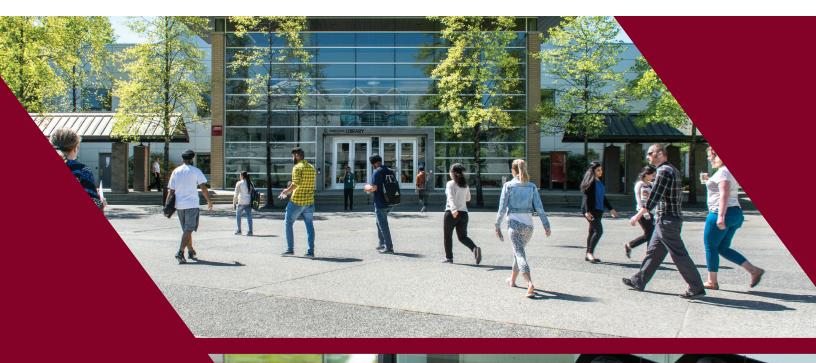# KWANTLEN POLYTECHNIC UNIVERSITY

QUALITY ASSURANCE PROCESS AUDIT
INSTITUTION REPORT
OCTOBER 16, 2019

PREPARED FOR THE MINISTRY OF ADVANCED
EDUCATION, SKILLS & TRAINING

KPU
Where thought meets action

TABLE OF CONTENTS

Note: QAPA requirements and criteria for the self-evaluation are included in red boxes throughout the report. KPU's responses are provided below each box.

LIST OF ABBREVIATIONS

AEST: Ministry of Advanced Education, Skills & Training

DQAB: Degree Quality Assessment Board

FPP: Full Program Proposal

FTE: Full-time Equivalent

ISFS: Institute for Sustainable Food Systems

ITA: Industry Training Authority

KPU: Kwantlen Polytechnic University

OPA: Office of Planning & Accountability

PSIPS: Post-secondary Institution Proposal System

PUE: Polytechnic University Executive

QAPA: Quality Assurance Process Audit

SSCAPP: Senate Standing Committee on Academic Planning & Priorities

SSCC: Senate Standing Committee on Curriculum

SSCPR: Senate Standing Committee on Program Review

SSCUB: Senate Standing Committee on University Budget

1. INSTITUTION PROFILE

1.1. Overview

KPU, Canada's only polytechnic university, serves a large and densely populated region in the Metro Vancouver region of British Columbia south of the Fraser River, with five campuses from Richmond to Langley. Over 21,000 students annually attend KPU.

KPU's history begins in 1981, when Kwantlen College was formed by separating from Douglas College. In 1988, Kwantlen College became one of five community colleges re-designated as university colleges with authority to offer baccalaureate degrees. In 1995, KPU received authority to grant degrees under its own name. In 2008, the Government of B.C. amended the University Act to re-designate Kwantlen University College as Kwantlen Polytechnic University (KPU), in recognition of its versatility in providing academic, trades and horticultural training.

KPU's strategic plan, VISION 2023, and the Academic Plan 2023, announced to the KPU community in 2018/19, speak to our role as a progressive polytechnic university and includes a stated commitment to enhance student experience in all programs.

VISION 2023 is focused on people who learn and work at KPU. The vision for KPU is that by 2023, KPU is a learning ecosystem rooted in a culture of sustainability, creativity and quality that inspires our people and our communities. In doing so, KPU will accomplish its mission: By thinking and acting together, we transform lives and empower positive change. KPU's 12 goals are:

»» Experience *We will:*
Goal 1: Enhance the experience of our students
Goal 2: Enrich the experience of our employees
Goal 3: Delight our friends in their KPU experience

»» Sustainability *We will:*
Goal 1: Embrace all cultures and promote a renewed, authentic approach to Indigenization
Goal 2: Foster environmental sustainability through our offerings, research and operations
Goal 3: Integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health

»» Creativity *We will:*
Goal 1: Increase the levels of activity, funding and intensity of research and scholarship
Goal 2: Increase innovation in teaching, learning and curriculum
Goal 3: Embolden creative problem solving across KPU's operations

»» Quality *We will:*
Goal 1: Ensure continuous improvement of all KPU programs and services
Goal 2: Hold each other responsible for our promises and our expectations
Goal 3: Be accountable to our partners, governments and communities

The Academic Plan 2023 aligns closely with VISION 2023. The overarching goal of the Academic Plan 2023 is student success. It focuses on initiatives that eliminate barriers to success, on actions that support students during their academic and personal development journey, on activities that

build confidence and important friendship and future career networks, and on ensuring the mental well-being of all our learners and KPU community members. Faculty continue to explore new ways to support student academic and vocational achievement through the development of teaching methodologies, teaching technologies, and making direct connections with the external environment of industry, NGOs, and community organizations.

KPU's Teaching, Learning & Scholarship Strategy & Action Plan 2018-2023 aims to create an environment for KPU educators and learners to flourish, succeed and thrive while making efficient and coordinated use of KPU's resources and leverage opportunities provided through KPU's unique designation as a polytechnic university.

1.2. Academic Programming

KPU offers 140 diverse programs, from graduate and post-baccalaureate diplomas, bachelor's degrees, associate degrees, diplomas, certificates, and citations, as well as trades and horticultural apprenticeship training.

As a polytechnic university, KPU strives to provide an innovative curriculum attuned to the rapid changes in industry, government, and the external environment. We achieve this through a rigorous program review process, monitoring government labour market analytics, a renewed connection to our program advisory committees, and the flow of external/ internal exchanges that result from our extensive experiential learning partnerships and projects.

KPU is also a national leader in open education. Among other things, we are the leading institutional adopter of open textbooks, launched Canada's first three Zed Cred (zero textbook cost) programs, established an Open Publishing Suite (OPUS) in the KPU Library to support our faculty authors, are developing open online courses as part of the OERu network, and support a range of innovative open pedagogies with the Teaching and Learning Commons.

1.3. Student Enrolment

KPU's Full-Time Equivalent (FTE) enrolments, which convert student headcounts into the equivalent number of students studying a full course load, are depicted below. In the 2018/19 Fiscal Year, the number of FTE enrolments at KPU was 13,826.2.

Student FTE Enrolment by Academic Level and Credential Type: Fiscal Year 2018/19

Academic Level	FTE	Credential Type	FTE
Undergraduate & Pathway[1]	11,909.8	Enrolled in degree programs	3,221.5
Graduate	18.5	Enrolled in undeclared programs[2]	7,332.2
Other [3]	1,897.9	Enrolled in non-degree programs	3,272.5
Total	13,826.2	Total	13,826.2

Source: Office of Planning & Accountability

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[1] The KPU Pathway to Undergraduate Studies gives students access to a limited number of undergraduate courses while they do the upgrading necessary to meet KPU's English proficiency requirement for undergraduate studies.

[2] Includes students in undeclared programs and Pathway to Undergraduate Studies in Faculty of Arts, School of Business, and School of Science and Horticulture.

[3] Includes students in vocational, developmental, and Continuing and Professional Studies programs.

1.4. Campus Locations

KPU has five campuses, all in the Lower Mainland of British Columbia. The campuses are listed below with a brief description of the key academic programming offered at each campus.

KPU Civic Plaza (13485 Central Avenue, Surrey, BC): KPU's newest campus, Civic Plaza campus is conveniently located directly on the SkyTrain's Expo Line adjacent to Surrey Central Station and the bus loop. The School of Business' post-baccalaureate and graduate diplomas as well as other programming are offered at this location.

KPU Langley (20901 Langley Bypass, Langley, BC): All programming related to Nursing, Horticulture, Brewing & Brewery Operations, and Music is offered at this campus, as well as science, business and arts courses. KPU Langley is home to a horticulture field lab, a turf training facility, nursing labs that use sophisticated sim technology and a brewing instructional laboratory.

KPU Richmond (8771 Landsdowne Road, Richmond, BC): All programming related to Fashion and Design is offered at KPU's new state-of-the-art facility, the Wilson School of Design, in Richmond. The Wilson School of Design houses purpose-built workshops, studios and labs that encourage collaboration and experimentation among students in design programs. KPU Richmond campus is also home to KPU's Institute for Sustainable Food Systems (ISFS) and one of the two farm schools. Many courses in arts, business and other areas are also offered on this campus.

KPU Surrey (12666 72 Avenue, Surrey, BC): KPU's Surrey campus is the largest campus both in terms of student enrolment and in the number of course offerings, which include Faculty of Academic and Career Advancement, School of Business, Faculty of Arts, and Faculty of Science and Horticulture. KPU Surrey is home to cutting-edge science labs, psychology labs for computer simulation exercises and research studies, and visual arts studios.

KPU Tech (5500 180 Street, Cloverdale, BC): KPU Tech is the home of KPU's Faculty of Trades and Technology. KPU Tech is certified as an LEED Gold Building and provides leading-edge trades and technology programs, which is an important resource in helping the rising demand for skilled trades workers and apprenticeships.

1.5. Program Offerings

> *Total number of credential programs offered by credential level.*

KPU offers a range of degree, diploma, certificate, and apprenticeship programs with opportunities for hands-on experience and experiential learning. KPU also offers five post-degree diplomas and two graduate diplomas.

Credential Type	# of Programs[4]
Apprenticeship	16
Associate Degree	21
Baccalaureate Degree	37
Certificate	24
Citation	9
Developmental	5
Diploma	21
Graduate Diploma	2
Post-degree Diploma	5
Total	140

Source: Office of Planning & Accountability

> *List international partnerships involved in the delivery of programs which result in the conferring of a credential.*

KPU's international partnerships include, but are not limited to, the following:
- Faculty Applied Research Collaborations
- Faculty Exchanges
- Study Abroad (Field Schools, Summer Schools, Nursing Global Learning Experiences)
- International Internships
- Incoming Student Exchanges
- Visiting Students

KPU is committed to enhancing student experience through international learning opportunities and is part of a diverse international network that prepares students for global success. KPU does not have partnerships that result in the conferring of a credential.

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[4] The table presents the list of programs with registrations in AY 16-17 and later.

1.6. Impact of the Institution Mandate on KPU's Quality Assurance Mechanisms

> *Describe how the institution's Mandate impacts or influences the quality assurance mechanisms employed by the institution (300 words maximum).*

KPU is a special purpose, teaching university governed by the [University Act](#). KPU has a bicameral governance structure, composed of a Board of Governors and a Senate. The management, administration and control of the property, revenue, business and affairs of the university are vested in the Board. Senate is the senior academic governing body at KPU and composed of faculty, staff, administrator, and student representatives. The Senate sets the criteria for awarding certificates, diplomas and degrees, and academic standing. The Senate is also responsible for setting academic standards and the grading system, curriculum content for programs, qualifications for admission, and policies and procedures for appeals by students on academic matters. The Senate has a close relationship with the Board of Governors and has a mandate to advice the Board on matters of academic policy, educational programming, and any other matters the Board may deem necessary.

The University Act states that KPU, as a special purpose, teaching university with a geographic mandate, must:

- provide adult basic education, career, technical, trade and academic programs leading to certificates, diplomas and baccalaureate and master's degrees, subject to and in accordance with other regulations of the University Act; and
- so far as and to the extent that its resources from time to time permit, undertake and maintain applied research and scholarly activities to support the programs of the special purpose, teaching university.

The [Ministry's Mandate Letter](#) provides additional direction to KPU on specific strategic priorities of the BC Government. KPU demonstrates its continuing commitment to government's priorities and accountability to the taxpayer through its annual Institutional Accountability Plan and Report.

KPU's mandate is threefold: teaching, polytechnic programming, and a defined geographic region. We reflect this in our approach to quality assurance by taking feedback from our students, from members of the sector/discipline including program advisory committees (PACs) during program development and review, by setting high standards for quality in experiential learning, and by putting quality assurance in the centre of faculty non-instructional duties.

KPU is committed to program quality and improvement, as evidenced in VISION 2023's goal to ensure continuous improvement of all KPU programs and services. KPU employs rigorous and systematic approaches to both program development and program review to ensure the continuous improvement of KPU's existing programs and that new programs are aligned with KPU's strategic priorities, its polytechnic mandate, and labour market needs.

2. QUALITY ASSURANCE POLICY AND PRACTICE

This report introduces the QAPA team to the internal processes currently in use at the institution and other materials needed during the site visit. Describe how the internal policies and program review processes are reflective of the institution's mission and whether the internal process gauges such things: how faculty scholarship and professional development inform teaching and continue to be a foundation for ensuring that programming is up to date, how learning outcomes are being achieved, and how student progress is assessed and measured.

2.1. Overview

KPU employs rigorous and systematic approaches to program development and program review, each governed by their respective policy and procedures, and informed by data. KPU has several quality assurance mechanisms in place, including regular reviews of programs, performance evaluations of faculty, student feedback on each course, as well as various feedback surveys used for service improvement, accreditation and other quality assurance functions. The Office of Planning & Accountability (OPA) is responsible for providing information to support continuous improvement, as well to guide institutional planning.

Through the program review process, KPU ensures that established policies and procedures are applied consistently across all programs and that recommendations arising from program reviews are addressed following the review to ensure program improvements are made. Through a rigorous program development process, KPU ensures that new programs fit within the mandate of KPU and support KPU's strategic and academic plans, and meet labour market needs.

2.2. Program Development

For program development, KPU's Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs Policy, outlines KPU's rigorous and consultative program development and approval process. Procedure AC10 and Appendix AC10 support this policy with additional detail and guidance. Program development undergoes a similar process for each level of credential developed at KPU, but the complexity varies depending on credential types, as illustrated in Appendix AC10. The policy has remained relatively unchanged since January 2016.

KPU also has a Guide for Program Development and Program Change, which outlines the steps and procedures for the development and approval of new and revised degree and non-degree credit programs. The guide provides template forms, information on which governance committees are involved in the review and approval process, and timelines for all developmental and approval processes.

The program development process involves consultation with a range of stakeholders, including faculty members, program advisory committees and experts in the field, deans, faculty councils, Provost and VP Academic, and various departments across the university, including Finance, Office of Planning & Accountability, the library and the Office of the Registrar. The approval process includes the Polytechnic University Executive (PUE), Senate Standing Committee on

Academic Planning & Priorities (SSCAPP), Senate Standing Committee on University Budget (SSCUB), Senate Standing Committee on Curriculum (SSCC), Senate, Board Governance Committee, and the Board of Governors.

The development process for new degree/non-degree programs consists of four stages.

Stage 1: Concept and Approval to Develop

The first stage begins with proponent(s) consulting informally with relevant members of the University community to test their assumptions and validate the idea for a new program, including alignment with KPU's polytechnic mandate, VISION, and academic plan. After the initial consultation stage, the Dean seeks the Provost's approval to proceed with a feasibility assessment of the program. The feasibility assessment which is conducted by the Office of Planning & Accountability, includes assessing the labour market demand for the proposed program, the degree of similarity with existing programs in BC, and anticipated student demand. Following the completion of the feasibility assessment, the proponent(s) draft a concept paper through internal and external consultations and seek internal governance approval, which includes approval by the Polytechnic University Executive (PUE) and the Senate. Once the concept paper has been approved by the Board, it is submitted to the AEST degree approval process, involving post-secondary Institution Proposal System (PSIPS) peer review, the Degree Quality Assurance Board (DQAB) review and recommendation to the AEST for final approval to proceed with the development of full program proposal.

Stage 2: Full Program Proposal (FPP) Development

The second stage involves widespread internal –all relevant KPU departments and educational support units to refine the curricular requirements- and external –including industry representatives, program advisory committees, and academic experts from peer institutions- consultations to develop the FPP. Each course goes through a rigorous review by the SSCC, both when initially developed, and whenever faculty wish to make changes to the course, which often occurs in response to program review findings. The full program proposal must also be approved by PUE, the Senate and the Board.

Stage 3: Ministerial Approval of FPP

Once the FPP is approved by the Board, it is submitted to PSIPS for peer review. As KPU has exempt status at the Baccalaureate level, FPPs for degrees will be submitted directly to the Minister of Advanced Education for approval following the peer review period.

Stage 4: Implementation

If the Minister grants consent of the degree FPP, the Provost, in consultation with the Dean and University Registrar, determine the implementation date of the new degree.

2.3. Program Review

As a public institution, KPU has a duty to ensure and report on the quality of its programs. Program Review is the mechanism by which we practice this accountability, and communicate it to our community. The purpose of program review at KPU is to assess the quality of its programs to

ensure continual progress and improvement at the program level. Program Review findings are intended to inform Senate deliberations on curricular changes, and curriculum development.

Program Review at KPU is a faculty-led, collaborative, systematic and evidence-based examination of a program's quality. Program Review allows for a detailed analysis of a program's strengths and areas for improvement that result in enhancements to the program. Students, faculty and alumni are all given an opportunity to provide their perspectives during the review. KPU's Senate Standing Committee on Program Review (SSCPR), which includes faculty, dean, staff and student representation, oversees the program review process.

The mandate of the SSCPR is to:
- Make recommendations to Senate on proposed revisions to the Program Review Policy
- Develop procedures and standards to ensure program reviews are conducted in accordance with the principles of the Program Review Policy
- Review Self-Study Reports, External Reviews and Quality Assurance Plans, and determine whether or not these meet KPU's program review standards
- Receive Annual Follow-up reports that consist of a summary of the project, and its achievements
- Report to Senate once per semester with a summary of the number of program reviews that have been initiated, the number of Quality Assurance Plans approved, and other items of note, since the last report to Senate
- Report to Senate annually with a schedule for program reviews planned for the coming year.

Policy AC3, Program Review Policy, illustrates KPU's commitment to providing high quality programs. Procedure AC3, Program Review Procedure, lays out the procedures for doing this. AC3 was revised in 2019 to clarify the policy language, and reflect the improvements made to the procedures. The most significant change was to strengthen the follow-up process through the submission of annual reports to ensure there is an effective process for monitoring implementation of the Quality Assurance plan that ensures program improvement. The previous policy had been in effect since 2009.

According to the policy, degree programs are reviewed at least once every five years and non-degree programs are reviewed at least once every seven years. Related programs are reviewed together, which means when there are both degree and non-degree programs for the same discipline, they are reviewed together every five years. The schedule for program reviews is updated on a yearly basis to ensure reviews are conducted according to the timelines in the policy.

The review consists of four phases, which are summarized below.

Phase	Purpose	Written by
1. Self-Study	• Assess program quality • Identify strengths and areas of improvement	Faculty (OPA provides data, survey and planning support)
2. External Review	• Validate the Self-Study • Provide external perspective	External Review Team
3. Quality Assurance Plan	• Establish the goals, strategies and steps that will be taken to address Self-Study and External Review recommendations • Identify the resources required to fulfill these goals, strategies and steps	Faculty (in consultation with the Dean; signed off by the Dean and Provost)
4. Annual Follow Up Reporting	• Provide yearly updates on Quality Assurance Plan progress	Faculty

While program faculty lead the review, other KPU members have a role. These include OPA, the Dean, Provost and the Senate Standing Committee on Program Review (SSCPR). A summary of the role of each follows:

Member	Summary of Primary Role
Faculty	Lead review; write program review self-study report and quality assurance plan
OPA	Provides planning and advice; provides administrative data; administers and analyzes surveys; provides liaison with SSCPR
Dean	Provides advice and institutional perspective; completes questions for the Self-Study report, works with the Provost to ensure institutional support for the Quality Assurance Plan
Provost	Has overall institutional responsibility for academic quality and approves each quality assurance plan
SSCPR	Ensures all self-study and external reports, the quality assurance plan and follow-up reports adhere to program review standards.

Details of each phase in the program review process follows. KPU follows a continuous improvement process for program review, so key changes in these steps, and their timing, are also provided. OPA's Quality Assurance team, led by the Manager, Quality Assurance, provides support to programs throughout the review process. This includes providing an orientation session about the steps, describing the roles of faculty, the Dean and the Provost, and the support that the Quality Assurance teams provides. In consultation with faculty, a work plan and timeline is developed. The Quality Assurance team provides the data needed for the review, including administrative data such as enrolments, grades, and graduations, and outcomes data collected by BC Stats. The Quality Assurance team also designs and administers surveys for each program review, surveying students, graduates, faculty, and where possible, members of the discipline/sector outside of KPU.

Phase 1: Self-Study

The Self-Study phase requires an analysis of the program's strengths, weaknesses, opportunities and challenges. It forms the foundation on which the entire review is based. The Self-Study defines the scope of the review, and determines the focus for the external review and subsequent

strategic planning. A coherent curriculum is fundamental to meaningful learning and student success. It is the lens through which the program review team – the faculty members leading the review – assess their program and develop an integrated strategy for strengthening their program. The Self-Study report must address a set of standards that have been established by the SSCPR and must be approved by the SSCPR before the review proceeds to the next phase. A program review guide provides information on the standards and the types of information, and their sources, for addressing each standard. These guidelines are reviewed by OPA, in consultation with the Provost and members of the SSCPR, every few years and updated as required to ensure the standards are in line with institutional priorities. Program review guidelines are approved by the SSCPR. A report template was recently created for the Self-Study to standardize all reporting, ensuring all standards are clearly addressed. Links to these are provided in Appendix A.

Phase 2: External Review

During this stage, the self-study will be reviewed by an external review team, composed of two discipline/sector representatives (at least one of whom is an educator from a similar academic program at a different institution) and a KPU faculty member from a different program. The External Review Committee provides an objective view on the quality of the program, the program's self-study report, and validity of the self-study document following a day-long site visit with the program's faculty, administrators, alumni and students. The External Review Team reviews, analyzes, and writes recommendations based on the program's self-study report and their site visit. The External Review team are provided with guidelines about the external review, as well as the Self-Study report. More recently, a report template is provided to simplify the reporting process and make sure the external review fully addresses all program review standards. These documents are provided in Appendix A.

Phase 3: Quality Assurance Plan

The Quality Assurance Plan is a five-year strategy for how the program will ensure continued program improvement with a plan for how it will address the recommendations from the Self-Study and External Reviewers' Reports. It is written by the program review team and includes a summary of the strengths and weaknesses of the program, the program's planned quality assurance goals, and the strategies and steps for addressing those goals over the next five years. Programs are strongly encouraged to consult their Deans and/or Associate Deans very early in the process to establish consensus on program direction and available resources. The Quality Assurance Plan must be endorsed by the Dean and Provost before being submitted to the SSCPR for their review and approval. The chair of our curriculum committee (who is also the vice-chair of the Senate) is present at all SSCPR committee meetings so that action on the Quality Assurance Plan can begin immediately.

The Quality Assurance Plan was introduced in the Fall of 2017, replacing the Action Plan, and the Institutional Response. The former Action Plan was written by faculty, describing how they planned to address the recommendations. The Institutional Response was written by the Dean, with input from the Provost, on how the institution would support the Action Plan. The Quality Assurance Plan combined these separate steps into one, to ensure there was collaboration among faculty members, the Dean and the Provost in developing the plan on how recommendations from the program review process would be addressed. The process of developing the plan ensures

there is institutional support for the plan. A guide and report template was created for the Quality Assurance Plan to standardize all reporting. Links to these are provided in Appendix A.

<u>Phase 4: The Annual Follow-Up</u>

The program review cycle is completed once the SSCPR has approved the Quality Assurance Plan. Then next review will start 5 or 7 years later, for degree and non-degree program, respectively. In the interim, the program works on implementing the Quality Assurance Plan, making annual follow-up reports to the SSCPR.

Follow-up reporting is based on the Quality Assurance Plan approved by the SSCPR. It provides programs a framework for reporting the implementation and progress to date on the Goals, Strategies and Steps listed in the Quality Assurance Plan. Prior to September 2019, programs were required to provide one follow-up, a year after the approval of the Quality Assurance Plan by the SSCPR. Starting September 2019, programs are required to provide annual follow-up reports on their progress until the program can demonstrate, to the satisfaction of the SSCPR, substantial completion of the Quality Assurance Plan. Links to the annual follow-up reporting guide and template are provided in Appendix A.

<u>Program Review Timeline</u>

A program review ideally should take a total of 18 months elapsed time from its commencement to the submission of a Quality Assurance Plan, allowing for a two month break for faculty vacation. The following timeline is based on 16 months, excluding the two months allowed for vacation.

Step	Months (Number of Months Suggested for Each Phase in Parentheses)															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Planning	(2)															
Surveys		(3)														
Self-Study			(6)													
External Review								(5)								
Quality Assurance Plan													(4)			

KPU has developed detailed manuals and templates to guide and support programs through the process. Links to these documents are provided in Appendix A.

KPU's current and planned program review activity is summarized in Appendix B: Completed and Planned Review Worksheet. This information was submitted to DQAB on June 14, 2019 and is included in this report for information.

2.4. Faculty Scholarship and Development

Faculty remain current in their field in a variety of ways, including:

1. Faculty Educational Leave is available to all regular faculty members at KPU. The program provides an extended period of time for faculty to engage in a program of research or other appropriate scholarly activity, an opportunity to upgrade professional skills, acquire new competencies or credentials, or engage in approved teaching and learning activities, including course or curriculum development work.

2. KPU's 0.6% Faculty PD Fund allows KPU faculty members to pursue research initiatives that support and advance the quality of KPU's teaching and learning environment. All faculty members are eligible to apply and call for applications occur three times a year.

3. KPU's Scholarly Inquiry Grants (SIGs) are available to all KPU faculty members. The grants, for up to $2K, are intended to enhance students' learning experiences by encouraging faculty-led investigation of new or innovative teaching and learning practices. This is a reflection of our mandate as a Special Purpose Teaching University, in that we encourage the professional development of faculty in this area. Applications are accepted on an ongoing basis and reviewed within two weeks of receipt.

Applied research is integral to KPU's polytechnic culture —where thought meets action— and it is key to productive community engagement and social innovation. KPU's Office of Research Services (ORS) assists researchers with proposal preparation and administration of sponsored projects. The office also collaborates with faculty to find funding sources, develop research plans, outline project management metrics, and prepare reports.

KPU's ORS is committed to incorporating knowledge mobilization (KMb) and knowledge transfer (Kt) strategies into its applied research and community engagements. The ORS showcases the KPU research community through compelling visual narratives, stories, and openly accessible publications in both curiosity-driven and applied research areas. The ORS maintains current KMb and Kt strategies and methods through its partnerships with the BC Applied Research and Innovation Network (BCARIN), Research Impact (a consortium of 14 universities committed to maximizing the impact of academic research for the public good and in support of global communities), and Colleges and Institutes Canada.

KPU's Teaching and Learning Commons is the institution's teaching and learning centre and serves as catalyst, collaborator, connector, communicator and coordinator for teaching and learning at KPU. The Commons works in partnership with other academic and administrative departments and provides complementary expertise. The goal is to achieve exemplary student learning experiences and leadership in distinctive areas of teaching and learning within the BC post-secondary community, and beyond. KPU's Teaching & Learning Commons regularly offers many free events and instructional skills workshops throughout the year for faculty who are interested in developing or improving upon their teaching and learning processes. The Commons also provides support on learning technologies, curriculum design, strategies to enhance student engagement and assessment tools and strategies.

Teaching Fellows Program provides educational development leadership opportunities for regular faculty members at KPU. Teaching Fellows are seconded from their respective faculty appointments through partial time releases. The initiative is funded by the Office of Provost, Teaching & Learning and call for applications occur once every semester. Fellows collaborate with senior administrators to plan and enhance the offerings under the umbrella of teaching and learning to support select key priorities in the Academic Plan 2023 and current institutional priorities, such as Open Education.

2.5. Learning Outcomes and Student Progress

An integral part of the Self-Study Report is an assessment of the quality of the program's curricular design. An in-depth curriculum review provides the program review team with opportunities to link their curriculum to the realities of the world beyond the program and produce graduates who are equipped to thrive in a competitive employment market. The curriculum review requires the program review teams to develop generic (essential skills) and program-specific competency statements, measurable learning outcomes, and credential-level specifications, and a career pathways map as part of the self-study process. Programs are required to review how well the program learning outcomes meet the SMART criteria and align with program competencies. Programs are also required to assess whether the range of assessment methods used to evaluate student learning support the program competencies and learning outcomes and allow students to demonstrate their attainment of competencies and outcomes. Internal consultants and teaching fellows are provided to assist in the development of high quality outcomes and pathways through our programming.

A great majority of programs at KPU lack program-specific competency statements; therefore, program review teams often spend considerable time developing competencies, which can cause delays in the planning phase of the program review process. Starting September 2019, the Senior Manager, Education Development, Teaching & Learning Commons is supporting the programs under review in articulating the program competencies and developing the curriculum profile and career pathways map. KPU's Guide to Curriculum Review (see Appendix A) provides guidance on the three requirements of the curriculum review process.

The competency statements are used in student, faculty, alumni, and discipline/sector surveys to gather these stakeholders' feedback on whether the program is best preparing students and graduates for employment and/or further study. These assets and the results of the surveys are used in the quality of curriculum design section of the self-study report to discuss the satisfaction levels of students, alumni, and faculty members with how the program is preparing students to perform the program competencies and discipline/sector representatives' view on importance of each competency and additional competencies the program should support.

To conduct a curriculum review that links discipline/sector relevance to student learning, the program review team is required to do the following:
- Develop/Review Curriculum Profile
  - Overview of the Program
  - Competency Statements (specific and generic)
  - Measurable Student Learning Outcomes
  - Credential-Level Specifications
- Analyze Discipline/Sector Competency Survey Results
- Develop/Review Career Pathways Map

The approval process of new programs requires a full description of the curriculum. To ensure that our programs are created with a broad and deep plan for overall quality, KPU reviews new program proposals alongside granular information on the individual courses on which said program would rely. This means that a new KPU program is built not only with an understanding of the broad structure of its curriculum, but also the specific activities, outcomes, assessments, and textual resources, etc. that will enact our quality assurance goals.

When a program is altered as a result of its Quality Assurance Plan (which is reviewed by the chair of our curriculum committee) those alterations also include a review of the implicated courses.

2.6. Other Policies that Promote Quality

Policy AC 13, Qualifications for Faculty Members Policy, guides the appointment of faculty, to ensure they are appropriately qualified and possess the necessary scholarly preparation and currency to meet external peer expectations of accreditation, program approval, and program review bodies.

Policy AC1, Advisory Committees Policy, was created to establish the criteria for KPU advisory committees. Committee members are an external selection of leaders in their field with a diversity of program-related experience and expertise. The committee ensures programs are current and relevant to industry, business and society. Advisory committee members identify current and future industry trends and shifts in the skills and knowledge graduates need to meet employer requirements. They advise on the need for new programs and participate in their development and quality assurance.

The purpose of the Policy AC4, Student Evaluation and Grading Policy, is to prescribe the requirements for the assessment of student learning at KPU and provide students, other educational institutions, and employers with a clear indication of students' level of achievement. A student who is dissatisfied with the assessment of their work or performance in any aspect of class work, including a mid-term or final examination, follows the procedures set out in Policy ST3, Grade Appeals Policy, and Procedure ST3, Grade Appeals Procedure.

3. SELF-EVALUATION APPROACH

Provide a general overview of the approach used by the institution to complete its internal evaluation process (self-study) for the QAPA. This section should outline the following: the main issues of the self-evaluation; the membership of the institution's quality assurance team/committee members and their respective roles; the distribution of duties and responsibilities; data/ evidence collection procedures; data/ evidence analysis procedures used to critically assess the effectiveness of quality assurance mechanisms; and any consultations carried out.

The development of the institution report and preparation for the QAPA site visit was inclusive and consultative, reflecting KPU's commitment to the quality assurance process.

3.1. Governance of the QAPA Planning Process at KPU

A QAPA Steering Committee was created to govern the QAPA planning process at KPU. Members included:
- President
- Provost and Vice-President, Academic
- Vice-Chair, Senate
- Associate Vice President, Planning & Accountability
- Manager, Quality Assurance
- University Secretary and Confidential Assistant to the President

The process was managed by the Associate Vice President, Planning & Accountability, who, together with the President and Provost, determined membership in the Steering Committee. The Steering Committee identified the participants for the site visit, and the agenda, based on the QAPA specification. Logistics for the site visit were handled by the Office of Planning & Accountability, led by Manager, Quality Assurance and the Office of the President, led by the University Secretary.

3.2. Development of the Institution Report

The development of the institution report was led by the Manager, Quality Assurance using the following sources:
- KPU VISION 2023 Strategic Plan
- KPU 2023 Academic Plan
- KPU Accountability Plan & Report 2018/19
- KPU Teaching, Learning & Scholarship Strategy and Action Plan 2018-2023
- Academic Policies and Procedures, including those for Program Review and Program Planning
- Program Development Guidelines
- Program Review Guidelines

The QAPA Steering Committee also provided input into the report.

3.3. Preparations for the Site Visit

All of the key stakeholders expected to meet with the QAPA panel, including the Steering Committee and the deans and faculty members of the selected programs, were advised of the dates of the site visit and were asked to make themselves available. Space has reserved for the meetings. The site visit will take place at KPU's Richmond campus.

It is important to note that some of the members of the program review teams have since left KPU. In these cases, current faculty members from the selected programs will participate in the site visit.

4. QUALITY ASSURANCE PROCESS AUDIT (QAPA) SELF-STUDY

4.1. OVERALL PROCESS

4.1.1. Does the process reflect the institution's mandate, mission, and values?

> ***Criteria***
> *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. The process should contribute to the continuous improvement of the institution.*
>
> *Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.*

Continuous improvement at KPU is the focus of a number of functions and processes, including program reviews of existing program, course feedback for all academic delivery, feasibility assessments of proposed new programs, and various feedback surveys from current and former students, employees, and discipline sectors. Board policies, and Senate approval processes guide program review, new program approval, and curriculum change. These processes are systematic, rigorous, consultative and informed by data and relevant information. The Office of Planning & Accountability is responsible for providing information to support continuous improvement, and to guide institutional planning.

Program Review Process

As outlined in Section 2.3, KPU's Program Review Process is guided by Policy AC3, Program Review Policy and associated Procedures.

Program review at KPU is guided by the following principles:
- Formative: the review clearly identifies program strengths and weaknesses to ensue program improvement.
- Participatory: the review uses input from internal and external stakeholders (i.e. students, graduates, faculty, staff, administration, program advisory committees, licensing or accrediting organizations, and employers, as appropriate).
- Evidence-based: the review follows a standardized, evidence-based methodology.
- Strategic: the review leads to coordinated action that strengthens the program's ability to support students in achieving the program's competencies and learning outcomes.
- Accountable: program review reports must be approved by the Senate Standing Committee on Program Review and made available on KPU's Program Review site.
- Iterative: the review draws on previous reviews and recommendations with specific attention to trends and patterns.

An annual cycle of program review is developed for each Academic Year by the Manager of Quality Assurance, in consultation with each Dean. This annual plan ensures that each program is scheduled to have their review to start as required by Policy AC3. The exact timing is based on factors such as availability of faculty who will be involved in the review, avoiding their non-teaching term, and any significant issues with the program that may need to be addressed before a review can start. New programs do not undergo a review until they have had students for at least a few years, and usually not until the program has some graduates. This is to ensure there are students and graduates who can provide feedback on the program. Thirty-four programs are scheduled for review between 2018/19 and 2025/26 Academic Years (see Appendix B: Completed and Planned Review Worksheet).

To ensure a consistent, evidence-based process is followed, the Quality Assurance team at the Office of Planning & Accountability, under the leadership of the Manager of Quality Assurance, supports faculty conducting reviews, from planning to the report submission process. The Quality Assurance team provides administrative data, conducts student, alumni, faculty and discipline/sector surveys, clarifies expectations regarding program review reports, coordinates the external review, and collaborates with the Chair of the Senate Standing Committee on Program Review (SSCPR) to set meeting agendas. The Manager of Quality Assurance is also available to program review teams for consultation on specific issues as they arise. Program review teams are also supported by the Manager of Educational Services, Teaching & Learning Commons during the curriculum review portion of the self-study report.

To ensure program reviews stay on track, the Manager of Quality Assurance provides the SSCPR with monthly updates on the progress of ongoing program reviews. The Chair of the SSCPR will follow-up with faculty if the review is falling behind schedule to ensure they understand the importance of following the timeline, and identify any issues that may need to be resolved.

All program reviews include an external review component to validate the self-study and provide an external perspective on the program. The external review team include two individuals external to KPU, each with credentials and expertise within the appropriate field, plus a KPU faculty member from another Faculty. The process involves a day-long site visit, which includes meeting with the dean, faculty, students, and alumni. The visit is followed by a written report with recommendations for improvement, which is forwarded to the dean and the program review team once it is approved by the SSCPR. This external review ensures the program is responsive to the needs of the sector.

KPU's has detailed guidelines and templates for each phase of the program review process to streamline and simplify the reporting requirements, and ensure consistency. All KPU employees have access to the program review templates, guidelines, reports of completed reviews and ongoing reviews and other resources to support the program review process.

The effectiveness of the program review process is evident in the improvements that are subsequently made to the programs. Many of these program improvements are curricular in nature and hence go through Senate approval, starting with the Senate Standing Committee on Curriculum. Other changes are more operational in nature. All changes are captured in the follow-up report that is required by the SSCPR a year following completion of the review. The revised Program Review policy now requires an annual follow-up until the Quality Assurance Plan is substantially completed, to ensure that the program review results in the changes that were outlined in the Quality Assurance Plan.

Improving Services

Although there is no formal service review process at KPU, OPA collects feedback from students and employees to identify how well various services and supports are meeting their needs, and understand where improvements are required. Through various surveys to students we collect feedback on the library, learning centres, admissions, course registration, their experience in the classroom, physical space, and other aspects of their experience at KPU.

We also collect feedback from faculty to understand the needs they have related to teaching and learning, as well as research, and assess how well current supports meet their needs. In addition, there are surveys to address other issues, such as identifying the technology needs of faculty, students and employees, and understanding their health and well-being needs.

The feedback collected through these surveys are used by the appropriate units to improve and expand their services as part of KPU's continuous improvement processes.

Program Development Process

As described in Section 2.2, KPU's program development process is governed by Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs Policy. Programs cannot be canceled, changed or added without going through the appropriate planning and governance processes, that includes consultation, and the use of relevant information to inform these decisions.

New programs, and those that undergo substantial change, are required to have a feasibility assessment completed early in the program development process. This assessment examines the feasibility of the program from three perspectives:
- the labour market need that the program is intended to address based on labour market projections conducted by the government and other sources of information on the future needs of the labour market;
- the competitive environment in BC for similar programs to determine whether the proposed program will fill a gap or have unique attributes that will fill a need; and
- potential student demand, given the above information, and information on enrolment patterns in similar programs at other institutions, or in feeder programs.

The program development process involves consultation with a range of stakeholders, including faculty members, program advisory committees and experts in the field, deans, faculty councils, Provost and VP Academic, and various departments across the university, including Finance, OPA, the library and the Office of the Registrar. The approval process includes the Polytechnic University Executive (PUE), Senate Standing Committee on Academic Planning & Priorities (SSCAPP), Senate Standing Committee on University Budget (SSCUB), Senate Standing Committee on Curriculum (SSCC), Senate, Board Governance Committee, and the Board of Governors.

4.1.2. Is the scope of the process appropriate?

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Criteria

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:*
  - the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards;
  - the adequacy and effective use of resources (physical, technological, financial and human);
  - faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization;
  - 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;
  - the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved;
  - the graduate satisfaction level, student satisfaction level, and graduation rate; and
  - 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.*

Describe how the institution meets this criterion, including an overview of the policy and processes, a description of how the policy was developed, the formal approval process, and when the policy was last reviewed. The policy and processes for ongoing program and institutional assessment and other relevant institutional policies should be attached as an appendix.

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Consistent with the bi-cameral governance structure of KPU, program review is a Senate governed faculty-lead process, as set out in Board policy (Policy AC3, Program Review Policy). The program review policy was revised this year to ensure clarity and consistency with current practices, which are reviewed and modified on an ongoing basis as part of a continuous improvement process. It was approved by the Board of Governors on May 22, 2019.

The published standards are set out in the following documents:
  - Self-study Guide
  - Guide to Curriculum Review: Tuning the Curriculum

- Guidelines for External Review
- Guidelines for Quality Assurance Plan
- Guidelines for Annual Follow-up Report

The Self-study does address the program competencies and whether the program is appropriately structured to address them, including curriculum and delivery. Feedback on the program competencies is obtained from the sector, which can include employers, potential employers and advisory board members (PACs). Employer satisfaction levels are not assessed.

KPU is an open access university. Admission requirements are at the university level for open intake programs, so can't be assessed in program review. However, for limited intake programs the admission requirements are program specific and could be assessed in program review. Currently they are not being assessed as part of program review, but they are regularly discussed at Senate Standing Committee on Curriculum.

Resources are assessed in the self-study, with the exception of financial resources, which are not assessed in program review as this is part of the budget process.

In program review, the qualifications and currency of the program faculty is assessed collectively as part of the assessment of the quality of instructional design. Specifically, the program is to:
- Assess faculty members' collective expertise and qualifications. Determine if, collectively, faculty have the appropriate qualifications to deliver the curriculum to the standard of the credential(s).
- Assess how effectively instructors maintain their expertise and currency in the discipline/sector.

Performance of individual faculty members is not assessed as part of the program review process. Faculty performance review is a separate process from program review and is guided by the terms of the collective agreement. Quality of teaching is assessed separately from program review, as part of the performance review. This includes obtaining feedback from students on the quality of instruction.

In the Program Review Self-Study phase, faculty members conduct a detailed evaluation of the program's competencies and learning outcomes using KPU's "Guide to Curriculum Review: Tuning the Curriculum." They are assessed for their appropriateness for the credential level, and against sector standards and requirements. Curriculum delivery is assessed to determine how well it supports the program's competencies and learning outcomes.

The assessment methods used to evaluate student learning are assessed for consistency, clarity and transparency and how effectively they align with the competency statements and learning outcomes. This assessment includes feedback from students, graduates, and faculty.

As part of the review, satisfaction levels are obtained from current students and graduates. Graduation rates and other administrative data are also reviewed.

Employment rates and other outcomes measured through the BC Outcomes Surveys are assessed as part of the review.

An assessment by external experts is the second phase of the program review process. This entails a site visit, followed by a written report assessing the quality of the program and recommendations for improvements. The institution's response is in the form of the Quality Assurance Plan, which outlines the strengths and weaknesses of the program, lists all recommendations from the self-study and external review, and provides a plan on how those recommendations will be addressed, with goals, strategies, steps and timelines. The Quality Assurance plan acts as both a summary of the review and a plan for program improvements. These are published on KPU's public website after approval of the SSCPR.

Criteria

The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.

Describe how the institution meets this criterion, including an overview of the policy and processes, a description of how the policy was developed, the formal approval process, and when the policy was last reviewed. The policy and processes for the approval of new programs and other relevant institutional policies should be attached as an appendix

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KPU's Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs, Procedure AC10 and Appendix AC10 guide the expectations and process for new program development and program changes. This policy has been in effect since 2016.

The Policy AC10 consists of rigorous procedures for the internal approval that includes an expert assessment of labour market need, student demand and competitive analysis, conducted by the Office of Planning & Accountability. Appendix AC10 includes a comprehensive set of flowcharts to explain the stages, required documentation, internal as well as the Ministry approval process. KPU has a comprehensive set of templates and guides to clarify the roles and expectations in each stage of the process (available on the Senate's Curriculum Development website).

The peer review component of program development is comprehensive. A new program (including all of its courses) goes through peer review by the home Department, Faculty Curriculum Committee, Faculty Council (which sometimes delegates this down to their Curriculum Committee), Senate Curriculum, Senate Budget, and Senate Academic Planning and Priorities committees, and any other academic area either impacted by the proposal or in a discipline similar enough to merit consultation. External consultations, in practice, are typically letters of endorsement from employers and other institutions.

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

Criteria:

  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.

  Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix

Both program development and program review guidelines at KPU have the same overall quality expectations set out in relevant policies and procedures and are consistent with institutional mandate, mission, vision, and strategic priorities. That said, the templates and forms are adaptable to suit the range of academic programs.

New program development and change: The Program Development guide associated with Policy AC10 includes flowcharts to outline the process for different credential levels. Proposal for degrees are expected to go through a more rigorous process where as shorter credential types provide less detailed documentation to satisfy the program development requirements. Additionally, KPU's Senate allows Faculty-level committees to tailor their approval processes to reflect their disciplinary needs and culture. Faculties have, for instance, differing approaches to academic peer review of courses. Some Faculties also choose to provide additional layers of quality control through the creation of Faculty-specific processes – such as a requirement in one Faculty to examine how a new course fits within the broader offerings of the Faculty as a whole.

Program review: Program review process is guided by Policy AC3 and the procedures and accompanying guidelines and templates. The Program Review Self-Study Guide provides clear standards to ensure consistency across reviews, while also allowing for flexibility so that each program review is relevant to the specific sector or field of study. The review entails assessing program competencies against sector standards and requirements as appropriate for the credential. The guidelines are applicable to any credential offered at KPU. In addition, programs can add a specific focus relevant to their program. Standardized report templates and survey questions also enhance consistency.

4.1.4. Does the process promote quality improvement?

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Criteria:

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 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.*

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

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As described in earlier in this section, both program development and program review processes are designed to accommodate the range of programming offered at KPU, including vocational, professional and academic programs.

As described in section 2.4, faculty members have access to a range of scholarly and professional development, including applied research, which is intended to inform their teaching and ensure faculty remain up to date in their field. In Program Review Self-Study, the currency of the program is assessed in various ways, including through connections with a program advisory committee, the discipline or sector, and the community. This assessment is supported by the alumni surveys, the discipline sector survey, and the external review.

The Program Review Self-Study also examines how learning outcomes are being achieved and how student progress is assessed and measured, as described in section 2.4. This assessment is supported by student and alumni surveys, the discipline sector surveys, and the external review.

The 2018/19 Academic Year saw an increased emphasis on the links between the program review process and the other domains of Senate action. Recent discussions of program review recommendations and plans featured prominently in debate on budget allocation, Faculty reorganization, and the ways in which proposed changes to curricula are supported. It is now, for instance, accepted practice that changes to programs should be undertaken not as diffuse modifications but as a comprehensive quality-driven package arising out of the program review process.

4.1.5. Institution assessment

> *Based on the preceding responses in section 4.1, provide a critical assessment of strengths and areas for improvement in the quality assurance mechanisms described. Include how the institution will implement measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.*

Areas of Strength: Both the program development and program review processes ensure KPU programs align with our vision, mission, and mandate. Each process develops high quality documents through extensive consultations and collaborations. The policies and procedures are reviewed regularly to ensure they are current. Program review guidelines and templates are made available to KPU community to ensure expectations are understood. Both program review and program development processes are rigorous and informed by available information.

Both program review and program development procedures and guidelines regularly undergo review in a continuous improvement process.

Areas for Improvement: It may be worthwhile to revise the self-study requirements to include admission requirements for limited-intake programs. Another enhancement of program review would be to have all programs assess program progression, determining whether there are barriers preventing students from progressing and graduating at a reasonable pace, including prerequisite requirements, especially for first-year courses, and frequency with which higher level courses are offered.

The process for ensuring the faculty remain current could be strengthened with evidence of professional development activities undertaken by program faculty. The collective agreement does not allow us to include quality of teaching in program review.

Although we have a good process, we are weak with respect to ensuring input from employers and advisory boards. Many programs lack advisory committees; some faculty members do not have connections with their sector and so are not always able to identify discipline/sector survey participants. There is no feasible way to obtain employer satisfaction levels except for programs with a co-op component; generally, we don't know who has employed our graduates so we can't survey them. We would expect a very low response rate as employers are focused on their business, and often don't know which employees were KPU graduates.

To improve our ability to secure external reviewers, the process has changed such that Deans now extend the invitation. This has reduced the number of programs that have difficulty securing reviewers, but has not eliminated the problem. We may need to consider improving the incentives, such as providing better food, some kind of recognition to reviewers, and raising the profile of the event, however there is no budget for this.

The Program Review policy applies only to Senate approved curriculum. Curriculum under the control of the Industry Training Authority (ITA) is therefore not subject to Program Review. ITA programming could be covered by Program Review if the curriculum part of the process was excluded in this case.

4.2. REVIEW FINDINGS

4.2.1. Were the responses to the sample program review findings adequate?

> *Criteria:*
> *The institution has a follow-up process for internal program reviews and acts in accordance with it.*
>
> *Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.*

Until September 2019, programs were required to provide a progress report to the Senate Standing Committee on Program Review on progress made on the Quality Assurance Plan; or its predecessor the Action Plan. Starting September 2019, follow-up reporting is an annual requirement until a program can demonstrate, to the satisfaction of SSCPR, substantial completion of the Quality Assurance Plan. This change is reflected in Policy AC3.

4.2.2. Does the process inform future decision making?

> *Criteria:*
> *The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.*
>
> *Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.*

One of the requirements of the Program Review Self-Study is demonstrating how it uphold the goals of Academic Plan. A requirement of approval of the Quality Assurance Plan is that the program remain consistent with the institution's current mission, goals and long-range plans. Curriculum changes that flow from the Program Review Quality Assurance Plan must also go through a Senate-approved process, which ensures consistency with KPU's mission, goals and long-range plans. Any program changes that require Senate approval would also ensure consistency with KPU's mission, goals and long-range plans. See also 4.1.4 and 4.2.1.

Programs that have failed to act to make the changes to improve the program have been subject to additional Senate review processes, such as through Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs, or through Policy GV9, Establishment and/or Discontinuance of Faculties and Departments.

4.2.3 Are the review findings appropriately disseminated?

> *Criteria:*
> *The institution has a well-defined system to disseminate the review findings to the appropriate entities.*
>
> *Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.*

All program review reports (Self-Study, External Review, Quality Assurance Plan, and One-Year Follow-Up, now called Annual Follow-Up) are published internally on KPU's Program Review SharePoint site, which is accessible by all employees at KPU. Individual items are forwarded as appropriate to relevant Senate Standing Committees.

The Quality Assurance Plan outlines the strengths and weaknesses of the program, lists all recommendations from the self-study and external review, and provides a plan on how those recommendations will be addressed, with goals, strategies, steps and timelines. The Quality Assurance plan acts as both a summary of the review and a plan for program improvements. These are published on KPU's public website after approval of the Senate Standing Committee on Program Review (SSCPR): https://www.kpu.ca/completed-and-current-reviews.

4.2.4 Institution Assessment

> *Based on the preceding responses in section 4.2, provide a critical assessment of strengths and areas for improvement in the quality assurance mechanisms described. Include how the institution will implement measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.*

Areas of Strength: KPU has recently changed the follow-up reporting on progress, from one year after the approval of the Quality Assurance Plan to annual follow-ups until the substantial completion of the Quality Assurance Plan. This process adds an element of accountability into the quality assurance process to help ensure recommendations are acted upon. It also allows for adjustments to the plan to meet changing circumstances.

KPU has a well-defined system to disseminate the review findings to appropriate stakeholders within the institution. SSCPR reviews all reports and provides feedback before the program review teams are invited to address issues raised by the SSCPR.

Areas for Improvement: The timely completion of the program review process is essential. The Manager of Quality Assurance provides the SSCPR with monthly updates on the status of ongoing program reviews and is in the process of developing a more efficient way of tracking each program's progress. The changes made to the program review documents, guidelines and templates, and the recent involvement of the Manager of Educational Services to help programs identify program competencies and learning outcomes, are likely to help programs in completing reports in a timely manner.

Currently, SSCPR reviews the Follow-up reports and assesses the progress, but if progress has been poor, the SSCPR can identify that progress has not been adequate and appropriately advise the Senate Standing Committees responsible for budgetary advice, academic prioritization, and curricular change.

The key to ensuring program review leads to quality improvement is implementation of the Quality Assurance Plan. One challenge related to implementation is who leads the actions. Some actions focus specifically on the program, so theoretically can be carried out by program faculty. However, department chairs lack sufficient authority to ensure these actions are carried out. For example, if the review determine that course assessments are not carried out consistently, the chair does not have the authority to mandate changes in assessments.

Many recommendations are beyond the scope of the program, but relevant to program improvements. These kinds of changes cannot be carried out by program faculty, although they can lobby for the change. However, to be effective, they need the support of the Dean, and Provost, and may require financial or other resources from the institution.

5. OTHER INSTITUTION COMMENTS

The lead time in preparation for KPU's QAPA afforded KPU an opportunity to conduct a rigorous assessment of our quality assurance processes, particularly program review. This review has led to many changes in the processes, guidelines and procedures, and resulted in a revised policy AC3 on Program Review. The audit has allowed us to engage the KPU community, particularly faculty, helping to raise awareness of the importance of our quality assurance processes, and reinforcing that this is one of our accountability requirements to the public and the taxpayer.

We look forward to the site visit and receiving feedback from the QAPA panel that we can use in our continuous improvement processes.

6. PROGRAM SAMPLES

The three programs selected as samples for the QAPA process are:
- Computer Aided Design & Drafting (CADD): Certificate, Diploma (June 2014-June 2017[5])
- Environmental Protection Technology (EPT): Diploma (April 2016-September 2018)
- Journalism: Bachelor (Major, Minor, Honors) (January 2016-November 2018)

All three programs were conducted under the 2009 version of Program Review policy AC3. However, there were changes in the guidelines and templates throughout this period. The most notable change was that when the CADD and EPT reviews were conducted an Action Plan and Institutional Report were produced, rather than a Quality Assurance Plan.

Separate PDF file with the reports for each program review are provided at: https://www.kpu.ca/opa/program-review/qa-process-audit

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[5] The Review End Date is the date when following up reporting has been approved, in accordance with the institution's quality assurance policy. A program review ideally should take a total of 30 months from its commencement to the submission of the first annual follow-up report.

APPENDIX A: SUPPORTING DOCUMENTS

Program Review

KPU has developed detailed manuals and templates to guide and support programs through the process. Links to these documents are provided below. These documents include, but are not limited to, the following:

- Introduction to Program Review
- Program Review Steps and Roles
- SSCPR Memo January 2018: The Regulatory Context of the Program Review Process
- Sample Timeline for Program Review
- Message from the SSCPR Chair regarding Program Review Timeline
- Program Review Self-Study Guide
- A Guide to Curriculum Review
- Program Review Self-Study Report Template
- For Programs-Guidelines for a Successful External Review Site Visit
- Guidelines for External Review Teams
- External Review Report Template
- Program Review Quality Assurance Plan Guidelines
- Program Review Quality Assurance Plan Template
- Guidelines for Developing an Annual Follow-Up Report
- Program Review Annual Follow-Up Template
- Guidelines for Program Review Report submission to OPA

All of these documents can be found at: https://www.kpu.ca/opa/program-review/qa-process-audit

Program Development

This following guide outlines the steps and procedures for the development and approval of new and revised Senate-approved Degree and Non-Degree credit programs at KPU:

- Guide for Program Development and Program Change

Program development forms and templates are located at Senate's curriculum development site:

https://www.kpu.ca/senate/committees/submission-forms

Other Resources
- VISION 2023
- Academic Plan 2023
- Teaching, Learning & Scholarship Strategy & Action Plan 2018-2023
- University Act
- KPU Mandate Letter 2019/20 AEST
- Policy AC3: Program Review Policy May 22, 2019
- Procedure AC3: Program Review Procedure May 22, 2019
- Policy AC3: Program Review Policy May 25, 2009

- [Policy AC10: Establishment, Revision, Suspension and/or Discontinuance of Programs](#)
- [Procedure AC10: Establishment, Revision, Suspension and/or Discontinuance of Programs Procedure](#)
- [Appendix AC10: Program Development, Program Change and Approval Process of Senate-Approved Degree and Non-Degree Credit Programs at KPU](#)
- [Policy AC13: Qualifications for Faculty Members](#)
- [Policy AC1: Advisory Committees](#)
- [Policy AC4: Student Evaluation and Grading Policy](#)
- [Policy GV9: Establishment and/or Discontinuance of Faculties and Departments](#)
- [Policy ST3: Grade Appeals](#)
- [Procedure ST3: Grade Appeals](#)

APPENDIX B: COMPLETED AND PLANNED REVIEW WORKSHEET

The list of completed and planned reviews that was submitted to DQAB as part of the planning process for this audit is available [here](#).