as explained to me by the Instructional Associate who is the VCC Formal Program Renewal Committee (FPRC) Chairperson. Evidence of permission will be seen as active participation. The FPRC chair will document in the meeting minutes any refusal to participate in formal program renewal at VCC. The FPRC chair will assure that the discussion of ethical considerations and the renewal process with all formal program renewal participants and respondents are documented in the minutes.

ROLE AND RESPONSIBILITIES OF INSTRUCTIONAL ASSOCIATES

The VCC Instructional Associate (IA) acts as a formal program renewal committee “**chair**” and “**facilitator**” of the process. These roles are named in the VCC Program Review and Renewal Policy and in the Instructional Associates’ Letter of Understanding between the VCCFA and the College.

In these roles the instructional associate is responsible for:

- facilitating the renewal process and chairing meetings;
- compiling all pertinent data and making it accessible to the FPRC;
- coordinating interviews, focus groups, peer reviews, and other research, as tasked by the committee;
- communicating ongoing progress of the renewal process to FPRC and to the College;
- providing guidance to the Committee on the renewal process;
- analyzing, inquiring, problem-solving, decision-making, reasoning, critical thinking and synthesizing data and feedback with FPRC into a report and recommendations;
- collaborating with the FPRC to draft and write the report and recommendations and providing the VP Education and Student Services and the area Dean with the program renewal report. ^(22, 23)

INSTRUCTIONAL ASSOCIATE FACILITATOR ROLE

A facilitator is someone who helps a group of people understand their common objectives and assists them to plan to achieve them without taking a particular position in the discussion. The facilitator will try to assist the group in achieving a consensus on any disagreements that pre-exist or emerge in the meeting so that it has a strong basis for future action. The role has been likened to one who assists in the process of creation but is not the producer of the end result. There are a variety of definitions for **facilitator**. In terms of program renewal process we believe the following definitions to be most informative.

One who contributes structure and process to interactions so groups are able to function effectively and make high-quality decisions...a helper and enabler whose goal is to support others as they achieve exceptional performance" – Bens ⁽²⁾

The facilitator's job is to *support everyone to do their best thinking*. To do this, the facilitator encourages full participation, promotes mutual understanding and cultivates shared responsibility. By supporting everyone to do their best thinking, a facilitator enables group members to search for inclusive solutions and build sustainable agreements (Kaner, et al).⁽⁹⁾

The basic skills of a facilitator are about following good meeting practices: timekeeping, following an agreed-upon agenda, and keeping a clear record. The higher-order skills involve watching the group and its individuals in light of group dynamics. In addition, facilitators also need a variety of listening skills including ability to paraphrase; stack a conversation; draw people out; balance participation; and make space for more reticent group members (Kaner, et al., 1996).

It is critical to the facilitator's role to have the knowledge and skill to be able to intervene in a way that adds to the group's creativity rather than taking away from it. A successful facilitator embodies respect for others and a watchful awareness of the many layers of reality in a human group.⁽⁹⁾ In the event that a consensus cannot be reached then the facilitator would assist the group in understanding the differences that divide it.

The following is what facilitators do to assist and chair meetings.

- Communicating the purpose, scope, and deliverables of the meeting or workshop
- Coming prepared with a variety of group facilitation and dialogue tools that the facilitator is skilled in and can employ in difficult moments
- Keeping the group on track to achieve its goals in the time allotted
- Either providing the group or helping the group decide what ground rules it should follow and reminding them of these when they are not followed
- Reminding the group of the objectives or deliverables of the meeting or session
- Setting up a safe environment where members feel comfortable contributing ideas
- Guiding the group through processes designed to help them listen to each other and create solutions together
- Asking open-ended questions that stimulate thinking
- Tentatively paraphrasing or repeating verbatim individual contributions to confirm understanding and ensure they are heard by the whole group
- Tentatively summarizing a recent part of the discussion
- Offering a possible wording for an unspoken question that may currently beset the group
- Ensuring the group doesn't settle for the first thing that they can agree on because they find it painful to go on disagreeing with each other
- Offering opportunities for less forceful members to come forward with contributions
- Ensuring that actions agreed by the group to carry out its decisions are written up in a large script on the wall for all to see and are assigned to individuals
- Evaluating the performance of the meeting to assist in continuous improvement

What facilitators avoid:

- Back a particular opinion voiced in the group
- Offer their own opinions
- Let the group unconsciously shy away from a difficult area
- Lead the group towards what he/she thinks is the right direction ^(2, 5, 9, 12, 17-19)

INSTRUCTIONAL ASSOCIATE COMMITTEE CHAIR ROLE

- **Know what's expected.** Have a clear understanding of what the organization's goals are and how the committee fits into the big picture. It is the responsibility of the Chair to direct the conversation, to make assignments, to record or have recorded a set of action steps, and to hold members accountable for those assignments. Good Chairs set the agendas after reviewing progress with the committee members. Focus on being: purposeful, participatory, accountable, dependable, and empowering.
- **Assign tasks evenly and appropriately.** Every committee should have a meeting to set specific timelines, budgetary constraints and ultimate goals.
- **Conduct a committee orientation meeting.** If a committee member misses said orientation, they should make arrangements to make-up that important conversation with the Chair. The Chair should know the calibre of each and every committee member and what they have to contribute to the goals.
- **Accept responsibility.** Promise what you can deliver and deliver with that promise. If the time constraints are unrealistic, acknowledge that and either ask for more time or release yourself from that pledge. Don't obligate yourself if you can't be dependable.
- **Start on time.** Celebrate those people who have "followed the rules." Yes, exceptions do happen. Allow yourself a few extra minutes for travel arrangements. Arriving late routinely is inconsiderate.
- **Finish on time.** With a well-planned agenda and directed conversation, conscientious volunteers will make decisions or defer them until more information is received.
- **Speak up purposefully.** Would you prefer to be known as the person who talks a lot, or the person who is well respected for what they have to contribute? Ask enough questions so alternatives can be thoroughly discussed. Introduce best practices or investigate them if you want to learn more.
- **Leave your personal agenda at the door.** Your role is to do the committee's work, not to foster your own business products and services.
- **Plan, consider, decide, plan.** Making rash conclusions is often more detrimental than beneficial. In providing adequate time for Murphy's Law during initial planning sessions, all scenarios should have ample discussion before a consensus can be reached.

- **Listen, listen, and listen.** When you cross the threshold into a committee meeting, your time belongs to that organization for the good of its constituents. Contribute with that intention in mind. Remember, your privilege to be included comes with the larger responsibility to achieve the organization's goals.
- Kayte Connelly Best Principled Solutions, Cited Feb 9th 2009 at: www.bestprincipledsolutions.com/

PROGRAM RENEWAL PROCEDURE AND TECHNIQUES

The Formal Program Renewal Committee (FPRC) is created; preliminary data is collected and preliminary questions and answers are documented. The FPRC Chair organizes the renewal at the initial meeting by orienting faculty to the renewal process and the ethical considerations of program renewal. At this meeting the chair defines responsibilities of each committee member, establishes timelines, and assigns tasks and any resources needed to accomplish them. The chair establishes and maintains the coordination and communication mechanisms with the committee. ⁽¹⁴⁾

At the Initial meeting, the FPRC members review the VCC Renewal policy and procedures, the flowchart, timeline, data sources, and the performance indicators in order to collect documents needed for formal program renewal. The renewal flowchart is on the CID website under the renewal tab.

The FPRC chair will provide a timeline at the Initial meeting. Renewal documents are archived on the program renewal Moodle site for review as the process proceeds. Documents are brought to the initial meeting in whatever format is most accessible and appropriate for the department (paper or electronic) to highlight the process and procedures for the renewal.

All of the program faculty and staff, including term and auxiliary faculty in programs, are to be involved in the renewal process self-study and given the opportunity to provide meaningful input to the report. It is expected that Department Heads and Deans will assure that the results of their annual ongoing program reviews and data from Institutional Research (IR) are included in the report.

The program renewal committee works closely with the director or delegate of the IR office in understanding how data are compiled and analyzed and which data are relevant to the programs. Research analysts from the office of IR can assist departments in the development of needed surveys and even provide verbal, metric or visual analyses that help the formal renewal committees interpret the data.

Data not otherwise available may require the generation of new survey instruments such as student and graduate surveys, learning climate surveys, small group instructional/program feedback (SGIF/SGPF) or strategic planning findings such as SWOT (strengths, weakness, opportunities and threats) or appreciative inquiry. PowerPoint® slides explaining SWOT, appreciative Inquiry, and/or graduate roles and learning outcomes processes are some of the tools that can be made available for guiding renewal inquiries.

The program faculty then meets to reflect on the data, and decode any new directions, goals and recommendations for their program.

The program prepares its curriculum submission and self-study report according to the forms/templates provided by the Instructional Associate as chair. These forms, quality checklists and templates can be found at www.cid.vcc.ca under the curriculum development link.

A list of all faculty and staff members involved in the program may be found by searching the employee directory at the MyVCC intranet on the VCC website. ^(1, 14, 21, 22)

PROCEDURES: FEEDBACK AND REPORTING

A draft report is made available to all committee members and is reviewed and discussed with them at a meeting of the entire faculty. The flowchart and timeline show the scheduling of this process throughout the term.

Copies of the draft report are provided to the area Dean to enable a review and comments on the analysis and recommendations.

Revisions to the draft are incorporated into a final report. The final report is then accepted by the Dean or it can be sent back with comments and questions for further information.

The final report is then reviewed by the Vice-president Education and Student Services who may request further review or revisions. The Vice-president is responsible for sharing the final report with the VCC Community through the Education Council. [The program renewal flow chart](#) describes this feedback loop at the CID website:

The renewal report's recommendations are then sent to the area Dean where an action plan is created with the program and milestones are scheduled for implementation and program improvement. The area Dean and the appropriate Vice-president determine when the report and action plan are ready for review by Education Council and the college community.

The quality of the report and its recommendations are largely a function of the degree of participation of the various participants involved in the preparation of the document, and the thoroughness and thoughtfulness of the discussions that inform the process. ^(14, 22)

In summary, the preparation of the curriculum review and self-study in program renewal is an intensive process that should take between four to six months (approximately one semester) and involve all the stakeholders connected to the program being renewed. ^(14, 22)

ONGOING ANNUAL PROGRAM REVIEW PERTINENT DATA

Ongoing annual program review pertinent data is reviewed as described in the VCC Program Review and Renewal Policy C.3.2. ⁽²²⁾ The Dean and Department Head provide a report to the Program Department and Vice President. The Ongoing Annual Program/Department Review is an opportunity for faculty and staff to examine the state of teaching and learning at the Program/Department level in a collaborative and consultative manner. The results of this formative process provide the College with a program/department level analysis of the challenges and opportunities as well as action plans to meet those challenges and opportunities.

In the annual ongoing program review process, it is recommended that Sections A and B of the review are completed first by the Department Head and then circulated to all members of the department. This will allow time to reflect on the analysis. A meeting of the department should be scheduled soon thereafter to complete the remainder of the document for submission to the Dean.

[The template for annual ongoing program review](#) that includes the data and where to find it, can be found on the CID website

SIX KEY PERFORMANCE INDICATORS FOR PROGRAM RENEWAL

1. CURRICULUM AND INSTRUCTION

This includes reviewing if there is a sound foundation of research and effective educational practice displayed in the curriculum documents including the program content guide (PCG), course outlines and the VCC website. Sometimes the Formal Program Renewal Committee (FPRC) may ask for other selected documents to assess quality and alignment.

This may include syllabi, manuals, assessments, learning activities, education delivery methods, curriculum map of learning outcomes, and methods used to engage in professional or trade future trends and/or changing graduate roles and abilities.

External reports of future trends and changing employment roles are analyzed through student census questions and Program Advisory Committee (PAC) meeting minutes. The VCC Education Council Curriculum Committee has quality process guidelines for curriculum review at www.cid.vcc.ca then click on the Curriculum tab.

The flexibility of this aspect of the VCC renewal process is certainly one of its strengths.

Internal Curriculum Renewal

This process includes having key program faculty course instructors screen their course outlines using the [Course/Program Documentation policy C.3.6](#) to see what needs to be present. Faculty may ask the following questions or use a full set of academic program review questions presented in the curriculum renewal documents.

- What works?
- What needs to change?
- Is anything missing?

The FPRC then screens the PCG, website content and course outlines for the presence of best practices for curriculum. Curriculum best practices include presence and alignment, sufficiency and relevance of learning outcomes, learning activities, course evaluations, and guidance as to what courses students must take to complete the program. The committee includes student census comments and the provincial student outcomes long responses.

External Curriculum Renewal

This aspect of curriculum renewal includes the instructional associates from the VCC Centre for Instructional Development (CID) and members of the VCC Formal Program Renewal Committee (FPRC) external to the program screening the curriculum. If needed, external experts from outside of VCC may be asked to review the curriculum. Documents here will include screening the Program Content Guide (PCG), program requirements, and course outlines.

“Screening” is defined as reading and noting on the Education Council (EDCo) curriculum committee quality checklists what was included. Sometimes reviewers will uncover any gaps, inconsistencies or deficits in the curriculum. This aspect of the curriculum renewal is focussed on assessing for compliance with the VCC Course/Program Documentation Policy

The EDCo curriculum committee quality checklist is focussed on the presence of learning outcomes. If learning outcomes are not present, the curriculum renewal should be based upon recommendations to map learning outcomes into the curriculum. Other strengths and weaknesses in the curriculum are noted in the curriculum review.

A program may also gain access to an important external document during renewal. This could include a new competency or work profile, access to BC Council on Admissions and Transfer (BCCAT) articulation agreements and/or industry or trade authority standards. These documents will substantially inform the renewal recommendation for resources for curriculum development or revision.

2. FACULTY AND STAFF

The FPRC reviews faculty area hiring criteria, staff job descriptions and instructional development needs with the program to assure that student needs and learning outcomes are being met and future trends are monitored, changed or incorporated as needed.

Sometimes the FPRC will discover developing trends or changes in instructor or staff roles emerging from annual ongoing program reviews or Program Advisory Committee (PAC) meeting minutes. This may lead to recommendations for instructional development, training and/or other tailored and appropriate interventions.

The program succession and knowledge transfer plans, including strategies for recruitment and retention, should be reviewed with faculty and staff as well.

3. STUDENT OUTCOMES REPORTS (SORs)

Student Advancement

This includes reviewing the documents found at the [Provincial Diploma, Associate Degree and Certificate Student Outcomes \(DACSO\)](#). VCC Institutional Research (IR) provides metrics that analyze the meaning and reasons for the trends in completion rates, attrition, number and the percent of students who graduate and advance to chosen goals (e.g. employment, personal satisfaction or further education.)

Student Achievement and Satisfaction

This includes reviewing student performance on standard measures, attrition and completion rates and satisfaction rates from student census and DACSO long responses to capture the number of graduates not completing the program and why that is the case. Labour market demand is also investigated and reported. Some of this data can be provided by Institutional Research, the program itself, or from Banner or Business Intelligence databases.

4. STUDENT SUPPORT SERVICES

The committee reviews how the program identifies student support service needs and what the needs may be. Faculty, support staff and student views are solicited on the sufficiency of support services at VCC in all support service areas. These areas include Aboriginal Education and Services, Assessment Centre, Bookstore, Counselling and Disability Services, Financial Aid and Awards, Interpreting and Braille Services, Information Technology, Library and Learning Centres, the Registrar's Office, Student Records, Advising Services and the Arbitrator of Student Issues.

5. PROGRAM PLANNING AND ADMINISTRATION

The committee reviews the Annual Ongoing Program Review summaries and reports and financial data and budget summaries from the previous three to five years. The FPRC investigates if there were other processes in place to collect, analyze and implement, guide and evaluate changes or actions that affect the program.

Pre-interviews of the area Vice-president, the area Dean and the Department Head help the FPRC to scan the learning environment and determine reasons for program renewal and possible questions or issues that require further research.

Renewal includes assessing the congruence of VCC and the program's vision and mission statements, mandates and strategic plans. The committee may include a gap analysis, needs assessment, provisions for special populations, community surveys and environmental scan, a learning climate survey, a strategic planning process and/or the presence or development of marketing or evaluation plans.

Program Advisory Committee (PAC) recommendations, faculty committees and faculty meetings minutes, hiring criteria, labour market information, procedures manuals, VCC committees, support services and the training plan and budget may be reviewed here as well.

6. PHYSICAL ENVIRONMENT

This could include reviewing Student Census and provincial DACSO long responses or comments; conducting administrative, faculty and staff interviews, student learning climate surveys and documenting the goals of strategic planning, appreciative inquiry or visioning sessions.

Renewal is a collaborative process so the self-study process itself is flexible and will vary somewhat among programs.

Comments by faculty, staff and students include information relating to the adequacy of space and facilities (virtual or physical) and other physical learning resources like equipment, tools, books, journals, and/or library databases to determine if there were successful efforts to facilitate appropriate learning.

The following section provides a more detailed description of where formal program renewal committees may find data for their investigations. Certainly this list can never be complete although it is comprehensive.

The instructional associates archive and maintain currency for many electronic tools and resources at their Moodle Renewal Management System.

DATA COLLECTION AND EXAMPLES

The FPRC chair collects formal program renewal research data from a variety of sources prior to the first meeting and posts it to the program's Moodle Renewal site. Other data is created and collected during the renewal process.

The VCC Institutional Research student surveys, provincial data and metrics are vital to this process. Data is sorted under each of key performance indicators and later set as appendices to support the recommendations in the renewal report.

The following are examples of what to include in a program renewal.

Context, History, Description, Highlights

- Pre-interviews inform the context in which renewal is undertaken
- Program history may be obtained from long time faculty or VCCFA archives
- Course Description is on VCC website and program content guides (on Common "J"- drive)

Curriculum and Instruction

- Admissions process and pre-requisites-VCC website
- Program Content Guide (PCG)-"J"- drive or area Dean's Assistant
- Program and course learning outcomes-program content guide (PCG)
- Course outlines (sometimes course syllabi, manuals etc)- Program and/or Dean's Assistant
- EDCo process guidelines found at www.cid.vcc.ca
- Course/Program Documentation Policy found at www.vcc.ca

Student Outcomes Reports

Data collection and analysis is consistent for all program reviews and is maintained by the Office of Institutional Research (IR). Data is co-developed by IR and the program during annual ongoing program review. The Office of IR assists programs to meet institutional and research standards. The Office of Institutional Research provides an annual, college-wide summary report from the surveys provided to departments, programs and Formal Program Review Committees. This summary is submitted to the Vice-president of Education and Student Services as well.

This report will contain the transcribed student long responses and a summary of descriptive statistics. When available, the reports will also include trend data about completion and retention/attrition data.

- Demographic profile of student body may be obtained from IR and on VCC Student Outcomes Reports found at www.vcc.ca
- Provincial labour market and satisfaction student outcomes called the [Diploma, Associate Degree, Certificate Student Outcomes Diploma \(DACSO\)](#) reports from IR summaries at
- [VCC Summary of 5-years of student outcomes](#) can be attained through Institutional Research or found online at
- Transfer reports can be found at the [BC Council on Admissions and Transfer \(BCCAT\)](#)
- Programs will want to investigate and monitor the following questions about student completion for program planning.
 - What are the reasons students do not complete the program?
 - What is known about students who do not complete the program?
 - Is there a particular point in the program where students withdraw?

Faculty and Staff

- Departmental self-study can include a variety of investigative techniques ⁽²²⁾
- Faculty Area Hiring Criteria are on the common “J” drive at Human Resources link
- HR will provide support staff job descriptions
- Discuss need for a succession or knowledge transfer plan
- Collect the names of faculty and staff at MyVCC Intranet and click the Directory

Support Services

- Interview questions for student support services are maintained at the Moodle Renewal Template
- Student support services include: Aboriginal Education and Services, Assessment Centre, the Bookstore, Counselling and Disability Services, Financial Aid and Awards, Interpreting and Braille Services, Information Technology, the Library and Learning Centres and the Registrar and Enrolment Services, Student Records, Advising Services and the Arbitrator of Student Issues
- Renewal committees may also wish to investigate what is available for students through their student union, child care and health services areas at VCC.

Planning and Administration

- Questions and draft agendas for the program advisory committee (PAC) renewal focussed meetings are on the Moodle Renewal Template.
- The committee reviews articulation agreements and partnerships some of which can be found at <http://www.bccat.bc.ca/> and others through the Dean or Department Head
- The FPRC will investigate if the program has a process to respond to changes and collaborate with their Dean and stakeholders to support student learning outcomes and future trends in the profession, occupation trade or industry.

- This includes investigating the sufficiency of current area hiring criteria and/ or job descriptions to meet student and industry changes, needs and standards.
- **Marketing and Recruitment** of programs is an important aspect of program planning and administration. This includes investigating VCC's current marketing strategy.
- In some cases the FPRC may recommend that programs coordinate their marketing and recruitment goals and strategies with the current VCC Strategic Plan.
- **Program Advisory Committee (PAC)** Meetings and Minutes and other Industry and/or community stakeholders input is included under this key performance indicator area.
- Review minutes from program planning, visioning or faculty meetings
- Include 3-5 year summaries of Annual Ongoing Program Reviews, Institutional Research, Banner, Business Intelligence, Financial, Budget and Administration reports.
- Coordinate relevant executive summaries or reports with Dean and/or VP of the program area.

Physical Environment

- Implement an investigation of the physical environment through conducting a learning environment or physical environment survey
- Implement a small group program feedback (SGPF) survey of students
- Conduct a Physical Environment walkabout
- Review student long responses relating to the physical environment
- Interview faculty, staff and students.

PROGRAM STRENGTHS

It is very important to appreciate and showcase the work of the program, its faculty, staff and students and to celebrate its successes and achievements during renewal and in the report.

Strengths and achievements will emerge from the testimonials and narratives of faculty, staff, stakeholders and students.

The FPRC will check the VCC website for marketing news reports or other VCC social media sites that showcase VCC students and graduates work.

It is very important during to renewal to celebrate the positive aspects of every program in the lives of its graduates.

The hard work and analysis that goes into the renewal recommendations for improvement are intended to provide resources that improve the learning outcomes of VCC graduates.

Along the way we must not lose sight of what VCC programs do so well and acknowledge their "strengths" throughout the report.

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APPENDICES FOR RENEWAL REPORTS: AN EXEMPLAR¹

Appendix #1 -Program Review and Renewal Policy C.3.2

Appendix #2 -VCC Strategic and Education Plans 2014

Appendix #3 -Program History and Description

Appendix #4 –Program Content Guide and Course Outlines

Appendix #5 –Relevant Curriculum Documents (Syllabus, Manual, etc)

Appendix #6 –Professional or Trade Standards or Competencies

Appendix #7 -Student Demographics and Profile

Appendix #8 – Three to five years: Waitlist, Registration, Withdrawals, Completion, Graduation

Appendix #9 –Individual or five-year Student Outcomes Reports-DACSO , VCC, Long Responses

Appendix #10 –Student Survey Results Small Group Program Feedback or Learning Climate

Appendix #11- Faculty Hiring Criteria and Support Staff Job Description

Appendix # 12 - Student Support Service Reports

Appendix #13 –Program Plans (SWOT, AI, Succession); 3-5 yrs Annual Program Reviews

Appendix #14 Three to five years PAC Meeting Minutes

Appendix #15 - Three to five years Financial Documents, Budgets, Training Plans

Appendix #16-Physical Environment Scan and Walkabout Report

¹ Appendices vary in content and number from program to program and usually do not exceed twenty.

MOODLE MANAGEMENT SYSTEM RENEWAL TEMPLATE: SCREENSHOTS



Using Moodle



- [Test your computer](#)
- [Navigate this site](#)
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- [Learn to use Moodle](#)
- [Get Moodle Help](#)

[Click here for answers to students' most Frequently Asked Questions...](#)

This Help maintained by the Centre for Instructional Development.

Topic outline

Welcome to the Program Renewal Committee Moodle site. As "non-editing teachers" in this site, the committee members may review the documents and contribute comments or questions to the forum.

This site is a repository for resources, data and information of all kinds that will help to inform the committee's process and recommendations.

[News forum](#)

[Program Renewal Images](#)

[Standard forum displayed in a blog-like format](#)

Add a resource...

Add an activity...

1 Program Renewal Policy & Process

[Program Review and Renewal Policy](#)

[PROMPT: Program Renewal Orientation Manual: Process and Technique](#)

[PROMPT: Program Renewal Orientation Manual: Process and Technique](#)

1 Program Renewal Policy & Process

[Program Review and Renewal Policy](#)

[PROMPT: Program Renewal Orientation Manual: Process and Technique](#)

[PROMPT: Program Renewal Orientation Manual: Process and Technique](#)

[Program Renewal Flowchart](#)

[Data Sources Table Key Performance Indicators](#)

[Orientation PowerPoint Slides](#)

[Orientation PDF Slides](#)

[Preliminary Questions VP-Ed, Dean, Dept Head](#)

[Funding Program Renewal Table](#)

[Renewal Timeline Table](#)

Add a resource...

Add an activity...

2 Reports & Recommendations

- Draft Report Template-Revised April 2012
- Decision Note Template
- Briefing Note Template

3 Appendices

- Appendices Exemplar

4 Formal Program Renewal Committee Membership

- Formal Program Renewal Committee

10 Student Outcomes Reports

- 2013 VCC Graduate Outcomes Reports By Department-Program
- 2013 BC Student Outcomes (DACSO)
- 2013 Final Program Review Summary
- 2012 BC Student Outcomes Highlights
- FTE Enrolment Plan Actual by School, Program 2013-2014
- Online Learning Climate Survey-Revised Sept 11 2013
- Original Dental Hygiene Learning Climate Survey-2008
- Small Group Program Feedback Summary Table
- Small Group Program Feedback PowerPoint

11 Student Support Services

- Student Support Services and Questions

12 Program Planning & Administration

- Annual Ongoing Program Review Template-July 2013
- VCC Education Plan-March 2013
- VCC Strategic Plan, Reports & Publications 2013