

POLICY AND PROCEDURES

POLICY NAME: Service Reviews	POLICY NUMBER: 2.4.3	CATEGORY: Administration
RESPONSIBLE EXECUTIVE: Chief Academic Officer	APPROVAL AUTHORITY: Senior Leadership Team	EFFECTIVE DATE: October 6, 2023
NEXT FULL REVIEW DATE: October 5, 2028	REVISED: October 23, 2023	REPLACES:

Purpose

This policy supports Coquitlam College’s commitment to providing excellence in service and outlines the process for conducting service reviews that support College operations.

Scope

This policy applies to all employees of the Coquitlam College.

Policy Statements

1. The College maintains a high standard for the delivery of all services it provides and is committed to the regular review and renewal of these services.
2. Services reviews will inform the College’s mission and strategic objectives and will help support and guide the changing needs of the College community, so that all services are provided fairly, equitably and using best practice in industry.
3. Service Reviews will be conducted for each service area every five years. The Senior Leadership Team will determine a schedule for the review of each service area. Service areas subject to review are Library, Student Services, Office of the Registrar, Information Technology.
4. The College’s Curriculum Review Coordinator will maintain a Services Review Manual (Manual) to guide and direct all service reviews.
5. All data provided, collected and analyzed during service reviews will be monitored by the Curriculum Review Coordinator and will align with applicable legislation and College policy.

Procedures

1. Service Reviews are intended to provide opportunities to growth and renewal over time.
2. Input is gathered from various departments in the College, and where applicable external sources, to ensure a transparent and informed process.
3. The College community will have access to review progress, including findings and reports via the College’s intranet. Opportunities to provide feedback will also be available.
4. Action Plans will be made available publicly to ensure accountability and buy-in from the educational community and institutional partners of the college.

Roles and Responsibilities

1. Senior Leadership Team is responsible for:
 - Establishing a service review schedule
 - Providing required resources and support for the full and thorough completion of service reviews and the fulfillment of action plans

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- Ensuring that information gathered and used in service reviews is accurate, transparent, and upholds the mission statement of the College
 - Creating action plans that reflect informed decision-making based on review outcome
 - Communicating action plans
 - Monitoring and updating action plans as needed throughout the review cycle
2. The Curriculum Review Coordinator is responsible for:
- maintaining the Service Review Manual and assisting Service Area Leaders with the review process
 - providing Service Area Leaders with guidance and support for data collection, including approving the release of data for analysis, consultations, and drafting reports
 - monitoring the review process to ensure a timely delivery of resources and documents
 - drafting the final summary report in collaboration with the Service Area Leader
3. Service Area Leaders are responsible for:
- Working with the Curriculum Review Coordinator to establish a review schedule and identify required resources
 - Conducting reviews in compliance with applicable College policies and processes
 - Providing oversight and direction throughout the self-study process and engaging relevant parties in consultation
 - Submitting reports to Senior Leadership Team for review
 - Implementing action plans as directed by Senior Leadership Team
4. The IT department is responsible for:
- Working with the Curriculum Review Coordinator to provide relevant, accurate and timely data throughout the review process. Student registration data will be provided in compliance with applicable privacy legislation and approval of the Privacy Officer.

Follow-Up

5. During the course of the five-years prior to the release of the action plan, it is expected that the executive, academic, and service department heads will monitor and reflect on their own ability to achieve the goals as laid out by the action plan by following the specific KPI's listed for their departments and the school/program at large.

Definitions

None

Related Documents

[1.2.2 Records Management Policy](#)

[1.2.3 Information Security](#)

[Personal Information Protection Act \[SBC 2003\] Chapter 63](#)

Appendix A: Introduction to Service Review at Coquitlam College

COQUITLAM COLLEGE

Established 1982



Introduction to Service Review at Coquitlam College

Updated: January 2025

INTRODUCTION

Since 1982, Coquitlam College has offered flexible University Transfer, English studies for academic usage and high school completion. In 2013, the College received Ministerial consent to offer an Associate Degree program. Our programs have grown and adapted to suit the needs of students from around the world in their pursuit of the very best private education available to them as they pursue their goals in the Canadian education system.

The college's enrollment has seen steady increases that have required the further examination of college services and resource capacity. This commitment to providing excellence in instruction and service has been a hallmark of our continued development and growth. This attitude of excellence drives our responsibility to aid our students to do their very best to complete the programs that we offer. We recognize that the environment provided to our students is critical for their success and that it is our responsibility to provide the greatest atmosphere of academic growth possible.

This attitude means that we recognize the lived, diverse experiences of our students and ensure that our service reflects that diversity with open and responsible empathy. Additionally, we value speed and efficiency without sacrificing understanding or context in our services. This goal is adhered to from the most senior staff member to the newest hires. Our service enhances the learning opportunities of our students, and we strive for excellence in service.

The college currently offers the following post-secondary programs:

- The Associate of Arts degree program is a 60 credit, 2 year degree offered under the permission of the Ministry of Post-Secondary Education and Future Skills. Students who graduate from this program are eligible for application to the PGWP program and for transfer into Canadian post-secondary institutions and continue their education towards a four year university degree.
- The University Transfer program offers over 135 university courses at the first and second year level. These courses are articulated through BCCAT and are taught by qualified instructors who are often employed at the research universities that offer the degrees requested by our students. They offer a tailored opportunity for students to apply to their goal programs and schools while supported by our academic advising team.

PARA-ACADEMIC SERVICES TO BE REVIEWED

The services provided at the college that work together for student success have a responsibility to strive for excellence in the service that they provide. It is with this guiding principle that we must identify those services and the key performance indicators that we can use to strategically improve the services that we offer.

The following services are required to participate in a data informed review once every five years as directed by policy 2.4.3 Service Review:

1. Library

The college library is a key information provider for the student body at Coquitlam College. The library also takes care of the procurement and selling of textbooks, the BCELN, selling and recording of parking passes, and the administration of the college writing centre.

2. Student Services

Student Services is where official academic advising happens. This can include advising for situations regarding mental health, job and food security, as well as the requirements to transfer to other institutions in order to complete programs offered at other institutions. The Student Services office also handles the Homestay department, agent relations, graduation requests, foreign language support, student accommodations, and special requests.

3. Office of the Registrar

The Office of the Registrar is responsible for the management and verification of all student records. The Office of the Registrar is also responsible for the production of student documentation to verify status, achievement, or relationship to the college.

4. IT

The IT department is responsible for ensuring that students have access to the technology required to support and empower digital learning and research. Through the IT department student email, database, portal, and attendance are actively maintained as well as the ability for students to access and request data and communications from the college. They are also responsible for the physical hardware required to enable the digital offerings of the college.

GUIDING PRINCIPLES

Formative – The review will build on data over time and from various sources to provide opportunities to grow and mature over time. The review will assess and examine the services in situ with the intent to direct and influence the program through strategic assessment.

Participatory – Input is gathered from and for many different individuals and departments in the college community to ensure a transparent and informed process. This input is carefully collected in alignment with legislation governing privacy and data collection as well as policy 1.2.2 Records Management and 1.2.3 Information Security.

Evidence based – Conclusions are drawn from the evidence and informed realities of the students, staff, and instructors in order to enhance transparency and understanding. The analysis of data from qualitative and quantitative sources are used to confirm each other and to

exclude spurious outlying data points. The goal of all data analysis is to confirm and direct trustworthy conclusions that best serve the needs of all members of the college community.

Strategic – The results of this process are utilized to help the college to make the best possible decisions to support students, staff, and faculty, to ensure that students are successfully supported in meeting their program learning outcomes. This strategic process extends to the college community at large and aims to ensure that all individuals involved with the college are having their needs met to the best of the ability of college programs.

Iterative – This process aims to look at past trends and reports to maintain a continuity of informed practice. Learning from the past and seeing the correlations between data trends and school goals serves to provide points of orientation for future college strategies. The services offered by the college are paramount to the college’s continued ability to provide fulsome programs in the future.

Reflective – This review will ask questions of itself and the reviewers to ensure that the best possible strategic initiatives and reviews result from its creation. As well, the effectiveness and relevance of previous reviews is critical to the review process as the college strives to provide excellence in analysis. The guiding principle of the review process is that perfection is impossible and improvement in process, conclusion, and analysis is always worth striving for in order to best serve those in the college community.

Accountable – The findings and recommendations in this report are meant to inform decision making and to ensure all members of the college community can trust the directions of the school leadership. Findings and reports will be available upon request for community members to provide comments and critique. The public, both within and outside the college’s sphere, are a valued and impactful part of the college’s operations and deserve every opportunity to react to the strategies and goals of the college.

HOW WE DO THIS WORK

Service review is made up of several related moving parts. Each piece of the review process is used to inform the interconnected portions of College Services as a whole. As the College services are intricately connected, they are expected to be reviewed simultaneously.

The Service review is made up of the following sections:

Component	Purpose	Written By
Getting Organized	A meeting must take place at this time to determine the responsible owners of the relevant department so that they can be given the data policy and the scope of the review. It is important to also review the	The Curriculum Review Coordinator. Approved by the relevant leader of the service departments, i.e. Head of IT, Head of Academic Advising, Registrar, Head Librarian.

	timeline required for the service review to ensure that it can be reasonably expected to be completed.	
Service Department Self-Study	To collect and analyze data relevant to the performance of the services offered by the college. To ensure that data enforced strategies are discussed and proposed to the Senior Leadership Team in the for of strategic plans for the department.	Head of Academic Advising, Librarian, Registrar, IT Head, with additional data requests fulfilled by the Curriculum Review Coordinator as approved by the President and Chief Academic Officer.
Summary Service Report and Action Plan	This report is an executive summary produced by the curriculum review coordinator and delivered to the Senior Leadership Team. It contains the recommendations and proposed action plans from each service department along with relevant data.	The Curriculum Review Coordinator in collaboration with the Senior Leadership Team. The final review is provided by the Senior Leadership Team.

WHO IS INVOLVED IN THE CREATION OF THIS REPORT

The service review is informed by all members of the college community. However, certain members of the college will be placed in leadership positions for the entirety of the process to ensure accuracy and timeliness of report production.

The Curriculum Review Coordinator will be tasked with ensuring document delivery takes place within the predetermined schedule as dictated by policy 2.4.3 Service Review. The Curriculum review coordinator is tasked with supporting the completion of the Service review self-study, and the summary report as well as providing and seeking approval for data to be released to service department heads.

The Senior Leadership Team ensures that all documents produced in the course of the review process are accurate, transparent, and uphold the mission statement of the college as well as providing informed direction to the various stakeholders of the college. The Senior Leadership Team may also utilize external consultation as it reviews these documents in producing action plans for review.

The IT department will assist in the collection of appropriate KPI's in relation to the various service departments of the college when necessary. They will perform this action under the guidance of the Curriculum review coordinator as well as policy 1.2.2 Records Management and 1.2.3 Information Security.

The leaders of the service departments of the college will provide the oversight and direction of the Service self-studies which will be combined into an executive summary document for the analysis of the Senior Leadership Team. It is critical that service heads are given the data and information in order to do a high-level assessment of their departments and for there to be as much transparency as possible. As well as completion of the service self-study guide the service department leaders responsible for the collaborative adoption of recommendations as put forward by the Senior Leadership Team.

The IT department will provide data from the student registration data base at the discretion of the Privacy Officer as requested by the curriculum review coordinator and approved by the President and Chief Academic Officer. This data will be organized and delivered to the various school service department heads by the curriculum review coordinator.

All data provided, requested, and analyzed will follow a “Need to Know” and “Least Privilege” protocol to ensure that data integrity and privacy are maintained throughout this process.

STARTING THE SERVICE REVIEW

The service review is scheduled to begin in the in the 12 months prior to the five-year due date of the college service review. This will enable the collection, analysis, summarization, and permission for release. As well, this allows all stakeholders in the service review to take part in the finalization of documents and the timeline. Having these reviews completed in time for the due date for the submission for the organizational review would be ideal; however, interruptions to the review schedule are probable. It is the responsibility of the curriculum review coordinator to ensure that hurdles to the review process are handled in a timely fashion and that any delays to the review process are taken care of as quickly as possible.

For Additional support, please contact Mike Williams, Curriculum Review Coordinator at: 604-939-6633 Ext. 252 or mwilliams@coquitlamcollege.com

SERVICE REVIEW TIIMELINE

The Service review is a time-consuming process that involves every aspect of the college’s delivery of the programs. As such it is expected to take a great deal of time and effort from many different parties to complete at the level necessary to confidently portray the weaknesses and strengths of the school. To additionally complicate this process the annual vacations of staff and faculty breaks ensures that the production of this report must be undertaken with sincerity and recognition of the time commitments undertaken by staff, faculty, and college stakeholders. Therefore, the entire process may require up to 12 months to complete. Provided the speed of the actual review may take less or more time based on the amount of work done over expected periods of break for the office and teaching staff, as well as the amount of revision needed and recommended by the Academic and Senior Leadership Teams.

Additional considerations are required with respect to the timeframes or the IT staff in their ability to collect and assess data for the analysis of the curriculum review coordinator and relevant staff. The availability of staff with the qualifications, experience and privacy clearance necessary for the careful handling of data can impede the timely development of analysis for

inclusion and reference in the various reports associated with it. It is the responsibility of the curriculum review coordinator to navigate these impediments.

SERVICE REVIEW LIFECYCLE

Stages	Months											
	J	F	M	A	M	J	J	A	S	O	N	D
Getting organized	X											
Service Review self-study							X					
Summary Report & Action Plan												X

X = Report submission months

This timeline ensures program stakeholders will have access to not only the data as required by the Curriculum Review Coordinator, but also that data is collected in as timely a manner as possible through a reflective process of meetings and questionnaires that will establish fair and balanced baselines for analysis. The goal of this approach is to provide as many opportunities as possible for reflective and telling data collection that further informs additional questions of the evidence provided by identifiable and measurable KPI’s. This timeline is a collaborative agreement between the heads of the college’s service departments, the Senior Leadership Team, and the curriculum review coordinator. This review timeline is guided by policy 2.4.3 Review of College services.

DESCRIPTION OF EACH STAGE OF THE REVIEW PROCESS

Stage 1: Organization

Required staff: Curriculum Review Officer, Senior Leadership Team, Service Heads (Group), Registrar, IT department.

This stage allows staff involved in the review process to formalize a draft calendar to ensure that staff can commit to the timely completion of the involved stage of the review for which they are responsible. Also, this provides service department heads with opportunities to schedule staff that they think will be beneficial for surveys and interviews. Also, interview and survey formats and questions are reviewed and approved at this time as well as department KPI’s for specific focus if different from past reviews. This phase of the review process also gives Service department heads, IT staff, and the Senior Leadership Team an opportunity to account for what they believe to be issues in the review process, new technological capacity, or policy updates that may impact the review process.

Stage 2: Service review self-study and Proposed Action Plan

Required staff: Curriculum Review Officer, Senior Leadership Team, Department Heads (Individual), IT department.

The Service department review is an informed self-study based upon findings from surveys, interviews, and data analysis. Some departments that are more proactive will benefit greatly

from these reviews while others may use them as only a cursory informant as to the pulse of the department. The Curriculum Review Coordinator will help the service department heads to implement data collection methods that result in the most fulsome reports possible. It is expected that the service department head will look to the curriculum review coordinator for data and collaborative guidance, when necessary, in completing this report.

Stage 3: Summary report and Action Plan

Required Staff: Curriculum Review Officer, Senior Leadership Team

The summary report provides an executive summary of the service review including all individual services and their information. The curriculum review coordinator is responsible for the creation of the summary report, the timeliness of its creation and delivery of this report to the Senior Leadership Team. The Senior Leadership Team will then create the action plan based on this report. Before publishing the action plan, the Senior Leadership Team will meet with the heads of the service department to review the action plan and its potential implementation. Once approved, the action plan will be made available publicly to ensure accountability and buy-in from the educational community and institutional partners of the college. During the course of the five-years prior to the release of the action plan, it is expected that the executive, academic, and service department heads will monitor and reflect on their own ability to achieve the goals as laid out by the action plan by following the specific KPI's listed for their departments and the school/program at large.

At any time during the review process, the Senior Leadership Team may request status updates regarding the report as well as a review of the data being used by the curriculum coordinator. They may also ask for an explanation of the methodology being used by the curriculum review coordinator to accomplish the action plan.

LINKS TO RELEVANT POLICY

[1.2.1 Personal Information and Protection of Privacy for Students](#)

[1.2.2 Records Management](#)

[1.2.3 Information Security](#)

[1.3.7 Instructor Review and Professional Development](#)

[2.4.1 Curriculum Development and Review](#)

[2.4.2 Program Review](#)

[2.4.3 Service Review](#)

Appendix A: Service Review Report

SERVICE REVIEW REPORT

Regular service reviews are an essential element to maintaining the currency and quality of the services necessary to support student learning. When a school offers multiple programs with various levels of student need this becomes even more apparent.

The service review is designed to support continuous improvement of services offered to students, and to respond to the needs of students and employees. Departments review data and information related to their program(s) from the previous years, and provide comments on the following topics:

- A. Service Overview
- B. External Factors
- C. Students
- D. Key Performance Indicators
- E. College Initiatives
- F. Resources

The outcome of the service review is an Action Plan with 3-4 key initiatives that support service, quality, and demand. Service departments will be required to report on the status of their Action Plan from the previous years.

The Curriculum Review Coordinator (the Coordinator) is responsible for initiating and managing the review processes, and for the maintenance of program review records.

Due to the diverse nature of student needs at the college, the scope of service reviews will vary to address the specific requirements of students, faculty, and the wider school community.

Refer to policy 2.4.3 Service Review for additional information and guidance.

DEPARTMENTAL REVIEW REPORT

Service reviews are an essential element to maintaining the currency and quality of the necessary services students need to complete their education. They should focus on the continuous improvement of services and ways to continue to reflectively support student success. The outcome of Service reviews is an Action Plan with 3-4 key initiatives that support service, quality, and demand.

To complete the report, service department heads (Librarian, Registrar, and Head of Academic Advising) should review all survey and interview results; student and instructor feedback; relevant internal and external data and information; and action plans from previous years.

SERVICE REVIEW REPORT [insert year]**Department Name:****Date Submitted:****Resources and References:***List all resources, references and/or statistical data used during the review.***A. Department Overview***Summarize the activities in your department over the past year. Consider:*

- *key issues and factors that have had the most impact on service delivery*
- *barriers or pathways to student utilization*
- *past action items and outcomes*
- *overall challenges and successes*

B. External Factors*Summarize information from external sources, including regulatory bodies, professional associations, or other partners in industry and the community.*

- *Have you received any feedback from advisory groups, former students, employers or other external stakeholders?*
- *What are the changes and trends in business, industry, education and/or community and the impact on your service offerings? Consider external documents, such as association reports and Statistics Canada reports.*
- *Are there any direct implications of changes and trends on the delivery of your services?*

C. Students*Summarize the feedback received from students, either informally or formally.*

- *How do you obtain feedback from students, e.g. surveys, 1-1 discussions? What is the effectiveness of this approach? Is the feedback informative? Are there any notable trends or themes in the feedback?*
- *What are the trends in student retention and attrition? What are the reasons students give for leaving or withdrawing from courses? Are those reasons changing from previous years?*
- *Are there ways to enhance student success, student pathways, flexible admissions, and recognition of prior learning?*

D. Curriculum*Discuss the currency of the service offered.*

- *Identify changes made in response to internal and external factors.*
- *What technological development is underway or anticipated?*
- *What service expansion is underway or anticipated?*
- *Are services reflective of those offered in the field at other institutions?*

E. College Initiatives

What are the new or ongoing initiatives that help to improve and support teaching and learning? Discuss your department's activities related to these or other strategies, such as:

- *Online Learning*
- *Indigenization*
- *Universal Design for Learning (UDL)*

F. Resources

Comment on the physical and informational resources needed to support your department.

- *Identify any expertise that will require professional development over the next five years.*
- *Identify any non-recurring costs that may be required over the next year.*
- *Identify marketing/recruitment and retention resources required.*
- *Describe any HR needs that are currently not being fully met.*

ACTION PLAN

List 3-4 key initiatives. Consider the following questions when conducting interviews, reviewing data, drafting the report and creating an action plan:

- *What does the data tell you about your department?*
- *Are students supported well enough that their learning is adequately supported?*
- *Are your services using the most effective methods to support students in their various programs?*
- *Have any new initiatives been recently implemented to improve the service quality? Have these been effective? Can they be improved upon?*
- *Are there any ways to expand service delivery or to provide different delivery methods?*
- *Are there any significant, recent or planned changes to costs, revenues, resources?*

Additional Comments:

Provide any comments relevant to the research and review of this service.

Appendix B: College Service Review Survey

1. What is your current program?
2. How many years have you been in that program?
3. Where do you work and what's your job title?
4. What industry are you in?
5. What's your most important priority when accessing (Insert Service)?
6. What's your biggest roadblock when accessing (Insert Service)?
7. On a scale of 1 to 10, how satisfied are you with your experience today?
8. How likely are you to recommend (Insert Service) to others?
9. Rate your satisfaction with our team in resolving your issue.
10. Did you feel that our team answered your inquiry promptly?
11. Do you agree or disagree that your issue was effectively resolved?
12. How likely are you to access (Insert Service) again from us?
13. How likely are you to return to our website?
14. In your own words, describe how you feel about Coquitlam College's (Insert Service)
15. How can we improve your experience with the (Insert Service)?
16. What's working for you and why?
17. What can our staff do better?
18. How can our employees better support your goals?
19. How can we improve your experience with the website or the in-school location?
20. What would be one word you'd use to describe us and why?
21. Which alternatives did you consider before accessing (Insert Service)?
22. How often do you use the (Insert Service)?
23. Does the (Insert Service) help you achieve your goals?
24. What is your favorite tool or portion of the (Insert Service)?