SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Regular Meeting
Wednesday, October 19, 2022
2:00 p.m. - 4:00 p.m.
MS Teams Online

AGENDA

1. Call to Order .... Amy Jeon   2:00

2. Approval of Agenda

3. Approval of Minutes, September 21, 2022

4. Chair's Report 2:05

5. New Business ....

     5.1. Biology Quality Assurance Plan..................... Layne Myhre, Nicole Tunbridge, Jeff Dyck,

        Brett Favaro 2:10

     5.2. English Quality Assurance Plan .... Heather Cyr, Robert Dearle, Shelley Boyd   2:30

     5.3. Education Assistant Quality Assurance Plan ..... Victoria Johnston-Hatch, Shelley Boyd   2:50

6. Items for Discussion...

     6.1. AC9 Skills and Outcomes Policy and Procedure Draft.................................. David Burns   3:10

7. Manager's Report for OPA .... Melike Kinik-Dicleli   3:15

8. Adjournment...   3:20

SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Minutes of Regular Meeting
Wednesday, September 21, 2022
2:00 p.m. – 4:00 p.m.
MS Teams Online

Voting Member Quorum: 8		
Aimee Begalka	Julia Denker	
Cherylynn Basani	Lindsay Norris	**Non-voting**
Courtney Verhage	Lori McElroy	Amy Jeon, Chair
David Burns	Marti Alger	Melike Kinik-Dicleli
Fergal Callaghan, Vice-Chair	Melissa Swanink	
Jianying (Jennifer) Gao	Nishan Perera	
	Rajmale Kaur	
Regrets	**Senate Office**	**Guests**
Alan Davis	Michelle Molnar	Dominic Bernard
Tomasz Gradowski	Sonia Banwait	Jeff Dyck
		Brett Favaro
		Aislinn Hunter
		Greg Millard
		Shelley Boyd
		Ross Laird

1. **Call to Order**

   The Chair, Amy Jeon, called the meeting to order at 2:00 p.m.

2. **Approval of Agenda**

   The Chair, Amy Jeon, requested to add item 6.1 Common Self-Study Review feedback.

   Nishan Perera moved the agenda be confirmed as circulated.

   The motion carried.

3. **Approval of Minutes, June 22, 2022**

   Aimee Begalka moved the minutes be accepted as circulated.

   The motion carried.

4. **Chair's Report**

The Chair welcomed Rajmale Kaur, Jennifer Gao and Cherylynn Basani as new members to the committee. The Chair also introduced two new Senate Office Administrative Assistants, Sonia Orlu and Sonia Banwait.

4.1. Introduction to Mandate and Membership

The Chair introduced and invited current committee members to comment on the current mandate and membership.

5. New Business

5.1. Brewing and Brewery Operations Self-Study Report

The Chair congratulated the team on a well-written and well-structured report and summarized the reviewer's comments and advised revisions were made to the report as suggested. Dominic Bernard, Jeff Dyck, Brett Favaro were present to answer questions.

Action:

> Pages 7/8: To include more references to the activities that were completed and measures that were taken to improve the Program Learning Outcome.

Nishan Perera moved that the Senate Standing Committee on Program Review accept the Brewing and Brewery Operations Self-Study Report as attached.

The motion carried.

5.2. Creative Writing Self-Study Report

The Chair summarized the reviewer's comments and advised the revised version of the report was not submitted in time, however it would be shared by Melike Kinik-Dicleli during the meeting. The Chair also acknowledged the report was well-written and organized.

The Chair requested clarification for reviewer's comments regarding providing numerical data to support and substantiate career pathways for Creative Writing students in Chapter 2. Lori McElroy confirmed numerical data is not required or collected for this type of analysis.

The committee questioned if consultation or research was conducted to support Program Learning Outcomes. Aislinn Hunter, Greg Millard, Shelley Boyd, Ross Laird were present to answer questions.

Marti Alger moved that the Senate Standing Committee on Program Review accept the Creative Writing Self-Study Report as attached.

The motion carried.

6. Items for Discussion

6.1 Common Self-Study Review Feedback

The Chair, Amy Jeon, presented an alternate method for how comments by reviewers are recorded on self-study reports. After discussing various ways to improve reviewability, it was

suggested, as a pilot for the next self-study report, minor edits, including grammatical and typing errors, will be edited by all reviewers in one document while comments will be kept separate.

7. **Manager's Report for Office of Planning and Accountability**

Melike Kinik-Dicleli, Manager, Quality Assurance presented her report. There are currently six programs scheduled to start the program review during 2022/23 academic year.

8. **Adjournment**

The meeting was adjourned at 3:15 p.m.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Agenda Item: 5.1
Meeting Date: October 19, 2022
Presenter: Layne Myhre, Nicole Tunbridge, Jeff Dyck, Brett Favaro

Agenda Item **Biology Quality Assurance Plan**

Action Requested	Motion

Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the Biology Quality Assurance Plan as attached.

Senate Standing Committee Report	For Senate Office Use Only
Attachments	Biology Quality Assurance Plan
Submitted by	*Melike Kinik-Dicleli, Manager of Quality Assurance*
Date submitted	*October 1, 2022*

B.Sc. Major in Biology Quality Assurance Plan

Date submitted to SSCPR: September 28, 2022

Date Self-Study Report approved by SSCPR: October 20, 2021

Date of External Review: March 29, 2022

SUMMARY OF PROGRAM STENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

Program Strengths:

The B.Sc. Major in Biology program at KPU was formally launched in 2013 to provide access to post-secondary education in the life sciences for the south-Fraser region that KPU serves (Langley, Surrey/Delta, and Richmond). The program was designed with the KPU polytechnic mandate in mind, to serve the newly-identified and growing need for life sciences graduates to possess practical skills that provide a competitive edge in the job market. The recent SSCPR-approved Self-Study Report completed by the Biology department identified many strengths of the B.Sc. Major in Biology program in comparison with similar degrees from other institutions. In particular, the program has strong components addressing practical skill development and job preparedness, through extensive laboratory courses, experiential learning opportunities, and directed research. There are strong affiliations with KPU research units (including the Institute for Sustainable Horticulture and the Applied Genomics Centre) and community/industry partners that provide access to cutting-edge technologies and significant opportunities for undergraduate research. Student enrollment has increased most years since the launch of the program, and student/alumni satisfaction with the curriculum, modes of delivery, and program resources were all very high, particularly regarding the laboratory/experiential learning components. Student outcomes were consistently above Ministry targets, and most alumni surveyed were employed in program-related jobs. The program offers first- and second-year courses at multiple locations across the south-Fraser region, with small class and lab sizes that greatly facilitate student learning and success. The program also boasts highly-qualified faculty with credentials that generally exceed those required by KPU policy, and the program curriculum accordingly benefits, resulting in well-coordinated program competencies/learning outcomes, particularly with regards to literacy and communication skills. The result is a broad-based program with a focus on small-group hands-on instruction, practical experiential learning, and undergraduate research opportunities.

Challenges and Opportunities for Improvement:

The primary challenge identified by the program review process has been student progression. Given the small class sizes and limited enrollments, it is not practical to offer many sections per year of core courses, limiting student options for progression. We propose to meet this challenge with a restructure of our program to increase flexibility and student options, particularly with regards to elective courses, a reduction of total credits to graduate, and curricular changes to 2nd year courses with high DFW rates to improve student success. Additionally, a number of other opportunities for improvement were identified; the primary strength of the program being the focus on practical learning means that it is possible to explore further options to increase this aspect of the degree. For example, the incorporation of an Honours option, a co-op or work study option, and degree streams with greater specialization, were all identified as possible improvements. It was also noted that certain program resources could be improved; for example, that the membership and composition of the Program Advisory Committee should be reviewed and updated. Other resources identified as needing improvement were student study spaces, lab facilities on Richmond campus, and program communication with student advising services. Finally, it was suggested that enrollments could be improved by outreach efforts and creating connections with community groups, alumni, and professional organizations.

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

The Recommendations from the Self-Study Report and External Review Report that this Plan does not address is provided below, with a brief rationale for why these Recommendations cannot be addressed.

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
For next external review, a section describing the faculty/staff, the students, and the institutional context would be useful to the external reviewers.	ERR, Page 4	This suggestion is noted for future – no further activity is needed to address this in the current Program Review.
Improve transparency of core course requirements and course offering by ensuring access to information on requirements and course offerings with increased lead time for planning.	ERR, Page 6	These factors are currently being addressed across the entire institution with the new Course Outline systems, and across the Faculty of Science and Horticulture with changes to scheduling and advising procedures, and are thus outside the scope of this program-specific review.
During the review process, KPU faculty/staff noted that they have introduced a "first year working group." The external reviewers support this group continuing in an ongoing way, to support consistency of teaching & assessment. We also support the continued presence of a teaching & learning specialist on this group in some way, to strengthen connections between instructors and resources, as well as providing pedagogical support.	ERR, Page 6	This recommendation is based on current practice – the working group is ongoing and its connection to T&L will continue, and there is no need to further address this recommendation.
Clarifying (to instructional faculty/staff, as well as to students) available supports from Accessibility services would be beneficial.	ERR, Page 7	This information is contained in all KPU Course Presentations. Accessibility Services routinely makes presentations at department meetings. We feel there is no further need to address this recommendation.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

*The Quality Assurance **Goals** for improving or maintaining program quality over the next five years are:*

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: November 2022 to November 2027

GOAL 1: Improve student progression and overall program quality by restructuring program curriculum design, with specific attention to program options and incorporation of improved ethics, writing, sustainability, industry-oriented, and Indigenous content.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• *Explore options for degree streams, particularly molecular biology vs organismal biology*	Self-Study Report, page 65
• *Explore the inclusion of specific ethics curriculum (stand-alone course or increased content in existing courses)*	Self-Study Report, page 65
• *With regard to industry feedback about future trends in the Biology sector, it would be useful to increase content specifically identified by sector respondents such as additional exposure to bioinformatics, technological integration, synthetic biology, CRISPR/Cas, Indigenous content, and content related to climate change and sustainability* • *Given the importance and urgency of the global climate emergency, increase the already substantial program content related to climate change and sustainability, as identified by industry feedback about future trends in the sector*	Self-Study Report, page 66
• *In keeping with the KPU Vision 2023 goals regarding decolonization and Indigenization, consult with the newly-formed KPU Indigenous Advisory Committee and Elder-in-Residence regarding strategies to decolonize and Indigenize the Biology curriculum.*	Self-Study Report, page 66
• *Revise course outlines to ensure that course learning outcomes are better aligned with program learning outcomes, meet all SMART criteria, and capture the relevant knowledge, skills, and values of program learning outcomes that are taught in specific courses* • *Revise course outlines to clearly identify opportunities for students to develop leadership skills and engage in discussions about the value and ethics of advances in biological knowledge as they relate to societal and world issues, and to integrate more content involving specialized technical skills and the use of technology and computing relevant to sector career paths*	Self-Study Report, page 66
• *Re-examine 2nd year courses including learning outcomes, to better align and distribute lower level/upper level course content throughout the degree.*	Self-Study Report, page 67
Recommendation(s) this Goal Addresses	**Indicate Report & Page Number**

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• To decrease the time to graduate, re-examine the frequency and campus locations of core course offerings; ensure advisors are aware of the schedule for course offerings. • Improve communication with academic advisers. Chairs should reach out to academic advisers early and communicate regularly through the timetabling and registration process.	Self-Study Report, page 67
• Incorporation of additional elective options as the program expands would also help with time to graduate.	Self-Study Report, page 67
• The external reviewers recommend compiling data on student context (full-time vs part-time students in the program; genuine workload within courses; language competencies; first-generation students; etc) – and keeping this context in mind when making curricular design decisions.	External Review Report, page 5
• Need to introduce the **Learning Outcome #11** (Discuss and debate the value and ethics of advances in biological knowledge, practice, understanding, and technology as they relate to contemporary societal and world issues) earlier in the Biology curriculum (ie. 1st or 2nd year) as this is a foundation of how to view and use biological information later in the program.	External Review Report, page 5
• At the upcoming faculty retreat on the curriculum and streaming, we recommend a focus on smoothening student program progression -- such as pre-requisite structure of core courses vs upper-division, higher frequency of core course offerings, more flexibility for upper-division course selection, instructor redundancy for any new courses designed, etc).	External Review Report, page 5
• Make an ongoing plan to **assess student achievement of these goals**. We'd advise consulting with the teaching and learning centre about strategies for this. Specific to biology, possibly useful may be the BioMAPS assessment structure (Smith MK), connected to the learning outcomes developed in the BioCore guide (Brownell SE) and BioSkills guide (Clemmons AW).	External Review Report, page 5
• It is recommended that research be done into causes of high DFW rates, and evaluate efficacy of existing or new supports to address causes. When addressing this issue, we note that any "optional" interventions are unlikely to be taken up by the students who most need them. One possible idea would be a required course, at the start of the degree, on academic success (e.g. EDUC1100 or similar).	External Review Report, page 6
• Current trends in undergraduate science education pedagogy are centered on **inclusive teaching practices**. [We] encourage the faculty/staff to collectively reflect on their shared pedagogical goals/philosophy as part of a program-level conversation.	External Review Report, page 6
• KPU has many resources, and we recommend strengthening the integration of these resources. For example, to respond to DFW and repeat rates that may be related to language skills, it is recommended that faculty better promote and incentivize use of the existing support programs such as "Writing Right in Biology", Learning Centre resources, in addition to researching the advisability of developing a targeted writing course for Biology majors. Integration of Library and Advising resources at the first-year level may also be beneficial.	External Review Report, page 7

B.Sc. Major in Biology Quality Assurance Plan

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
1. Establish regular meeting schedule with Program Advisors and Course Sub-Committees for all multi-instructor courses (1st and 2nd year); establish Program Design Sub-Committee (PDSC).	Program/Department Chairs	Nov 2022	Nov 2022	
2. Review curricular content of 1st and 2nd year core program courses, including requirements for course articulation, and restructure content to improve student progression through the program and reduce DFW rates.	Biology Program Design Sub-committee	Nov 2022	May 2023	This information will be used to inform Course Outline revisions
3. Request additional information from OPA regarding student and program data, such as sources of DFW rates, as suggested by External Review Committee.	Program/Department Chairs	Nov 2022	May 2023	This information will be used to help inform the Program Design Retreat
4. Consult with the Office of the AVP Indigenous Leadership, Innovation, and Partnerships and the Teaching & Learning Commons regarding plans to Indigenize and Decolonize curriculum in the program.	Program/Department Chairs	Nov 2022	May 2023	This information will be used to inform Program Design Retreat
5. Review program core and elective courses for restructure, including investigation of options for degree streams. Design preliminary restructure plan with reduced program credit total and more elective options in senior years (3rd and 4th).	Biology Program Design Sub-committee	Nov 2022	May 2023	This information will be used to help inform the Program Design Retreat
6. Hold Program Design retreat for entire department to establish final curriculum design plan for core degree – this retreat should focus on student progression, prerequisite structure, Indigenization and decolonization of course content, program flexibility, incorporation of recommendations to curriculum (ethics, sustainability, biotech, etc.). Faculty will also discuss program-wide teaching philosophy, including inclusive teaching practices (such as UDL) and decolonization of curriculum.	Entire Department	May 2023	Aug 2023	Date TBD – summer of 2023
7. Design new courses to serve identified needs, including writing course, ethics content, Indigenous content, expanded elective options, etc. as identified by above steps.	Course leads and Biology Program Design Sub-committee	Sept 2023	Aug 2024	This may begin sooner depending on completion of the work of the PDSC – new course development will likely continue beyond 2024

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
8. Incorporate T&L writing content into existing core courses at the 1st year level.	Course leads	Nov 2022	Aug 2024	
9. Course Outline revisions – incorporate Program Design Subcommittee recommendations and ensure that all Learning Outcomes follow SMART guidelines, incorporate sustainability content and industry-specific recommendations, Indigenization and Decolonization recommendations, etc.	Individual Course Leads/Instructors	May 2023	Aug 2025	Review can begin immediately, but incorporation of PDSC recommendations will begin May 2023 and progress through Program Retreat.
10. Consult with Teaching and Learning and explore the use of BioMAPS/BioCore/BioSkills guides for assessing student achievement.	Individual Course Leads/Instructors	Sept 2023	Aug 2024	
11. Implement new Program Changes agreed upon at the Program Design Retreat – the plan is to submit Program Change paperwork for implementation by Fall 2024	Program/Department Chairs	April 2024	Sept 2024	This may occur sooner depending on progression of committee work, some changes may be left for the next program review iteration.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Teaching release for course development would be sought for specific Faculty members; OPA resources for student information; funds/space for a Program Design Retreat and potentially the services of a Curricular Consultant.
When resources will be required: Beginning in 2023, largely in summer
Faculty and/or Institutional support required: Resources as stated above will need to come from Faculty/Institutional levels

B.Sc. Major in Biology Quality Assurance Plan

GOAL 2: Incorporate more experiential learning and hands-on opportunities into program; this should include all levels of the program, including senior research projects, laboratory content and field work at junior and senior levels, and external work study opportunities.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• *Introduce an Honours program to maximize competitiveness with other institutions.*	Self-Study Report, page 65
• *Explore options for degree streams, particularly molecular biology vs organismal biology*	Self-Study Report, page 65
• *Determine the feasibility of introducing a Co-op program to maximize competitiveness with other institutions.*	Self-Study Report, page 65
• *Explore options to further support faculty and student research opportunities, particularly opportunities to present at research symposia and conferences.*	Self-Study Report, page 65
• *With regard to industry feedback about future trends in the Biology sector, it would be useful to increase content specifically identified by sector respondents such as additional exposure to bioinformatics, technological integration, synthetic biology, CRISPR/Cas, Indigenous content, and content related to climate change and sustainability* • *Given the importance and urgency of the global climate emergency, increase the already substantial program content related to climate change and sustainability, as identified by industry feedback about future trends in the sector*	Self-Study Report, page 66
• *In order to improve course offerings, it may be useful to develop new upper-year course electives, particularly for hands-on methods. This may include the specific content identified above.*	Self-Study Report, page 66
• *Expand experiential learning opportunities for students, particularly by exploring the introduction of an optional Co-op program and further research options in existing courses.*	Self-Study Report, page 66
• *As the development of a Co-op program is likely to be a significant undertaking, a program co-ordinator should be appointed, possibly in cooperation with other departments.*	Self-Study Report, page 66
• *Explore opportunities to expand lab-based experiential learning experiences, particularly field work and research experiences. These opportunities could be linked to community organizations, industry, etc.*	Self-Study Report, page 67
• *Graduates with expertise in climate change and sustainability are urgently needed in the workforce, and we recommend this focus be moved to a short-term recommendation.*	External Review Report, Page 4
• *Teaching allocations and research projects: Fourth-year research projects are a major strength of this program. To sustain these projects, appropriate teaching allocation needs to be in place to build on this strength.*	External Review Report, Page 7

B.Sc. Major in Biology Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
1. Construct and submit Honours option as Program Change D7 with attendant Course Outlines for Honours research courses in Biology.	*Program/Department Chairs*	*Nov 2022*	*Nov 2022*	
2. Initiate discussion with Dean's Office and KFA about funding sources to support Faculty research to provide Faculty advisors for students in senior research courses.	*Program/Department Chairs*	*Nov 2022*	*Dec 2022*	*Conversations in Fall 2022 will hopefully lead to ongoing efforts.*
3. In accordance with Goal 1, program restructure should include incorporation of additional experiential learning and research opportunities in lab content and field work. This will include consideration of degree stream structure, which should focus on industry-appropriate specializations.	*Program Design Subcommittee and individual course leads*	*June 2023*	*Aug 2023*	*Completed with summer 2023 program design retreat*
4. Consult with Career Development Centre regarding the feasibility and steps required to implement a Co-op option for the Biology program. If feasible, a Co-op Coordinator should be appointed as required.	*Program/Department Chairs*	*Nov 2022*	*Dec 2022*	*If the option is feasible and within budgetary restraints, the required D7 form would be submitted after Dec 2022 for implementation in 2024.*
5. Explore options for student research presentations at the institutional, regional, and national/international level. This will involve coordination with the office of Teaching & Learning, and the FSH communications and events team.	*Program/Department Chairs*	*Nov 2022*	*Ongoing (Nov 2027)*	*The goal will be to build a list of opportunities and potential funding sources, and update it yearly.*
6. In accordance with Goal 1, develop specific courses focused on experiential learning. These courses should address industry needs, sustainability goals, and may serve as core components of degree streams.	*Course leads and Biology Program Design Sub-committee*	*Sept 2023*	*Aug 2024*	*This may begin sooner depending on completion of the work of the PDSC – new course development will likely continue beyond 2024*
7. Work with the Applied Genomics Centre, the Office of Research Services, and individual Faculty industry partners to increase industry-relevant content in existing courses and to capitalize on student research opportunities, such as the SRIG grants for senior research students, post-graduate internships, and other student-directed research opportunities.	*Program/Department Chairs, Research Faculty*	*Nov 2022*	*Ongoing (Nov 2027)*	*The goal would be to incorporate current opportunities and update the list regularly as new opportunities become available.*

Resource Requirements (if applicable)
Resources required to achieve this Goal: Teaching release for course development would be sought for specific Faculty members; funding for student research presentations would be sought through the Office of Research Services and other funding applications; assistance from the Communication and Events team.
When resources will be required: Beginning in 2023, largely in summer.
Faculty and/or Institutional support required: Funds for release would come from institutional sources.

GOAL 3: Improve program resources and connections, as well as facilities, particularly laboratory space on Richmond campus.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• *The Advisory committee could use more members from sectors that are relevant to molecular biology and research. Outgoing members need to be replaced.*	Self-Study Report, page 65
• *Increase advertisement/awareness of student career support programs.* • *Support more career fairs and information sessions with industry partners and professional organizations.*	Self-Study Report, page 66
• *It would be useful for the program to forge additional connections with graduate/alumni groups and professional accreditation organizations, such as the BC College of Applied Biology, Student Biotech Network, etc.*	Self-Study Report, page 66
• *Increase student study space in areas surrounding the Biology laboratories on the Surrey campus.*	Self-Study Report, page 67
• *Increase availability and upgrade outdated equipment, particularly on the Richmond campus.*	Self-Study Report, page 67
• *Expand the online journal collection; consider re-allocation of funds from underutilized resources such as audio-visual equipment and DVD's/streaming video.*	Self-Study Report, page 67
• *Explore options for expanded resources (such as The Learning Centre) or incorporating a first-year writing course or other credentials into the program.*	Self-Study Report, page 67
• *Renovation of existing lab space or access to new, larger spaces on the Richmond campus that will accommodate the minimum lab capacity of 20 students.*	Self-Study Report, page 67
• *Notably, lab space has been identified as an issue, which we agree with – impacting scheduling, degree progression, and access to hands-on research.*	External Review Report, page 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
1. Update Program Advisory Committee membership and replace outgoing members – schedule PAC meetings for the coming year.	Program/Department Chairs	Nov 2022	Nov 2022	Next meeting is scheduled for November 2022

B.Sc. Major in Biology Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
2. Coordinate with Career Development Centre and FSH Communications and Event team to organize career fair/Biology student event to be held regularly in Spring; this event can be used to connect with Biology-intended/declared students as well.	Program/Department Chairs	Nov 2022	Ongoing (May 2023)	Assuming the first event goes well, we would like this to be annual.
3. Pursue connections with graduate/alumni groups and professional accreditation organizations, such as the BCCAB. The first steps will be reaching out to these organizations, starting with the BCCAB and beginning a dialogue.	Program/Department Chairs	Nov 2022	Dec 2022	This timeline is for contact, discussion of options, and Department meetings to confirm interest. Full affiliations will take longer to set up and finalize.
4. Assess the department Operating Budget for unused allocations that can be repurposed towards online journal access options and other library resources.	Program/Department Chairs	Nov 2022	Nov 2022	Budget meetings will likely take place in September, with budget allocation amendments effective immediately
5. Update department information board in Surrey Spruce; student study space has been expanded in Spruce atrium already – inquire with Facilities about the possibility of seating in the wider upstairs area outside Spruce 204 for Biology-specific study area.	Program/Department Chairs	Nov 2022	Dec 2022	Follow-ups with Facilities may be required beyond this date.
6. Consult with Teaching and Learning regarding new/additional English language resources that can be incorporated into existing courses.	Program/Department Chairs	Nov 2022	Aug 2023	Any resources that can be incorporated into existing courses would be integrated during program restructure
7. Obtain quotes and submit Capital budget requests for Richmond lab renovation and equipment upgrades.	Program/Department Chairs	Nov 2022	Aug 2023	Budget requests must be submitted by September for the following year. Renovation may take 1-2 years if budget requests are approved.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Operating budget changes may be necessary to support professional accreditation and library resources. Capital budget requests will be necessary for Richmond lab renovations and equipment upgrades.
When resources will be required: 2023-2024 fiscal year
Faculty and/or Institutional support required: These budget requests will be submitted through the Faculty.

GOAL 4: Improve student success and enrollment rates

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• *There is room for improvement in enrollment through expanded links with community organizations, degree advertising, and other outreach measures.*	Self-Study Report, page 63
• *Further develop community connections as the program expands, via advertising and outreach opportunities.*	Self-Study Report, page 65
• *Provide more flexible course options for students including a greater range of courses across campuses.*	Self-Study Report, page 66
• *Re-examine second year courses including learning outcomes, to better align and distribute lower level and upper level course content throughout the degree.*	Self-Study Report, page 67
• *Establish communication protocols for larger courses with multiple instructors (especially first and second year courses)*	Self-Study Report, page 67
• *To further increase clarity and consistency of assessment, increase focus on assignments and formative modes of assessment other than exams wherever possible.*	Self-Study Report, page 67
• *KPU has many resources, and we recommend strengthening the integration of these resources. For example, to respond to DFW and repeat rates that may be related to language skills, it is recommended that faculty better promote and incentivize use of the existing support programs such as "Writing Right in Biology", Learning Centre resources, in addition to researching the advisability of developing a targeted writing course for Biology majors. Integration of Library and Advising resources at the first-year level may also be beneficial.*	External Review Report, Page 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
1. Explore outreach options for improving enrollment, such as making use of the KPU marketing team, the Biology Department website, and local community organizations. Community and local industry connections will be particularly important in the context of Co-op development.	Program/Department Chairs	Nov 2022	Nov 2027	This is likely to be an ongoing effort
2. Examine course offerings and lab use to increase the ability to offer a wider range of courses across the different campuses – consider alternation of elective offerings.	Program/Department Chairs		Ongoing (Nov 2027)	

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
3. In accordance with Goal 1, restructure of second-year high DFW course curriculum will help distribute content to improve student success. The program restructure will also address student language issues by incorporating language resources into first-year courses and develop writing-intensive offerings. The department is also exploring the possibility of revising the B in English 12 requirement to a C+ to improve enrollments.	Program Design Subcommittee and individual course leads	June 2023	Aug 2023	Completed with summer 2023 program design retreat
4. In accordance with Goal 1, establishment of course sub-committees will improve communication and consistency in courses with multiple instructors.	Program/Department Chairs	Nov 2022	Nov 2022	
5. During program restructure, instructors will discuss assessment methods to incorporate greater use of formative assessments, assignments, and assessments other than exams wherever possible	Entire department	June 2023	Aug 2024	Completed with Course Outline revisions

Resource Requirements (if applicable)
Resources required to achieve this Goal: KPU Marketing team and website administrators; other outreach resources.
When resources will be required: Ongoing
Faculty and/or Institutional support required: As above.

GOAL 5: Coordinate Faculty and staff resources as needed to maintain program/course quality.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• ***Faculty/staff teaching allocations as a program resource****: We recommend compiling data on past frequency of true teaching load at the program level (including buyouts, leaves, contract instructor hires, courses scheduled, research projects supervised, areas of expertise) for faculty, instructional staff, and technical staff) to ensure balanced and sufficient resources are available to maintain program/course quality.*	External Review Report, page 7
• *We recommend building a faculty/staff renewal and appointments plan.*	External Review Report, page 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
1. Compile data and update the Ed Plan document with all past data regarding teaching loads, release/leaves, NRs, including areas of expertise and research project supervision which has not previously been tracked; compile a similar document for lab staff.	Program/Department Chairs, Lab Coordinator	Nov 2022	Jan 2023	These documents already exist, they just need to be updated and expanded with additional information.
2. Consult with the Dean's office to create a faculty/staff renewal and appointment plan.	Program/Department Chairs, Lab Coordinator	Nov 2022	Jan 2023	
3. Explore options for time release for Faculty to supervise additional undergraduate research projects as enrollment increases.	Program/Department Chairs	Nov 2022	Ongoing (Nov 2027)	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Time release might be sought to increase options for Faculty supervision of research. Dean's Office consultation will help to provide information for updating documents.
When resources will be required: Ongoing – starting no sooner than Fall 2024
Faculty and/or Institutional support required: Budget requests will be submitted through the Faculty.

PLAN SUPPORTED BY:

Diane Purvey
Provost's Name

Provost's Signature

September 20, 2022
Date

Brett Favaro
Dean's Name

Dean's Signature

Sept 13, 2022
Date

REPORT: BSc Major in Biology Quality Assurance Plan

Instructions for Reviewers
Your assessment should ensure the Quality Assurance Plan does the following:

o address all the recommendations in the Self-Study and External Review reports (or provide a clear rationale when a recommendation is not addressed);

o provide clear, realistic plan of actions that are within the department's purview;

o clearly articulate how the Program will demonstrate Progress on a Goal and/or Action in its Annual Follow-Up Report.

OVERALL ASSESSMENT:
Please provide a brief assessment of the Quality Assurance Plan under review and an overall recommendation.

Reviewer #1: The Biology Quality Assurance Plan team has provided a detailed description of program strengths and challenges, including specific/viable solutions on how to address these challenges. Rationale provided for the 4 recommendations not addressed in this report is sufficiently clear.

The team has meticulously extracted and listed recommendations from both the Self-Study and External Review reports, to inform and support their 5 goals.

Other than a few notes as indicated below, the 5-Year Action Plan provides clear actions with reasonable timelines to adequately address the goals, and that can be used as markers to demonstrate progress in the annual follow-up report.

Congratulations to the team for preparing a comprehensive report!

Reviewer #2: This report reflects attention to both the External Review and the Self-Study documents. The action steps are laid out well.

Overall, I feel the Biology Department has done an excellent job on this QA report.

Reviewer #3: Most recommendations listed in the Self-Study and External Review reports have been addressed and the proposed actions to address them appear clear and realistic. The completion dates for many actions exceed one year, but it seems likely that some progress will be already reflected in the One-Year Follow-Up Report. However, I have identified two issues that, in my view, detract from the otherwise high quality of this report.

The Report (select the box that corresponds to your recommendation):
☐ Recommend for approval by the SSCPR as is
☒ Reviewer #1, #2, and #3: Recommend for approval by the SSCPR pending suggested actions (see below)
☐ Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:

Complete this section ONLY if you have identified the following major issues with the Plan:

    a) Recommendations made in the Self-Study Report and/or External Review Report are not appropriately addressed.

    b) Goals, Actions, and/or Resource Implications are not worded clearly.

    c) It is unclear how the Program will demonstrate Progress on a Goal, and/or Action in its Annual Follow-Up Report.

Issue (page #)	Suggested Action
The only issue I have was with the point about accessibility. (page 2)	If external reviewers felt this was a concern, perhaps there is more that could be done to support our students. It seems to me that a consultation with the accessibility services would be in order.
Quality Assurance Plan: there appears to be an overlap between Goal #1 (p.3) and Goal # 4 (p.12)	The difference between the "improvement of student progression and overall program quality" (goal #1) and the "improvement of student success rate" (part of goal #4) is not clear. It appears that the improvements in the program quality are expected to improve student enrollment (goal #4) but for the sake of clarity, I suggest keeping all program improvements under goal #1 and the enrollment strategy under goal #4. Alternatively, focus goal #4 on the "attractiveness" of the program as part of the enrollment strategy.
External Review Report, page 7, last recommendation: "To support project grant funding, build connections with SFU/UBC departments (as faculty adjuncts, eligible for NSERC studentships). Other short-term industry grants are also excellent opportunities, and very much in line with the program's mandate." appears to have been left out (not addressed in the Quality Assurance plan).	It is not clear which of the listed goals (potentially goal #2 or #3) and which of the proposed actions would help the Department of Biology follow this recommendation. The recommendation appears to highlight the need for research/project grants and suggests the connections with SFU/UBC faculty and industry as a potential solution. Action #3 required to achieve goal #3 (p.11) focuses on "connections with graduate/alumni groups and professional accreditation organizations". Action #1 required to achieve goal #4 (p.12) focuses on the "community and local industry connections". However, the purposes associated with these connections do not appear to support grant funding.
p. 8 Goal 2, Action 5 – "Explore options…"- given that the timeline for this action is 5 years, perhaps be more specific with what other action will take place beyond exploring options over this period?	Maybe add in action: "and build list of opportunities and potential funding sources, to be updated annually"
p. 12 Goal 4, Action 1 – "Explore options…" – similar to above. Over the 5-year period, will there be specific action beyond exploring options?	
p. 14 Goal 5, Action 3 – "Explore options…" – similar to above 2 comments.	
p. 12 Goal 4, Action 2 – start date missing	Add start date
p. 14 Goal 5, Resources – "starting no sooner than Fall 2024"	Confirm '2024' is correct

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)
p. 4 bullet #6- You may consider changing smoothening to smoothing, a word more commonly used.
Reference to "Teaching & Learning" – ensure consistency in reference to this dept name throughout report eg. pages 4, 5, 6, 10, 11
Remove italics on page 8 for consistency

REPORT: BSc Major in Biology Quality Assurance Plan

Instructions for Reviewers

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- o provide clear, realistic plan of actions that are within the department's purview;
- o clearly articulate how the Program will demonstrate Progress on a Goal, Strategy and/or Step in its Annual Follow-Up Report.

OVERALL ASSESSMENT:
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The Report (select the box that corresponds to your recommendation):
- ☐ Recommend for approval by the SSCPR as is
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- ☐ Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:
Complete this section ONLY if you have identified the following major issues with the Plan:
- a) Recommendations made in the Self-Study Report and/or External Review Report are not appropriately addressed.
- b) Goals, Strategies, Steps and/or Resource Implications are not worded clearly.
- c) It is unclear how the Program will demonstrate Progress on a Goal, Strategy and/or Step in its Annual Follow-Up Report.

Issue (page #)	Suggested Action
The only issue I have was with the point about accessibility. (page 2)	If external reviewers felt this was a concern, perhaps there is more that could be done to support our students. It seems to me that a consultation with the accessibility services would be in order. Program's response: The recommendation was for something we already do (consultations and presentations from Accessibility Services), so I have clarified the language on Page 2 to make this more clear.
Quality Assurance Plan: there appears to be an overlap between Goal #1 (p.3) and Goal # 4 (p.12)	The difference between the "improvement of student progression and overall program quality" (goal #1) and the "improvement of student success rate" (part of goal #4) is not clear. It appears that the improvements in the program quality are expected to improve student enrollment (goal #4) but for the sake of clarity, I suggest keeping all program improvements under goal #1 and the enrollment strategy under goal #4. Alternatively, focus goal #4 on the "attractiveness" of the program as part of the enrollment strategy. Program's response: I agree that restructuring goals 1 and 4 in this way could likely improve clarity somewhat, but given the short time for these edits, I went with the alternative suggestion and edited goal 4 to focus on "attractiveness" of the program.
External Review Report, page 7, last recommendation: "To support project grant funding, build connections with SFU/UBC departments (as faculty adjuncts, eligible for NSERC studentships). Other short-term industry grants are also excellent opportunities, and very much in line with the program's mandate." appears to have been left out (not addressed in the Quality Assurance plan).	It is not clear which of the listed goals (potentially goal #2 or #3) and which of the proposed actions would help the Department of Biology follow this recommendation. The recommendation appears to highlight the need for research/project grants and suggests the connections with SFU/UBC faculty and industry as a potential solution. Action #3 required to achieve goal #3 (p.11) focuses on "connections with graduate/alumni groups and professional accreditation organizations". Action #1 required to achieve goal #4 (p.12) focuses on the "community and local industry connections". However, the purposes associated with these connections do not appear to support grant funding. Program's response:This recommendation was missed in the transcription to the QA plan document. I have added an item under Goal 3 (improve resources and connections) addressing this

	recommendation, to the extent that it can be done at a program level, given that grant research is not currently part of collective bargaining at KPU.
p. 8 Goal 2, Action 5 – "Explore options…"- given that the timeline for this action is 5 years, perhaps be more specific with what other action will take place beyond exploring options over this period?	Maybe add in action: "and build list of opportunities and potential funding sources, to be updated annually" Program's response: Done
p. 12 Goal 4, Action 1 – "Explore options…" – similar to above. Over the 5-year period, will there be specific action beyond exploring options?	Program's response: Part of the difficulty here is that we need consultations with marketing, web support, and others to know what those options are. I have added some more concrete language, and included another Action specific to the website updates.
p. 14 Goal 5, Action 3 – "Explore options…" – similar to above 2 comments.	Program's response: Added the same language as above.
p. 12 Goal 4, Action 2 – start date missing	Add start date Program's response: Done
p. 14 Goal 5, Resources – "starting no sooner than Fall 2024"	Confirm '2024' is correct Program's response: This was a typo – should be "no later than Fall 2023", fixed.

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).
Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)
p. 4 bullet #6- You may consider changing smoothening to smoothing, a word more commonly used. Program's response: This was the word used in the External Review Report, which I am quoting here, so I should probably leave it as is.
Reference to "Teaching & Learning" – ensure consistency in reference to this dept name throughout report eg. pages 4, 5, 6, 10, 11 Program's response: Changed to "The Office of Teaching & Learning" throughout.
Remove italics on page 8 for consistency Program's response: Done

B.Sc. Major in Biology Quality Assurance Plan

Date submitted to SSCPR: September 28, 2022

Date Self-Study Report approved by SSCPR: October 20, 2021

Date of External Review: March 29, 2022

SUMMARY OF PROGRAM STENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

Program Strengths:

The B.Sc. Major in Biology program at KPU was formally launched in 2013 to provide access to post-secondary education in the life sciences for the south-Fraser region that KPU serves (Langley, Surrey/Delta, and Richmond). The program was designed with the KPU polytechnic mandate in mind, to serve the newly-identified and growing need for life sciences graduates to possess practical skills that provide a competitive edge in the job market. The recent SSCPR-approved Self-Study Report completed by the Biology department identified many strengths of the B.Sc. Major in Biology program in comparison with similar degrees from other institutions. In particular, the program has strong components addressing practical skill development and job preparedness, through extensive laboratory courses, experiential learning opportunities, and directed research. There are strong affiliations with KPU research units (including the Institute for Sustainable Horticulture and the Applied Genomics Centre) and community/industry partners that provide access to cutting-edge technologies and significant opportunities for undergraduate research. Student enrollment has increased most years since the launch of the program, and student/alumni satisfaction with the curriculum, modes of delivery, and program resources were all very high, particularly regarding the laboratory/experiential learning components. Student outcomes were consistently above Ministry targets, and most alumni surveyed were employed in program-related jobs. The program offers first- and second-year courses at multiple locations across the south-Fraser region, with small class and lab sizes that greatly facilitate student learning and success. The program also boasts highly-qualified faculty with credentials that generally exceed those required by KPU policy, and the program curriculum accordingly benefits, resulting in well-coordinated program competencies/learning outcomes, particularly with regards to literacy and communication skills. The result is a broad-based program with a focus on small-group hands-on instruction, practical experiential learning, and undergraduate research opportunities.

Challenges and Opportunities for Improvement:

The primary challenge identified by the program review process has been student progression. Given the small class sizes and limited enrollments, it is not practical to offer many sections per year of core courses, limiting student options for progression. We propose to meet this challenge with a restructure of our program to increase flexibility and student options, particularly with regards to elective courses, a reduction of total credits to graduate, and curricular changes to 2nd year courses with high DFW rates to improve student success. Additionally, a number of other opportunities for improvement were identified; the primary strength of the program being the focus on practical learning means that it is possible to explore further options to increase this aspect of the degree. For example, the incorporation of an Honours option, a co-op or work study option, and degree streams with greater specialization, were all identified as possible improvements. It was also noted that certain program resources could be improved; for example, that the membership and composition of the Program Advisory Committee should be reviewed and updated. Other resources identified as needing improvement were student study spaces, lab facilities on Richmond campus, and program communication with student advising services. Finally, it was suggested that enrollments could be improved by outreach efforts and creating connections with community groups, alumni, and professional organizations.

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

The Recommendations from the Self-Study Report and External Review Report that this Plan <u>does not</u> address is provided below, with a brief rationale for why these Recommendations cannot be addressed.

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
For next external review, a section describing the faculty/staff, the students, and the institutional context would be useful to the external reviewers.	ERR, Page 4	This suggestion is noted for future – no further activity is needed to address this in the current Program Review.
Improve transparency of core course requirements and course offering by ensuring access to information on requirements and course offerings with increased lead time for planning.	ERR, Page 6	These factors are currently being addressed across the entire institution with the new Course Outline systems, and across the Faculty of Science and Horticulture with changes to scheduling and advising procedures, and are thus outside the scope of this program-specific review.
During the review process, KPU faculty/staff noted that they have introduced a "first year working group." The external reviewers support this group continuing in an ongoing way, to support consistency of teaching & assessment. We also support the continued presence of a teaching & learning specialist on this group in some way, to strengthen connections between instructors and resources, as well as providing pedagogical support.	ERR, Page 6	This recommendation is based on current practice – the working group is ongoing and its connection to the Office of Teaching & Learning will continue, and there is no need to further address this recommendation.
Clarifying (to instructional faculty/staff, as well as to students) available supports from Accessibility services would be beneficial.	ERR, Page 7	This information is contained in all KPU Course Presentations. Accessibility Services already routinely makes presentations at department meetings to clarify available supports as suggested by the review committee, and we will continue to consult with them and invite them to speak with our Faculty and Students periodically to keep current on this. We feel there is no further need to address this recommendation.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

*The Quality Assurance **Goals** for improving or maintaining program quality over the next five years are:*

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: November, 2022 to November 2027

GOAL 1: Improve student progression and overall program quality by restructuring program curriculum design, with specific attention to program options and incorporation of improved ethics, writing, sustainability, industry-oriented, and Indigenous content.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• *Explore options for degree streams, particularly molecular biology vs organismal biology*	Self-Study Report, page 65
• *Explore the inclusion of specific ethics curriculum (stand-alone course or increased content in existing courses)*	Self-Study Report, page 65
• *With regard to industry feedback about future trends in the Biology sector, it would be useful to increase content specifically identified by sector respondents such as additional exposure to bioinformatics, technological integration, synthetic biology, CRISPR/Cas, Indigenous content, and content related to climate change and sustainability* • *Given the importance and urgency of the global climate emergency, increase the already substantial program content related to climate change and sustainability, as identified by industry feedback about future trends in the sector*	Self-Study Report, page 66
• *In keeping with the KPU Vision 2023 goals regarding decolonization and Indigenization, consult with the newly-formed KPU Indigenous Advisory Committee and Elder-in-Residence regarding strategies to decolonize and Indigenize the Biology curriculum.*	Self-Study Report, page 66
• *Revise course outlines to ensure that course learning outcomes are better aligned with program learning outcomes, meet all SMART criteria, and capture the relevant knowledge, skills, and values of program learning outcomes that are taught in specific courses* • *Revise course outlines to clearly identify opportunities for students to develop leadership skills and engage in discussions about the value and ethics of advances in biological knowledge as they relate to societal and world issues, and to integrate more content involving specialized technical skills and the use of technology and computing relevant to sector career paths*	Self-Study Report, page 66
• *Re-examine 2nd year courses including learning outcomes, to better align and distribute lower level/upper level course content throughout the degree.*	Self-Study Report, page 67

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• *To decrease the time to graduate, re-examine the frequency and campus locations of core course offerings; ensure advisors are aware of the schedule for course offerings.* • *Improve communication with academic advisers. Chairs should reach out to academic advisers early and communicate regularly through the timetabling and registration process.*	Self-Study Report, page 67
• *Incorporation of additional elective options as the program expands would also help with time to graduate.*	Self-Study Report, page 67
• *The external reviewers recommend compiling data on student context (full-time vs part-time students in the program; genuine workload within courses; language competencies; first-generation students; etc) – and keeping this context in mind when making curricular design decisions.*	External Review Report, page 5
• *Need to introduce the **Learning Outcome #11** (Discuss and debate the value and ethics of advances in biological knowledge, practice, understanding, and technology as they relate to contemporary societal and world issues) earlier in the Biology curriculum (ie. 1st or 2nd year) as this is a foundation of how to view and use biological information later in the program.*	External Review Report, page 5
• *At the upcoming faculty retreat on the curriculum and streaming, we recommend a focus on smoothening student program progression -- such as pre-requisite structure of core courses vs upper-division, higher frequency of core course offerings, more flexibility for upper-division course selection, instructor redundancy for any new courses designed, etc).*	External Review Report, page 5
• *Make an ongoing plan to **assess student achievement of these goals**. We'd advise consulting with the teaching and learning centre about strategies for this. Specific to biology, possibly useful may be the BioMAPS assessment structure (Smith MK), connected to the learning outcomes developed in the BioCore guide (Brownell SE) and BioSkills guide (Clemmons AW).*	External Review Report, page 5
• *It is recommended that research be done into causes of high DFW rates, and evaluate efficacy of existing or new supports to address causes. When addressing this issue, we note that any "optional" interventions are unlikely to be taken up by the students who most need them. One possible idea would be a required course, at the start of the degree, on academic success (e.g. EDUC1100 or similar).*	External Review Report, page 6
• *Current trends in undergraduate science education pedagogy are centered on **inclusive teaching practices**. [We] encourage the faculty/staff to collectively reflect on their shared pedagogical goals/philosophy as part of a program-level conversation.*	External Review Report, page 6
• *KPU has many resources, and we recommend strengthening the integration of these resources. For example, to respond to DFW and repeat rates that may be related to language skills, it is recommended that faculty better promote and incentivize use of the existing support programs such as "Writing Right in Biology", Learning Centre resources, in addition to researching the advisability of developing a targeted writing course for Biology majors. Integration of Library and Advising resources at the first-year level may also be beneficial.*	External Review Report, page 7

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
1. Establish regular meeting schedule with Program Advisors and Course Sub-Committees for all multi-instructor courses (1st and 2nd year); establish Program Design Sub-Committee (PDSC).	Program/Department Chairs	Nov 2022	Nov 2022	
2. Review curricular content of 1st and 2nd year core program courses, including requirements for course articulation, and restructure content to improve student progression through the program and reduce DFW rates.	Biology Program Design Sub-committee	Nov 2022	May 2023	This information will be used to inform Course Outline revisions
3. Request additional information from OPA regarding student and program data, such as sources of DFW rates, as suggested by External Review Committee.	Program/Department Chairs	Nov 2022	May 2023	This information will be used to help inform the Program Design Retreat
4. Consult with the Office of the AVP Indigenous Leadership, Innovation, and Partnerships and the Office of Teaching & Learning Commons regarding plans to Indigenize and Decolonize curriculum in the program.	Program/Department Chairs	Nov 2022	May 2023	This information will be used to inform Program Design Retreat
5. Review program core and elective courses for restructure, including investigation of options for degree streams. Design preliminary restructure plan with reduced program credit total and more elective options in senior years (3rd and 4th).	Biology Program Design Sub-committee	Nov 2022	May 2023	This information will be used to help inform the Program Design Retreat
6. Hold Program Design retreat for entire department to establish final curriculum design plan for core degree – this retreat should focus on student progression, prerequisite structure, Indigenization and decolonization of course content, program flexibility, incorporation of recommendations to curriculum (ethics, sustainability, biotech, etc.). Faculty will also discuss program-wide teaching philosophy, including inclusive teaching practices (such as UDL) and decolonization of curriculum.	Entire Department	May 2023	Aug 2023	Date TBD – summer of 2023
7. Design new courses to serve identified needs, including writing course, ethics content, Indigenous content, expanded elective options, etc. as identified by above steps.	Course leads and Biology Program Design Sub-committee	Sept 2023	Aug 2024	This may begin sooner depending on completion of the work of the PDSC – new course development will likely continue beyond 2024

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
8. Incorporate ~~T&L~~the Office of Teaching & Learning writing content into existing core courses at the 1st year level.	Course leads	Nov 2022	Aug 2024	
9. Course Outline revisions – incorporate Program Design Subcommittee recommendations and ensure that all Learning Outcomes follow SMART guidelines, incorporate sustainability content and industry-specific recommendations, Indigenization and Decolonization recommendations, etc.	Individual Course Leads/Instructors	May 2023	Aug 2025	Review can begin immediately, but incorporation of PDSC recommendations will begin May 2023 and progress through Program Retreat.
10. Consult with the Office of Teaching ~~and~~ & Learning and explore the use of BioMAPS/BioCore/BioSkills guides for assessing student achievement.	Individual Course Leads/Instructors	Sept 2023	Aug 2024	
11. Implement new Program Changes agreed upon at the Program Design Retreat – the plan is to submit Program Change paperwork for implementation by Fall 2024	Program/Department Chairs	April 2024	Sept 2024	This may occur sooner depending on progression of committee work, some changes may be left for the next program review iteration.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Teaching release for course development would be sought for specific Faculty members; OPA resources for student information; funds/space for a Program Design Retreat and potentially the services of a Curricular Consultant.
When resources will be required: Beginning in 2023, largely in summer
Faculty and/or Institutional support required: Resources as stated above will need to come from Faculty/Institutional levels

GOAL 2: Incorporate more experiential learning and hands-on opportunities into program; this should include all levels of the program, including senior research projects, laboratory content and field work at junior and senior levels, and external work study opportunities.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• *Introduce an Honours program to maximize competitiveness with other institutions.*	Self-Study Report, page 65
• *Explore options for degree streams, particularly molecular biology vs organismal biology*	Self-Study Report, page 65
• *Determine the feasibility of introducing a Co-op program to maximize competitiveness with other institutions.*	Self-Study Report, page 65
• *Explore options to further support faculty and student research opportunities, particularly opportunities to present at research symposia and conferences.*	Self-Study Report, page 65
• *With regard to industry feedback about future trends in the Biology sector, it would be useful to increase content specifically identified by sector respondents such as additional exposure to bioinformatics, technological integration, synthetic biology, CRISPR/Cas, Indigenous content, and content related to climate change and sustainability* • *Given the importance and urgency of the global climate emergency, increase the already substantial program content related to climate change and sustainability, as identified by industry feedback about future trends in the sector*	Self-Study Report, page 66
• *In order to improve course offerings, it may be useful to develop new upper-year course electives, particularly for hands-on methods. This may include the specific content identified above.*	Self-Study Report, page 66
• *Expand experiential learning opportunities for students, particularly by exploring the introduction of an optional Co-op program and further research options in existing courses.*	Self-Study Report, page 66
• *As the development of a Co-op program is likely to be a significant undertaking, a program co-ordinator should be appointed, possibly in cooperation with other departments.*	Self-Study Report, page 66
• *Explore opportunities to expand lab-based experiential learning experiences, particularly field work and research experiences. These opportunities could be linked to community organizations, industry, etc.*	Self-Study Report, page 67
• *Graduates with expertise in climate change and sustainability are urgently needed in the workforce, and we recommend this focus be moved to a short-term recommendation.*	External Review Report, Page 4
• *Teaching allocations and research projects: Fourth-year research projects are a major strength of this program. To sustain these projects, appropriate teaching allocation needs to be in place to build on this strength.*	External Review Report, Page 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
1. Construct and submit Honours option as Program Change D7 with attendant Course Outlines for Honours research courses in Biology.	Program/Department Chairs	Nov 2022	Nov 2022	
2. Initiate discussion with Dean's Office and KFA about funding sources to support Faculty research to provide Faculty advisors for students in senior research courses.	Program/Department Chairs	Nov 2022	Dec 2022	Conversations in Fall 2022 will hopefully lead to ongoing efforts.
3. In accordance with Goal 1, program restructure should include incorporation of additional experiential learning and research opportunities in lab content and field work. This will include consideration of degree stream structure, which should focus on industry-appropriate specializations.	Program Design Subcommittee and individual course leads	June 2023	Aug 2023	Completed with summer 2023 program design retreat
4. Consult with Career Development Centre regarding the feasibility and steps required to implement a Co-op option for the Biology program. If feasible, a Co-op Coordinator should be appointed as required.	Program/Department Chairs	Nov 2022	Dec 2022	If the option is feasible and within budgetary restraints, the required D7 form would be submitted after Dec 2022 for implementation in 2024.
5. Explore options for student research presentations at the institutional, regional, and national/international level, and build list of such opportunities and potential funding sources, to be updated annually. This will involve coordination with the office of Teaching & Learning, and the FSH communications and events team.	Program/Department Chairs	Nov 2022	Ongoing (Nov 2027)	~~The goal will be to build a list of opportunities and potential funding sources, and update it yearly.~~
6. In accordance with Goal 1, develop specific courses focused on experiential learning. These courses should address industry needs, sustainability goals, and may serve as core components of degree streams.	Course leads and Biology Program Design Sub-committee	Sept 2023	Aug 2024	This may begin sooner depending on completion of the work of the PDSC – new course development will likely continue beyond 2024
7. Work with the Applied Genomics Centre, the Office of Research Services, and individual Faculty industry partners to increase industry-relevant content in existing courses and to capitalize on student research opportunities, such as the SRIG grants for senior research students, post-graduate internships, and other student-directed research opportunities.	Program/Department Chairs, Research Faculty	Nov 2022	Ongoing (Nov 2027)	The goal would be to incorporate current opportunities and update the list regularly as new opportunities become available.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Teaching release for course development would be sought for specific Faculty members; funding for student research presentations would be sought through the Office of Research Services and other funding applications; assistance from the Communication and Events team.
When resources will be required: Beginning in 2023, largely in summer.
Faculty and/or Institutional support required: Funds for release would come from institutional sources.

GOAL 3: Improve program resources and connections, as well as facilities, particularly laboratory space on Richmond campus.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• *The Advisory committee could use more members from sectors that are relevant to molecular biology and research. Outgoing members need to be replaced.*	Self-Study Report, page 65
• *Increase advertisement/awareness of student career support programs.* • *Support more career fairs and information sessions with industry partners and professional organizations.*	Self-Study Report, page 66
• *It would be useful for the program to forge additional connections with graduate/alumni groups and professional accreditation organizations, such as the BC College of Applied Biology, Student Biotech Network, etc.*	Self-Study Report, page 66
• *Increase student study space in areas surrounding the Biology laboratories on the Surrey campus.*	Self-Study Report, page 67
• *Increase availability and upgrade outdated equipment, particularly on the Richmond campus.*	Self-Study Report, page 67
• *Expand the online journal collection; consider re-allocation of funds from underutilized resources such as audio-visual equipment and DVD's/streaming video.*	Self-Study Report, page 67
• *Explore options for expanded resources (such as The Learning Centre) or incorporating a first-year writing course or other credentials into the program.*	Self-Study Report, page 67
• *Renovation of existing lab space or access to new, larger spaces on the Richmond campus that will accommodate the minimum lab capacity of 20 students.*	Self-Study Report, page 67
• *Notably, lab space has been identified as an issue, which we agree with – impacting scheduling, degree progression, and access to hands-on research.*	External Review Report, page 7
• *To support project grant funding, build connections with SFU/UBC departments (as faculty adjuncts, eligible for NSERC studentships). Other short-term industry grants are also excellent opportunities, and very much in line with the program's mandate.*	External Review Report, Page 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
1. Update Program Advisory Committee membership and replace outgoing members – schedule PAC meetings for the coming year.	Program/Department Chairs	Nov 2022	Nov 2022	Next meeting is scheduled for November 2022

B.Sc. Major in Biology Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
2. Coordinate with Career Development Centre and FSH Communications and Event team to organize career fair/Biology student event to be held regularly in Spring; this event can be used to connect with Biology-intended/declared students as well.	Program/Department Chairs	Nov 2022	Ongoing (May 2023)	Assuming the first event goes well, we would like this to be annual.
3. Pursue connections with graduate/alumni groups and professional accreditation organizations, such as the BCCAB. The first steps will be reaching out to these organizations, starting with the BCCAB and beginning a dialogue.	Program/Department Chairs	Nov 2022	Dec 2022	This timeline is for contact, discussion of options, and Department meetings to confirm interest. Full affiliations will take longer to set up and finalize.
4. Assess the department Operating Budget for unused allocations that can be repurposed towards online journal access options and other library resources.	Program/Department Chairs	Nov 2022	Nov 2022	Budget meetings will likely take place in September, with budget allocation amendments effective immediately
5. Update department information board in Surrey Spruce; student study space has been expanded in Spruce atrium already – inquire with Facilities about the possibility of seating in the wider upstairs area outside Spruce 204 for Biology-specific study area.	Program/Department Chairs	Nov 2022	Dec 2022	Follow-ups with Facilities may be required beyond this date.
6. Consult with the Office of Teaching and Learning regarding new/additional English language resources that can be incorporated into existing courses.	Program/Department Chairs	Nov 2022	Aug 2023	Any resources that can be incorporated into existing courses would be integrated during program restructure
7. Obtain quotes and submit Capital budget requests for Richmond lab renovation and equipment upgrades.	Program/Department Chairs	Nov 2022	Aug 2023	Budget requests must be submitted by September for the following year. Renovation may take 1-2 years if budget requests are approved.
8. Reach out to departments at UBC and SFU to investigate the potential for research partnerships with our program Faculty.	Program/Department Chairs	Nov 2022	Nov 2024	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Operating budget changes may be necessary to support professional accreditation and library resources. Capital budget requests will be necessary for Richmond lab renovations and equipment upgrades.
When resources will be required: 2023-2024 fiscal year
Faculty and/or Institutional support required: These budget requests will be submitted through the Faculty.

GOAL 4: Improve ~~student success and~~ program enrollment rates

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• *There is room for improvement in enrollment through expanded links with community organizations, degree advertising, and other outreach measures.*	Self-Study Report, page 63
• *Further develop community connections as the program expands, via advertising and outreach opportunities.*	Self-Study Report, page 65
• *Provide more flexible course options for students including a greater range of courses across campuses.*	Self-Study Report, page 66
• *Re-examine second year courses including learning outcomes, to better align and distribute lower level and upper level course content throughout the degree.*	Self-Study Report, page 67
• *Establish communication protocols for larger courses with multiple instructors (especially first and second year courses)*	Self-Study Report, page 67
• *To further increase clarity and consistency of assessment, increase focus on assignments and formative modes of assessment other than exams wherever possible.*	Self-Study Report, page 67
• *KPU has many resources, and we recommend strengthening the integration of these resources. For example, to respond to DFW and repeat rates that may be related to language skills, it is recommended that faculty better promote and incentivize use of the existing support programs such as "Writing Right in Biology", Learning Centre resources, in addition to researching the advisability of developing a targeted writing course for Biology majors. Integration of Library and Advising resources at the first-year level may also be beneficial.*	External Review Report, Page 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
1. Explore outreach options for improving enrollment, such as making use of the KPU marketing team, the Biology Department website, and local community organizations. Consultations with KPU marketing and the FSH communication and events team, to take place within the first 3 months of the review period, will inform specific actions to support this effort; this will include increased presence at KPU events such as Open Houses, KPU Day, etc. Community and local industry connections will be particularly important in the context of Co-op development.	Program/Department Chairs	Nov 2022	Nov 2027	This is likely to be an ongoing effort

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
2. Update the Biology Department Website with information about industry partnerships, research opportunities, and career paths associated with the Program, including links to the AGC and partner websites.	Program/Department Chairs	Nov 2022	May 2023	
2.3. Examine course offerings and lab use to increase the ability to offer a wider range of courses across the different campuses – consider alternation of elective offerings.	Program/Department Chairs	Nov 2022	Ongoing (Nov 2027)	
3.4. RIn accordance with Goal 1, restructure of second-year high DFW course curriculum will help distribute content to improve student success and attractiveness of the program. The program restructure will also address student language issues by incorporating language resources into first-year courses and develop writing-intensive offerings. The department is also exploring the possibility of revising the B in English 12 requirement to a C+ to improve enrollments.	Program Design Subcommittee and individual course leads	June 2023	Aug 2023	Completed with summer 2023 program design retreat
4.5. In accordance with Goal 1, establishment ofEstablish course sub-committees towill improve communication and consistency in courses with multiple instructors.	Program/Department Chairs	Nov 2022	Nov 2022	
5.6. During program restructure, instructors will discuss assessment methods to incorporate greater use of formative assessments, assignments, and assessments other than exams wherever possible. This will also improve program attractiveness.	Entire department	June 2023	Aug 2024	Completed with Course Outline revisions

Resource Requirements (if applicable)
Resources required to achieve this Goal: KPU Marketing team and website administrators; other outreach resources.
When resources will be required: Ongoing
Faculty and/or Institutional support required: As above.

GOAL 5: Coordinate Faculty and staff resources as needed to maintain program/course quality.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
• ***Faculty/staff teaching allocations as a program resource****: We recommend compiling data on past frequency of true teaching load at the program level (including buyouts, leaves, contract instructor hires, courses scheduled, research projects supervised, areas of expertise) for faculty, instructional staff, and technical staff) to ensure balanced and sufficient resources are available to maintain program/course quality.*	External Review Report, page 7
• *We recommend building a faculty/staff renewal and appointments plan.*	External Review Report, page 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
1. Compile data and update the Ed Plan document with all past data regarding teaching loads, release/leaves, NRs, including areas of expertise and research project supervision which has not previously been tracked; compile a similar document for lab staff.	Program/Department Chairs, Lab Coordinator	Nov 2022	Jan 2023	These documents already exist, they just need to be updated and expanded with additional information.
2. Consult with the Dean's office to create a faculty/staff renewal and appointment plan.	Program/Department Chairs, Lab Coordinator	Nov 2022	Jan 2023	
3. Explore options for time release for Faculty to supervise additional undergraduate research projects as enrollment increases, and build list of such opportunities and potential funding sources, to be updated annually.	Program/Department Chairs	Nov 2022	Ongoing (Nov 2027)	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Time release might be sought to increase options for Faculty supervision of research. Dean's Office consultation will help to provide information for updating documents.
When resources will be required: ~~Ongoing – starting no sooner than Fall 2024~~Ongoing – starting no later than Fall 2023
Faculty and/or Institutional support required: Budget requests will be submitted through the Faculty.

PLAN SUPPORTED BY:

_____   _____   _____
Provost's Name   Provost's Signature   Date

Brett Favaro   Sept 13, 2022
Dean's Name   Dean's Signature   Date

SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Agenda Item: 5.2
Meeting Date: October 19, 2022
Presenter: Heather Cyr, Shelley Boyd

Agenda Item	English Quality Assurance Plan

Action Requested	Motion

Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the English Quality Assurance Plan as attached.
Senate Standing Committee Report	For Senate Office Use Only
Attachments	English Quality Assurance Plan
Submitted by	*Melike Kinik-Dicleli, Manager of Quality Assurance*
Date submitted	*October 1, 2022*

English Quality Assurance Plan

Date submitted to SSCPR: September 28, 2022

Date Self-Study Report approved by SSCPR: November 24, 2021.

Date of External Review: March 23, 2022

SUMMARY OF PROGRAM STENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

The English Department serves the institution with approximately 255 sections each year taught by approximately 40 regular faculty members and 10 non-regular faculty. More than 85% of these sections are first-year courses: ENGL1100, ENGL1202, ENGL1204, and ENGL1207. While the department is large, a relatively small portion of our offerings is dedicated to our credentialled programs. The BA Minor in English was developed in 2005, followed by the BA Major in English in 2008. This is the English Department's second program review; the last program review was conducted in 2014. In this current cycle, the Program Review committee has focused almost exclusively on the degree credential programs (AA, Minor, and Major). Our programs, particularly our Majors Program, have been growing in the last several years (OPA data indicates that headcount in upper-level courses has increased 44% between 2014/2015 and 2019/20). This growth is due in part to a reduction of in-program pre-requisites undertaken after the last program review. We have also sought to offer more courses in popular genres in the last number of years, creating more offerings in areas such as film, myth, and young adult literature, a trend that we expect to continue. In this cycle, we seek to update our program offerings to align with changes in the discipline, to diversify our offerings both within individual courses and within the program itself, to eliminate registration bottlenecks, and to meet the needs of students, providing flexibility and choice to capitalize on the potential of English within the Faculty of Arts' programming. The program updates suggested in the Self-Study Report (SSR) and this report are supported by the External Review (ERR), administrative data, student surveys, alumni surveys, and faculty surveys.

Strengths: As demonstrated in our surveys, our focused, engaged, caring faculty members are the program's most important assets. As Canada Research Chair in South Asian Studies, Dr. Asma Sayed's research, advocacy, and teaching bring energy and excitement to the department around research and bringing research into the classroom. She is already employing several student assistants, giving our Majors wonderful opportunities to engage in pertinent and timely disciplinary research. Dr. Sayed is also a crucial resource and mentor for the program's goals around EDID. Faculty member Greg Chan, Outreach Coordinator for Kdocs and editor-in-chief of *Mise-en-Scéne: The Journal of Film and Visual Narration* (homed at KPU), likewise brings opportunities for our students to publish and work in student assistantships. These are just two outstanding examples of faculty who are generating energy and opportunities for our faculty and students. The size of our department is a strength because it allows us to have a large roster of instructors with a broad array of expertise that they bring to our program curriculum. We are well positioned to offer more courses in popular genres such as film, the graphic novel, and horror. We have also, in the last five years, hired strategically so that we are better placed to respond to calls for Indigenization and decolonialization and to offer more literatures focused on historically underrepresented, multi-cultural, and multi-ethnic voices; however, this must be an ongoing focus of future searches. Students, alumni, and external reviewers alike point to small class sizes and faculty attention as a major benefit of our program. Finally, we have the faculty capacity to develop a program that speaks to our strengths as part of a diverse polytechnic university.

Challenges: While the size of English is a strength in many ways, our size relative to our program offers challenges when planning for and offering faculty access to upper-level courses. We often face challenges in our rollout of courses given that many faculty have a heavy marking load and are overwhelmed by new preps at regular intervals, particularly when they are not guaranteed to teach that course again within a reasonable period. Another challenge is finding the appropriate number of upper-level courses to offer during a period of growth

(not to mention the further challenge of the pandemic and post-pivot environment). 100% of our students surveyed indicated that access to courses they wanted during a specific semester was a barrier, while 67% said that being unable to get into full courses was a barrier. Students particularly noted that summer semester is a challenge. Another challenge in the program is that our wide suite of offerings was created over many years and does not necessarily align across sub-disciplines or across levels of the program. While the size of our department has its benefits as stated above, we have many committees, creating a multi-layered process for curricular and department changes that require broad support; it simply takes longer to consult more people. It will be a major challenge to map the current curriculum, engage with the department about refreshing learning outcomes and course outline language, standardize course outline language to create and reinforce coherence across levels of the program, and re-imagine the way that many of our canonically focused courses can be made more flexible to focus upon skills building as well as content, while also taking into account the ways in which our curriculum can engage with diversity and representation. Another challenge we face is the social cohesion of our program, given the layout and space constraints of the English Department's office and meeting spaces. We are the largest department in Arts, but we do not have the meeting and flexible spaces that the next two largest programs have.

Opportunities: English is well-placed within Arts because of its attractiveness to students who wish to enter many fields: education, library sciences, communications, professional writing, and law primary among them. Our program's renewed emphasis on skill building—communication, expression, analysis, research, and critical thinking—will offer students tools they will need as citizens in the 21st century world. We see many opportunities for collaboration with other Arts programs as well as a clear opportunity to offer a more flexible Minor, for example, that would meet the needs of students in many other Arts disciplines. Given the recent completion of the BA Framework and AC14, we also believe the time is right for a large-scale re-imagining of the Majors program, including reimagining the potential for both seminar and experiential learning opportunities for our 4th year students. With flexible, student-centered, and topic-driven curriculum development, there are many opportunities to invite students into discussions about the significant issues of today through the analysis of story and narrative.

Threats: The threats that we may face as a program include the following: decreasing domestic enrolments; retention in four-year programs; competition from other post-secondary institutions, particularly those offering upper-level English courses "on demand" as distance education courses; and the de-valuing of the Humanities in larger social discourse, specifically the idea (which is not data-driven and is countered by many studies showing that employers value communication and critical thinking skills centred in Humanities programs) that English majors are less employable than counterparts in Business or STEM.

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

The Recommendations from the Self-Study Report and External Review Report that this Plan <u>does not</u> address as provided below, with a brief rationale for why these Recommendations cannot be addressed.

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
The External Reviewers suggest, **"**The department and deans should revisit the 4300 and 4400 courses. These experiential learning courses have become moribund with the loss of the instructor who used to teach them. If possible, caps should be lowered from the current 25 to allow responsible delivery of these courses and they should be revived."	ERR 4	Class sizes are not within control of the department. While we will certainly have discussions with the Dean, class size is a KPU-KFA issue. Outside of class size, we do (below) address the re-imagining of 4000-level courses and experiential options as recommended here.
The External reviewers suggest, "[T}hat course caps should be kept as low as feasible, in recognition of the fact that small class sizes are integral to student satisfaction and to the quality of the education KPU delivers through its English department. (Unlike many other disciplines, English and especially writing instruction simply cannot effectively be delivered in groups of more than 25)."	ERR 4	Class sizes are not within control of the department. While we will certainly have discussions with the Dean, class size is a KPU-KFA issue.
"Have some faculty "flex" spaces even shared, that could be used for meetings with students." "Create more communal meeting spaces for students on campus indoors and outdoors."	ERR 7; SSR 49, 55	While we have added a section below which has achievable goals such as "lobbying for space," we acknowledge that the department does not have control of space plans for campuses and can go no further than lobbying. This is out of the control of the department, and, we acknowledge that, given space constraints, may also be out of the control of the Dean of Arts.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

The Quality Assurance **Goals** for improving or maintaining program quality over the next five years are:

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: September 2022

GOAL 1: Improve student access to 2000-4000 English courses to facilitate degree completion and better meet demand

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Meet and encourage student demand through the offering of more 2000-4000 courses each term, with a particular focus on summer semester offerings.	Self-Study (SSR) 7, 10, 14-15; OPA Program data; Student & Alumni surveys.
Offer more online and blended learning opportunities to meet increased student demand.	SSR 15-16, 30, 43-45
Offer popular courses more often to allow for predictability and meet student demand.	External Report (ERR) 3

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Offer more required and elective courses across all three semesters. Ensure appropriate numbers of courses are offered to give students choice and flexibility, particularly in the summer semester. This will require future regularized/ hired faculty to teach in the summer semester. Continue to respond to demand.	Chair/ Dean's Office/ ENGL Ed Planning	09/22	05/23 for first full cycle; ongoing	ENGL has already begun offering more 2000-4000 literature courses more often. Fall 2022 is the first semester in some time in which we do not have wait lists for most upper-level courses. Strategy sessions with the dean's office to discuss ongoing numbers are imminent.
Offer more online and hybrid courses in 2000-4000 level to offer flexibility and meet student demand, consistently revisiting numbers.	Chair/ Ed Planning	09/22	01/23 for first semester cycle; ongoing	In the pandemic context, this remains conjectural as we see how enrolment patterns play out over several semesters; we have planned for more online options in Spring 2023.

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Use Ed planning to ensure that popular courses run in a timely manner.	Chair/ Ed Planning	09/22	05/23 for first full cycle; ongoing	
Make course outline changes to make consistent language for 4th year topics courses, enabling students to take these courses more than once for credit if the topic and instructor differ.	Chair/ ENGL Curriculum Committee	09/22	09/23	Passed at ENGL Curriculum Committee; memo for revisions next goes to ASCC.
Revisit calendar language around breadth requirements to ensure that we can easily add new courses to these categories without program changes and to make language clearer for students.	Chair/ ENGL Curriculum Committee/ OREG	09/22	09/24	
Encourage faculty to develop further courses in our required breadth categories to allow for more offerings, easier scheduling, and more flexibility for Majors in meeting breadth requirements.	Chair/ENGL Curriculum Committee	09/23	09/25	The department often runs proposed courses in topics courses to gauge student interest and feasibility for development. This necessitates an extra governance/ curriculum cycle before course development. We will develop several courses in these areas over the next several years.

Resource Requirements (if applicable)
Resources required to achieve this Goal:
When resources will be required: Fall 2022 forwards
Faculty and/or Institutional support required: Support from the dean's office to experiment with numbers and combinations of offerings as well as support to increase offerings in summer semester, specifically.

GOAL 2: Streamline, update, and rationalize upper-level course offerings

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Develop courses that reflect changes in scholarship and pedagogy across the sector and discipline.	SSR 16, 52
Encourage faculty to develop topics and courses that align with their areas of training and research.	SSR 45, 52
Once the courses currently under development are completed, the department should engage in curriculum mapping to ensure all program learning outcomes are met and appear at every year of the program. New faculty hired during the writing of this report will be essential to this process because of their specific areas of expertise.	SSR 29, 54
Encourage the inclusion of critical theory into the content and learning outcomes of existing upper-division courses.	SSR 28
Create greater coherence and flexibility across existing third-year national literature courses.	SSR 29, 54
"The External Review team fully supports increasing course offerings at the 2000-4000 level to meet student demand for more diversity, to enable more flexibility in the English Minor program, and to continue to de-colonize the overall curriculum."	ERR 5

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Engage in curriculum mapping.	ENGL Curriculum Committee/ Upper Level	01/23	09/23	See also Goals 3, 4 and 5. Our Program Review cycle started before Curriculum Mapping was required. Feedback at SSCPR in our Self Study stage suggested the vital importance of engaging in this exercise before implementing broad program changes.
Revise language across national, historical, and genre courses to adhere to consistent schemas.	ENGL Curriculum Committee/ Upper Level	09/23	09/25	With over 60 courses (and many up for renewal this year), this process may take time as we consult with faculty and make appropriate changes. Hopefully we can agree to principles and then move changes through in groups.

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Develop standardized language for course outlines that addresses the differences between 2000, 3000, and 4000 level courses. Include revised language in course outlines as they come up for revision.	Chair/ Curriculum Committee	09/22	09/25	
Hold discussions with area experts to examine the flexibility and currency of courses, particularly in historical/ national categories. Consider "Studies in" courses at the 3000-level to provide flexibility for instructors and Ed planning that would also allow for compelling topic-driven courses to meet student interest and demand. Move changes through curriculum system.	Chair/ ENGL Curriculum Committee/ Upper Levels Committee	01/23	09/25	
Create 2000-level World Literature course and start to update the current national categories.	Chair/ENGL Curriculum Committee/ area experts	09/22	09/23	The addition of this course is earmarked as especially pressing, given our need to offer courses that examine a multiplicity of voices. ENGL Curriculum Committee has agreed to this course in principle. Development has begun with qualified faculty. Planned for Fall 2023 calendar and to run in 2023-2024.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Faculty support for curriculum mapping.
When resources will be required: 2023-2024
Faculty and/or Institutional support required: Will apply for a time release for curricular work, if release is available.

GOAL 3: Streamline course requirements for the Major and Minor

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Change program requirements for the Minor.	SSR 28, 53
Reduce the historical requirements in the second year in order to support the creation of a required skills course for all Majors, Minors, and A. A. students.	SSR 28, 53
Reconsider the current theory requirement and consider replacing it with a second-year skills and methods course.	SSR 28, 53
Provide more flexibility for students to meet core requirements and to customize their individual learning experiences.	SSR 16, 52
Create more flexibility in the program structure to allow for concentrations and faster completion.	SSR 28, 53
"We support the department's commitment to changing the program requirements for the BA Minor, to increase flexibility and desirability, and confirm that this is in line with disciplinary trends." "We support adding a second-year course on methods of literary study and criticism."	ER 4

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Examine program requirements from other Minors across the province and develop new flexible Minor model, focusing specifically on whether to keep theory and fourth-year requirements.	Chair/ Program Review/ ENGL Curriculum Committee	09/22	09/22	Consultation complete. Motion approved at department-level ENGL Curriculum Committee on September 7, 2022.
Consult and vote upon new flexible Minor at the Department level and implement changes through the curricular system.	Chair/ Program Review/ENGL Curriculum Committee	10/22	09/23	Motion headed to the October 28, 2022 department meeting.

English Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Develop and run a second-year skills and methods course (ENGL 2250 Approaches to Literary Study) that will bring critical methods and foundational skills into the foundation(s) of the program.	Chair/ R.D. (course developer)/ ENGL Curriculum Committee/ Ed Planning	09/22	01/24	Course application has been approved at dean's office. Course is currently in outline development phase with goal to be available in the 2023 calendar. Planned to run in Fall 2023 or Spring 2024.
Hold discussions with theory experts and upper-level instructors in the department to consider the goals of the theory requirement in our Major Program, consider its currency in the context of other degrees across the discipline, and decide how to modify the theory requirement.	Chair/ Upper Levels Committee/ ENGL Curriculum Committee	09/23	09/24	
Consult upon a change from specific historical requirements at 2000-level to the new skills and methods course for Majors.	Chair/ Upper Levels/ ENGL Curriculum Committee	09/23	09/24	The course needs to go through governance before it can be considered for addition to the program.
Institute a new, more flexible set of requirements for Majors.	Chair/ ENGL Curriculum Committee	09/23	09/25	Our tentative goal is currently the Fall 2024 calendar; however, we may need to extend to 2025 if any of the pieces are held up in consultation.

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Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 4: 4th-year experience/ renew experiential opportunities

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Include experiential learning opportunities and explore capstone course requirements.	SSR 16, 45, 52, 54
Revitalize existing experiential learning courses (4300: Writing and Persuasion Beyond the Classroom and 4400: English Studies and the Classroom) and build professional skills opportunities for English students.	SSR 28, 53
Investigate establishing a co-op program to supplement or replace the current intern options. Paid work experience could be a key element of the program and make it more appealing to greater numbers of students. Business industry involvement would benefit the program, students, and the business industry.	ERR 3
"The department should consider providing a seminar experience for majors, as they once did. Caps should be lowered again to levels that make the seminar experience meaningful. … The department and deans should revisit the 4300 and 4400 courses. These experiential learning courses have become moribund with the loss of the instructor who used to teach them. If possible, caps should be lowered from the current 25 to allow responsible delivery of these courses and they should be revived."	ERR 4
"The department should consider introducing upper-level courses in the library, both as experiential learning opportunities and to create opportunities for alumni to apply effectively to MLIS programs."	ERR 4
Explore an honours option for English majors.	SSR 50

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Establish Experiential Learning Working Group (ELWG) as a subcommittee of Curriculum Committee to explore options and generate ideas for what we want 4th year to accomplish. This may include coordinating work experience with the Learning Centre, the English Writing Labs, or the university library.	ELWG	09/23	09/24	Revisions and development will be done in consultation with ENGL's Curriculum Committee; courses will be presented to the full Department for feedback
Revisit ENGL 4300 and 4400, and possibly develop a new ENGL 4xxx capstone course.	ENGL Curriculum Committee	09/23	09/24	

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Consult with Upper Levels Committee to gauge interest in, and feasibility of, an Honours program. If there is support, strike a committee to discuss potential models, working in tandem with the ELWG committee.	Chair/ Upper Levels Committee/ ELWG	01/24	09/25	
Investigate possibility of co-op opportunities as part of the work of the ELWG, consulting with appropriate institutional partners.	ELWG	09/23	09/25	
Continue the English Department's involvement in ARTS 4800 which provides students with work experience within the existing curriculum and investigate whether to allow 4000-level pre-requisites towards our Major.	Chair/Arts Practicum	underway	09/23 first cycle; ongoing thereafter	The Fall 2022 iteration of the course is being taught by an English instructor. Two department members sit on the ARTS4800 committee.

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 5: Increase diversity within individual courses and across the program

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Offer more courses that include perspectives from traditionally underrepresented groups.	SSR 16, 24, 52
Include a greater diversity of voices and cultural perspectives.	SSR 20, 28, 53
Hire new faculty to expand offerings of postcolonial, diasporic, Indigenous, and LGBTQ2S+/Queer literatures.	SSR 28, 53
Identify and pursue hiring priorities to further expand instructor expertise and diversity.	SSR 45, 54
"[W]e recommend that the department pursue new continuing hires of faculty who can deliver courses in the areas identified as high-demand by students and faculty alike, and who can push forward the agenda of decolonization. This will require the support of the institutional administration; we urge the administration to join the department in finding productive ways forward."	ERR 4

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Create an ENGL Department Equity, Diversity, Inclusion, and Decolonization Committee (EDID-C) as part of the Department's committee structure.	Chair	01/23	05/23	A call for committee members will be sent out in January, and together the Committee will develop terms of reference and a governance structure by May. This committee may bring in appropriate consultants from across the institution.
Organize workshops, talks, and PD activities on inclusive, anti-racist, and decolonial pedagogies and research practices.	EDID Committee/ Upper Levels	05/23	12/23 first cycle; ongoing	In consultation with ENGL's Professional Development, Upper Levels, and Research and Scholarship Committees. This group will be invited to suggest a topic for our May 2023 retreat.

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Audit current courses for: 1) Representation of historically excluded/underrepresented groups and 2) Pedagogical approaches that uphold and support different ways of knowing. Note gaps.	ENGL Curriculum Committee	01/23	09/23	This can be done in tandem with items under Goal 2 and should be a part of the curriculum mapping process.
Bring together experts in suitable fields to re-imagine courses and discuss capacity in underrepresented specialities. Possibilities include courses in Post-Colonial Literature, Eco-Criticism, voices of the Global South, LGBTQ+ Literatures, etc.	ENGL Curriculum Committee/ area experts	05/23	09/24	See also Goal 2 re: World Literature.
Develop and redesign courses to fill gaps based on current faculty member's expertise; provide a list of gaps that the Department does not have expertise in to Search, keeping EDID at the forefront of the process.	ENGL Curriculum Committee/ area experts/ Search	01/23	09/24	Further development will stretch over another governance cycle in tandem with other curriculum planning goals in Goal 2. Note: experts in these areas recently consulted for Spring 2023 Search.
Continue to identify and pursue hiring priorities that expand instructor expertise in literatures from historically excluded groups.	Search/ Ed Planning/ Chair	01/2021	09/23; ongoing	During the course of the program review, the department hired a specialist in Black diasporic and Caribbean literatures. Consultation with experts in post-colonial and diasporic literatures has already taken place to help craft an upcoming ad for Spring 2023.

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 6: Improve outreach to students

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Place emphasis on developing the English department's website and maintaining our social media presence.	SSR 16, 52
Ask advisors at all levels to remind students who are planning to transfer to other universities to consult the B.C. Transfer guide before taking a required English writing course at KPU, such as English 1100. This information should be echoed in the calendar and other online sources, including the English department's website.	SSR 16, 52
"Have a committee or faculty member do some work to develop a package of transferable skills and career paths for English majors and minors to share with Advisors. This would be an additional workload and would require extra teaching time release."	ERR 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Re-examine existing processes in the Department Committee Handbook. Identify a faculty member responsible for working with the DA to ensure that the department's website is up to date. This responsibility should be built into Public Relations Committee (PR).	Chair/ PR	09/22	01/23; ongoing	
Continue to ensure that a member of PR is responsible for posting important information and for connecting with the Arts Coordinator of Communications and Public Events.		09/22	10/22; ongoing	
Task Public Relations Committee with compiling links to important online information sources such as the BCCAT transfer guide, the SFU and UBC teacher training programs, MLIS programs, etc., for inclusion on the English department website in a careers page.	Chair/ PR	01/23	01/23 first cycle; ongoing	

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
In consultation with advising, create a one-page document that advises students who wish to apply to post-graduate Education programs with English as a post-secondary teachable.	Chair/ PR	10/22	01/23 first cycle; renewed annually	
Consult with KPU OREG about including information below calendar course descriptions to guide students.	Chair/ENGL Curriculum Committee	09/22		

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 7: Identify and implement discipline-specific learning supports for Majors and Minors; encourage related PD opportunities among upper-level instructors

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Highlight services provided by the Learning Centre and other support services on faculty syllabi and class Moodle sites.	SSR 55
Make students aware of the benefits of subject-specific study guides—which themselves can be improved—as well as the research-related services provided by librarians.	SSR 55
Encourage Faculty to update regularly the LibGuides related to their subject area on the library website to ensure each library guide's currency and benefit to students.	SSR 55
"The department should consider refreshing the suite of assignments typically used in all courses. Have faculty/Department consider making space for more creative assignments"	ERR 3
"Both students and the Department Self-Study also articulate a desire to develop student skills in working collaboratively and effectively with others. The English discipline historically emphasizes individual writing/analysis skills and assignments, and so faculty often turn to "group work" as way to bring students into collaboration. However, there are other useful approaches to investigate, particularly Team-Based Learning, which fosters collaboration and teamwork in the classroom learning experience, while still enabling assignments to be completed individually. Applying Team-Based Learning to teaching in the Humanities is an emerging and exciting field with particular potential in online courses where student retention can be an issue"	ERR 5

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Hold regular PD sessions with the library liaisons to keep faculty up to date and encourage them in making use of existing resources as well as to encourage new faculty to make use of librarian-led sessions.	Library Committee/ PD Committee	08/22	08/22 first meeting; ongoing	First PD session was held August 18, 2022.
Task Library Committee with regular communication with upper-level instructors about the development of library resources.	Library Committee	09/22	01/23; ongoing	

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Encourage English Research Committee (sub-committee of Upper Levels) to hold PD sessions to connect students with research and resources.	Research Committee/ Library Committee	09/22	11/23; ongoing	Research and Scholarship Committee has planned a research talk event for October 18, 2022 to facilitate conversation. They further plan to hold a graduate student application session in November.
Complete an OER handbook for English students that faculty can adapt at need.	Chair	09/21	05/23	Handbook development underway as part of a faculty member's PD projects in consultation with T&L's Open strategist Amanda Grey. Beta version to be ready this Spring. Will go live to other faculty by Summer.
Working with the Teaching and Learning Commons, the Upper Levels committee, and the DH Committee, arrange workshops on current assessment methods that encourage student collaboration, creative responses to assigned texts, and expression through media beyond the traditional academic essay.	Upper Levels/ DH Committee	09/23	09/24	To be completed in consultation with T&L Commons. These activities should roll out in tandem with curricular reforms to ensure faculty are implementing creative options in their assessment methods.

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 8: Improve connections to KPU units, community, and alumni

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Investigate connections with other disciplines such as Creative Writing, Journalism, Interdisciplinary Expressive Arts, and Indigenous Studies. Develop related fields of study that can foster ties with other disciplines.	SSR 16
Investigate means of creating and maintaining alumni connections.	SSR 16
"The department should continue to pursue vigorous participation in cross-unit programs, and to create stronger ties to other units. In particular, we recommend that the department establish ties to the library. Such ties can enhance the department's experiential learning opportunities and help prepare students to move on to MLIS programs when they complete their undergraduate degrees."	ER 3
Investigate the establishment of a Program Advisory Committee.	SSR 16
"[T}he department should consider developing a Program Advisory [Committee]." "The department might consider strategies for doing so, e.g., developing a distribution list and social media strategies for communications with alumni, liaising with KPU Alumni and Foundation, etc.."	SSR 60 (Dean's Response)
"The department should work toward establishing a Program Advisory [Committee].... Membership of the PAC could include librarians, teachers, people working in technical writing or other publishing fields, and government communications; graduate program representatives and/or alumni from local institutions such as SFU and UBC might also participate. The PAC's mandate should likely exclude influence on the curriculum, but might advantageously extend to information exchange, help with publicizing opportunities, help with placing co-op students, information that Advisors could pass on to students about career paths and transferable skills, and so on. "Establishment of the PAC and pursuit of a co-op program are major undertakings for which the department should be granted teaching release. The .6 Fund is not appropriate for these purposes, and untapped service potential is inadequate to the sustained effort required to establish follow up on these recommendations responsibly."	ERR 3 ERR 3
"When the Program Advisory [Committee] is formed, have an Advisor member on the board so that they can get a sense from employed English majors of what kinds of skills, needs, and career opportunities exist."	ERR 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Ties with other disciplines in Arts and the university already exist and can be developed further by continuing work on the Interdisciplinary Film Minor.	Chair			
Individual English faculty regularly work with faculty from other disciplines. To encourage more faculty to take part in interdisciplinary projects, the department will use the department service chart to track and make public these projects and to make those projects clear at department meetings.	Chair	09/22	09/23 first cycle; ongoing	
Respond when Arts is prepared for PAC development (Arts has put a short hold on the process of creating PACs; therefore, we will wait until Arts has developed protocols and respond at that time).	Chair	unknown		unknown
The English department should request support from the Dean of Arts for a time release to facilitate the establishment of the PAC at the appropriate time.	Chair	unknown		The task of establishing and maintaining a PAC cannot fall to the chair of the department.
Explore how other departments maintain connections with alumni, and create an alumni page on the web site.	Chair/ PR Committee	09/22	09/23; ongoing	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Time release for PAC lead.
When resources will be required: TBD
Faculty and/or Institutional support required: Time release for PAC lead.

GOAL 9: *Address space issues*

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Pursue a common area on the third floor of Fir building in order to facilitate community building within the department for students and instructors to enhance opportunities for collaboration and community building.	SSR 49, 55
Look into a shared, flexible space where faculty can meet privately with students on the third floor of Fir building.	SSR 49, 55
"Have some faculty "flex" spaces even shared, that could be used for meetings with students." "Create more communal meeting spaces for students on campus indoors and outdoors."	ERR 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Based on comparisons to other departments with a designated common area, lobby the Dean of Arts for access to such a space by highlighting the benefits to current and future English Majors and Minors.	Chair	09/22	12/22	
Emphasizing the growing role of student mental health issues during interactions between students and faculty, and the considerable number of students enrolled in English classes (esp. ENGL 1100) the English Department should highlight to the Dean of Arts the need for student privacy in a flex space on Surrey campus.	Chair	09/22	12/22	
Complete a review of space, workstations, and faculty numbers on each campus given the English Department's growing number of faculty and projections for growth.	Chair	09/22	12/22	

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

PLAN SUPPORTED BY:

Diane Purvey
_____
Provost's Name

Provost's Signature
_____

September 26, 2022
_____
Date

Shelley Boyd
_____
Dean's Name

Dean's Signature

26 September 2022

Date

REPORT: English Quality Assurance Plan

Instructions for Reviewers

Your assessment should ensure the Quality Assurance Plan does the following:

- o address all the recommendations in the Self-Study and External Review reports (or provide a clear rationale when a recommendation is not addressed);
- o provide clear, realistic plan of actions that are within the department's purview;
- o clearly articulate how the Program will demonstrate Progress on a Goal and/or Action in its One-Year Follow-Up Report.

OVERALL ASSESSMENT:

Please provide a brief assessment of the Quality Assurance Plan under review and an overall recommendation.

Reviewer #1: This is a very good QA plan. The summary of strengths, challenges, opportunities and threats provides excellent context for the action plans that follow. It is clearly an exciting time for the English department, with more exciting times on the horizon! For the most part, the goals and action plans are clear and realistic, but I do have a few comments/suggestions below.

Reviewer #2: The English PR team have written a clear, comprehensive, and manageable plan addressing recommendations in the Self-Study and External Review Report. Some work has already been started and complete by dates seem reasonable. Just a few comments below.

Reviewer #3: The English Quality Assurance plan addressed major recommendations from the self-study report and the report from external reviewers. The level of detail in the plan is excellent. This is an admirable effort. It is recommended that the department acknowledge that goals referring to curriculum changes are tied to, or mapped to, learning outcomes set for its program. See the comments below for more information on program learning outcomes. The proposed curriculum changes will be best supported by the creation of a curriculum map. It is recommended that the program engage in curriculum mapping prior to implementing these changes, rather than after the fact.

The Report (select the box that corresponds to your recommendation):

☐ Recommend for approval by the SSCPR as is

☒ Reviewer #1, #2, & #3: Recommend for approval by the SSCPR pending suggested actions (see below)

☐ Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:

Complete this section <u>ONLY</u> if you have identified the following major issues with the Plan:

- a) Recommendations made in the Self-Study Report and/or External Review Report are not appropriately addressed.
- b) Goals, Actions and/or Resource Implications are not worded clearly.
- c) It is unclear how the Program will demonstrate Progress on a Goal and/or Action in its first Annual Follow-Up Report.

Issue (page #)	Suggested Action
Page 5. Goal 1, 2nd action point: The notes column suggests that more online options will start next Spring, but the timeline says the first cycle will be complete by Jan 2023.	Should the initial completion date be April or May 2023?
Page 6. Goal 1, 3rd action point: Does "timely manner" refer to increased frequency of offerings, or something else?	Clarify what "timely manner" means in this context.
Page 6 - Make course outline changes to make consistent language for 4th year topics courses, enabling students to take these courses more than once for credit if the topic and instructor differ.	Kindly explain the two highlighted areas of this action item. Not very clear what this action item is about. How are the suggested changes to course outlines help meet goal 1.
Page 6 - Encourage faculty to develop further courses in our required breadth categories to allow for more offerings, easier scheduling, and more flexibility for Majors in meeting breadth requirements.	Did you consider how these breadth categories may or may not align with your program learning outcomes? Kindly add a sentence how you intend to address this alignment.
p. 7 Revise language… in over 60 courses by 09/25.	Is there an interim action item that could be accomplished by 1st or 2nd annual report (23/24?
Page 7 - Develop courses that reflect changes in scholarship and pedagogy across the sector and discipline.	How do you anticipate tracking these changes. What role does your program learning outcomes play here?
Page 7 - Once the courses currently under development are completed, the department should engage in curriculum mapping to ensure all program learning outcomes are met and appear at every year of the program. New faculty hired during the writing of this report will be essential to this process because of their specific areas of expertise.	Before developing courses as specified here, I recommend that the program engage in the program-level curriculum mapping process. This will enable the department to identify curriculum gaps, course alignment issues, and misalignments of course learning outcomes with program learning outcomes etc. Creating the curriculum map after the fact may cost the department valuable time and effort of having to redevelop courses, outcomes that would otherwise be highlighted through gap analysis.
Page 7 - Encourage the inclusion of critical theory into the content and learning outcomes of existing upper-division courses.	As you attempt this task, may I recommend that you map course-level outcomes with program level outcomes first
Page 8. Goal 2, Resource Requirements: Says resources will be required in 2023-24.	How are the suggested changes to course outlines help meet goal 1
Page 8 - Develop standardized language for course outlines that addresses the differences between 2000, 3000, and 4000 level courses.	Kindly explain what you mean by standardized language here.

Issue (page #)	Suggested Action
Page 8 - Hold discussions with area experts to examine the flexibility and <u>currency of courses,</u> particularly in historical/ national categories. Consider "Studies in" courses at the 3000-level to provide flexibility for instructors and Ed planning that would also allow for compelling topic- driven courses to meet student interest and demand. Move changes through curriculum system.	Kindly explain how the department plans to review the currency of it courses in relation to its program learning outcomes. The discussion with experts would help the department identify required graduate competencies that informs program learning outcomes which are mapped to course learning outcomes. Then the department can hire content experts to develop course content that would meet these outcomes. May I recommend that you consider an outside inside approach to curriculum development that is truly reflective in preparing our students to meet industry, future education, civic and personal development competencies.
Goal 3 – Actions related to changing program requirements, updating content, changing the program structure needs to be referred to its program level outcomes, graduate attributes	As indicated earlier, may I recommend that the program commits to developing a curriculum map before these changes are initiated.
Page 12. Goal 4, last action point: I'm not sure what you mean by "…investigate whether to allow 4000-level pre-requisites towards our Major." Do you mean non-ENGL prereqs of ARTS 4800?	Would be good to clarify this.
p. 12 Consult with Upper Levels Committee… strike a committee	I'm wondering why start date is 01/24. Does this hinge on something else?
p. 14 Bring together experts…	Is this an event that requires external experts? Are resource needed, eg: funding?
Page 14. Goal 5, Resource Requirements.	Might the last 'action' point of Goal 5 result in a recommendation for new hires? If so, perhaps mention that you may need to request resources for hiring new faculty members.
Page 20. Goal 8, 1st action point: Dates missing for work on Interdisciplinary Film minor.	For the purpose of being able to assess progress in the follow-up report(s), can you estimate a completion date for part (or all) of the development of the film minor?
Page 20. Goal 8, 3rd and 4th action points. Would it make sense to combine these two action points?	Perhaps combine them.
p. 20 The department should request support for a time release….	No start date. Has request been made?

Issue (page #)	Suggested Action
Page 20. Goal 8, 3rd and 4th action points: Dates are listed as "unknown" – which is understandable, given the lack of current funding for time release.	Although dates are currently unknown, perhaps put down the due date of the annual follow-up report as an aspirational start date (with an associated completion date based on how long you think establishment of the PAC will take). This would at least allow the progress to be more concretely judged in the follow-up report.
'On going" in the "completed by" column.	May I recommend that the department minimize the use of the term "ongoing" and include date range for recurring activities. It is difficult to measure a term such as "ongoing" in an action plan

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).
Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)

English Quality Assurance Plan

Date submitted to SSCPR: September 28, 2022

Date Self-Study Report approved by SSCPR: November 24, 2021

Date of External Review: March 23, 2022

SUMMARY OF PROGRAM STENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

The English Department serves the institution with approximately 255 sections each year taught by approximately 40 regular faculty members and 10 non-regular faculty. More than 85% of these sections are first-year courses: ENGL1100, ENGL1202, ENGL1204, and ENGL1207. While the department is large, a relatively small portion of our offerings is dedicated to our credentialled programs. The BA Minor in English was developed in 2005, followed by the BA Major in English in 2008. This is the English Department's second program review; the last program review was conducted in 2014. In this current cycle, the Program Review committee has focused almost exclusively on the degree credential programs (AA, Minor, and Major). Our programs, particularly our Majors Program, have been growing in the last several years (OPA data indicates that headcount in upper-level courses has increased 44% between 2014/2015 and 2019/20). This growth is due in part to a reduction of in-program pre-requisites undertaken after the last program review. We have also sought to offer more courses in popular genres in the last number of years, creating more offerings in areas such as film, myth, and young adult literature, a trend that we expect to continue. In this cycle, we seek to update our program offerings to align with changes in the discipline, to diversify our offerings both within individual courses and within the program itself, to eliminate registration bottlenecks, and to meet the needs of students, providing flexibility and choice to capitalize on the potential of English within the Faculty of Arts' programming. The program updates suggested in the Self-Study Report (SSR) and this report are supported by the External Review (ERR), administrative data, student surveys, alumni surveys, and faculty surveys.

Strengths: As demonstrated in our surveys, our focused, engaged, caring faculty members are the program's most important assets. As Canada Research Chair in South Asian Studies, Dr. Asma Sayed's research, advocacy, and teaching bring energy and excitement to the department around research and bringing research into the classroom. She is already employing several student assistants, giving our Majors wonderful opportunities to engage in pertinent and timely disciplinary research. Dr. Sayed is also a crucial resource and mentor for the program's goals around EDID. Faculty member Greg Chan, Outreach Coordinator for Kdocs and editor-in-chief of *Mise-en-Scéne: The Journal of Film and Visual Narration* (homed at KPU), likewise brings opportunities for our students to publish and work in student assistantships. These are just two outstanding examples of faculty who are generating energy and opportunities for our faculty and students. The size of our department is a strength because it allows us to have a large roster of instructors with a broad array of expertise that they bring to our program curriculum. We are well positioned to offer more courses in popular genres such as film, the graphic novel, and horror. We have also, in the last five years, hired strategically so that we are better placed to respond to calls for Indigenization and decolonialization and to offer more literatures focused on historically underrepresented, multi-cultural, and multi-ethnic voices; however, this must be an ongoing focus of future searches. Students, alumni, and external reviewers alike point to small class sizes and faculty attention as a major benefit of our program. Finally, we have the faculty capacity to develop a program that speaks to our strengths as part of a diverse polytechnic university.

English Quality Assurance Plan

Challenges: While the size of English is a strength in many ways, our size relative to our program offers challenges when planning for and offering faculty access to upper-level courses. We often face challenges in our rollout of courses given that many faculty have a heavy marking load and are overwhelmed by new preps at regular intervals, particularly when they are not guaranteed to teach that course again within a reasonable period. Another challenge is finding the appropriate number of upper-level courses to offer during a period of growth (not to mention the further challenge of the pandemic and post-pivot environment). 100% of our students surveyed indicated that access to courses they wanted during a specific semester was a barrier, while 67% said that being unable to get into full courses was a barrier. Students particularly noted that summer semester is a challenge. Another challenge in the program is that our wide suite of offerings was created over many years and does not necessarily align across sub-disciplines or across levels of the program. While the size of our department has its benefits as stated above, we have many committees, creating a multi-layered process for curricular and department changes that require broad support; it simply takes longer to consult more people. It will be a major challenge to map the current curriculum, engage with the department about refreshing learning outcomes and course outline language, standardize course outline language to create and reinforce coherence across levels of the program, and re-imagine the way that many of our canonically focused courses can be made more flexible to focus upon skills building as well as content, while also taking into account the ways in which our curriculum can engage with diversity and representation. Another challenge we face is the social cohesion of our program, given the layout and space constraints of the English Department's office and meeting spaces. We are the largest department in Arts, but we do not have the meeting and flexible spaces that the next two largest programs have.

Opportunities: English is well-placed within Arts because of its attractiveness to students who wish to enter many fields: education, library sciences, communications, professional writing, and law primary among them. Our program's renewed emphasis on skill building—communication, expression, analysis, research, and critical thinking—will offer students tools they will need as citizens in the 21st century world. We see many opportunities for collaboration with other Arts programs as well as a clear opportunity to offer a more flexible Minor, for example, that would meet the needs of students in many other Arts disciplines. Given the recent completion of the BA Framework and AC14, we also believe the time is right for a large-scale re-imagining of the Majors program, including reimagining the potential for both seminar and experiential learning opportunities for our 4th year students. With flexible, student-centered, and topic-driven curriculum development, there are many opportunities to invite students into discussions about the significant issues of today through the analysis of story and narrative.

Threats: The threats that we may face as a program include the following: decreasing domestic enrolments; retention in four-year programs; competition from other post-secondary institutions, particularly those offering upper-level English courses "on demand" as distance education courses; and the de-valuing of the Humanities in larger social discourse, specifically the idea (which is not data-driven and is countered by many studies showing that employers value communication and critical thinking skills centred in Humanities programs) that English majors are less employable than counterparts in Business or STEM.

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

The Recommendations from the Self-Study Report and External Review Report that this Plan <u>does not</u> address as provided below, with a brief rationale for why these Recommendations cannot be addressed.

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
The External Reviewers suggest, "The department and deans should revisit the 4300 and 4400 courses. These experiential learning courses have become moribund with the loss of the instructor who used to teach them. If possible, caps should be lowered from the current 25 to allow responsible delivery of these courses and they should be revived."	ERR 4	Class sizes are not within control of the department. While we will certainly have discussions with the Dean, class size is a KPU-KFA issue. Outside of class size, we do (below) address the re-imagining of 4000-level courses and experiential options as recommended here.
The External reviewers suggest, "[T]hat course caps should be kept as low as feasible, in recognition of the fact that small class sizes are integral to student satisfaction and to the quality of the education KPU delivers through its English department. (Unlike many other disciplines, English and especially writing instruction simply cannot effectively be delivered in groups of more than 25)."	ERR 4	Class sizes are not within control of the department. While we will certainly have discussions with the Dean, class size is a KPU-KFA issue.
"Have some faculty "flex" spaces even shared, that could be used for meetings with students." "Create more communal meeting spaces for students on campus indoors and outdoors."	ERR 7; SSR 49, 55	While we have added a section below which has achievable goals such as "lobbying for space," we acknowledge that the department does not have control of space plans for campuses and can go no further than lobbying. This is out of the control of the department, and, we acknowledge that, given space constraints, may also be out of the control of the Dean of Arts.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

*The Quality Assurance **Goals** for improving or maintaining program quality over the next five years are:*

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: September 2022

GOAL 1: Improve student access to 2000-4000 English courses to facilitate degree completion and better meet demand

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Meet and encourage student demand through the offering of more 2000-4000 courses each term, with a particular focus on summer semester offerings.	Self-Study (SSR) 7, 10, 14-15; OPA Program data; Student & Alumni surveys.
Offer more online and blended learning opportunities to meet increased student demand.	SSR 15-16, 30, 43-45
Offer popular courses more often to allow for predictability and meet student demand.	External Report (ERR) 3

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Offer more required and elective courses across all three semesters. Ensure appropriate numbers of courses are offered to give students choice and flexibility, particularly in the summer semester. This will require future regularized/ hired faculty to teach in the summer semester. Continue to respond to demand.	Chair/ Dean's Office/ ENGL Ed Planning	09/22	05/23 for first full cycle; ongoing	ENGL has already begun offering more 2000-4000 literature courses more often. Fall 2022 is the first semester in some time in which we do not have wait lists for most upper-level courses. Strategy sessions with the dean's office to discuss ongoing numbers are imminent.
Offer more online and hybrid courses in 2000-4000 level to offer flexibility and meet student demand, consistently revisiting numbers.	Chair/ Ed Planning	09/22	05/23 ~~01/23 for first semester~~	In the pandemic context, this remains conjectural as we see how enrolment patterns play out over several semesters;

English Quality Assurance Plan

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
			~~cycle; ongoing~~	we have planned for more online options in Spring 2023.
Use Ed planning to ensure that popular courses run ~~in a timely manner~~more often to provide students with access to the courses they want.	Chair/ Ed Planning	09/22	05/23 ~~for first full cycle; ongoing~~	
Make course outline changes to make consistent language for 4th year topics courses, enabling students to take these courses more than once for credit if the topic and instructor differ. This change will allow students more flexibility and choice. ~~The change~~It will ~~help~~s to meet demand for specific topics because students who see a new topic/ instructor that interests them in a 4000-level course can access that course regardless of whether they~~'~~ have taken the course before with a different instructor and topic.	Chair/ ENGL Curriculum Committee	09/22	09/23	Passed at ENGL Curriculum Committee; memo for revisions next goes to ASCC. We ~~H~~have discussed this change with Terri Taylor (OREG) and Parthi Krishnan (chair of ASCC).
Revisit calendar language around historical breadth requirements to ensure that we can easily add new courses to these categories without program changes and to make language clearer for students. While all of our historical breadth courses meet similar learning outcomes, having more options satisfies the demands of our field because we provide coverage across different historical periods of literature. These courses will, of course, be included in our curriculum mapping. This initial step is simply about looking at options for how to present these historical "groupings" in our calendar so that students can more easily understand their options. This will ease the way for later development.	Chair/ ENGL Curriculum Committee/ OREG	09/22	09/24	Initial meeting with Terri Taylor (OREG) complete; will continue to look at options for "groupings" used by other programs.
Encourage faculty to develop further courses in our required historical breadth categories to allow for more offerings, easier scheduling, and more flexibility for Majors in meeting historical breadth requirements. These courses meet all the core program-level Learning Outcomes, but they specifically address number 3: "Understand the history and evolution of the discipline, current debates, and possible futures." Any course in these historical categories meets the same program-level Learning Outcomes; having multiple courses offers students a chance to meet	Chair/ENGL Curriculum Committee	09/23	09/25	The department often runs proposed courses in topics courses to gauge student interest and feasibility for development. This necessitates an extra governance/ curriculum cycle before course development. We will develop several

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
these outcomes in different contexts, satisfies historical breadth coverage demanded by our field, and gives students choice of how to meet these learning outcomes.				courses in these areas over the next several years.

Resource Requirements (if applicable)
Resources required to achieve this Goal:
When resources will be required: Fall 2022 forwards
Faculty and/or Institutional support required: Support from the dean's office to experiment with numbers and combinations of offerings as well as support to increase offerings in summer semester, specifically.

GOAL 2: Streamline, update, and rationalize upper-level course offerings

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Develop courses that reflect changes in scholarship and pedagogy across the sector and discipline.	SSR 16, 52
Encourage faculty to develop topics and courses that align with their areas of training and research.	SSR 45, 52
Once the courses currently under development are completed, the department should engage in curriculum mapping to ensure all program learning outcomes are met and appear at every year of the program. New faculty hired during the writing of this report will be essential to this process because of their specific areas of expertise.	SSR 29, 54
Encourage the inclusion of critical theory into the content and learning outcomes of existing upper-division courses.	SSR 28
Create greater coherence and flexibility across existing third-year national literature courses.	SSR 29, 54
"The External Review team fully supports increasing course offerings at the 2000-4000 level to meet student demand for more diversity, to enable more flexibility in the English Minor program, and to continue to de-colonize the overall curriculum."	ERR 5

English Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Engage in curriculum mapping.	ENGL Curriculum Committee/ Upper Level	01/23	05/23 09/23	See also Goals 3, 4 and 5. Our Program Review cycle started before Curriculum Mapping was required. Feedback at SSCPR in our Self Study stage suggested the vital importance of engaging in this exercise before implementing broad program changes. New information in October 2022: Applications have opened for curriculum-focused time releases through the Arts office. We will apply for a time release for mapping and the tasks that follow upon mapping.
Revise language across national, historical, and genre courses to adhere to consistent schemas.	ENGL Curriculum Committee/ Upper Level	09/23	09/25	With over 60 courses (and many up for renewal this year), this process may take time as we consult with faculty and make appropriate changes. Hopefully we can agree to principles and then move changes through in groups. The interim actions will include the curriculum mapping and the consultations and work done in the two goals below.
Develop consistent ~~standardized~~ language for course outlines that addresses the differences between 2000, 3000, and 4000 level courses. Include revised language in course outlines as they come up for revision.	Chair/ Curriculum Committee	09/22	09/2~~4~~5	Our 2000 level courses, for example, have long been considered survey courses, but that language of "survey" and "100 years" is not consistent across all the

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
				descriptions. As the courses were developed over many years, language needs consistency. This is one of many examples. We will be drawing from the curriculum mapping work and program-level outcomes to make sure language is consistent and updated.
Hold discussions with our faculty who are ~~area~~ experts in their fields to examine the flexibility and currency of courses, particularly in historical/ national categories. Consider "Studies in" courses at the 3000-level to provide flexibility for instructors and Ed planning that would also allow for compelling topic-driven courses to meet student interest and demand. Move changes through curriculum system.	Chair/ ENGL Curriculum Committee/ Upper Levels Committee	01/23	09/25	
Create 2000-level World Literature course and start to update the current national categories to better reflect the diversity of literature studied in the field and the faculty we currently have in the program.	Chair/ENGL Curriculum Committee/ area experts	09/22	09/23	The addition of this course is earmarked as especially pressing, given our need to offer courses that examine a multiplicity of voices. ENGL Curriculum Committee has agreed to this course in principle. Development has begun with qualified faculty. Planned for Fall 2023 calendar and to run in 2023-2024.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Faculty support for curriculum mapping.
When resources will be required: 2023-2024

Faculty and/or Institutional support required: Will apply for a time release for curricular work from the Arts office in October 2023., if release is available.

GOAL 3: Streamline course requirements for the Major and Minor

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Change program requirements for the Minor.	SSR 28, 53
Reduce the historical requirements in the second year in order to support the creation of a required skills course for all Majors, Minors, and A. A. students.	SSR 28, 53
Reconsider the current theory requirement and consider replacing it with a second-year skills and methods course.	SSR 28, 53
Provide more flexibility for students to meet core requirements and to customize their individual learning experiences.	SSR 16, 52
Create more flexibility in the program structure to allow for concentrations and faster completion.	SSR 28, 53
"We support the department's commitment to changing the program requirements for the BA Minor, to increase flexibility and desirability, and confirm that this is in line with disciplinary trends." "We support adding a second-year course on methods of literary study and criticism."	ER 4

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Examine program requirements from other Minors across the province and develop new flexible Minor model, focusing specifically on whether to keep theory and fourth-year requirements. The flexible Minor will continue ensure that students are meeting the major program-level learning outcomes embedded across the 2000-3000 levels of our program, the students in the Minor are currently having to meet this at almost as a high a level as our Majors. Instead, creating a flexible Minor fits with trends across Canada, allows flexibility and choice for students, and ensures they still meet the major program-level learning outcomes.	Chair/ Program Review/ ENGL Curriculum Committee	09/22	09/22	We have already examined minors across the province and in other parts of Canada. The Minor will continue to align with program-level outcomes and ministry approved attributes. Consultation complete. Motion approved at

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
				department-level ENGL Curriculum Committee on September 7, 2022.
Consult and vote upon new flexible Minor at the Department level and implement changes through the curricular system.	Chair/ Program Review/ ENGL Curriculum Committee	10/22	09/23	Motion headed to the October 28, 2022 department meeting.
Develop and run a second-year skills and methods course (ENGL 2250 Approaches to Literary Study) that will bring critical methods and foundational skills into the foundation(s) of the program. Program-level Learning Outcome number 2—" Demonstrate critical thinking and reasoning skills in reading, comprehending, and evaluating texts and contexts. Interpret and analyze texts from a variety of critical and theoretical perspectives"— and number 6— "Frame and investigate relevant research questions to draw upon and document primary and secondary sources to develop original analyses, interpretations and arguments" –are embedded in all 2000-3000 courses across the program, this course will concentrate on the skills building that will allow students to better meet these outcomes in all of their courses.	Chair/ R.D. (course developer)/ ENGL Curriculum Committee/ Ed Planning	09/22	01/24	Course application has been approved at dean's office. Course is currently in outline development phase with goal to be available in the 2023 calendar. Planned to run in Fall 2023 or Spring 2024. "Soft launching" this course in 2023-2024 will allow us to gauge student satisfaction, eEd pPlanning possibilities and so on. This feedback will help to inform the part this course plays in the larger program changes.
Hold discussions with our faculty theory experts and upper-level instructors in the department to consider the goals of the theory requirement in our Major Program, consider its currency in the context of other degrees across the discipline, and decide how to modify the theory requirement. This will be done after the aforementioned curriculum mapping and in alignment with ministry approved attributes.	Chair/ Upper Levels Committee/ ENGL Curriculum Committee	09/23	09/24	All larger changes to the majority of courses and to the Major will come after a thorough round of curriculum mapping.

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Consult upon a change from specific historical requirements at 2000-level to the new skills and methods course for Majors. This will move students towards the program-level learning outcomes, while still offering them flexibility and choice among the historical periods in our field.	Chair/ Upper Levels/ ENGL Curriculum Committee	09/23	09/24	The course needs to go through governance before it can be considered for addition to the program.
Institute a new, more flexible set of requirements for Majors. While this work ostensibly starts in 2023; it requires many of the steps here to happen first.	Chair/ ENGL Curriculum Committee	09/23	09/25	Our tentative goal is currently the Fall 2024 calendar; however, we may need to extend to 2025 if any of the pieces are held up in consultation.

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Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 4: 4th-year experience/ renew experiential opportunities

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Include experiential learning opportunities and explore capstone course requirements.	SSR 16, 45, 52, 54
Revitalize existing experiential learning courses (4300: Writing and Persuasion Beyond the Classroom and 4400: English Studies and the Classroom) and build professional skills opportunities for English students.	SSR 28, 53
Investigate establishing a co-op program to supplement or replace the current intern options. Paid work experience could be a key element of the program and make it more appealing to greater numbers of students. Business industry involvement would benefit the program, students, and the business industry.	ERR 3
"The department should consider providing a seminar experience for majors, as they once did. Caps should be lowered again to levels that make the seminar experience meaningful. … The department and deans should revisit the 4300 and 4400 courses. These experiential learning courses have become moribund with the loss of the instructor who used to teach them. If possible, caps should be lowered from the current 25 to allow responsible delivery of these courses and they should be revived."	ERR 4
"The department should consider introducing upper-level courses in the library, both as experiential learning opportunities and to create opportunities for alumni to apply effectively to MLIS programs."	ERR 4
Explore an honours option for English majors.	SSR 50

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Establish Experiential Learning Working Group (ELWG) as a subcommittee of Curriculum Committee to explore options and generate ideas for what we want 4th year to accomplish. This may include coordinating work experience with the Learning Centre, the English Writing Labs, or the university library.	ELWG	09/23	09/24	Revisions and development will be done in consultation with ENGL's Curriculum Committee; courses will be presented to the full Department for feedback
Revisit ENGL 4300 and 4400, and possibly develop a new ENGL 4xxx capstone course.	ENGL Curriculum Committee	09/23	09/24	

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Consult with Upper Levels Committee to gauge interest in, and feasibility of, an Honours program. If there is support, strike a committee to discuss potential models, working in tandem with the ELWG committee.	Chair/ Upper Levels Committee/ ELWG	01/24	09/25	This should be done in concert with our larger program changes. It cannot be started until we are underway with plans for the new, more flexible Major as the Honours must build upon the Major.
Investigate possibility of co-op opportunities as part of the work of the ELWG, consulting with appropriate institutional partners.	ELWG	09/23	09/25	
Continue the English Department's involvement in ARTS 4800 which provides students with work experience within the existing curriculum and investigate whether to allow ARTS 4000-level pre-requisitescourses to count towards our Major requirements.	Chair/Arts Practicum	underway	09/23 first cycle; ongoing thereafter	The Fall 2022 iteration of the course is being taught by an English instructor. Two department members sit on the ARTS4800 committee.

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 5: Increase diversity within individual courses and across the program

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Offer more courses that include perspectives from traditionally underrepresented groups.	SSR 16, 24, 52
Include a greater diversity of voices and cultural perspectives.	SSR 20, 28, 53
Hire new faculty to expand offerings of postcolonial, diasporic, Indigenous, and LGBTQ2S+/Queer literatures.	SSR 28, 53
Identify and pursue hiring priorities to further expand instructor expertise and diversity.	SSR 45, 54
"[W]e recommend that the department pursue new continuing hires of faculty who can deliver courses in the areas identified as high-demand by students and faculty alike, and who can push forward the agenda of decolonization. This will require the support of the institutional administration; we urge the administration to join the department in finding productive ways forward."	ERR 4

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Create an ENGL Department Equity, Diversity, Inclusion, and Decolonization Committee (EDID-C) as part of the Department's committee structure.	Chair	01/23	05/23	A call for committee members will be sent out in January, and together the Committee will develop terms of reference and a governance structure by May. This committee may bring in appropriate consultants from across the institution.
Organize workshops, talks, and PD activities on inclusive, anti-racist, and decolonial pedagogies and research practices.	EDID Committee/ Upper Levels	05/23	12/23 first cycle~~; ongoing~~	In consultation with ENGL's Professional Development, Upper Levels, and Research and Scholarship Committees. This group will be invited to suggest a topic for our May 2023 retreat.

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Audit current courses for: 1) Representation of historically excluded/underrepresented groups and 2) Pedagogical approaches that uphold and support different ways of knowing. Note gaps.	ENGL Curriculum Committee	01/23	09/23	This can be done in tandem with items under Goal 2 and should be a part of the curriculum mapping process.
Bring together faculty field experts in ~~suitable fields~~ to re-imagine courses and discuss capacity in underrepresented specialities. Possibilities include courses in Post-Colonial Literature, Eco-Criticism, voices of the Global South, LGBTQ+ Literatures, etc.	ENGL Curriculum Committee/ area experts	05/23	09/24	See also Goal 2 re: World Literature.
Develop and redesign courses to fill gaps based on current faculty member's expertise; provide a list of gaps that the Department does not have expertise in to Search, keeping EDID at the forefront of the process.	ENGL Curriculum Committee/ area experts/ Search	01/23	09/24	Further development will stretch over another governance cycle in tandem with other curriculum planning goals in Goal 2. Note: experts in these areas recently consulted for Spring 2023 Search.
Continue to identify and pursue hiring priorities that expand instructor expertise in literatures from historically excluded groups.	Search/ Ed Planning/ Chair	01/2021	09/23~~; ongoing~~	During the course of the program review, the department hired a specialist in Black diasporic and Caribbean literatures. Consultation with experts in post-colonial and diasporic literatures has already taken place to help craft an upcoming ad for Spring 2023.

Resource Requirements (if applicable)
Resources required to achieve this Goal: ~~na~~Possible new hires to replace retirements; bring in experts in new fields
When resources will be required: ~~na~~tentatively 2024-2025
Faculty and/or Institutional support required: ~~na~~support for hiring

GOAL 6: Improve outreach to students

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Place emphasis on developing the English department's website and maintaining our social media presence.	SSR 16, 52
Ask advisors at all levels to remind students who are planning to transfer to other universities to consult the B.C. Transfer guide before taking a required English writing course at KPU, such as English 1100. This information should be echoed in the calendar and other online sources, including the English department's website.	SSR 16, 52
"Have a committee or faculty member do some work to develop a package of transferable skills and career paths for English majors and minors to share with Advisors. This would be an additional workload and would require extra teaching time release."	ERR 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Re-examine existing processes in the Department Committee Handbook. Identify a faculty member responsible for working with the DA to ensure that the department's website is up to date. This responsibility should be built into Public Relations Committee (PR).	Chair/ PR	09/22	01/23; ongoing	
Continue to ensure that a member of PR is responsible for posting important information and for connecting with the Arts Coordinator of Communications and Public Events.		09/22	10/22; ongoing	
Task Public Relations Committee with compiling links to important online information sources such as the BCCAT transfer guide, the SFU and UBC teacher training programs, MLIS programs, etc., for inclusion on the English department website in a careers page.	Chair/ PR	01/23	01/23 first cycle; ongoing	
In consultation with advising, create a one-page document that advises students who wish to apply to post-graduate Education programs with English as a post-secondary teachable.	Chair/ PR	10/22	01/23 first cycle;	

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
			~~renewed annually~~	
Consult with KPU OREG about including information below calendar course descriptions to guide students.	Chair/ENGL Curriculum Committee	09/22		

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 7: Identify and implement discipline-specific learning supports for Majors and Minors; encourage related PD opportunities among upper-level instructors

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Highlight services provided by the Learning Centre and other support services on faculty syllabi and class Moodle sites.	SSR 55
Make students aware of the benefits of subject-specific study guides—which themselves can be improved—as well as the research-related services provided by librarians.	SSR 55
Encourage Faculty to update regularly the LibGuides related to their subject area on the library website to ensure each library guide's currency and benefit to students.	SSR 55
"The department should consider refreshing the suite of assignments typically used in all courses. Have faculty/Department consider making space for more creative assignments"	ERR 3

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
"Both students and the Department Self-Study also articulate a desire to develop student skills in working collaboratively and effectively with others. The English discipline historically emphasizes individual writing/analysis skills and assignments, and so faculty often turn to "group work" as way to bring students into collaboration. However, there are other useful approaches to investigate, particularly Team-Based Learning, which fosters collaboration and teamwork in the classroom learning experience, while still enabling assignments to be completed individually. Applying Team-Based Learning to teaching in the Humanities is an emerging and exciting field with particular potential in online courses where student retention can be an issue"	ERR 5

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Hold regular PD sessions with the library liaisons to keep faculty up to date and encourage them in making use of existing resources as well as to encourage new faculty to make use of librarian-led sessions.	Library Committee/ PD Committee	08/22	08/22 first meeting; ongoing	First PD session was held August 18, 2022.
Task Library Committee with regular communication with upper-level instructors about the development of library resources.	Library Committee	09/22	01/23; ~~ongoing~~	
Encourage English Research Committee (sub-committee of Upper Levels) to hold PD sessions to connect students with research and resources.	Research Committee/ Library Committee	09/22	11/23; ~~ongoing~~	Research and Scholarship Committee has planned a research talk event for October 18, 2022 to facilitate conversation. They further plan to hold a graduate student application session in November.
Complete an OER handbook for English students that faculty can adapt at need.	Chair	09/21	05/23	Handbook development underway as part of a faculty member's PD projects in consultation with T&L's Open strategist Amanda Grey. Beta version to be ready

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
				this Spring. Will go live to other faculty by Summer.
Working with the Teaching and Learning Commons, the Upper Levels committee, and the DH Committee, arrange workshops on current assessment methods that encourage student collaboration, creative responses to assigned texts, and expression through media beyond the traditional academic essay.	Upper Levels/ DH Committee	09/23	09/24	To be completed in consultation with T&L Commons. These activities should roll out in tandem with curricular reforms to ensure faculty are implementing creative options in their assessment methods.

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

GOAL 8: Improve connections to KPU units, community, and alumni

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Investigate connections with other disciplines such as Creative Writing, Journalism, Interdisciplinary Expressive Arts, and Indigenous Studies. Develop related fields of study that can foster ties with other disciplines.	SSR 16
Investigate means of creating and maintaining alumni connections.	SSR 16
"The department should continue to pursue vigorous participation in cross-unit programs, and to create stronger ties to other units. In particular, we recommend that the department establish ties to the library. Such ties can enhance the department's experiential learning opportunities and help prepare students to move on to MLIS programs when they complete their undergraduate degrees."	ER 3

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Investigate the establishment of a Program Advisory Committee.	SSR 16
"[T}he department should consider developing a Program Advisory [Committee]." "The department might consider strategies for doing so, e.g., developing a distribution list and social media strategies for communications with alumni, liaising with KPU Alumni and Foundation, etc.."	SSR 60 (Dean's Response)
"The department should work toward establishing a Program Advisory [Committee]…. Membership of the PAC could include librarians, teachers, people working in technical writing or other publishing fields, and government communications; graduate program representatives and/or alumni from local institutions such as SFU and UBC might also participate. The PAC's mandate should likely exclude influence on the curriculum, but might advantageously extend to information exchange, help with publicizing opportunities, help with placing co-op students, information that Advisors could pass on to students about career paths and transferable skills, and so on. "Establishment of the PAC and pursuit of a co-op program are major undertakings for which the department should be granted teaching release. The .6 Fund is not appropriate for these purposes, and untapped service potential is inadequate to the sustained effort required to establish follow up on these recommendations responsibly."	ERR 3 ERR 3
"When the Program Advisory [Committee] is formed, have an Advisor member on the board so that they can get a sense from employed English majors of what kinds of skills, needs, and career opportunities exist."	ERR 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Ties with other disciplines in Arts and the university already exist and can be developed further by continuing work on the Interdisciplinary Film Minor.	Chair	09/21	09/23	This work was already started with an English Department member leading the committee. The dates are tentative, as development is the purview of an Arts-level committee.

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Individual English faculty regularly work with faculty from other disciplines. To encourage more faculty to take part in interdisciplinary projects, the department will use the department service chart to track and make public these projects and to make those projects clear at department meetings.	Chair	09/22	09/23 first cycle; ongoing	
Respond when Arts is prepared for PAC development (Arts has put a ~~short~~ hold on the process of creating PACs; therefore, we will wait until Arts has developed protocols and respond at that time). The English department should request support from the Dean of Arts for a time release to facilitate the establishment of the PAC when Arts signals its intention to support this process.	Chair	unknown		The task of establishing and maintaining a PAC cannot fall to the chair of the department. ~~unknown~~ Timeline is dependent upon Arts.
~~The English department should request support from the Dean of Arts for a time release to facilitate the establishment of the PAC at the appropriate time.~~	~~Chair~~	~~unknown~~		~~The task of establishing and maintaining a PAC cannot fall to the chair of the department.~~
Explore how other departments maintain connections with alumni, and create an alumni page on the web site.	Chair/ PR Committee	09/22	09/23; ongoing	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Time release for PAC lead.
When resources will be required: TBD
Faculty and/or Institutional support required: Time release for PAC lead.

GOAL 9: *Address space issues*

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Pursue a common area on the third floor of Fir building in order to facilitate community building within the department for students and instructors to enhance opportunities for collaboration and community building.	SSR 49, 55
Look into a shared, flexible space where faculty can meet privately with students on the third floor of Fir building.	SSR 49, 55
"Have some faculty "flex" spaces even shared, that could be used for meetings with students." "Create more communal meeting spaces for students on campus indoors and outdoors."	ERR 7

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Based on comparisons to other departments with a designated common area, lobby the Dean of Arts for access to such a space by highlighting the benefits to current and future English Majors and Minors.	Chair	09/22	12/22	
Emphasizing the growing role of student mental health issues during interactions between students and faculty, and the considerable number of students enrolled in English classes (esp. ENGL 1100) the English Department should highlight to the Dean of Arts the need for student privacy in a flex space on Surrey campus.	Chair	09/22	12/22	
Complete a review of space, workstations, and faculty numbers on each campus given the English Department's growing number of faculty and projections for growth.	Chair	09/22	12/22	

Resource Requirements (if applicable)
Resources required to achieve this Goal: na
When resources will be required: na
Faculty and/or Institutional support required: na

PLAN SUPPORTED BY:

_____ _____ _____
Provost's Name   Provost's Signature   Date

_____ _____ _____
Dean's Name   Dean's Signature   Date

SENATE STANDING COMMITTEE ON PROGRAM REVIEW
Agenda Item: 5.3
Meeting Date: October 19, 2022
Presenter: Victoria Johnston-Hatch, Shelley Boyd

Agenda Item	EDAS Quality Assurance Plan

Action Requested	Motion

Recommended Resolution	THAT the Senate Standing Committee on Program Review accept the EDAS Quality Assurance Plan as attached.
Senate Standing Committee Report	For Senate Office Use Only
Attachments	EDAS Quality Assurance Plan
Submitted by	*Melike Kinik-Dicleli, Manager of Quality Assurance*
Date submitted	*October 4, 2022*

Education Assistant Program Quality Assurance Plan

Date submitted to SSCPR: September 2022

Date Self-Study Report approved by SSCPR: May 19, 2021

Date of External Review: November 25 & 26, 2021

SUMMARY

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

The Education Assistant (EDAS) program at Kwantlen Polytechnic University is an undergraduate certificate program designed to prepare education assistants to support children and youth with special needs in Kindergarten through Grade 12. Education assistants1 (EAs) work under the direction of school and district professional staff and provide support in skill development, academics, positive behaviour support, social/emotional development, and personal care.

EDAS is in the Faculty of Arts. There are one full-time and four part-time faculty as well as multiple instructors who fill contract positions including practicum supervision. The program runs four cohorts between September and May: two full-time (one year in length), and two part-time (year one and year two of the two-year program). The part-time cohort takes place on Surrey campus, while the full-time cohort is run on Langley campus. Included in the coursework are two four-week practicums, amounting to 240 hours. Students graduate with a 34-credit certificate required by local school districts and most independent schools to successfully acquire employment as an education assistant.

The External Review Team met with the KPU Faculty of Arts Associate Dean and the Education Assistant Program (EDAS) Chair, Library Liaison, Faculty Advisor, faculty members, current students and one alumnus. Additionally, they received written feedback from two alumni that were not able to attend the site visit. Alumni feedback represented both the full-time and part-time programs. Based on these meetings, the review team found that the feedback was incredibly positive and supported the findings of the Self Study Report.

EDAS foci and goals for the next five years will be to establish foundational guiding principles (Vision Statement, Mission Statement and Goals); engage in a thorough and ongoing curriculum review to maintain currency in the field; establish and maintain a networking presence; expand and connect Indigenous understandings and ways of knowing into EDAS curriculum; and review admissions processes.

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: *Develop an EDAS Mission/Values Statement and Guiding Program Structure Documents*

RATIONALE FOR THIS GOAL: To respond to the evolving role of the EA and to the need to maintain program currency with a renewed vision statement, mission statement and goals (V/M/G) as well as supporting documents (e.g., EDAS Program Handbook) to clarify each of these for faculty, students and the KPU community where applicable.

Recommendation(s) this Goal Addresses	Report (page number)
1. **Develop Program Vision Statement, Mission Statement and Goals** • As the needs of the EA field have evolved as stated in the data, as well as our methods of delivery of content, so also have elements of our vision, mission, and goals, thus necessitating a rethink of these guiding principles. Such an exercise would also serve to build common vision among the faculty which would perhaps facilitate greater clarity among the team members and in the analysis of course outcomes (curriculum review). • To reinstate a PAC which can assist with current issues, e.g., practicum placements, ensuring curriculum remains current. • To develop a plan for engaging alumni. • To explore expanding the program to Indigenous communities.	SSR Pgs. 7, 8, 23/24, 26-28, 42, 43 ERT Pgs. 2, 4, 5 SSR Pg. 43
2. **Develop EDAS Program Handbook** • While no data which specifically speaks to the need for a handbook was found, the culmination of data around goals and vision would seem to necessitate a document informing students (and faculty) of clear procedural information.	SSR ERT Pg. 14

GOAL 2: *Engage in an In-depth Curriculum Review*

RATIONALE FOR THIS GOAL: To respond to the evolving role of EAs in schools and ensure the EDAS graduates are well prepared. In addition, this goal addresses the need highlighted by the External Review Team that EDAS should review grading practices to ensure there are equitable practices across courses and instructors.

Recommendation(s) this Goal Addresses	Report (page number)
1. **Complete a curriculum mapping of all course learning objectives (goal of reducing overlap between course content, and updating learning content)** • A suggestion is the KPU EDAS department work with the Teaching and Learning Commons to develop learning outcomes that focus on current issues in education.	ERT Pg. 6

2. **Increase EDAS 1225 from 1.5- credits to 3-credits**	
• Explore opportunities for guest presentations or professional development with agencies such as SET-BC (Special Education Technology BC) to help support student understanding of technological tools used in the K-12 setting.	ERT Pgs. 2, Pg. 6
• implementing technological tools such as an iPad cart with software that is frequently used in the field. Faculty training may also be needed to learn to use and teach these tools	
• Through the survey, concerns were expressed about opportunities for students to gain a deeper understanding of and have experiences with various technological examples.	ERT Pg. 4
• Another suggestion is that the department consider implementing tools such as an iPad cart with software that is frequently used in the field. Faculty training may also be needed to learn to use and teach these tools.	ERT Pg. 6
3. **Increase Practicum Advisor Time**	
• Connect with the Dean's Office to investigate the possibility of adding more supervision support to EDAS practicums.	ERT Pg. 6
• Discussion with Dean's office (budget implications)	SSCPR Pg. 2
4. **Potential Course Development**	
• Explore crisis prevention intervention hiring requirements with school districts. If this is found to be a requirement and is impeding KPU EDAS graduates from being hired, a recommendation is that EDAS faculty receive training in CPI or an equivalent crisis intervention program (e.g., MANDT)	ERT Pg. 4
• [Additional courses need to be] Carefully considered due to budget and collective agreement	SSCPR Pg. 2
5. **Review Grading Practices**	
• Work with the KPU Teaching and Learning Commons to assess rigour of current assessment tools to determine if they are assessing what is intended, and that they are culturally responsive.	ERT Pg. 9
• Examine course assessments and criteria attributed to each letter grade	
• Work with the Teaching and Learning Commons to assess rigour of current assessment tools to determine if they are assessing what is intended, and that they are culturally responsive.	
• Examine competency-based criteria used in practicum for depth and breadth.	
• Compare grades and assessment types with other EA public postsecondary programs.	

GOAL 3: *Establish EDAS Networking Presence*

RATIONALE FOR THIS GOAL: To promote further connections between EDAS and local school districts, independent schools, alumni as well as on-going outreach to promote EDAS and encourage increased admissions

Recommendation(s) this Goal Addresses	Report (page number)
1. **Re-Establish PAC (post-COVID-19)** • Facilitate integrated, ongoing Advisory Committee involvement with the program (e.g., annual meetings, ongoing consultation throughout the year, follow through on recommendations).	SSR Pg. 22
2. **Establish Ongoing Connections with EDAS Alumni** • Explore enhancing alumni connections, possibly a Community of Practice and/or professional development opportunities for alumni.	SSR Pg. 22
3. **Promote Further Connections between EDAS and Local School Districts** • Consider holding Advisory Committee meetings virtually to address travel time.	SSR Pg. 22
4. **On-going Outreach to Promote EDAS and Encourage Increased Admissions** • Reach out to KPU Alumni Affairs to share alumni stories for the monthly newsletter. • The department may want to consider creating something more structured to keep students (alumni) connected with KPU as well. Maintaining connection with alumni could expand opportunities for future practicum placement and mentorship.	SSR Pg. 22 ETR Pg. 2
5. **Potentially Provide Professional Development Opportunities to Practicing EAs** (e.g., ProD sessions in schools; EDAS hosting a conference/workshop at KPU (online or in-person) • Inviting PAC (Program Advisory Committee) members from local school districts may help build relationships and increase opportunities for local practicum placements.	ETR Pg. 2

GOAL 4: *Expand and Connect Indigenous Understandings and Ways of Knowing into EDAS Curriculum*

RATIONALE FOR THIS GOAL: To gain information and knowledge about indigenous history, ways of knowing, and ways of being.

Recommendation(s) this Goal Addresses	Report (page number)

1. **Include Indigenous content throughout coursework**
  • Another area identified by the EDAS Department is the need to include Indigenous content more holistically into courses. A recommendation is for EDAS faculty to connect with the Faculty of Arts Indigenous Consultant for guidance on Indigenizing curriculum. The KPU faculty can also draw from their own learning and experience with the Squamish Nation pilot project.
  • Work with the Teaching and Learning Commons to develop learning outcomes that focus on current issues in education.
 	
  • Invite members from different groups to come and present to the students about their strengths and struggles (including the Squamish Nations cohort from North Vancouver)
	ERT Pgs. 4, 5
	SSCPR Pg. 1
	
	SSR Pg. 67

2. **Faculty development to gain information and knowledge about Indigenous history, ways of knowing and ways of being**	ERT Pgs. 4, 5

GOAL 5: *Review Admissions Processes*

- Review current practices (e.g., Info session modes of delivery, English language requirement, suitability)

RATIONALE FOR THIS GOAL: To gain a better understanding of and alignment between current admissions practices in relation to student suitability and competencies needed within the field.

Recommendation(s) this Goal Addresses	Report (page number)
1. **To explore suitability assessment as part of the admissions criteria** • Explore possibilities for assessing job suitability, (e.g., interview). This was addressed to a large degree by the interviews that were an entrance requirement. When that practice was suspended, the opportunity to assess and speak into suitability before the program ended.	SSR Pg. 9

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN <u>DOES NOT</u> ADDRESS

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

Recommendations	Report (page number)	Rationale
It is suggested that the department explore transition data related to students' immediate versus delayed entry into the program to better understand the trends and patterns that exist within their program	ERT Pg. 9	Not within the scope of the department's purview.
it is suggested the department explore the impact on student workload across the program since reducing the number of credits.	ERT Pg. 10	Inaccurate statement as program total credit value has increased by .5 credits.
It is also recommended that with the growth of the program, the rationale for having only one full-time regularized faculty be reviewed.	ERT Pg. 11	Not within the scope of the department's purview.

EDAS department should work with administration and facilities to upgrade furniture for the classrooms on the Langley campus and explore opportunities for dedicated classrooms on the Surrey campus.	ERT Pg. 8	Not within the scope of the department's purview.
Expand the availability of hardware to EDAS students, which could include iPads or tablet carts, to help students gain familiarity with the technology in general. Allow for incorporation of new software as needed.	ERT Pg. 8	Already available through KPU Library services/
The EDAS department might consider exploring the potential for greater library liaison collaboration, including: expanding offerings of in-person and online library skills workshops for students.	ERT Pg. 8	Already provided to the EDAS students.
The EDAS department could engage in discussion around ways to promote student participation in the KPU 100 and other workshops offered by the Learning Centre.	ERT Pg. 14	Already provided to the EDAS students.
If stable course offerings can be projected a year in advance, the department should consider mapping out the course progression pathway for full-time and part-time students on the program website. EDAS Department and program advisors should consider coordinating to host online information sessions that specifically target EDAS students and alumni interested in furthering their education, for example teacher training. EDAS Department might consider inviting academic advisors to speak to students nearing the end of their program to help promote laddering opportunities into Teacher Education and Bachelor of Arts programs before graduation.	ERT Pg. 14	Not within the scope of the department's purview. Already provided to EDAS students. Already provided to EDAS students.

Consider connecting with English Department and Faculty Advising to determine which English courses could be recommended to incoming students to help build English oral and written skills before entering the EDAS program.	ERT Pg. 14	Not an appropriate recommendation for the current admissions structure of the EDAS program.
Consider adding a short course from an outside agency such as the Provincial Outreach Program for Autism and Related Disorders or adding more ASD content to existing course(s)	ERT Pg. 6	Not within the scope of the department's purview due to budget considerations and KPU's Collective Agreement

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: September 2022

STRATEGY 1: Complete an in-depth curriculum review.

GOAL(S) THIS STRATEGY SUPPORTS: 2, 4

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Review all course outlines and revise for currency in topics covered and Indigenous content	EDAS Faculty	09/22	06/23	
Explore increasing course credit value for EDAS 1225 from 1.5 to 3.0 credits	EDAS Faculty	09/22	06/24	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   Faculty service time and financial support from the Dean's office
When are these resources required? Sept. 2022
What Faculty and/or Institutional support is required?

STRATEGY 2: Review EDAS grading procedures.

GOAL(S) THIS STRATEGY SUPPORTS: 1, 2

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Meet with Teaching and Learning to review and develop assignment rubrics	EDAS Faculty	09/22	06/23	
Develop a rationale document to support excellent grades	EDAS Faculty	09/22	06/23	
Explore P/F competency-based grading across the program, which includes connecting with the Human Services Articulation group, and other specific programs throughout BC to explore transfer implications on transfer credit and the possibility of block credit transfer.	EDAS Faculty	09/22	06/24	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? *Click here to enter text.*
When are these resources required? *Click here to enter text.*
What Faculty and/or Institutional support is required? TLC consultation time, Faculty service time

STRATEGY 3: Review EDAS student information/handbook/policies and procedures/student success/admissions/orientation/practicum process.

GOAL(S) THIS STRATEGY SUPPORTS: 1

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Explore with the Dean's office the possibility of hiring someone or providing time release to write a student information handbook.	EDAS Faculty, Chair	09/22	09/24	
Create vision and mission statements and program goals.	EDAS Faculty	06/22	07/23	To be reviewed and revised at Faculty Retreat 2022-2023
Establish office hours or monthly check-in meetings with students to provide an opportunity for students to hear about and explore EDAS procedures which sometimes are overlooked.	EDAS Faculty, Chair	09/22	Ongoing	Monthly, bimonthly or quarterly meetings were discussed as possibilities.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   Financial support from the Dean's office
When are these resources required? September 2022
What Faculty and/or Institutional support is required? Recognition of importance of a student handbook and support, financial and otherwise, to pursue the strategy.

STRATEGY 4: Networking with Districts, alumni (social media), Teaching and Learning Commons, Indigenous elders, and faculty. Keeping EDAS responsive to the larger educational and cultural community, to maintain connections and currency in needs and expectations of workplace (schools) and local community at large.

GOAL(S) THIS STRATEGY SUPPORTS: Goals 2, 3, and 4

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Provide a range of in-service opportunities to local schools/school districts targeting practicing education assistants.	EDAS Faculty	09/22	09/25	
Activate Program Advisory Committee with members drawn from selected school based and school board office personnel as well as representatives of alumni and Indigenous educational leaders.	EDAS Faculty	09/22	6/26	
Initiate online networking with EDAS alumni	EDAS Faculty	09/22	6/26	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? *Click here to enter text.*
When are these resources required? *Click here to enter text.*
What Faculty and/or Institutional support is required? Dean's Office support for Program Advisory Committee.IT/Marketing support for EDAS alumni online platform. Program Assistant support for distributing information regarding in-service opportunities

PLAN SUPPORTED BY:

_____   _____   _____

Provost's Name   Provost's Signature   Date

Shelley Boyd   Sept. 28, 2022

Shelley Boyd

_____
_____   _____   _____

Dean's Name   Dean's Signature   Date

PROGRAM UNDER REVIEW: EDAS

Instructions for Reviewers

Your assessment should ensure the Quality Assurance Plan does the following:

- o address all the recommendations in the Self-Study and External Review reports (or provide a clear rationale when a recommendation is not addressed);
- o provide clear, realistic plan of actions that are within the department's purview;
- o clearly articulate how the Program will demonstrate Progress on a Goal, Strategy and/or Step in its One-Year Follow-Up Report.

OVERALL ASSESSMENT:
Please provide a brief assessment of the Quality Assurance Plan under review and an overall recommendation.

Reviewer #1: I appreciate the work that goes into conceptualizing goals based on the many recommendations and data EDAS would have received in this process, followed by the work that goes into sussing out strategies and identifying steps to take to achieve your goals. One particularly strong example was Strategy 4, which focused on networking within the broad community of practice. EDAS very clearly identified their strategy and steps. They wove in the detail around who will be important stakeholders in the process, so further guides actions to undertake as you seek to fulfill your goals. This also is great for follow up because we can all reflect on which players have been important, which have been difficult to get traction with, and where to reconsider possible approaches to engagement so that you can meet your overall goal.

Goal #5 is not referenced at all in the Quality Assurance Action Plan. Once the EDAS team accounts for Goal #5 in their action plan and outlines the steps they will take, I will recommend this report for approval.

Reviewer #2: This report speaks to laudable priorities and plans. There are a couple of items that are listed as outside the the department's purview that seem to be within it, and more ambition is likely to be needed in the networking plan to ensure the profile of the program in the community matches its quality.

The Report (click on the box that corresponds to your recommendation):

☐   Recommend for approval by the SSCPR as is

☒   Reviewer #1, #2, #3: Recommend for approval by the SSCPR pending suggested actions (see below)

☐   Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:

Complete this section <u>ONLY</u> if you have identified the following major issues with the Plan:

- a) Recommendations made in the Self-Study Report and/or External Review Report are not appropriately addressed.
- b) Goals, Strategies, Steps and/or Resource Implications are not worded clearly.
- c) It is unclear how the Program will demonstrate Progress on a Goal, Strategy and/or Step in its One-Year Follow-Up Report.

Issue (page #)	Suggested Action
P3, 4.	If crisis prevention intervention education is required by SDs and the EDAS program does not have this in their curriculum, this is impeding KPU graduates from being employed/competitive. There is a shortage of EAs currently, so SDs might still hire KPU graduates … however they are graduating with a deficiency (as per sector standards/requirements, I think?). I am not certain, however based on what is written if are you suggesting that the external who shared this might be wrong? From what I can see, this wasn't a recommendation that was listed on pp 7-9 (that EDAS has decided not to address). I'm pointing this out, as this is a curriculum concern. More work is needed on this point and in the document. I feel that this goal needs to be more firmly worded. If the external reviewer is correct, then faculty need to be immediately trained or a course added so that graduates can be directly hired after graduating, without knowledge deficiencies. Rewording is needed to reflect high importance. I do not see that this issue has been raised in the Strategy Section. This issue might be added in Strategy 1 (p9) under review all course outlines, but this is a program concern in terms of keeping the program current -not a mere course change.
p.4	Establishing a networking presence is unlikely to give you the ongoing outreach you want to meet recommendation 4 on this page. A virtual networking setup, which you later propose here, is good but insufficient to drive new admissions. We need something more ambitious, I think.
p.7	The first recommendation is something departments can do.
p.8	Showing program progression on your website is something departments can do.
p.9	Adding content to a course is within the purview of departments. Offering short courses with external partners has happened as well, but that is more complex than adding material to one of your courses.
p.12	The third step on this page implies you don't have office hours, I think you mean something different here.
p.13	To really advance the program in the longer term we need a more ambitious plan to increase admissions.
The single biggest concern is Goal #5 is missing from the Quality Assurance Action Plan.	Unless satisfying explanation is provided in the meeting, I suggest that this item must be accounted for in the Action Plan. Based on this issue, I would not recommend for approval by SSCPR.
The following are notes/comments that carry less importance than the above but need more info about,	*and will ask about in the meeting if there is time:*

Issue (page #)	Suggested Action
Page 8: If stable course offerings can be projected a year in advance, the department should consider mapping out the course progression pathway for full-time and part-time students on the program website.	Question: I want to understand your program a little better: do you not offer the same courses on a regular basis or in a systematic way such that your FT and PT students progress through the program on a sort of pathway? Could you please explain why providnig a decsription of that pathway this isn't within the department's purview?
Page 10: Complete an in-depth curriculum review; SUPPORTS: 2, 4; steps: Review and revise for Indigenous content	Unless you have indigenous persons within your faculty who can help with this process, you may need to be more proactive in securing indigenous consultation and direction. Earlier, on page 5, you mention some faculty have experience working with some first nations communities. While that experience is valuable I wonder if it would provide the nuanced understanding of indigenous ways of knowing and being needed to inform a curriculum update sufficiently that your students could then be truly in-*formed*, their practice *formed*, by this content. I do hope to see in the follow up that you have engaged the Faculty of Arts consultant you mentioned eariler - as well as really engaging indigenous members of your PAC committee, or where there are none, bringing them on board. It might have been worth its' own bullet point to capture the amount of unique work this step would take.
Page 11: STRATEGY 2: Review EDAS grading procedures; Goals: 1 & 2; step: Develop a rationale document to support excellent grades	Could you share how grading methodologies support a programs vision and mission? I also wonder if the program has contemplated the way indigenizing the program might relate to student assessment processes.
Page 12: STRATEGY 3: Review EDAS student information/handbook/policies and procedures/student success/admissions/orientation/practicum process.	I wonder if by "review" you mean "update" ? As in you update this items with a eye to program/profressional currency and indigenisation, which supports goal 1. With steps being reviewing those items with the intent to update as per findings from curric review and indig. consultations; explore w/ Dean to have some one do the writing... ; actually write out your mission/vision/ goals; and finally to engage in specific activities to dessiminate these changes to KPU/Students/community.

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).
Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)
Education assistants1 (EAs)   - delete the "1" – page 1
Is it the case, as noted on page 1, that students require a 34 credit certificate? I thought there are a range of credentials offered and recognized (including shorter certificates).
General Comments: Acronyms need to be spelled out the first time they are used (i.e., EA, PAC, there could be others)
General Comments: Recommendations and Strategies should have standardized script. For example, begin each bullet with a verb(?). This is done for most of the document. In addition, in terms of standard script - there are some rows that are unnecessarily verbose though most are succinct (i.e., on p 2 - recommendation 1, bullet 1 is verbose, while the following 3 bullets are succinct). In terms of Goal 1, you could maintain that bullet one provides rationale; however such verbose rationale is not provided in the other Goals. Standardization is needed.
General Comments: Associated with the above comment, Goals 1-5 have a few bullets that start with language such as: "another suggestion… throughout the survey… another area identified, etc." Goals should be succinct, and you don't need to refer to who suggested or even that it was suggested. This information is captured in the second column.
General Comments: blank rows need to be deleted
(p1 throughout) It is "the EDAS program" -not "EDAS"
(P1) "the part time cohort… the full time cohort…" should be the part time *program*… takes place on Surrey campus… full time *program*…"
Question (p1) "and two part time (year one and two …)" are you saying the full time program is a year and the part time program is 2 years?" I find the " year one and two… " confusing and I wonder, is this extra information is even needed here?
(p1, par 3, last sent) "the review team" should be the *external* review team
(p2) Goal 1. You speak of "documents" in the title and recommendations but what are these documents? You say "e.g., EDAS Program Handbook in the rationale…." But are there other documents? They need to be listed.
(p3) you say, "… the survey" but what survey are you speaking of? Please be specific.
(p3) 4. Second point. The word "due" should be replaced with a better suited word.
(p6) The word "suitability" is used. But it is unclear what this means. Could a better word be used? Or explain -suitable for what.
(p10) Strategy 1. Is this too ambitious? I do not see that a smaller size department with mostly part time faculty could update all of their course outlines over an 8 month period. I do not know your faculty, but is this a reasonable amount of time to complete all course outlines?
(p12) Are you creating a vision and mission statements and program goals? Or revising them? In the EDAS' initial Ministry application (years ago) didn't you include a vision, mission statement and/or goals?

Education Assistant Program Quality Assurance Plan

Date submitted to SSCPR: September 2022

Date Self-Study Report approved by SSCPR: May 19, 2021

Date of External Review: November 25 & 26, 2021

SUMMARY

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

The Education Assistant (EDAS) program at Kwantlen Polytechnic University is an undergraduate certificate program designed to prepare education assistants to support children and youth with special needs in Kindergarten through Grade 12. Education ~~assistants1~~assistants (EAs) work under the direction of school and district professional staff and provide support in skill development, academics, positive behaviour support, social/emotional development, and personal care.

EDAS is in the Faculty of Arts. There are one full-time and four part-time faculty as well as multiple instructors who fill contract positions including practicum supervision. The program runs four cohorts between September and May: two full-time (one year in length), and two part-time (year one and year two of the two-year program). The part-time cohort takes place on Surrey campus, while the full-time cohort is run on Langley campus. Included in the coursework are two four-week practicums, amounting to 240 hours. Students graduate with a 34-credit certificate required by local school districts and most independent schools to successfully acquire employment as an education assistant.

The External Review Team met with the KPU Faculty of Arts Associate Dean and the Education Assistant Program (EDAS) Chair, Library Liaison, Faculty Advisor, faculty members, current students and one alumnus. Additionally, they received written feedback from two alumni that were not able to attend the site visit. Alumni feedback represented both the full-time and part-time programs. Based on these meetings, the ~~review team~~External Review Team found that the feedback was incredibly positive and supported the findings of the Self Study Report.

EDAS foci and goals for the next five years will be to establish foundational guiding principles (Vision Statement, Mission Statement and Goals); engage in a thorough and ongoing curriculum review to maintain currency in the field; establish and maintain a networking presence; expand and connect Indigenous understandings and ways of knowing into EDAS curriculum; and review admissions processes.

Education Assistant Program Quality Assurance Plan

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: *Develop an EDAS Mission/Values Statement and Guiding Program Structure ~~Documents~~ to be included in an EDAS Program Handbook*

> RATIONALE FOR THIS GOAL: To respond to the evolving role of the EA and to the need to maintain program currency with a renewed vision statement, mission statement and goals (V/M/G) as well as supporting documents (e.g., EDAS Program Handbook) to clarify each of these for faculty, students and the KPU community where applicable.

Recommendation(s) this Goal Addresses	Report (page number)
1. **Develop Program Vision Statement, Mission Statement and Goals** • ~~As the needs of the EA field have evolved as stated in the data, as well as our methods of delivery of content, so also have elements of our vision, mission, and goals, thus necessitating a rethink of these guiding principles. Such an exercise would also serve to build common vision among the faculty which would perhaps facilitate greater clarity among the team members and in the analysis of course outcomes (curriculum review).~~ • To update the EDAS Program's Vision and Mission Statements. • To reinstate a Professional Advisory Committee (PAC) which can assist with current issues, e.g., practicum placements, ensuring curriculum remains current. • To develop a plan for engaging alumni. • To explore expanding the program to Indigenous communities.	SSR Pgs. 7, 8, 23/24, 26-28, 42, 43 ERT Pgs. 2, 4, 5 SSR Pg. 43
2. **Develop EDAS Program Handbook** • ~~While no data which specifically speaks to the need for a handbook was found, the culmination of data around goals and vision would seem to necessitate a document informing students (and faculty) of clear procedural information.~~To develop a program handbook with outlines program policies and procedures.	SSR ERT Pg. 14

GOAL 2: *Engage in an In-depth Curriculum Review*

RATIONALE FOR THIS GOAL: To respond to the evolving role of EAs in schools and ensure the EDAS graduates are well prepared. In addition, this goal addresses the need highlighted by the External Review Team that EDAS should review grading practices to ensure there are equitable practices across courses and instructors.

Recommendation(s) this Goal Addresses	Report (page number)
1. **Complete a curriculum mapping of all course learning objectives (goal of reducing overlap between course content, and updating learning content)** • ~~A suggestion is the KPU EDAS department work~~Work with the Teaching and Learning Commons to develop learning outcomes that focus on current issues in education.	ERT Pg. 6

2. Increase EDAS 1225 from 1.5- credits to 3-credits • Explore opportunities for guest presentations or professional development with agencies such as SET-BC (Special Education Technology BC) to help support student understanding of technological tools used in the K-12 setting. • ~~implementing~~Implementing technological tools such as an iPad cart with software that is frequently used in the field. Faculty training may also be needed to learn to use and teach these tools • ~~Through the survey, concerns~~Concerns were expressed about opportunities for students to gain a deeper understanding of and have experiences with various technological examples. • Another suggestion is that the department consider implementing tools such as an iPad cart with software that is frequently used in the field. Faculty training may also be needed to learn to use and teach these tools.	ERT Pgs. 2, Pg. 6 ERT Pg. 4 ERT Pg. 6
3. Increase Practicum Advisor Time • Connect with the Dean's Office to investigate the possibility of adding more supervision support to EDAS practicums. • Discussion with Dean's office (budget implications)	ERT Pg. 6 SSCPR Pg. 2
4. Potential Course Development • Explore crisis prevention intervention hiring requirements with school districts. If this is found to be a requirement and is impeding KPU EDAS graduates from being hired, a recommendation is that EDAS faculty receive training in CPI or an equivalent crisis intervention program (e.g., MANDT~~)~~). It should be noted, crisis intervention program training is currently provided within school districts once graduates have been hired and therefore, it is important that for EDAS to consider the actual need for this recommendation to add this into the existing EDAS curriculum. • [Additional courses need to be] Carefully considered due to budget and collective agreement	ERT Pg. 4 SSCPR Pg. 2
5. Review Grading Practices • Work with the KPU Teaching and Learning Commons to assess rigour of current assessment tools to determine if they are assessing what is intended, and that they are culturally responsive. • Examine course assessments and criteria attributed to each letter grade • Work with the Teaching and Learning Commons to assess rigour of current assessment tools to determine if they are assessing what is intended, and that they are culturally responsive. • Examine competency-based criteria used in practicum for depth and breadth. • Compare grades and assessment types with other EA public postsecondary programs.	ERT Pg. 9

GOAL 3: *Establish EDAS Networking Presence*

RATIONALE FOR THIS GOAL: To promote further connections between EDAS and local school districts, independent schools, alumni as well as on-going outreach to promote EDAS and encourage increased admissions

Recommendation(s) this Goal Addresses	Report (page number)
1. **Re-Establish PAC (post-COVID-19)** • Facilitate integrated, ongoing Advisory Committee involvement with the program (e.g., annual meetings, ongoing consultation throughout the year, follow through on recommendations).	SSR Pg. 22
2. **Establish Ongoing Connections with EDAS Alumni** • Explore enhancing alumni connections, possibly a Community of Practice and/or professional development opportunities for alumni.	SSR Pg. 22
3. **Promote Further Connections between EDAS and Local School Districts** • Consider holding Advisory Committee meetings virtually to address travel time.	SSR Pg. 22
4. **On-going Outreach to Promote EDAS and Encourage Increased Admissions** • Reach out to KPU Alumni Affairs to share alumni stories for the monthly newsletter. • ~~The department may want to consider creating something more structured to keep students~~ (Build connections with alumni~~) connected with KPU as well. Maintaining connection~~ with ~~alumni could expand~~the goal of expanding opportunities for future practicum placement and mentorship.	SSR Pg. 22 ETR Pg. 2
5. **Potentially Provide Professional Development Opportunities to Practicing EAs** (e.g., ProD sessions in schools; EDAS hosting a conference/workshop at KPU (online or in-person) • Inviting PAC (Program Advisory Committee) members from local school districts may help build relationships and increase opportunities for local practicum placements.	ETR Pg. 2

GOAL 4: _**Expand and Connect Indigenous Understandings and Ways of Knowing into EDAS Curriculum**_

RATIONALE FOR THIS GOAL: To gain information and knowledge about indigenous history, ways of knowing, and ways of being.

Recommendation(s) this Goal Addresses	Report (page number)

1. **Include Indigenous content throughout coursework**
    • ~~Another area identified by the EDAS Department is the need to include Indigenous content more holistically into courses. A recommendation is for EDAS faculty to connect~~Work with the Faculty of Arts Indigenous Consultant ~~for guidance on~~to Indigenizing EDAS curriculum. ~~The KPU faculty can also draw from their own learning and experience with the Squamish Nation pilot project.~~
    • Work with the Teaching and Learning Commons to develop learning outcomes that focus on current issues in education.
 	
    • Invite members from different groups to come and present to the students about their strengths and struggles (including the Squamish Nations cohort from North Vancouver)
	ERT Pgs. 4, 5
	
	SSCPR Pg. 1
	
	SSR Pg. 67

2. **Faculty development to gain information and knowledge about Indigenous history, ways of knowing and ways of being**	ERT Pgs. 4, 5

Education Assistant Program Quality Assurance Plan

GOAL 5: *Review Admissions Processes*

- Review current practices (e.g., Info session modes of delivery, English language requirement, suitability)

RATIONALE FOR THIS GOAL: To gain a better understanding of and alignment between current admissions practices in relation to student suitability and competencies needed within the field.

Recommendation(s) this Goal Addresses	Report (page number)
1. **To explore ~~suitability~~admission assessment (e.g., interview) as part of the admissions criteria** • Explore possibilities for assessing appliant's job suitability, for the profession (e.g., interview). This was addressed to a large degree by the interviews that were an entrance requirement. When that practice was suspended, the opportunity to assess and speak into suitability before the program ended.	SSR Pg. 9

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
It is suggested that the department explore transition data related to students' immediate versus delayed entry into the program to better understand the trends and patterns that exist within their program	ERT Pg. 9	~~Not within the scope of the department's purview.~~ Inaccurate statement as the EDAS department does not have delayed entry into the program. Admission is every September in to both the full-time and part-time programs.
it is suggested the department explore the impact on student workload across the program since reducing the number of credits.	ERT Pg. 10	Inaccurate statement as program total credit value has increased by .5 credits.
It is also recommended that with the growth of the program, the rationale for having only one full-time regularized faculty be reviewed.	ERT Pg. 11	Not within the scope of the department's purview.

The EDAS department should work with administration and facilities to upgrade furniture for the classrooms on the Langley campus and explore opportunities for dedicated classrooms on the Surrey campus.	ERT Pg. 8	Not within the scope of the department's purview.
Expand the availability of hardware to EDAS students, which could include iPads or tablet carts, to help students gain familiarity with the technology in general. Allow for incorporation of new software as needed.	ERT Pg. 8	Already available through KPU Library services.
The EDAS department might consider exploring the potential for greater library liaison collaboration, including: expanding offerings of in-person and online library skills workshops for students.	ERT Pg. 8	Already provided to the EDAS students.
The EDAS department could engage in discussion around ways to promote student participation in the KPU 100 and other workshops offered by the Learning Centre.	ERT Pg. 14	Already provided to the EDAS students.
If stable course offerings can be projected a year in advance, the department should consider mapping out the course progression pathway for full-time and part-time students on the program website. The EDAS Department and program advisors should consider coordinating to host online information sessions that specifically target EDAS students and alumni interested in furthering their education, for example teacher training. The EDAS Department might consider inviting academic advisors to speak to students nearing the end of their program to help promote laddering opportunities into Teacher Education and Bachelor of Arts programs before graduation.	ERT Pg. 14	~~Not within the scope of the department's purview.~~ Already provided to EDAS students. Already provided to EDAS students. Already provided to EDAS students.

Consider connecting with English Department and Faculty Advising to determine which English courses could be recommended to incoming students to help build English oral and written skills before entering the EDAS program.	ERT Pg. 14	Not an appropriate recommendation for the current admissions structure of the EDAS program.
Consider adding a short course from an outside agency such as the Provincial Outreach Program for Autism and Related Disorders or adding more ASD content to existing course(s)	ERT Pg. 6	~~Not within the scope of the department's purview due~~Due to budget considerations and KPU's Collective Agreement~~,~~ this recommendation is not appropriate as it has tuition implications for students and would require non-KPU faculty to instruct workshop content. This point has been explored with the Faculty of Arts Dean.

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: September 2022

STRATEGY 1: Complete an in-depth curriculum review.

GOAL(S) THIS STRATEGY SUPPORTS: 2, 4

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Review all course outlines and revise for currency in topics covered and Indigenous content	EDAS Faculty	09/22	06/~~23~~24	
Explore increasing course credit value for EDAS 1225 from 1.5 to 3.0 credits	EDAS Faculty	09/22	06/24	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   Faculty service time and financial support from the Dean's office
When are these resources required? Sept. 2022
What Faculty and/or Institutional support is required?

STRATEGY 2: Review EDAS grading procedures.

GOAL(S) THIS STRATEGY SUPPORTS: 1, 2

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Meet with Teaching and Learning to review and develop assignment rubrics	EDAS Faculty	09/22	06/23	
Develop a rationale document to support excellent grades	EDAS Faculty	09/22	06/23	
Explore P/F competency-based grading across the program, which includes connecting with the Human Services Articulation group, and other specific programs throughout BC to explore transfer implications on transfer credit and the possibility of block credit transfer.	EDAS Faculty	09/22	06/24	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? *Click here to enter text.*
When are these resources required? *Click here to enter text.*
What Faculty and/or Institutional support is required? TLC consultation time, Faculty service time

STRATEGY 3: ~~Review~~Update EDAS student information/handbook/policies and procedures/student success/admissions/orientation/practicum process.

GOAL(S) THIS STRATEGY SUPPORTS: 1

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Explore with the Dean's office the possibility of hiring someone or providing time release to write a student information handbook.	EDAS Faculty, Chair	09/22	09/24	
~~Create~~Update vision and mission statements and program goals.	EDAS Faculty	06/22	07/23	To be reviewed and revised at Faculty Retreat 2022-2023
Establish additional office hours or monthly check-in meetings (at the program level) with students to provide an opportunity for students to hear about and explore EDAS procedures which sometimes are overlooked. This is in addition to office hours provided within courses.	EDAS Faculty, Chair	09/22	Ongoing	Monthly, bimonthly or quarterly meetings were discussed as possibilities.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   Financial support from the Dean's office
When are these resources required? September 2022
What Faculty and/or Institutional support is required? Recognition of importance of a student handbook and support, financial and otherwise, to pursue the strategy.

STRATEGY 4: Networking with Districts, alumni (social media), Teaching and Learning Commons, Indigenous elders, and faculty. Keeping EDAS responsive to the larger educational and cultural community, to maintain connections and currency in needs and expectations of workplace (schools) and local community at large.

GOAL(S) THIS STRATEGY SUPPORTS: Goals 2, 3, and 4

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Provide a range of in-service opportunities to local schools/school districts targeting practicing education assistants.	EDAS Faculty	09/22	09/25	
Activate Program Advisory Committee with members drawn from selected school based and school board office personnel as well as representatives of alumni and Indigenous educational leaders.	EDAS Faculty	09/22	6/26	
Initiate online networking with EDAS alumni	EDAS Faculty	09/22	6/26	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? *Click here to enter text.*
When are these resources required? *Click here to enter text.*
What Faculty and/or Institutional support is required? Dean's Office support for Program Advisory Committee.IT/Marketing support for EDAS alumni online platform. Program Assistant support for distributing information regarding in-service opportunities

PLAN SUPPORTED BY:

Diane Purvey
2022.10.04 15:25:38 -07'00'

Education Assistant Program Quality Assurance Plan

Provost's Name _____ Provost's Signature _____ Date _____

Shelley Boyd   Sept. 28, 2022

Shelley Boyd

Dean's Name   Dean's Signature   Date

Education Assistant Program Quality Assurance Plan

STRATEGY 5: Review Admissions Procedures

GOAL(S) THIS STRATEGY SUPPORTS: 5

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Review current admission requirements to ensure compliance to current practices within the field.	EDAS Faculty	09/22	06/23	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   Faculty service time and financial support from the Dean's office
When are these resources required? Sept. 2022
What Faculty and/or Institutional support is required?

PLAN SUPPORTED BY:

_____   _____   _____
Provost's Name   Provost's Signature   Date

_____   _____   _____
Dean's Name   Dean's Signature   Date

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: *6.1*
Meeting Date: *October 19, 2022*
Presenter(s): *Dr. David Burns*

Agenda Item	Policy and Procedure AC9 Skills and Outcomes - Draft
Action Requested	**Discussion**

Recommended Resolution	**N/A**

Committee Report	For Secretariat Use Only

Context and Background	Draft Policy and Procedure AC9 Essential Skills is proposed for amendment, with a proposed new policy name "Skills and Outcomes". The AC9 policy writing team consists of the following members: • Dr. David Burns, Associate Vice President Academic • Dr. Joel Murray, Interim Associate Dean, Faculty of Trades and Technology • Marla McMullen, faculty in Melville School of Business • Olivia Takaoka, Student Senator (2021-2022), and • Josephine Chan, Office of the Provost The policy revision and consultation process began in December 2021 and since then, a number of key parties were consulted for feedback during the policy development process. As a result of the feedback received, a draft set of policy and procedure was developed that includes the following notable proposed changes: • Allow for the clarification, application and communication of the skills identified by the Ministry of AEST in all Senate-approved courses and programs. o Faculties have the ability to produce a skills framework that build on/extend/detail these skills applicable to their own programs • Require clearly articulated program learning outcomes to which course outcomes and skills are mapped, as well as through new

program proposals, program change proposals, and program review process.

- Establish the requirement for curriculum mapping in program review and curricular change process.
- Renaming the policy to "Skills and Outcomes," which frames the core of this policy.

Key Messages

1. Draft Policy and Procedure AC9 *Skills and Outcomes* were revised based on the consultation feedback received from December 2021 to June 2022.

2. The Senate Standing Committees on Policy, Curriculum, and Teaching and Learning (by request in Phase One) will be consulted in October/November for feedback during the policy development and consultation process, prior to the drafts being posted on the KPU Policy Blog for 3 weeks as part of Phase Two later this fall.

3. Draft Policy and Procedure (attached) are sent to this committee for feedback as part of the consultation process. They will also be posted on the Policy Consultation Engine in October, with an invitation to the University Community to provide their feedback.

Resource Requirements   N/A

Implications/Risks   N/A

Consultations

- [Policy Consultation Engine](#)
- University-wide drop-in sessions (December 7, 2021, January 5, 2022)
- Design Faculty Council (January 10, 2022)
- Jim Rahaman, Office of Research, Innovation & Graduate Studies (January 10, 2022)
- Senate Standing Committee on Curriculum (January 12, 2022)
- Senate Standing Committee on Program Review (January 19, 2022)
- Geoff Dean (January 29, 2022)
- AVP, Office of Research, Innovation & Graduate Studies (February 3, 2022)
- Drop in session on February 11, 2022, including the following attendees:
  - Lia Haleem
  - Kristie Dukewich
  - Yanfeng Qu

- o Amy Jeon
- o Ruby Gupta
- o Elizabeth Spalding
- o Lynn Benn
- o Leeann Waddington
- o Parthi Krishnan
- o Gregory Harris
- o Olivia Takaoka

- Senate Vice Chair, Director of Learning Technology & Educational Development (June 2022)
- Deans Council (June 16, 2022)

The following key parties will be consulted on the drafts in October/November, prior to the Phase Two 3-week posting period on the KPU Policy Blog:

- Senate Standing Committee on Policy
- Senate Standing Committee on Curriculum
- Senate Standing Committee on Program Review
- Senate Standing Committee on Teaching and Learning (by request in Phase One)
- Dr. Lori McElroy, Associate Vice President, Planning and Accountability
- University Community via the [Policy Consultation Engine](#)

Attachments	1. Policy AC9 Skills and Outcomes – Draft 2. Procedure AC9 Skills and Outcomes – Draft
Submitted by	*Dr. David Burns* *Associate Vice President Academic*
Date submitted	*September 23, 2022*

Policy History	
Policy No.	
AC9	
Approving Jurisdiction:	
Senate	
Administrative Responsibility:	
Provost and Vice President Academic	
Effective Date:	
TBD	

KWANTLEN POLYTECHNIC UNIVERSITY

Skills and Outcomes Policy

A. CONTEXT AND PURPOSE

This policy will clarify the ways in which skills and outcomes, both those identified by the provincial government and those identified by KPU, will be mapped, changed and supplemented. KPU, through its strategic plan, has committed to preparing students for lifelong learning. Its promise to its students is that it will help them put their *Thought into Action*. To accomplish this goal KPU strives to be clear about the outcomes of its courses and programs, as well as the skills all students in Senate-approved programs will develop.

B. SCOPE AND LIMITS

This policy applies to all Senate-approved programs at Kwantlen Polytechnic University.

C. STATEMENT OF POLICY PRINCIPLES

1. Each program must ensure students have opportunities to learn and demonstrate the skills identified by the Ministry of Advanced Education and Skills Training ("Ministry") that are referenced in the Procedure.

2. The skills identified by the Ministry should be articulated and applied by each program in ways that connect to the context, values, and value of the program; KPU's strategic priorities, and our commitment to decolonization and Indigenization. This may be communicated formally through Faculty-level skills and outcomes that extend and define those provided by Government. This form of skill definition is detailed in the procedures.

3. Each course should have clearly articulated learning outcomes connected to the course activities, assessments, and content. These will be articulated in course outlines.

4. Each program should have clearly articulated program learning outcomes to which course learning outcomes and skills are mapped. This will be articulated in full program proposals, program change proposals, and during the program review process.

5. KPU is committed to being accountable both for student outcomes in courses and in programs, and to diversifying, decolonizing and Indigenizing its understanding of curriculum. KPU's governance system commits to ongoing reckoning with this tension at all levels of its development and delivery.

D. DEFINITIONS

Refer to Section A in the related Procedure for definitions which will enhance the reader's interpretation of this Policy.

E. RELATED POLICIES

AC3 Program Review
AC10 Development and Change of Senate-Approved Programs
AC11 General Education in Degree Programs

Policy History	
Policy No. AC9	
Approving Jurisdiction: Senate	
Administrative Responsibility: Provost and Vice President Academic	
Effective Date: TBD	

KWANTLEN POLYTECHNIC UNIVERSITY

Skills and Outcomes
Procedure

A. DEFINITIONS

1. **Skills:**   Skills identified by the Ministry of Advanced Education and Skills Training are as follows:
   a. Writing clearly and concisely
   b. Speaking effectively (verbally express opinions or ideas clearly and concisely)
   c. Reading and comprehending material (appropriate to your field)
   d. Working effectively with others
   e. Analyzing and thinking critically
   f. Resolving issues or other problems
   g. Learning on your own

2. **Curriculum Map**   Curriculum mapping provides a global view of how elements of the program's curriculum relate to the program learning outcomes. The process of mapping the curriculum entails associating course learning outcomes (CLOs) to program learning outcomes (PLOs). This allows programs to identify curricular gaps, where outcomes are not currently being taught, or are not adequately assessed, and curricular redundancies, where outcomes are taught in multiple courses without a rationale for the overlap. Curriculum maps at KPU should include both the outcomes set by the program (at the program and course level) and the skills identified by the Ministry of Advanced Education and Skills Training.

B. PROCEDURES

1. The following skills identified by the Ministry of Advanced Education and Skills Training ("Ministry") will be updated in this Procedure as needed to align with the Ministry's skills from the "Accountability Framework Standards Manual and Guidelines" here:
   a. Writing clearly and concisely,

b. Speaking effectively (verbally express opinions or ideas clearly and concisely),

c. Reading and comprehending material (appropriate to the field),

d. Working effectively with others,

e. Analyzing and thinking critically,

f. Resolving issues or problems, and

g. Learning on your own

2. Every approved KPU Full Program Proposal will include a curriculum map, with program learning outcomes that connect to the skills identified by the Ministry of Advanced Education and Skills Training ("Ministry").

3. The program review process will include an indicator of graduates' awareness of the skills identified by the Ministry, and their satisfaction with the opportunities they had to learn these skills.

4. Both the program review process and the program development process will include curriculum maps in the ways determined most feasible by their respective Senate committees, these templates will be appended to this policy.

5. The skills identified by the Ministry offer general guidance only and are not defined in detail, but need to be applicable across programs and Faculties. Faculties may, for this reason, produce skills frameworks that build on these explicitly but that also extend, detail or reframe them. The "resolving issues" skill, for instance, maybe understood specifically within the context of KPU's commitment to sustainability and Indigenization, and so a Faculty may define that skill in that way for its own programs.

C. RELATED POLICY

AC3 Program Review
AC10 Development and Change of Senate-Approved Programs
AC11 General Education in Degree Programs

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Item: 7.1
Meeting Date: October 19, 2022
Presenter: Melike Kinik-Dicleli

Agenda Item	Manager's Report on Status of Program Reviews

Action Requested	Information

Recommended Resolution	N/A

Senate Standing Committee Report	For Senate Office Use Only

Context & Background

There are 32 programs (or cluster of related programs) that are at various stages in the program review process.

Phases	Number of programs
Self-Study	6
External Review	4
Quality Assurance Plan Development	4
Annual Follow-Up Reporting	18
Total	32

Key Messages	N/A
Consultations	N/A
Attachments	Manager's Report_Status of Program Reviews_Details for October 2022 SSCPR Meeting
Submitted by	*Melike Kinik-Dicleli, Manager, Quality Assurance*
Date submitted	*October 11, 2022*

Faculty	Program	Self-Study				External Review			QA Plan		Annual Follow-up			Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Due	Report Approved	Site Visit Deadline	Date of Site Visit	Report Received	QA Plan Due	QA Plan Approved	Report Due	1st Report Approved	2nd Report Approved	
ACP	English Upgrading	Dec-18 re-start: Sep-21	Admin Data: Feb-19 Admin Data: April-22	Aug-22		Oct-22			Mar-23		Mar-24			Surveys were launched on October 11, 2022.
Arts	Anthropology	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Sep-20	Apr-21	Nov-20	Oct 18/19, 2021	Nov-21	Jun-21	Jun-22	Jun-22			First annual follow-up is due **June 2023**.
Arts	Asian Studies	Oct-22		Aug-23		Oct-23			Mar-24		Mar-25			Program review kick-off meeting took place on September 29, 2022.
Arts	Criminology	Jan-2019 re-start: Oct-22	Admin Data: Feb-19 Revised Admin Data: Feb-20 Survey Data: May-20	Dec-20		Feb-21			Jun-21		Jun-22			The program review kick-off meeting is scheduled for October 13, 2022.
Arts	Creative Writing	May-21	Admin Data: Nov-21 Survey Data: Nov-21	May-22	Sep-22	Jul-22			Oct-22		Nov-23			External review site visit planning is underway.
Arts	Education Assistant	Sep-19	Admin Data: Oct-19 Survey Data: June-20	Feb-21	May-21	Mar-21	Nov 25/26, 2021	Jan-22	Jun-22		Jun-23			Quality Assurance Plan is in.
Arts	Minor in Counselling	Feb-18	Admin Data: April-18 Survey Data: April-18	x	Apr-19	x	31-Oct-21	Jan-20	Sep-20	Oct-20	Sep-21	Oct-21		SSCPR asked program to report on their progress a second time in **October 2022**.
Arts	English	May-20	Admin Data: Jan-21 Survey Data: April-21	Sep-21	Nov-21	Nov-21	Feb 10/11, 2022	Mar-22	Apr-22		Apr-23			Quality Assurance Plan is in.
Arts	History	Dec-18	Admin Data: Feb-19 Survey Data: March-20	Aug-20	Feb-21	Oct-20	June 17/18, 2021	Jul-21	May-21	Jan-22	May-22			First annual follow-up is due in **January 2023**.
Arst	Geography	Feb-22		Oct-22		Jan-23			Jul-23		Jul-24			Surveys will be launched around October 11, 2022.
Arts	Language & Culture	Dec-21	Admin Data: May-22 Survey Data: May-22	Aug-22		Nov-22			Apr-23		Apr-24			Self-study Report is on the agenda for the November meeting.
Arts	Philosophy	Sep-17	Admin Data: Sep-18 Survey Data: Dec-17 (Discipline Survey: Mar-18)	x	Apr-19	x	Jul-19	Jul-19	Jan-20	Apr-21	Jan-21	May-22		SSCPR asked program to report on their progress one more time in **May 2023**.
Arts	Political Science	Dec-19	Admin Data: Dec-19 Survey Data: June-20	Jan-21	Apr-22	Mar-21	Nov 7/9, 2022		Sep-21		Sep-22			External Review is on **November 7 & 9, 2022**.
Arts	Sociology	Sep-15	Admin Data: Nov-17 Survey Data: May-16	x	Dec-17	x	Apr-18	May-18	x	Oct-18	Oct-19	Apr-20	May-21	SSCPR asked program to report on their progress a fourth time in **June 2023**.
Business	Accounting	Nov-17	Admin Data: Jun-18 Survey Data: Jan-18	x	Sep-18	x	Jan-19	Feb-19	x	Feb-20	Feb-21	Feb-21	Mar-22	SSCPR asked program to report on their progress a third time in **March 2023**.
Business	Computer Science and Information Technology	Apr-19	Admin Data: May-19 Survey Data: Jan-20	Aug-20	Nov-20	Nov-20	Mar 1/2, 2021	Mar-21	Aug-21	Oct-21	Aug-22			First Annual Follow-Up is due in **October 2022**.
Business	Business Management	Sep-15	Admin Data: Jun-18 Survey Data: Mar-18	x	Jun-18	x	Jul-18	Jul-18	x	Mar-20	Mar-21	Oct-21		SSCPR asked program to report on their progress a second time in **October 2022**.
Business	Human Resource Management	May-14	Admin Data: Sept-16 Survey Data: Mar-17	x	Jun-17	x	Nov-18	Dec-18	x	Sep-19	Sep-20	Oct-20		SSCPR asked program to report on their progress a third time in **November 2022**.
Business	Technical Management and Services	Sep-22		Aug-23		Oct-23			Mar-24		Mar-25			The program received the information they need for the first two chapters of the SSR.
Design	Fashion Design & Technology	Sep-20	Admin Data: Feb-21 Survey Data: Mar-21	Jun-21		Oct-21	Sep 28/29, 2021	Oct-21	Jun-22	May-22	Jun-23			First Annual Follow-Up is due in **May 2023**.
Design	Foundation in Design Certificate	Oct-17 re-start: Oct-19	Admin Data: Aug-17 Survey Data: Nov-17 (Student Data: Feb-18) Revised Admin Data: Oct-19 Survey Data: Aug-20	Sep-20	Apr-21	Oct-20	June 29/30, 2021	Jul-21	May-21	Jan-22	May-22			First Annual Follow-up Report is due in **January 2023**.
Design	Interior Design	Sep-18	Admin Data: Nov-18 Admin Data: Sep-19 Survey Data: Nov-18	x	Jan-20	Jan-20	Jun-20	Aug-20	Jun-20	Feb-21	Jun-21	Mar-22		SSCPR asked program to report on their progress a second time in **March 2023**.

Faculty	Program	Self-Study				External Review			QA Plan		Annual Follow-up			Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Due	Report Approved	Site Visit Deadline	Date of Site Visit	Report Received	QA Plan Due	QA Plan Approved	Report Due	1st Report Approved	2nd Report Approved	
Design	Product Design	Feb-19	Admin Data: Feb-19 Survey Data: Oct-19	Feb-20	Jun-20	Apr-20	Feb 24/25, 2021	Apr-21	Oct-20	Nov-21	Oct-21			First Annual Follow-up Report is due in **November 2022**.
Design	Technical Apparel Design	Jun-18	Admin Data: Dec-18 Admin Data: Oct-19 Survey Data: Dec-18	x	Jan-20	Sep-20	Sep-20	Oct-20	Jun-21	Jan-21	Jun-22	Jan-22		SSCPR asked program to report to report on their progress a second time in **January 2023**.
Health	Bachelor of Psychiatric Nursing	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	x	Oct-20	x	Feb-20	Mar-20	Aug-20	Nov-20	Aug-21	Jan-22		SSCPR asked program to report on their progress a second time in **January 2023**.
Health	Health Care Assistant Certificate	May-19	Admin Data: Jun-19 Survey Data: Sep-19	x	Jan-20	Sep-20	Dec 9/10, 2020	Feb-21	Jun-21	Jun-21	Jun-22	Jun-22		SSCPR asked program to report on their progress a second time in **June 2023**.
Health	Health Unit Coordinator Certificate	Jan-18	Admin Data: Jun-18 Survey Data: Discipline + Alumni: Mar-18 Student + Faculty: Aug-18	x	Dec-18	x	Jun-19	Jul-19	x		x			All intakes are suspended. The review is on hold until the future of the program is determined.
Science	Biology	Oct-19	Admin Data: Nov-19 Revised Admin Data: Mar-21 Survey Data: Mar-21	Oct-21	Oct-21	Jan-22	Feb 24/25, 2022	Apr-22	Sep-22		Sep-23			Quality Assurance Plan is in.
Science	Brewing and Brewery Operations	Nov-21	Admin Data: May-22 Survey Data: May-22	Aug-22	Sep-22	Nov-22			May-23		May-24			External review site visit planning is underway.
Science	Bachelor of Horticulture Science	Jan-18	Admin Data: Jun-18 Survey Data: Apr/Jun-18	x	Mar-19	x	Apr-19	May-19	Aug-19	Apr-21	Aug-20	Apr-22		SSCPR asked program to report on their progress a second time in **April 2023**.
Science	Horticulture Technology Diploma	Nov-21		Aug-22		Oct-22			Feb-23		Feb-24			Surveys are being drafted.
Science	Mathematics	May-19	Admin Data: Jul-19 Survey Data: Faculty: Jul-19 Alumni: Sep-19 Discipline/Sector: Sep-19	Sep-19	Oct-20	Nov-19	Mar 10/11, 2021	Apr-21	May-20	Feb-22	May-21			First Annual Follow-up Report is due in **February 2023**.
Science	Physics for Modern Technology	May-21	Admin Data: Nov-21 survey data: Feb-22	Jan-2022 Rev. Jun-22	Jun-22	Mar-22 Rev: Sep-22			Sep-2022 Rev: Feb-23		Oct-2023 Rev: Feb-24			External review site visit planning is underway.
Science	Sustainable Agriculture	Oct-19	Admin Data: Nov-19 Revised Admin Data: Feb-21 Survey Data: Student: Aug-20 Faculty & Alumni: Jan-21 Discipline/sector: Feb-21	Aug-20	Sep-21	Oct-20 or Nov-20	Mar 7/9, 2022	Apr-22	May-21		May-22			Quality Assurance Plan was due by **September 28, 2022**. The program is given an extension to submit for the November meeting.
Science	Turf Management Diploma	May-19	Admin Data: May-19 Survey Data: Sep-19	Oct-19		Jan-20			Sep-20		Sep-21			Turf Management is being reviewed as part of the Horticulture Technology program review.