

Self-Study Template for Regular Studies Instructional Departments

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Self-Study Template for Regular Studies Instructional Departments

Instructions

Program review at Langara College consists of a Self-Study, External Review and Action Plan. The Self-Study is the first component and informs the rest of the review. It provides the department an opportunity to analyze data, formulate recommendations, and – in collaboration with the Dean - begin developing a multi-year plan.

The Department Chair (or designate) completes the Self-Study within 1 semester in close and regular collaboration with the rest of the department and the Dean.

The Self-Study consists of six chapters, each of which corresponds to criteria that the [Quality Assurance Process Audit Handbook](#) has prescribed. (See Appendix 1: Quality Assurance Process Audit Assessment Criteria).

This template includes questions the department must answer in its Self-Study. If a question is not relevant (*e.g.*, the department does not offer credentials or has not undergone a prior review), answer with an “N/A.”

As part of the writing of the Self-Study, the Department Chair will receive a data package consisting of student-related data (*e.g.*, enrolment trends and student outcomes) and survey reports. This data package should accompany the Self-Study as an appendix.

Tips for Completing the Self-Study:

- Keep the Self-Study succinct. Many questions only require tables and not a narrative.
- Use this document as a fillable template. Insert content in the relevant sections. Once the Self-Study is ready, delete the “Instructions” page and update the “Table-of-Contents.”
- Base recommendations on the data analyzed in each chapter.
- View the Self-Study as a snapshot of the department as it currently is. Use the Self-Study to identify gaps the department will address over the next few years (*e.g.*, if the department does not have a curriculum map, the recommendation might be that the department will work with TCDC to develop one).
- Remember that recommendations need not be solutions. They can articulate questions to explore further or areas the department will address in its Action Plan.
- Wherever possible, focus on actions the department has the authority to implement. Consult the Dean as soon as possible if recommendations go beyond the department’s purview and/or have financial implications.

Completing the Self-Study is a collaborative effort with numerous parties providing assistance: the Dean (advice and institutional perspective); the Office of Academic Quality Assurance (project guidance, survey expertise and Ministerial perspective); TCDC (curricula expertise); Institutional Research (student data); the Associate Vice-President, Academic (strategic leadership). Any or all of these people are available to answer questions!

Self-Study Template for Regular Studies Instructional Departments

Preamble

Department Overview and History *(Data Source: Programs & Courses site)*

Note: Please review program and departmental websites to ensure they match current offerings.

- State the department’s name: Click or tap here to enter text.
- Complete the following table:

Credentials the department offers	Credential launch date (only for credentials launched since Fall 2012)

Add or remove rows as necessary.

- Include a brief overview and history of the programs the department offers. If the department does not offer credentials, provide a brief overview and history of the department instead. *(Expected length: ≤ 300 words per program or department.)*

Accreditation History *(Data Source: Accreditation Reports)*

- For departments subject to accreditation by regulatory bodies or professional associations, complete the following table:

Name of accreditation agency	
Length of accreditation cycle	
Date when the program’s current accreditation status ends	
Date of most recent accreditation review	
Date of next accreditation review	

Review History *(Data Source: Prior Program Review Reports)*

- If the department has undergone a prior review, include an Action Plan with the following information:
 - Date of most recent Langara program review;
 - Recommendations of the previous review and how the department addressed them (if the department did not address a recommendation, explain why).

Methodology Used for the Current Review *(Data Source: Academic Quality Assurance)*

- List the populations surveyed for this review (e.g., students, faculty, alumni, employers, PAC).

Populations surveyed

Add or remove rows as necessary.

Works Cited

- Include a “Works Cited” appendix if the Self-Study cites documents other than the data Institutional Research has provided. Refer to Langara Library’s [“Citing Your Sources”](#) page for guidance.

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Chapter 1: Structure, Admission and Enrolment

Structure *(Data Sources: [Programs & Courses site](#))*

QAPA criteria this section addresses: 1.b.i.1. (QAPA Handbook, p.9)

A self-study takes into account the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards.

- For each credential the department offers, list:
 - Total number of credits required;
 - Core and prerequisite courses (include credit value for each course);
 - Elective requirements;
 - Curricular options (e.g., specializations, capstone courses).*(Note: refer to the Program Curriculum tab of the [Program & Courses site](#).)*
- If the department does not offer credentials, insert a table that lists:
 - Courses regularly offered (include course code and number, course title and credit value).*(Note: refer to the Courses tab of the [Program & Courses site](#).)*

Admissions and Enrolment *(Data Source: [Institutional Research Student Data](#))*

QAPA criteria this section addresses: 1.b.i.1. (QAPA Handbook, p.9)

A self-study takes into account the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards.

- If admission requirements differ from general College admission requirements, list them and provide a rationale for these differences.
Click or tap here to enter text.
- Summarize IR-provided data on enrolment, seat and waitlist trends. Compare the data with:
 - Enrolment, seat and waitlist trends at the Study or Program Type (e.g., UT, Career/Vocational) as appropriate;
 - Enrolment for comparable offerings at competing institutions in the Province.*(Expected length: ≤ 200 words.)*
Click or tap here to enter text.
- Summarize IR-provided data on student demographics (gender, age and residency status). Compare the data with student demographics at the Program Type level. *(Expected length: ≤ 200 words.)*
Click or tap here to enter text.
- In the case of atypical enrolments, provide possible explanations. *(Expected length: ≤ 200 words.)*
(Examples may include admission requirements/pre-requisites which pose barriers to entry, or factors that limit the department's ability to attract underrepresented groups.)
Click or tap here to enter text.
- If there are factors limiting the department's ability to meet student demand, describe them.
(Expected length: ≤ 200 words.)

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Click or tap here to enter text.

Recommendations

- List any recommendations pertaining to the data and analysis presented in this chapter.

Click or tap here to enter text.

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Chapter 2: Curriculum

Program Learning Outcomes ([Data Sources: Course Outlines, Programs & Courses site, Program Proposal](#))

QAPA criteria this section addresses:

1.b.i.1. (QAPA Handbook, p.9)

A self-study takes into account the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards.

1.b.i.4. (QAPA Handbook, p.9)

A self-study takes into account that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard, and where appropriate the standards of any related regulatory, accrediting or professional association.

- For each credential the department offers, list the program learning outcomes.

Program Learning Outcomes

Add or remove rows as necessary.

- If the department does not offer credentials, list its goals.

Department Goals

Add or remove rows as necessary.

- Describe how the program learning outcomes/goals align with course-level learning outcomes. If the department has developed a curriculum map, include it here. (If not, developing a curriculum map could be a recommendation.) (*Expected length: ≤ 250 words.*)

Click or tap here to enter text.

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Credential-Level Standard/Regulatory Standards [\(Data Sources: Course Outlines, Programs & Courses site, Program Proposal\)](#)

QAPA criteria this section addresses:

1.b.i.4. (QAPA Handbook, p.9)

A self-study takes into account that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential-level standard, and where appropriate the standards of any related regulatory, accrediting or professional association.

- Describe how degree-level credentials meet the [Degree Quality Assessment Board's](#) degree-level standards. If the department has developed a map of degree-level standards, include it here. (If not, developing a map of degree-level standards could be a recommendation.)
(Total expected length: ≤ 250 words.)
Click or tap here to enter text.
- If applicable, describe how the program learning outcomes meet the standards of the regulatory, accrediting or professional body. *(Expected length: ≤ 200 words.)*
Click or tap here to enter text.

Satisfaction with the Curriculum [\(Data Sources: Survey Data\)](#)

QAPA criteria this section addresses:

1.b.i.1. (QAPA Handbook, p.9)

A self-study takes into account the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards.

1.b.i.6 (QAPA Handbook, p.9)

A self-study takes into account the graduate satisfaction level, student satisfaction level, and graduation rate.

- Summarize the survey data on student and faculty satisfaction with the curriculum. If the survey responses indicate a need for changes, describe what they might be. *(Expected length: ≤ 250 words.)*
Click or tap here to enter text.

Alignment with College Priorities [\(Data Sources: Academic Plan, Course Outlines, Programs & Courses site, Program Proposal\)](#)

QAPA criteria this section addresses:

1.c.iii (QAPA Handbook, p.10)

The guidelines are consistent with institutional Mandate, mission, vision and associated strategic goals.

- Describe how the curriculum aligns with these College priorities. (If this alignment has not yet occurred, following up on any or all of these priorities could be a recommendation) :
 - Inclusion/diversity;
 - Indigenous education;
 - Internationalization.*(Expected length: ≤ 250 words per College priority.)*
Click or tap here to enter text.

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Recommendations

- List any recommendations pertaining to the data and analysis presented in this chapter.
Click or tap here to enter text.

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Chapter 3: Delivery, Assessment and Student Success

Delivery Modes and Experiential Learning ([Data Sources: Course Outlines, Programs & Courses site, Survey Data](#))

QAPA criteria this section addresses:

1.b.i.1. (QAPA Handbook, p.9)

A self-study takes into account the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards.

1.b.i.6 (QAPA Handbook, p.9)

A self-study takes into account the graduate satisfaction level, student satisfaction level, and graduation rate.

- List the different modes the department uses to deliver instruction, as well as the number of sections and students for each mode.

Delivery mode	# of sections	# of students

Add or remove rows as necessary.

- Describe how the different delivery modes fulfill the department's objectives (e.g., offering opportunities to mid-career professionals). (*Expected length: ≤ 250 words.*)

Click or tap here to enter text.

- Provide the following information on experiential learning:
 - Different types of experiential learning available, as well as the number of sections and students for each type;

Type of experiential learning	# of sections per year	# of students per year

- If available, describe any tracking/feedback mechanisms the department uses to ensure that students are benefitting from the experience. (*Expected length: ≤ 250 words.*)

Click or tap here to enter text.

- Summarize the survey data (e.g., student, faculty, employer, PAC) on satisfaction with program delivery and experiential learning. If the survey responses indicate a need for changes, describe what they might be. (*Expected length: ≤ 250 words.*)

Click or tap here to enter text.

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Assessment *(Data Source: Course Outlines, Survey Data)*

QAPA criteria this section addresses: 1.b.i.5. (QAPA Handbook, p.9)

A self-study takes into account the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved.

- Describe the different methods used for evaluating and communicating student progress, and how these methods fulfill the department's learning outcomes/goals. *(Total expected length: ≤ 300 words.)*
Click or tap here to enter text.
- Describe mechanisms the department uses to ensure evaluation and grading methods are consistent across different sections of the same course. *(Expected length: ≤ 250 words.)*
Click or tap here to enter text.
- Summarize the survey data (e.g., student, faculty) on satisfaction with student assessment. If the survey responses indicate a need for changes, indicate what they might be. *(Expected length: ≤ 250 words.)*
Click or tap here to enter text.

Student Progression *(Data Source: Institutional Research Student Data)*

QAPA criteria this section addresses:

1.b.i.5. (QAPA Handbook, p.9)

[The] self-study takes into account the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved.

1.b.i.6 (QAPA Handbook, p.9)

A self-study takes into account the graduate satisfaction level, student satisfaction level, and graduation rate.

- Outline the departments' practices around grading/grade distribution. *(Expected length: ≤ 200 words.)*
Click or tap here to enter text.
- Summarize the IR-provided data on students' grade distributions, retention and credentials awarded. Compare this data with the grade distributions, retention and credentials awarded at the Study or Program Type (e.g., UT, Career/Vocational) level as appropriate. *(Expected length: ≤ 250 words.)*
Click or tap here to enter text.
- Summarize the IR-provided data on students' transfer trends and their academic performance at their destination institutions. Compare this data with the transfer trends and academic performance at the Program Type (e.g., UT, Career/Vocational) level. *(Expected length: ≤ 250 words.)*
Click or tap here to enter text.
- In the case of atypical student progression trends, identify possible roadblocks (e.g., courses that require multiple attempts, lack of available courses and/or seats). *(Expected length: ≤ 250 words.)*
Click or tap here to enter text.

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Student Pathways (Data Source: B.C. Transfer Guide, MOUs)

QAPA criteria this section addresses: 1.b.i.5. (QAPA Handbook, p.9)

A self-study takes into account the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved.

- Describe any program/course articulation agreements – including agreement expiration dates - the department has with other post-secondary institutions. *(Expected length: ≤ 250 words.)*

Click or tap here to enter text.

- List any courses the department offers that do not receive credit from any B.C. research university. Provide a rationale for why no credit is assigned to these courses.

Course	Rationale

Add or remove rows as necessary.

- Describe all pathways into the department from:
 - Other Langara College departments or programs;
 - External institutions (include pathways defined by formal block transfer agreements).

(Expected length: ≤ 250 words.)

Click or tap here to enter text.

- Describe all laddering pathways from the department to:
 - Other Langara College departments or programs;
 - External institutions (include pathways defined by formal block transfer agreements).

(Expected length: ≤ 250 words.)

Click or tap here to enter text.

- If the department is currently negotiating additional laddering or block transfer agreements, list them.

Click or tap here to enter text.

- List any laddering or block transfer agreement gaps which if filled would be of benefit to students.

Click or tap here to enter text.

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Student Outcomes (*Data Source: Institutional Research Student Data, Survey Data*)

QAPA criteria this section addresses:

1.b.i.6 (QAPA Handbook, p.9)

A self-study takes into account the graduate satisfaction level, student satisfaction level, and graduation rate.

1.b.i.7. (QAPA Handbook, p.10)

A self-study takes into account, where appropriate, the graduate employment rates, employer satisfaction level and advisory board satisfaction level.

- Summarize the [Student Outcomes](#) data. If alumni were also surveyed, summarize their responses in relation to the following as well:
 - Satisfaction with skill development;
 - Satisfaction with instruction;
 - Satisfaction with education;
 - Preparation for further education and career success;
 - Satisfaction with transfer experience;
 - Employment rate (only for career preparation and baccalaureate credentials);

(Total expected length: ≤ 300 words.)

Click or tap here to enter text.

- If the quantitative and qualitative data indicate changes are required to prepare students better for further education and/or a career, describe what these changes might be. *(Expected length: ≤ 250 words.)*

Click or tap here to enter text.

Recommendations

- List any recommendations pertaining to the data and analysis presented in this chapter.

Click or tap here to enter text.

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Chapter 4: Faculty, Faculty Development and Resources

Faculty *(Data Source: NID Reports, Banner, HR Data)*

QAPA criteria this section addresses:

1.b.i.3 (QAPA Handbook, p.9)

A self-study takes into account faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization.

1.d.ii (QAPA Handbook, p.10)

The institution should be able to demonstrate how faculty scholarship and professional development inform teaching (including graduate teaching) and continue to be a foundation for ensuring that programming is up to date.

- Insert a table that lists each faculty member associated with the department over the last two years with their names, credentials and courses taught;

Faculty Name	Credential	Courses Taught

Add or remove rows as necessary.

- Summarize the professional development faculty members associated with the department have completed over the last two years. *(Expected length: ≤ 200 words.)*

Click or tap here to enter text.

- Describe how faculty scholarship and professional development inform teaching and program relevance. *(Expected length: ≤ 200 words.)*

Click or tap here to enter text.

Facilities, Resources and Services *(Data Sources: Library, Facilities, Student Services, Educational Technology)*

QAPA criteria this section addresses:

1.b.i.2 (QAPA Handbook, p.9)

A self-study takes into account the adequacy and effective use of resources (physical, technological, financial and human).

- Describe the facilities the department uses (e.g., classrooms and lab space). *(Expected length: ≤ 200 words.)*

Click or tap here to enter text.

- Describe the resources the department uses (e.g., library materials). *(Expected length: ≤ 200 words.)*

Click or tap here to enter text.

- Describe the educational technology the department uses (e.g., LMS, media space, video conferencing). *(Expected length: ≤ 200 words.)*

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Click or tap here to enter text.

- Describe the services the department uses (*e.g.*, Co-op and Learning Commons). *(Expected length: ≤ 200 words.)*

Click or tap here to enter text.

- Summarize the survey data on student and faculty satisfaction with the department's facilities, resources and services. *(Expected length: ≤ 200 words.)*

Click or tap here to enter text.

- Based on this evidence, determine if there is appropriate alignment between the department's objectives and the available facilities, resources and services. *(Expected length: ≤ 200 words.)*

Click or tap here to enter text.

Recommendations

- List any recommendations pertaining to the data and analysis presented in this chapter.

Click or tap here to enter text.

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Chapter 5: External Connections

Program Advisory Committees *(Data Source: PAC Minutes)*

QAPA criteria this section addresses:

1.b.i.7. (QAPA Handbook, p.10)

A self-study takes into account, where appropriate, the graduate employment rates, employer satisfaction level and advisory board satisfaction level.

- For departments that offer career programs, provide the following information:

- Dates of PAC meetings over the last three years.

Click or tap here to enter text.

- Names and affiliations of program advisory members.

PAC Member	Affiliation

- If there are gaps in the current PAC membership, list them.

Click or tap here to enter text.

- Insert a table that:

- Summarizes the PAC's major recommendations over the last three years;
- Briefly describes how the department addressed these recommendations;
- Provides a brief rationale for recommendations the department did not address.

PAC recommendation	How recommendation was addressed (Provide rationale for recommendations not addressed)

Add or remove rows as necessary.

Related Regulatory, Accrediting or Professional Associations *(Data Source: Accreditation Reports)*

QAPA criteria this section addresses:

1.b.i.4. (QAPA Handbook, p.9)

A self-study takes into account that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential-level standard, and where appropriate the standards of any related regulatory, accrediting or professional association.

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- For departments with regulatory, accrediting or professional associations, insert a table that:
 - Summarizes the findings of the most recent regulatory/accreditation review;
 - Briefly describes how the department addressed these findings;
 - Provides a rationale for findings the department did not address.

Accreditation finding	How finding was addressed (Provide rationale for findings not addressed)

Add or remove rows as necessary.

Alumni and Employers (Data Sources: College Advancement, Survey Data)

QAPA criteria this section addresses:

1.b.i.6 (QAPA Handbook, p.9)

A self-study takes into account the graduate satisfaction level, student satisfaction level, and graduation rate.

1.b.i.7. (QAPA Handbook, p.10)

[The] self-study takes into account, where appropriate, the graduate employment rates, employer satisfaction level and advisory board satisfaction level.

- Describe how the department maintains alumni relations. *(Expected length: ≤ 200 words.)*
Click or tap here to enter text.
- For departments that offer career programs, summarize the following:
 - how the department maintains relationships with relevant industry partners and employers;
 - survey data on employers’ satisfaction with how well the department prepared students for a career;
 - survey data on employers’ feedback on the program learning outcomes.*(Expected length: ≤ 250 words.);*
Click or tap here to enter text.
- Determine if the quantitative and qualitative responses in the survey reports indicate a need for changes. *(Expected length: ≤ 250 words.)*
Click or tap here to enter text.

Recommendations

- List any recommendations pertaining to the data and analysis presented in this chapter.
Click or tap here to enter text.

Self-Study Template for Regular Studies Instructional Departments

Chapter 6: Recommendations

List of Recommendations

- Provide a complete list of the recommendations presented in the chapter above.

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Appendix 1: Quality Assurance Process Audit (QAPA) Assessment Criteria [Quality Assurance Process Audit Handbook, pp.9-11](#)

The QAPA assessment will focus on:

1. Overall process
 - a. Does the process reflect the institution's mandate, mission, and values?
 - (i) *The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs.*
 - (ii) *The process should contribute to the continuous improvement of the institution.*
 - b. Is the scope of the process appropriate?
 - (i) *There should be evidence of a formal, institutionally approved policy and procedure for the periodic review of programs against published standards that includes the following characteristics:*
 - *A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. A self-study takes into account:*
 1. *the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards;*
 2. *the adequacy and effective use of resources (physical, technological, financial and human);*
 3. *faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization;*
 4. *that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association;*
 5. *the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved;*
 6. *the graduate satisfaction level, student satisfaction level, and graduation rate; and*
 7. *where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level.*
 - *An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written report that assesses program quality and may recommend quality improvements; and an institution response to the report;*
 - *A summary of the conclusions of the evaluation that is made appropriately available.*
 - (ii) *The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.*

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- c. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?

(i) The guidelines are adaptable to the range of programs and offerings within the institution.

(ii) The guidelines provide measurable, consistent means and direction to undertake diversified program review.

(iii) The guidelines are consistent with institutional Mandate, mission, vision and associated strategic goals.

- d. Does the process promote quality improvement?

(i) The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional and academic programs.

(ii) The institution should be able to demonstrate how faculty scholarship and professional development inform teaching (including graduate teaching) and continue to be a foundation for ensuring that programming is up to date.

(iii) The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.

2. Review findings

- a. Were the responses to the sample program review findings adequate?

The institution has a follow up process for internal program reviews and acts in accordance with it.

- b. Does the process inform future decision making?

The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.

- c. Are the review findings appropriately disseminated?

The institution has a well-defined system to disseminate the review findings to the appropriate entities