



Program Review Quality Assurance Plan

Quality Assurance Plan for: Psychology Department

Date submitted to SSCPR: April 29, 2020

Date Self-Study Report approved by SSCPR: April 25, 2018

Date of External Review: June 12, 2018

SUMMARY

Summarize what the program has determined - through evidence - about program quality (e.g. strengths, challenges, opportunities for improvement, potential threats, etc.)

In producing this Quality Assurance Plan, the Program Review Action Committee has integrated a wealth of information from varied sources including: (a) survey data from faculty, current students, alumni, and the discipline sector; (b) review of administrative data, including student outcomes and retention rates; (c) curriculum review; (d) review of institutional mandates and missions; (e) review of our past program review; (f) feedback from the Dean of Arts; and (g) the thorough review of an external team of experts. Identified strengths of the department include multiple degree offerings, breadth of course offerings, a strong focus on critical thinking and research, a skilled faculty committed to teaching excellence, a strong Honours program, and active research labs. The overall impression of the External Review Team was that *“the Department of Psychology at KPU is doing an exceptional job of providing high quality undergraduate education through their programs’ excellent curricular (as well as co-curricular and extracurricular) content, and through the outstanding dedication of their faculty and lab staff. Graduates are well-prepared for the workplace, for graduate studies, and for making meaningful contributions to society”*. Challenges faced by the department include inadequate support (i.e., space, time, money, labs, computers) for student and faculty teaching and research, problems created by the current imbalance of lower level and upper level courses, and low enrollment in the Bachelor of Applied Arts and Bachelor of Science in Applied Psychology degrees. The QAP attempts to strategically address each of these challenges within the context of the overarching goal of enhancing students’ experiences.

QUALITY ASSURANCE GOALS

List the program's Quality Assurance Goals (broad statements about what the program intends to accomplish to ensure program quality). Identify the Recommendation(s) – drawn from the **Self-Study Report and External Review Report** - each Goal addresses. Provide a brief Rationale for each Goal (see the Quality Assurance Plan Guidelines for instructions). Add or remove rows as necessary.

GOAL 1: Increase support for, and implementation of, service and experiential opportunities for students

RATIONALE FOR THIS GOAL: Students and faculty both value these types of learning opportunities and they serve as an integral component of the degree programs, as well as being a central tenet of KPU's vision. In order to effectively develop and deliver such opportunities, additional education, financial, and time-release supports need to be provided for faculty.

Recommendation(s) this Goal Addresses	Report (page number)
Work towards increasing support for service and experiential opportunities.	94
Revisit co-curricular programming and how to support the Kwantlen Psychology Society (KPS), our student society	94
Continue to provide high-quality teaching and learning experiences	92

GOAL 2: Expand research opportunities for faculty and students

RATIONALE FOR THIS GOAL: KPU's Vision 2023 explicitly identifies increasing the intensity and impact of research as a key focus moving forward. The psychology department is currently very active in research and facilitates a successful honours program.

Recommendation(s) this Goal Addresses	Report (page number)
Advocate for increased support for research opportunities for both students and faculty	93
Invest in expanding and upgrading teaching lab and computing resources	External Review Report (p. 2)

GOAL 3: To engage in curriculum review/revisions and informed educational planning to improve student experiences and retention

RATIONALE FOR THIS GOAL: Curriculum review/revisions are an important part of ongoing degree maintenance and improvement. A specific focus is needed on the balance of lower level and upper level courses and on our Associate of Arts degree. The Associate of Arts degree has seen declining enrolment and its value has been questioned. Nonetheless, it remains an important component of the KPU experience for many first generation university attendees and can function as a stepping stone for students who subsequently decide to pursue a Bachelor's degree. Aligning the first two years with our BA and BAA program will make the transition from AA to Bachelors very smooth and minimize administration and advising time associated with the AA.

Recommendation(s) this Goal Addresses	Report (page number)
Advocate for increased resources for our upper-level required and elective courses to ensure that students earning their degree at KPU can finish in a timely manner	94; External Review Report (p. 4)
Determine whether we wish to retain our Associate of Arts (AA) program in Psychology	95; External Review Report (p. 4)
Revise program-level learning outcomes and work on creating alignment and consistency across sections of courses	95; external Review Report (p.7)

GOAL 4: Explore opportunities to meet pressing discipline/sector factors.

RATIONALE FOR THIS GOAL: This goal includes (1) exploring options for Post Baccalaureate programs in Psychology; (2) exploring the ways in which we might train students in digital literacy, including big data analysis, for the purpose of better understanding and managing human behaviour, (3) exploring the ways in which technology can be better utilized to enhance student learning. The Bachelor of Applied Arts is a rigorous and challenging program which elicited positive feedback from External Review teams in 2010 and 2018. Unfortunately, it is struggling with low enrolment and a misunderstanding about what it is. The most recent review identified the close alignment that exists between the BAA curriculum and Industrial/Organizational specialities and suggested a more explicit alignment with this speciality. This idea was also independently raised by our Advisory Committee given the various in-demand careers related to I/O psychology. Students need to be equipped with the skills that best prepare them for an evolving job marketplace. It is recommended that a sub-committee be formed to undertake this important work.

Recommendation(s) this Goal Addresses	Report (page number)
Redesign the BAA to increase demand; Explicitly align BAA curriculum with an I/O specialization.	95; External Review Report (p. 6)
Identify and respond to discipline/sector factors	96

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

List the Recommendations from the Self-Study and External Review this Plan does not address. Provide a brief rationale for why these Recommendations cannot be addressed. Add or remove rows as necessary.

Recommendations	Report (page number)	Rationale
Provide improved access to student learning and support services	94	Psychology faculty fully embrace their role in ensuring that students are aware of learning and support services. Many faculty members include links to support services in course outlines and discuss these resources in class. Further, psychology faculty are informed of the Early Alert system and many have taken advantage of this to assist students in accessing the support they need.
Support student learning through improved access and coordinated delivery of materials	92	The Psychology department is a large adopter of Open Access textbooks and most faculty are well versed in educational technology to enhance access for all students. With the switch to a completely online format, our department has been working closely with Teaching and Learning to ensure that courses are designed effectively.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five year. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: January 2019 to December 2023

STRATEGY 1: Provide increased support for experiential learning opportunities for students

GOAL(S) THIS STRATEGY SUPPORTS: To enhance the student learning experience and promote greater opportunities for experiential learning

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Increase the credit allocation for PSYC 4000: Practicum from 3 credits to 6 credits and examine the feasibility of offering the practicum in two semesters	Jocelyn Lymburner and Kurt Penner	December, 2018	September, 2019 UPDATE: Completed and Approved by Senate	Our intention is to offer two sections of practicum each summer as a starting point. The increase to 6 credits will more adequately reflect associated workload and will make the course more appealing to students.
Advocate for an increase in the departmental budget to facilitate guest lectures and community engagement opportunities	Budget Committee	January, 2018	Ongoing The Department reviews our budget on a monthly basis and we have a budget committee.	We are looking into our current spending and attempting to transition some of our costs elsewhere to free up funds in the departmental budget. We are also asking for increased funding to support these initiatives.

			that meets monthly.	
Continue to foster teaching excellence through regular teaching excellence meetings	Chair of Teaching Excellence Committee (Dr. Patricia Coburn)	2006 (onset of TE committee)	Ongoing At our September departmental meeting each year, faculty review Teaching Excellence and propose topics for the upcoming year.	The Department hosts six Teaching Excellence meetings per year focused on various issues (e.g., How to Start a Research Lab; Two Part Tests; Group Testing, etc.).
Apply for funding for department-based professional development workshop	Faculty	October, 2019	October, 2021	Apply for FAEAF grants. Discussion around applying for funding for additional PD workshops occurs in the context of the TE discussion in September of each year.
Work closely with the Kwantlen Psychology Society (KPS) to identify opportunities and create student professional development opportunities (e.g. NEXT conference; Hello Future)	Kristie Dukewich/Jocelyn Lymburner/Kwantlen Psychology Society	October, 2018	Monthly check-ins with the KPS; a Faculty Advisor works with the KPS on an ongoing basis.	NEXT was hosted in the Fall term 2018 and Hello Future was hosted on March 21, 2019. KPS representatives attend monthly departmental meetings. All Psychology faculty are involved in promoting KPS events and activities. A portion of the department budget is allocated to supporting KPS events.

Provide increased allocation of funds for psychology lab materials (e.g., cannabis goggles, human brain specimen)	Budget Committee	March, 2019	September, 2019	Funding has been secured.
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Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Financial support; faculty accountable and PD time
When are these resources required? Immediately and ongoing
What Faculty and/or Institutional support is required? Faculty accountable and PD time; Institutional support via budget increase

STRATEGY 2: Maintain a strong Honours program.

GOAL(S) THIS STRATEGY SUPPORTS: Expand research opportunities for faculty and students

Step(s) Required to Achieve this Strategy	To be Led By	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Institution must commit to ongoing financial support for the Honours Program	Daniel Bernstein/Jocelyn Lymburner	May, 2018	Meeting with representatives from the Criminology Honours program twice annually (Fall/Spring); regular correspondence with Dean of Arts.	Psychology is looking into cost-saving measures pertaining to the Honours program, including ongoing discussions with Criminology around how both programs can stress value-added benefits of the two Honours programs. For example, both programs are running a pilot program called the Three-Minute Thesis in the spring of 2020 to highlight student thesis work. Psychology and Criminology are also considering sharing guest speakers on a variety of topics, including open science and pedagogy, and research ethics.

Systematically track the educational and professional paths of our Honours alumni.	Faculty Supervisors	Data beginning in 2009.	Ongoing; Spreadsheet updated by faculty regularly.	The Department maintains a spreadsheet of student achievements, including those of Honours students. The information is housed on SharePoint and is updated as we receive updates from students (e.g., graduate school admission; awards and scholarships). The information is shared regularly with all departmental members via email updates about student successes and during departmental meetings.
Maintain consistency and rigour across all Honours supervisors (i.e. continue providing education around standard grading practices/project expectations/etc.)	Daniel Bernstein (Chair of Honours)	Annual meetings each May	Annual reviews of standards occur in May each year (Honours Committee).	We have a strong Honours committee that establishes and oversees standards for the program. The committee brings forward motions to the Department as a whole in September of each year for discussion and debate.
Ensure that students are well prepared for success in the Honours program by maintaining high admission standards with a focus on upper level statistics and methods courses.	Honours Committee	Annual meetings in May	Annual May meeting of Honours committee.	See above for process.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Financial support; Faculty Accountable and PD Time
When are these resources required? Immediately and ongoing
What Faculty and/or Institutional support is required? Institutional support to maintain funding for the Honours program

STRATEGY 3: Provide greater access to computers and/or computer lab space on Surrey and Richmond campuses

GOAL(S) THIS STRATEGY SUPPORTS: Expand research opportunities for faculty and students; to enhance the student learning experience and promote greater opportunities for experiential learning

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Establish a designated (i.e., priority booking) computer lab for the psychology department, with 35 computers, on Surrey campus and Richmond campus.	Shayna Rusticus	April 2019	Meeting with Dean in January, 2021	As noted in the Self-Study, lack of access to computers has been an ongoing issue within the Psychology department, interfering with student's ability to maximize their learning in Statistics and Methods classes. The Faculty of Arts received funding for a pop up lab which will serve the needs of our students. We will meet with the Dean to ensure that appropriate statistical software packages are installed on these devices. The Department is also exploring various open access statistical analysis programs and is offering a third R workshop in July, 2020.
Work with faculty to better utilize the designated psychology faculty research space currently operated by Dr. Bernstein.	Daniel Bernstein	April 2019	September, 2020	Current space can be better utilized across the faculty for running research projects and in meeting with research teams with the goal of increasing research productivity. Faculty members can work directly with Dr. Bernstein's lab to utilize this lab space when not otherwise occupied. Resolved.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Financial support; space, software
When are these resources required? Immediately and ongoing
What Faculty and/or Institutional support is required? Financial Support

STRATEGY 4: Increase faculty and student engagement in research

GOAL(S) THIS STRATEGY SUPPORTS: Expand research opportunities for faculty and students

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Host a teaching excellence meeting on how to start a research lab	Cory Pedersen, Daniel Bernstein	March, 2019	March 2019	Completed.
Actively participate in institutionally-based committees to examine alternative workload models	Faculty	April, 2019	Ongoing	Dr. Daniel Bernstein (Psychology) sits on the Faculty of Arts Research and Scholarship Committee. This committee produced a Research and Scholarship White Paper in January, 2020 which outlines 25 recommendations to promote research and scholarship at KPU. Specific suggestions around faculty workload are laid out in this document which was to go to Senate this spring (2020).
Examine current lecture based status of Psychology 3400 (Research Methods), Psychology 4400 (Qualitative Methods), and Psychology 3960 (Program Evaluation) to determine whether a change to a seminar format can be arranged to decrease the faculty: student ratio and enhance learning.	Jocelyn Lymburner	March, 2019	September, 2022	This is part of a broader initiative. The Department voted on established criteria for Seminar classes and will be reviewing all current classes to ensure that these criteria are met.
Advocate for an increase to internal support for faculty conducting research, including increased funding for .6 PD fund, catalyst fund, and time release opportunities	Faculty	March, 2019	Ongoing. Research and Scholarship White Paper to go to Senate (possible	As noted above, Psychology faculty have been actively involved in lobbying the institution for greater research funding. No progress has been made to date. Psychology members continue to be successful in obtaining both internal and external funding.

			delay due to COVID)	
Work with the institution and KFA to establish an acceptable model to offer research courses for credit	Daniel Bernstein	April, 2019	April, 2020	Resolved as of April, 2020.
Advocate for increased financial support for faculty and students presenting research at conferences and for hosting conferences, such as Connecting Minds and Vancouver International Teaching of Psychology and NOWCAM	Daniel Bernstein; Cory Pedersen	January, 2021	March, 2022	A number of our usual conferences did not run in 2020 due to COVID. We will lobby for institutional funding to host research conferences once this is again a possibility.
Advocate for an extension of campus hours on evenings and weekends	Kurt Penner (FC rep)	May, 2019	September, 2020	The Department will bring this issue to Faculty Council in September, 2020.
Extend the psychology lab hours on Surrey and Richmond campuses	Susan Thompson; Chair	May, 2019	January, 2021	The Department will bring this issue to the Dean of Arts in January, 2021.
Advocate for an increased departmental funding to support student research internally	Faculty	March, 2021	March, 2021	Budget requests made annually. The Department has allocated a portion of its internal budget to hosting the Honours research defence day. Many members of the Psychology department have ongoing research labs which offer both paid and unpaid research assistant opportunities for students. Funding is obtained from both internal and external grants.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Institutional Financial Support; Faculty PD and Accountable Time
When are these resources required? Immediately and ongoing
What Faculty and/or Institutional support is required? Financial Support

STRATEGY 5: Increase student retention, particularly from 2nd to 3rd year

GOAL(S) THIS STRATEGY SUPPORTS: To engage in curriculum review/revisions and informed educational planning to improve student experiences and retention

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Redesign the Associate of Arts degree to align with the first two years of the BA/BAA degrees to facilitate transferability	Jocelyn Lymburner, Degree Coordinator	September, 2019	September, 2020	This change has been approved by Senate.
Offer more upper level psychology courses in more flexible formats across the time matrix	Chair, Degree Coordinator, Department Assistant	January, 2019	May, 2022	<p>The Department has been closely examining our existing Educational Plan and making revisions to ensure that our required and elective courses are scheduled across the time matrix and in flexible formats including hybrid, fully online, condensed, and regular in-person classes.</p> <p>We also post our Educational Plan on our departmental website to enable students to plan ahead.</p> <p>Demand for courses continues to be an issue – one that we hope to tackle with increased sections, a greater emphasis on 3rd and 4th year courses, and an increased seat count due to the transition of some 25 seat classes to 35 seat classes.</p>
Review current seminar courses to determine whether any of these can be transitioned to lecture based sections without sacrificing student learning so as to open up additional seats for upper level students.	Jocelyn Lymburner; Kristie Dukewich	March, 2019	September, 2022	As noted earlier, this is part of a broader initiative to transition some of our current Seminar classes to Lecture classes where pedagogically feasible. We have completed

				the broader review as of December, 2019 and are now systematically going through courses and making changes to the course outlines as these come up for review.
Continue to expand open education resources to decrease student financial burden	Rajiv Jhangiani	May, 2019	Annual review in December, 2020	Ongoing; Subject of Teaching Excellence meeting in the Fall of 2019. As a department, we are a huge adopter of Open Access Resources, particularly for our first- and second-year courses. We will review our adoption of Open Education Resources on an annual basis.
Identify strategies to create a stronger sense of community and identification with psychology among students and faculty	KPS, Chair, Degree Coordinator, Faculty	May, 2019	December, 2020	The Psychology department will begin to host a graduation/awards ceremony for students annually. The KPS regularly holds faculty-student academic and social events and faculty work to promote these events. We will formally check in with the KPS each December to ensure that this process is going well.
Continue efforts to educate students about the features and benefits of the psychology degrees, practicum and honours programs, particularly targeted at second year courses	Degree Coordinator, Faculty	May, 2019	September, 2020	The Department produced several short videos promoting the Psychology degrees. Videos are distributed to faculty teaching at the 1 st year level annually as a reminder to show these to our students. We are working with Marketing to improve and update our website.

				<p>The Degree Coordinator is identified on the website as an individual who can field degree related questions.</p> <p>Each fall the Department hosts multiple practicum information sessions and an Honours information session.</p>
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Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Degree Coordinator (existing position); faculty PD and Accountable Time
When are these resources required? Immediately and ongoing
What Faculty and/or Institutional support is required? Nothing additional

STRATEGY 6: Identify departmental strengths and weaknesses to inform decisions regarding new hires

GOAL(S) THIS STRATEGY SUPPORTS: To engage in curriculum review/revisions and informed educational planning to improve student experiences and retention

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Conduct an audit to determine where we need greater faculty coverage	Chair, Degree Coordinator, Search Committee	September, 2019	February, 2020	The Search Committee and Chair conducted an audit and determined the need for two new 50% positions. These were approved by the Department and brought to the Dean. One of these positions was filled in May 2020 and the second is delayed due to a postponed retirement.
Consult with degree advisory committee and department to identify marketplace trends and gaps in current offerings	Degree Coordinator	May, 2019	May, 2021	The next meeting of the Degree Advisory Committee will hopefully be in the Spring,

				2021. At that time we will consult this group about marketplace trends.
Conduct curriculum mapping to align the program learning outcomes	Kristie Dukewich	May, 2018	September, 2022	Dr. Dukewich is continuing to do this work, and the Department regularly discusses program learning outcomes in the context of course outline revisions. We were scheduled to engage in a cluster analysis of our BA degree courses in March, 2020 but this was cancelled due to COVID. We will do this in person once we return to campus.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Faculty PD and Accountable time
When are these resources required? Ongoing
What Faculty and/or Institutional support is required? Maintain support for ongoing Degree Coordination

STRATEGY 7: Investigate the alignment of the Bachelor of Applied Arts degree with an Industrial/Organizational Psychology disciplinary specialization.

GOAL(S) THIS STRATEGY SUPPORTS: To explore opportunities to meet pressing discipline/sector factors

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Consult with degree advisory committee around employability for students graduating with an industrial/organizational specialization	Jocelyn Lymburner (Degree Coordinator)	October, 2019	May, 2021	We hope to have an in-person meeting with our Degree Advisory committee in May of 2021.
Conduct a scan of industrial/organizational programs across the country for curriculum content and demand	Faculty	September, 2021	August, 2022	We will need time release for faculty to conduct a proper scan and to survey students.

				A departmental member who is versed in this field will apply for internal funding in the form of time release and a student research assistant to support this work. The most appropriate individual for this work has been on leave but is returning this fall.
Survey current students to assess interest in an industrial/organizational psychology degree	Jocelyn Lymburner (Degree Coordinator)	September, 2021	August, 2022	We will work with IAP to gather data from current students.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Time release for degree planning/creation.
When are these resources required? Over the next year ideally.
What Faculty and/or Institutional support is required? Time Release

PLAN SUPPORTED BY:


Dr. Sandy Vanderburgh

 Provost's Name

Diane Purvey

 Dean's Name

 Provost's Signature



 Dean's Signature

May 27, 2020

 Date

May 25, 2020

 Date