



KWANTLEN
POLYTECHNIC
UNIVERSITY

Program Review Guide #1: Getting Started

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1. Introduction to Program Review

What Program Review Is

Program Review is a faculty-led, collaborative, systematic, and evidence-based examination of a program's quality. It focuses on ensuring that program graduates achieve the learning outcomes appropriate to the discipline and credential level.

Program Review is:

Formative – provides feedback that identifies program strengths and weaknesses to guide improvements to the program over time;

Participatory – uses input from internal and external stakeholders including students, graduates, faculty, staff, administration, program advisory committees, licensing or accrediting organizations, and employers, as appropriate;

Evidence-based – follows standardized, evidence-based processes and methodologies;

Strategic – leads to coordinated action that strengthens the program's ability to support students in achieving the program's learning outcomes;

Iterative – draws on previous reviews and recommendations with specific attention to trends and patterns;

Accountable – reports must be approved by the Senate Standing Committee on Program Review (SSCPR) and are made available on KPU's [Program Review SharePoint site](#).

Why We Do Program Review

Program Review is one of KPU's quality assurance functions and is required by the Ministry's Degree Quality Assessment Board (DQAB). Please refer to SSCPR Memorandum in Appendix A for more information on the regulatory context of the Program Review process. DQAB conducts an audit of KPU's Program Review process every seven years to ensure compliance with Ministry's quality assurance requirements.¹ It is also a condition of KPU's membership in Universities Canada.²

Frequency of Program Review

All KPU **degree programs** undergo review once **every five years**. **Non-degree programs** undergo review once **every seven years** (see Policy AC3 in Appendix B). Degree and non-degree programs in the same discipline are reviewed together because of the integrated nature of their curriculum. The schedule for Program Reviews is updated on a yearly basis, provided to Senate, and posted to the [Program Review SharePoint site](#).

¹ <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board/quality-assurance-process-audit>

² <https://www.univcan.ca/universities/quality-assurance/>

Overview of the Components of Program Review

Program review provides an opportunity to identify and promote specific aspects of educational excellence within a program, and to identify opportunities to improve instruction and services to learners through an assessment of the program's:

- curriculum
- relevance and student demand
- effectiveness of instructional delivery
- resources, services and facilities

There are four components to the Program Review process, which are summarized in the table below.

Component	Purpose	Written by
Self-Study	<ul style="list-style-type: none"> • Review program quality • Identify program's strengths and areas for improvement • Provide recommendations on improving the quality of the program 	Written by a faculty member who takes the role of Primary Author, in consultation with other faculty members of the program
External Review	<ul style="list-style-type: none"> • Validate the Self-Study Report • Provide external perspective 	External Review Team
Quality Assurance Plan	<ul style="list-style-type: none"> • Establish the steps that will be taken to address the recommendations from both the Self-Study Report and External Review Report • Identify the resources required to implement these steps 	Program Review Team (in consultation with the Dean and signed off by the Dean and Provost)
Annual Follow-Up Reporting	<ul style="list-style-type: none"> • Provide annual updates on progress in implementing the Quality Assurance Plan 	Program Review Team

Who Is Involved in Program Review

The program review is conducted by the program faculty, with support from the Office of Planning & Accountability (OPA) throughout and from the Teaching & Learning Commons (TLC) for curriculum review, as well as the Dean's office, the Provost and the Senate Standing Committee on Program Review (SSCPR). A summary of the roles of each follows:

Program Review Team – leads the review and writes the Program Review Self-Study Report, Quality Assurance Plan, and Annual Follow-Up Reports. The team can consist of all faculty, or a subset, but all faculty should be consulted in both the self-study and quality assurance plan phases, as the results of the program review will lead to program changes that affect all faculty. Different faculty may help in a variety of ways, such as conducting the curriculum mapping, interpreting the data, providing input on a specific part of the report, reviewing recommendations, and developing strategies for addressing them.

Primary Author – The Primary Author is a member of the Program Review Team who takes on the responsibility for writing the self-study report, including all revisions required by the Senate

Standing Committee on Program Review. However, the Primary Author is not the sole person involved the Self Study process, nor do they necessarily lead the entire program review. Rather the author collaborates with their colleagues throughout the writing of the Self-Study report – e.g., interpreting data, drawing conclusions, developing recommendations, etc., and writes up the results of these discussions using the Self-Study Report template. It is the responsibility of all department faculty to contribute throughout the program review phases, including discussing the findings and recommendations and providing feedback to the Primary Author on drafts of the self-study report. For taking on the work of writing the Self-Study report, the Primary Author receives a one-course time release.

OPA – provides planning and advice throughout, administers surveys and provides survey and administrative data, and provides support to SSCPR.

TLC – is available, if needed, to guide the Program Review Team in development/review of program learning outcomes, career pathways map, and curriculum map.

Dean – provides guidance and institutional perspective, reviews reports, provides feedback and advice on the Self-Study Report in the form of a memo; meets with Provost to discuss Quality Assurance Plans, and, together with the Provost, signs off on Quality Assurance Plans.

Provost – is the administrator with institutional responsibility for academic quality and approves all Quality Assurance Plans.

SSCPR – ensures Program Review Policy is carried out by reviewing and approving Program Review reports and providing updates to Senate on the progress of Program Reviews.

Starting the Program Review Process

When your program is scheduled to undergo a review, OPA’s Manager, Quality Assurance, will contact Program Chair to set up a meeting to explain the process and OPA’s role in supporting it. The Chair of the Senate Standing Committee on Program Review will also attend the meeting. The Manager will help the Program Review Team develop a plan and timeline for the review, and provide resources on Program Review and guidance throughout.

For convenience, all guidelines and templates related to Program Review can be found at the Program Review SharePoint site: <https://kpuemp.sharepoint.com/sites/progrev/SitePages/Home.aspx>. The site also hosts Program Review schedules as well as completed and approved reports for past reviews. Please contact sscpr@kpu.ca if you can’t find reports from a previous review of your program. Note that guides and templates change over time, so previous work may not match current requirements.

OPA is here to support you throughout the review!

For assistance, please contact Melike Kinik-Dicleli, Manager, Quality Assurance at:

Tel: 604.599.3294 or sscpr@kpu.ca

2. Program Review Timeline

Program Review is broken into 8 phases, four of which involve the Self-Study report. A Program Review should ideally take 16 months from the beginning of the Curriculum Review to the submission of the Quality Assurance Plan. The 16-month timeline accounts for all of the activities to be undertaken by the various participants and takes into account annual vacation of faculty members.

The chart below depicts the ideal timeline for all phases of the review, which also shows report submissions. Note that Curriculum Review and Data Collection are part of the Self-Study, each contributing information for the Self-Study report.

Phases	Months																
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Getting Started																	
<i>Self-Study Phases:</i>																	
2. Self-Study: Curriculum Review and Writing Chapters 1 & 2																	
3. Self-Study: Data Collection																	
4. Self-Study: Writing Chapters 3 to 6										◇							
5. Self-Study: Review/Revisions										◇							
6. External Review														◇			
7. Quality Assurance Plan Development																	◇
One Year Later																	
8. First Annual Follow-Up Report																	

◇ Report submission months

Note: External Review Report is submitted by the External Review Team, not by the Program Review Team.

The timeline ensures that data and other information collected for the Self-Study remains timely throughout the review and that programs remain in compliance with the Program Review Policy AC3. OPA keeps a schedule of the year each Program Review should begin to ensure that degree programs are reviewed every 5 years and non-degree programs every 7 years. Delays in the Program Review can cause a range of challenges for students, faculty and staff – including, but not restricted to, the expiry and recollection of data, and lack of compliance with the Program Review Policy.

A description of the timeline for each phase follows.

Phase 1: Getting Started – This phase includes a meeting to plan the timeline for the review and provide an orientation about the program review process to the faculty involved in the review. The program review kick-off meeting can occur in any semester of the academic year the review is scheduled to start. Timing of the kick-off meeting to initiate the review is based on discussions with the Dean and program chair.

Phase 2: Self-Study: Curriculum Review & Writing Chapters 1&2 – This is the first step in the Self-Study

process and includes creating a curriculum map of the program and completing the first two chapters, introduction and curriculum review, of the Self-Study report. Program learning outcomes either need to be created, if they haven't been already, or reviewed, so all faculty should be consulted. The Primary Author will lead the process, and write chapters 1 and 2 of the Self-Study Report during this phase. This phase should be completed within 3 months after the Program Review kick-off meeting.

Phase 3: Self-Study: Data Collection – The Data Collection phase involves administration of student, alumni, faculty, and discipline/sector surveys and provision of administrative data (all by OPA). Faculty are involved in advising on who to survey, and whether any customization of the survey questions is needed.

Phase 4: Self-Study: Writing Chapters 3 to 6 – Once the survey results and administrative data report have been provided by OPA, the rest of the Self-Study report can be written. This requires interpreting the data to address the program review standards, drawing conclusions and developing recommendations. Although writing these chapters is the responsibility of the Primary Author, faculty should be consulted about the conclusions and recommendations. Before the Self-Study report can be submitted to the SSCPR, the Dean reviews the report and writes a memo that appears at the beginning of the report. The Self-Study Report should be submitted to the SSCPR for approval no later than 3 months after the data collection is complete to ensure the data remains relevant throughout the review.

Phase 5: Self-Study: Review/Revisions – Self-Study Report should be received by the SSCPR five weeks before the meeting date. The Self-Study Report is reviewed by SSCPR reviewers and written feedback is provided to the Primary Author, who makes revisions and submits it for review by the full SSCPR one week before the meeting date. Further revisions may be required before the report is approved.

Phase 6: External Review – The External Review Site Visit usually takes place within 3 months of approval of the Self-Study Report, except when this falls in the summer, where site visits can be delayed to the early fall, if necessary. The External Review Team meets separately with students, alumni, members of the PAC, and program faculty. The External Review Team should submit the External Review Report to the SSCPR for approval no later than 1 month after the site visit.

Phase 7: Quality Assurance Plan Development – The Program Review Team develops the Quality Assurance Plan addressing recommendations from Self-Study and External Review reports. All faculty should be consulted in development of the plan since it will affect the entire program. The Quality Assurance Plan should be submitted to the SSCPR no later than 4 months after the External Review Report has been approved.

Phase 8: Annual Follow-Up Reporting – Beginning about 12 months after the Quality Assurance Plan has been approved, the program submits an annual follow-up report on progress made on implementing the QAP. Annual reports are required until the SSCPR has deemed that the plan is substantially complete.

The tasks involved in each phase of the Program Review process are described in detail in Chapter 4. The Manager, Quality Assurance, will work with the Program Review Team to prepare a timeline after the Program Review kick-off meeting, which will then be submitted to the SSCPR.

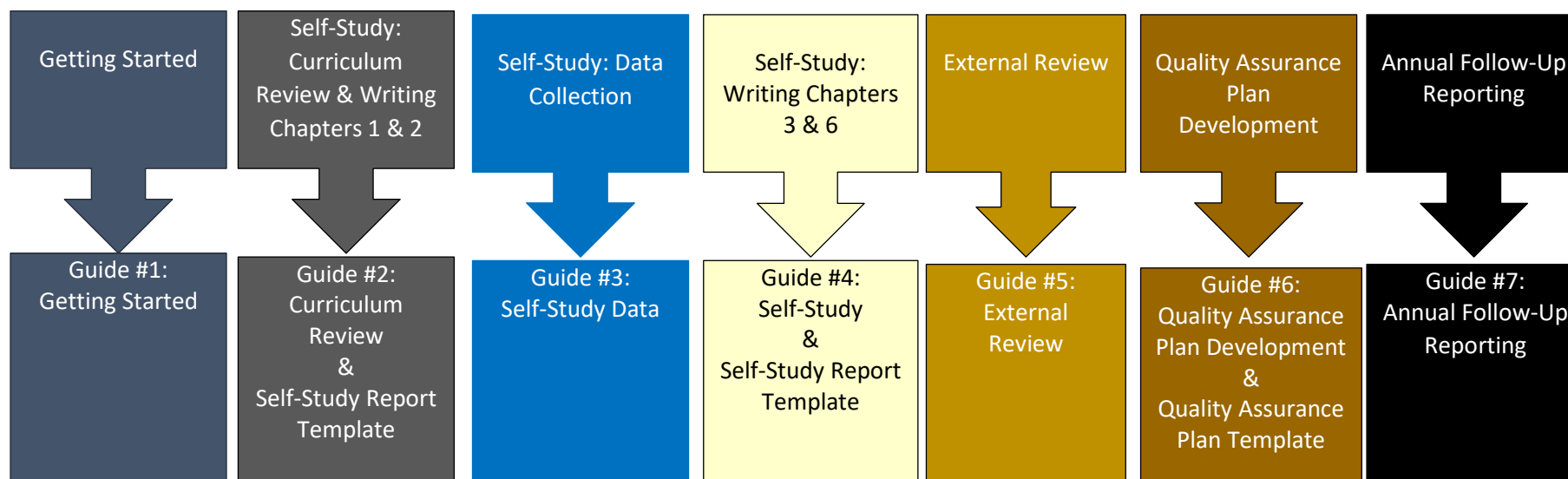
To facilitate the process, each program under review will receive an invitation to present their reports to the SSCPR as indicated in the timeline.

The SSCPR requests brief, regular status reports on the progress of each program's reports, provided to the Manager, Quality Assurance. These status reports will help the SSCPR determine how best to support programs during the review process and ensure timelines are met.

To ensure quality standards are met, each report (beginning with the Self-Study Report) must be submitted to the SSCPR for approval before the report for the next phase can be submitted. Each report must be received by OPA by the report submission deadline, which is 5 weeks prior to the SCCPR meeting for self-study reports and 3 weeks prior for all the other reports.

3. Program Review Guides & Templates

To assist the Program Review Team, a series of guides and templates are provided in the Program Review process. All guides and templates are available at: <https://www.kpu.ca/program-review> and <https://kpuemp.sharepoint.com/sites/progrev/SitePages/Home.aspx>.



The guides are intended to make the Program Review process easier to navigate for the Program Review Team, while ensuring that KPU meets the expectations of the Ministry's Degree Quality Assessment Board. Below is an overview of the guides:

Guide #1: Getting Started – provides the Program Review Team with an overview of the Program Review process at KPU and prepares them for the Program Review kick-off meeting.

Guide #2: Curriculum Review – includes information on how to conduct a curriculum review, including developing/reviewing program learning outcomes, career pathways map, and curriculum map. It also explains where to report this information in the Self-Study Report template.

Guide #3: Self-Study Data – provides information about the data sources available for the Self-Study, including the administrative data and standard survey questions, and explains the survey development process.

Guide #4: Self-Study – covers the rest of the Self-Study process, explaining how to use the Self-Study data to address the Program Review questions and where to report this information in the Self-Study Report template.

Guide #5: External Review – provides information on the steps required to plan an external review site visit and criteria for selection of external reviewers.

There is also a guide for the External Review Team, and a template for their report.

Guide #6: Quality Assurance Plan Development – comes with a template and explains in detail how to develop a Quality Assurance Plan based on the findings and recommendations in the Self-Study and External Review Reports.

Guide #7: Annual Follow-Up Reporting – explains the process for reporting back to the SSCPR on progress made in carrying out the Quality Assurance Plan. The template for Annual Follow-Up Reports is prepared by OPA using the SSCPR-approved Quality Assurance Plans.

4. Program Review Roles and Responsibilities

The steps entailed in each phase of the review process are described on the following pages. For each step, the roles of the Program Review Team, that is the faculty conducting the review, Primary Author, a member of the Program Review Team who takes on the responsibility for writing the self-study report, OPA, the Dean’s office, and the SSCPR are described. In addition, the support available from the Teaching and Learning Commons for Curriculum Review is identified. Please note that steps may overlap.

Phase 1 – Getting Started

Timing: Program Review Launch

Program Review Team	OPA	Dean’s Office	SSCPR
<p>Reviews <i>Getting Started Guide (Guide #1)</i> provided by the Manager;</p> <p>Attends kick-off meeting;</p> <p>Confirms Program Review timeline.</p>	<p>Provides <i>Guide #1</i> before Program Review kick-off meeting;</p> <p>Organizes and leads kick-off meeting, which includes an overview of the review process, and next steps;</p> <p>Helps establish timeline for review;</p> <p>Provides Program Review Team with guides and relevant templates after kick-off meeting;</p> <p>Connects Program Review Team with Teaching and Learning Commons for support with Curriculum Review (below), if requested.</p>	<p>Connects Manager with Program Chair;</p> <p>Provides input into development of review scope.</p>	<p>Chair participates in kick-off meeting.</p>

Phase 2 – Self-Study: Curriculum Review & Writing Chapters 1 & 2

Timing: Months 1 to 3

Primary Author (in consultation with Program Review Team)	OPA	TLC (Optional)
<p>Reviews <i>Curriculum Review Guide (Guide #2)</i> and <i>Self-Study Report Template</i>;</p> <p>Conducts a review of the program’s curriculum, which is the first step in the Self-Study;</p> <p>Completes Chapters 1 & 2 of the <i>Self-Study Template</i>.</p>	<p>Provides <i>Guide #2</i> and the program’s curriculum mapping template with Course Learning Outcomes.</p>	<p>If requested, TLC can provide guidance and advice in conducting the review of the program’s curriculum.</p>

Phase 3 – Self-Study: Data Collection

Timing: Months 3 to 5

Program Review Team	OPA
<p>Reviews <i>Self-Study Data Guide (Guide #3)</i> and provides input into survey design;</p> <p>Provides list of faculty members and discipline/sector representatives who should receive the surveys;</p> <p>Reviews survey and administrative data reports;</p> <p>Submits additional administrative data requests, if needed, to Manager, Quality Assurance.</p>	<p>Prepares administrative data report;</p> <p>Prepares surveys, ensuring they address issues in scope, in consultation with Program Review Team;</p> <p>Compiles student and alumni email addresses;</p> <p>Tests and administers surveys;</p> <p>Analyzes survey results and provides survey data reports;</p> <p>Provides advice on data interpretation.</p>

Phase 4 – Self-Study: Writing Chapters 3 to 6

Timing: Months 4 to 8

Primary Author (in consultation with Program Review Team)	OPA	Dean’s Office	SSCPR
<p>Reviews <i>Self-Study Guide (#4)</i> and <i>Self-Study Report Template</i>;</p> <p>Completes Chapter 3 to 6 of the <i>Self-Study Report Template</i>.</p> <p>Forwards the <i>Self-Study Report</i> to the Dean.</p>	<p>Provides guidance and advice, as required;</p> <p>If requested, connects with Chair to have members of SSCPR provide feedback on draft versions of Self-Study Report in advance of formal submission to SSCPR.</p>	<p>Reads drafts of Self-Study Report and provides feedback;</p> <p>When Self-Study Report is ready for submission, provides feedback and advice in the form of a memo, which is presented at the beginning of the Self-Study Report.</p>	<p>Provides feedback on draft version of Self-Study Report, if such input is requested prior to formal submission.</p>

Phase 5 – Self-Study: Review/Revisions

Timing: Months 8 and 9

Primary Author (in consultation with Program Review Team)	OPA	Dean’s Office	SSCPR
<p>Sends Self-Study Report to Manager, Quality Assurance, at least 5 weeks before the SSCPR meeting;</p> <p>Reviews feedback from SSCPR reviewers prior to the meeting;</p> <p>Revises Self-Study Report, as required, to address reviewers’ feedback;</p> <p>Submits the revised report 1 week before the meeting;</p> <p>Attends meeting and answers questions from SSCPR;</p> <p>Makes final revisions, if required, and submits the final version.</p>	<p>Schedules Report on SSCPR meeting agenda;</p> <p>Arranges for SSCPR members to review Self-Study Report.</p>	<p>Deans are encouraged to attend the meeting of SSCPR when Self-Study Report is discussed.</p>	<p>Chair of SSCPR reviews Self-Study Report before it is sent to SSCPR members for review;</p> <p>SSCPR members assigned to review Self-Study Report review the report and provide written feedback prior to the meeting;</p> <p>Chair forwards SSCPR reviewers’ feedback to Program Review Team prior to the meeting;</p> <p>During meeting, discusses and decides whether to approve or ask for specific revisions to meet SSCPR standards.</p>

Phase 6 - External Review

Timing: Months 9 to 12

Program Review Team	OPA	Dean's Office	SSCPR
Planning for External Review Site Visit			
<p>Reviews <i>External Review Guide (Guide #5)</i>;</p> <p>Provides a list of external reviewer candidates;</p> <p>Determines date and location of site visit;</p> <p>Plans agenda for site visit.</p>	<p>Provides support to External Review Team by holding an orientation meeting, and providing the team with relevant guidelines, External Review Report Template, and the SSCPR-approved Self-Study Report.</p>	<p>Invites external reviewers.</p>	<p>Reviews external review candidates and selects External Review Team;</p> <p>Chair appoints KPU faculty member who will be a part of the team.</p>
External Review Site Visit			
<p>Hosts site visit if site visit takes place on campus;</p> <p>Participates in site visit.</p>	<p>If site visit is conducted remotely, Manager invites stakeholders and hosts site visit.</p>	<p>Participates as required in site visit.</p>	
External Review Report			
<p>Reviews SSCPR-approved External Review Report.</p>	<p>Forwards SSCPR-approved External Review Report to Dean and Program Review Team.</p>	<p>Reviews SSCPR-approved External Review Report.</p>	<p>Chair of SSCPR reviews External Review Report before it is sent to SSCPR members for review;</p> <p>SSCPR members assigned to review External Review Report review the report and provide written feedback prior to the meeting;</p> <p>During the meeting, discusses and decides whether an addendum to the report is needed to clarify scope.</p>

Phase 7 - Quality Assurance Plan Development

Timing: Months 13 to 16

Program Review Team	OPA	Dean's Office	SSCPR
Development of Quality Assurance Plan			
<p>Reviews <i>Quality Assurance Plan Development Guide (Guide #6)</i> and <i>Quality Assurance Plan Template</i>;</p> <p>Collaborates with faculty members and Dean on how to address recommendations in Self-Study and External Review Reports;</p> <p>Develops Quality Assurance Plan according to guidelines using template provided;</p> <p>Revises Quality Assurance Plan, if required, to obtain approval of Dean and Provost.</p>	<p>Manager provides advice and guidance, as required.</p>	<p>Collaborates in development of Quality Assurance Plan;</p> <p>Reviews Quality Assurance Plan and asks for revisions, if required;</p> <p><u>Together with a Program representative, meets with Provost to discuss the Plan;</u></p> <p><u>Together with Provost, signs off on the Plan.</u></p>	
Quality Assurance Plan Review by SSCPR			
<p>Delivers signed Quality Assurance Plan to Manager, Quality Assurance, at least 3 weeks prior to the SSCPR meeting;</p> <p>Reviews feedback from SSCPR prior to meeting;</p> <p>Attends meeting and answers questions from SSCPR;</p> <p>Revises Quality Assurance Plan, as required by SSCPR. If they wish, revisions can be submitted prior to the meeting so the meeting can focus on the revised report.</p>	<p>Schedules report on SSCPR meeting agenda;</p> <p>Arranges for SSCPR to review Quality Assurance Plan;</p> <p>Coordinates Dean's and Provost's signatures if SSCPR requests a revised Quality Assurance Plan.</p>	<p>Deans are encouraged to attend the meeting of SSCPR when Quality Assurance Plan is discussed.</p>	<p>Chair of SSCPR reviews Quality Assurance Plan before it is sent to SSCPR members for review;</p> <p>SSCPR members assigned to review Quality Assurance Plan review the Quality Assurance Plan and provide written feedback prior to the meeting;</p> <p>Chair forwards SSCPR reviewers' feedback to Program Review Team ahead of the meeting;</p> <p>During the meeting, discusses and decides whether to approve or ask for specific revisions to meet SSCPR standards.</p>

Phase 8: Annual Follow-Up Reporting

Timing: Begins 12 months following approval of Quality Assurance Plan. Continues until the program can demonstrate to the SSCRP substantial completion of the Quality Assurance Plan.

Program Review Team	OPA	Dean's Office	SSCPR
Prepare Annual Follow-Up Report			
Prepares report on progress of implementation of Quality Assurance Plan to date, using follow-up report template.	Reminds Program Review Team when Annual Follow-Up Report is due; Provides program with Annual Follow-Up Template, created from the Quality Assurance Plan.		
Present Annual Follow-Up Report			
Delivers Annual Follow-Up Report to Manager, Quality Assurance, at least 3 weeks prior to the SSCPR meeting; Reviews feedback from SSCPR prior to meeting; Attends meeting and answers questions from SSCPR; Revises Annual Follow-Up Report, as required by SSCPR. If they wish, revisions can be submitted prior to the meeting so the meeting can focus on the revised report.	Schedules time in SSCPR meeting agenda for the Annual Follow-Up Report to be discussed; Arranges for SSCPR to review Annual Follow-Up Report;	Deans are encouraged to attend the meeting of SSCPR when Annual Follow-Up Report is discussed.	Chair of SSCPR reviews Annual Follow-Up Report before it is sent to SSCPR members for review; SSCPR members assigned to review Annual Follow-Up Report review the report and provide written feedback prior to the meeting; Chair forwards SSCPR reviewers' feedback to Program Review Team ahead of the meeting; During the meeting, discusses and decides whether to approve Annual Follow-Up Report or to ask for specific revisions to meet SSCPR standard; Decides whether the Quality Assurance plan is substantially complete, or a report is required the following year.

Appendix A: SSCPR Memorandum



KWANTLEN POLYTECHNIC UNIVERSITY
SURREY CAMPUS

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MEMORANDUM

TO: Stan Kazymierchyk, Chair, Senate Standing Committee on Program Review [SSCPR]

FROM: David P. Burns, Vice-Chair, University Senate

DATE: January 17, 2018

SUBJECT: The Regulatory Context of The Program Review Process

NOTE: Endorsed By The Senate Standing Committee On Program Review on January 24, 2018

In response to your query regarding the links between program review and the Senate, *writ large*, I have prepared the following policy brief.

Why does the Senate discuss program reviews through its Standing Committee on Program Review?

KPU has two salient characteristics in this regard. First, it is a public institution. Second, it is an exempt educational institution.

As a public institution KPU must hold itself to the high standards of public accountability prescribed in documents such as the Auditor General's *Performance Reporting Principles for the British Columbia Public Sector* (2003). We must, in short, provide transparent accounting of the ways in which we use the public funding we receive to provide quality service to the citizens of our community. This obligation is deepened by our *exempt* status (which confers unto KPU a level of autonomy in our degree development and revision processes). Since the Senate's authority under the *University Act* is most explicit with respect to academic issues, one of the Senate's most important duties to our community is, therefore, academic quality assurance.

The Senate's program review duty is defined by a number of principles observable in provincial policy and cross-provincial agreements:

- 1) Program review is primarily the responsibility of KPU as an institution (and not government) and the Board of Governors is required by law to consult the Senate on educational policy in this area. **We are, in short, responsible as a university community through our Senate.**

per Degree Quality Assessment Board Secretariat (2017b)

per Council of Ministers of Education, Canada (2007)

per *University Act*, British Columbia, 25.2.6.f

MEMORANDUM

- 2) Program review is the primary mechanism through which to ensure we are carrying out the **commitments we made**, through our full program proposals, to Government and the people of British Columbia.

per Bond, Gelin, van Brummelen, Waterhouse and Stubbs (2011), the “Stubbs Report”

per Degree Quality Assessment Board Secretariat (2017b), 2.1

- 3) Program review is meant to be **cyclical** and **ongoing**, and not a response to a particular change.

per Council of Ministers of Education, Canada (2007), 2.7.10

per Shanahan (2015), p. 47

per Degree Quality Assessment Board Secretariat (2017a), 2.3

per Degree Quality Assessment Board Secretariat (2017b)

- 4) Program review should be **timely**, so that policy makers (internal and external) may use the information produced to respond to labour market demand.

per Auditor General of British Columbia (2003), for timeliness of public reporting

per Degree Quality Assessment Board Secretariat (2017b), appendix 1.1.a

- 5) Program review is the **basis** for an institution's ongoing use of the Education Quality Assurance standard, and its status as an **exempt institution**.

per Governance and Quality Assurance Branch (2016)

per Degree Quality Assessment Board Secretariat (2017a), 2.3

As a result of the duties outlined above, the Senate of any university in British Columbia should consider program review findings in curricular development (as in 2 and 3), budget development (as in 4 and Performance Reporting Principles) and in its general approach to good governance (as in 1 and 5).



MEMORANDUM

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Appendix B: KPU Policy AC3



Policy History
Policy No. AC3
Approving Jurisdiction: Board of Governors, with Senate advice
Administrative Responsibility: Provost and Vice President Academic
Effective Date: May 22, 2019

Program Review Policy

1) CONTEXT AND PURPOSE

- Program Review at Kwantlen Polytechnic University is a faculty-led, collaborative, systematic and evidence-based examination of a program's quality. Program Review allows for a detailed analysis of a program's strengths and areas for improvement that result in enhancements to the program. Students, faculty and alumni are all given an opportunity to provide their perspectives during the review.
- As a public institution, KPU has a duty to ensure and report on the quality of its programs. Program Review is the mechanism by which we practice this accountability, and communicate it to our community. KPU's Senate Standing Committee on Program Review (SSCPR) oversees this process.
- Program Review is the process that drives continual progress and improvement at the program level. Program Review findings should inform Senate deliberations on curricula changes, and curriculum development. For this reason, Quality Assurance Plans will be submitted to Senate, following approval by the SSCPR, as part of the SSCPR Chair's Report.

2) SCOPE AND LIMITS

- This policy applies to educational programs under the governance of Senate.
- Program Review does not evaluate performance of individual faculty, staff, or administrators.
- This policy does not apply to programs which are not under the governance of Senate (e.g. Continuing/Professional Studies and Apprenticeship).

3) STATEMENT OF POLICY PRINCIPLES

- All programs will be scheduled for review on a regular basis. Degree programs will undergo review at least once every five (5) years and all non-degree programs will undergo review at least once every seven (7) years.
- All programs under the governance of Senate must meet the requirements of Policy AC3, including programs that undergo extensive review by external accrediting bodies. As appropriate,

the review of programs that undergo external review may occur concurrently with the external accreditation so as not to duplicate processes.

- Successful completion of a program review requires the SSCPR's approval of the following reports: Self-Study Report, External Review, and Quality Assurance Plan.
- Implementation of the Quality Assurance Plan is not deemed completed until a program can demonstrate, through Annual Follow-Up Reports to the satisfaction of the SSCPR, its substantial completion.
- The SSCPR Chair will include approved Quality Assurance Plans in the SSCPR Report to Senate.

4) **DEFINITIONS**

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

5) **RELATED POLICIES & LEGISLATION**

University Act 35.2 (6)(f) AC9

Essential Skills Policy

AC13 Qualifications for Faculty Members Policy

6) **RELATED PROCEDURES**

Refer to Procedure AC3 *Program Review*.