Program Review Quality Assurance Plan

Quality Assurance Plan for: APPD
Date submitted to SSCPR: December 12, 2018

Date Self-Study Report approved by SSCPR: June, 2018
Date of External Review: April 9, 2018

SUMMARY

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

The APPD program review was guided by the overall question, "How do we measure student success?"

The Program Review showed that APPD measures student success in the following ways:

- The level of preparedness students demonstrate at work experience placements (as reported by students and employers)

- The level of independence students demonstrate in completing assigned tasks

- The progress students demonstrate toward their goals and in skill development.

The Self-Study Report highlighted a wide range of strengths within the APPD department. **The External Review Report** validated these findings in addition to confirming a number of supplementary strengths.

- APPD serves a diverse population with a wide variety of educational needs and histories.
- Students from a wide range of cities within the Greater Vancouver area access the APPD program.
- APPD curriculum is diverse, well-organized, and continues to grow and develop as needed.
- The program is educationally current, and aligns with KPU's Academic plan, policies and procedures.
- APPD offers a wide variety of experiential work placement opportunities within the community to meet student requests (over 500 active employer community partners).
- Enrolment in APPD has remained close to or at capacity.
- APPD stands apart from other Adult Special Education (ASE) programs offered in the province as employability skills, academic skills, and community involvement are included in the curriculum.
- APPD continually maintains and creates new partnerships and relationships in the community.
- APPD staff use a variety of teaching methods in various environments to ensure instructional excellence.
- Collegial sharing of ideas has begun in APPD through discussion and the use of common drives to store lesson plans and activities.
- Staff, employers, and students reported high levels of satisfaction (strongly agree or agree) when asked about the strength of the APPD program in most areas.
- Program learning outcomes are focused and clearly articulated.
- Assessment rubrics align to course learning outcomes.
- Transparent assessment provides the opportunity for students to be reflective, aware, and responsible for their learning.
- APPD uses a program advisory committee.
- The Department has started an initiative to convert all existing program documents to plain language (e.g., handbooks, etc.)
- APPD students are educated about and encouraged to use University supports.
- The Department is effective at integrating students into the University as a whole, especially in partnering with IT and food services for work experiences.
- The program incorporates a wide range of classroom activities, including discussions, research, and projects that enhance student learning.
- Faculty have a variety of strong qualifications.

Opportunities for Improvement

The External Review Team Report (ERT) identified the following opportunities for improvement:

- Continue to broaden the range of work experience opportunities available to students. (ERR,3)
- Increase/continue to administer regular interest surveys to align work experience opportunities with student employment interests. (ERR,3)
- Provide recommendations for next steps to all students after the program is completed (or a student withdraws from the program). (ERR,9)
- In marketing information, highlight how the APPD program is different from ASE programs offered at other institutions and community partners. (ERR,3)
- The curriculum section entitled *University Skills* could be rephrased as *Personal Development* or *Student Success.* (ERR,4)
- IAP survey should include questions to address specific student goals. (ERR,6)
- Offer additional feedback meetings for students and for stakeholders (parents, support teams, and review teams). (ERR,6)
- Collect statistics on number of students beginning, leaving, or completing the program, and track whether they go on to be gainfully employed or for further training opportunities. (ERR,6)
- Emphasis on the level of independence required might be perceived as a barrier for access/success. (ERR,7)
- Students should be provided opportunities to distinguish what information they wish to share with their parents to ensure support and success. (ERR,9)
- Need for additional technology to enhance student engagement in learning. (ERR,7)
- Move toward a team-based approach during intakes and exits that includes the student's support team. (ERR,9)
- Provide Third-Party Waiver Form for students who wish to use it. (ERR,9)
- Include a section in the APPD Employer Handbook outlining proactive approaches to support student employability skills development. (ERR,8)
- Document collaborative efforts between KPU and employers when challenges occur during work experience. (ERR,8)

The Self-Study Report also outlined opportunities for improvement.

Currently in progress:

- Classroom computer numbers increasing to 12 per campus. (SSR 3,4)
- Increased role in ASE curricular discussions locally, across the province, and nationally. (SSR ,14)
- Increased marketing efforts in collaboration with the ACA Dean's Office, community partners, and various school districts. (SSR,14)
- Continuing to clarify marketing materials, e.g., course presentations, website, and program information literature. (SSR,22)
- Further improvements to intake interview process in order to determine more about how students learn best and how to accommodate individual needs. (SSR, 45-46)

Opportunities:

- Explore the creation of a transitional course for secondary students to build work experience and increase post-secondary readiness. (SSR, 11,38)
- Change the program name to remove the term "disability" to reflect the changes in the curriculum (a shift to include academic skills, community skills, and employability skills) and to reflect a strengths-based philosophy. (SSR, 38)
- Increase opportunities for experiential learning in the classroom, considering the classroom as a workplace. (SSR,22)
- Provide professional development opportunities for APPD Faculty and Instructional Associates at the Departmental level. (SSR,25,31)
- Update Department laptop computers to enable regular Skype meetings for Faculty and Instructional Associates. (SSR,28,34)
- Update the APPD Advisory Group to encourage regular participation and invite new ideas and perspectives. Also, update APPD committees to ensure that each campus is represented and engaged. (SSR,39)
- Establish entry criteria for the Strategies for Employment course. (SSR,39)
- Increase marketing efforts to mature students who might benefit from the APPD program. (SSR,14)
- Create sample guides for marking procedures to ensure consistency across campuses and present at Department meetings. (SSR, 40)
- Update Employers' Handbook with helpful tips for supervising APPD students and the current copy of Employers' checklists. (SSR, 37)
- Explore alliances with additional student service units such as Career Services, KPU Library, Learning Center, Orientation, SAFA, Volunteer Services, Advising, etc. (SSR ,34,37)

Potential Threats and Challenges

- The External Review Report suggests that students' support teams be included more fully in intake interviews, exit processes, and assessment. APPD places importance on self-advocacy, students' rights as adults, supporting student decision making, and promoting independence. In APPD, students who would like to include their support teams are able to and students who would like to make decisions on their own are able to. All students are encouraged to include members of their support systems at all steps within the program and Third-Party Waiver forms are available. There is a potential risk of infringing upon student rights if there were a requirement for all students to include support teams for all program components.

- The current name of the program/department, Access Program for People with Disabilities, is a recognized potential threat. As outlined in the SSR, the term "disability" has fallen out of favor in the field of working with persons with disabilities. The use of the term "disability" does not align with current practices in APPD and delivers the wrong message to the community and potential students. The term disability also discloses information to anyone outside of the APPD program in a way that a student may not wish to disclose and therefore could be an infringement of student rights.

- Building and maintaining relationships with employers in a variety of different fields across all three campuses is an ongoing challenge for the program in an attempt to accommodate a wider range of student interests.

- Although APPD Faculty and Instructional Associate relations have improved, it remains an area of improvement for optimum program effectiveness and continued growth. Maintaining and fostering a positive interpersonal work environment will help APPD better serve its students, staff, and community partners.

- Recent changes to the curriculum have presented challenges as all personnel make the necessary shifts in philosophy and mindset to best support student success. APPD has shifted from being an employment program to being an employability skills program (as well as community and academic skills). The Department needs to continue supporting all personnel to adjust to delivering a program focused on increasing student employability skills as opposed to one that places the ultimate focus on students getting jobs.

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 additional transitional supports for students entering and leaving the program.

RATIONALE FOR THIS GOAL: All students face challenges when transitioning into and out of university. These transitions can become large barriers for APPD students who often face additional learning challenges and higher levels of anxiety, and therefore require more support to lay the groundwork for a successful university, and post-university experience.

Recommendation(s) this Goal Addresses	Report (page number)
Create documented Transition Plan and final evaluations for students exiting APPD to include recommendations for next steps.	ERR (9) SSR (22)
Develop a transition program/course for students transitioning from high school to post-secondary to build work experience and increase work experience readiness.	SSR (11, 38)
Increase/continue to regularly administer interest surveys to align student employment interests to work experience opportunities	ERR (3)
Explore partnerships with additional student services such as Career Services, KPU Library, Learning Center, Orientation, SAFA, Volunteer Services, and Advising.	SSR (34, 37)
Provide students with further opportunities to give feedback on whether the program meets their goals and expectations.	ERR (6)

GOAL 2: Increase APPD engagement with community partners.

RATIONALE FOR THIS GOAL: Community partners are an integral part of the APPD program. APPD works closely with business partners, community agencies, school districts, government agencies, and others to market the program, maintain and find new work experience opportunities for students, support student transitions, and more. Continuing to build and maintain supportive, productive, and mutually beneficial community relationships is vital to the APPD program.

Recommendation(s) this Goal Addresses	Report (page number)
Continue to broaden the diversity of work experience opportunities that students might access (retail, cooking, dishes, warehouse, cleaning, childcare, office/clerical, etc.).	ERR (3)
Increase role in ASE curricular discussions locally, across the province, and nationally.	SSR (14)
Increase marketing efforts in collaboration with the ACA Dean's Office, community partners, and various school districts to all students who might benefit from the program.	SSR (14)
Update the APPD Advisory Group membership to encourage regular participation and invite new ideas and perspectives. Also, update APPD departmental committees to ensure that each campus is represented and engaged.	SSR (39)
Document collaborative efforts between KPU and employers when student challenges occur during work experiences.	ERR (8)

GOAL 3: Increase clarity of program information and course materials.

RATIONALE FOR THIS GOAL: Continuing to increase clarity of program information and course materials for students and community members will enhance program quality and effectiveness.

Recommendation(s) this Goal Addresses	Report (page number)
Marketing materials should include how internal partnerships complement and supplement other partners' supports and services.	ERR (3)
Update Employer Handbook with helpful tips for supervising APPD students. Include current copy of the Employer Checklist.	SSR (37)
Highlight and market program differences between APPD and other Adult Special Education programs.	ERR (3); SSR (12)
Rename *University Skills* (e.g., *Personal Development* or *Student Success). To more accurately reflect the scope and content.*	ERR (4)

Continue efforts to revise and upgrade program information (e.g., course presentation, website, Employer Handbook, website video, and advertising literature) in accordance with plain language standards.	SSR (22)

GOAL 4: Enhance program currency through increasing departmental access to educational technologies, experiential learning opportunities and professional development.

RATIONALE FOR THIS GOAL: In order to maintain program integrity and continue to demonstrate leadership in ASE, APPD needs to prepare students for the increased demand for technology skills in academic and work settings.

Recommendation(s) this Goal Addresses	Report (page number)
Increase classroom computers to 12 per campus to enhance student computer and technology literacy.	SSR (34)
Change program name to remove the term 'disability' and to reflect the changes in the curriculum (a focus on employability, community, and academic skills).	SSR (38)
Increase opportunities for experiential learning in the classroom.	SSR (22)
Provide professional development opportunities for APPD Faculty and Instructional Associates at the departmental level.	SSR (25, 31)
Establish entry criteria for the Strategies for Employment course to reflect the changes in the curriculum and the skills a returning student would need to be successful.	SSR (39)
Create marking guides to ensure consistency in adhering to rubrics across campuses.	SSR (39)
Update Department laptop computers to enable regular Skype meetings for Faculty and Instructional Associates.	SSR (28, 34)

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
IAP survey to include questions to address specific student goals.	External Review Report Page 6	IAP surveys do ask general questions about students' goals. In fact, the IAP survey is broad in its scope and asks satisfaction based questions. Including specific student questions about goals would likely not be possible in an IAP survey considering the depth and scope that would be required. A survey, questionnaire, or online method for current APPD alumni might be the most effective use of time and resources if this depth of information is desirable.
Provide statistics on how many students begin the program, complete it, and then go on to be gainfully employed or go on for further training opportunities.	External Review Report Page 6	This information is currently collected on a yearly basis through IAP.
Caution that a focus on stressing independence might pose a barrier for success.	External Review Report Page 7	APPD believes that students have the right to make decisions that affect their lives. Fostering independence, in a supportive and caring way, helps students further achieve their own goals, assisting them in making their own decisions as they become even more productive members of society.
Students be provided opportunities to distinguish what information they wish to share with their parents to ensure support and success.	External Review Report Page 3	Students in APPD choose what information they share with others. Self-advocacy, decision making, problem solving, student rights, and independence are all large parts of the curriculum taught to students in class and on work experience.

Team-based approach to intake and exits to include student's support team.	External Review Report Page 9	APPD students are supported if they choose to include a support team. Student decisions and rights are paramount for all APPD meetings.
Third-Party Waiver to outline who the student wants to be involved.	External Review Report Page 9	A Third-Party Waiver is available to all students who wish to have family and/or community supports involved. A mandatory consent form policy for all program students would go against APPD philosophy and APPD curricular support for student rights, independence, and decision-making.

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 years. 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: November, 2018 to November, 2023

STRATEGY 1: Implement specific transition strategies.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 1: Develop additional transitional supports for students entering or leaving the program.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Revise APPD final student reports to include a transitional plan for all students.	APPD Curriculum Committee	05/18	06/19	APPD final report and any report when a student exits the program include recommendations for next steps
Investigate opportunities to develop a transition program/course to build work experience and increase work experience readiness.	Faculty	04/19	01/22	This step would involve multiple relationships and various levels of government
Include student interest surveys in APPD curriculum.	Curriculum Committee	In-progress	Done 9/18	PICS, Personality Dimensions, Career Cruising, Career Compass
Implement changes to the interview process to learn more about students' learning abilities.	Curriculum Committee	01/19	06/19	Revise eligibility criteria
Expand opportunities for students to access KPU services (e.g. Counselling, SAFA, Accessibility Services, Learning Centre, etc.)	Curriculum Committee	In-progress	2023	

Resource Implications (if applicable)

What are the resources required to achieve this Strategy? Re: Transition Program: Faculty release time, meeting space, hospitality budget, classroom allocation. Re: Interest Surveys – ongoing costs ~ $300/yr
When are these resources required? Re: Transition Program: 2019 onward Re: Surveys - annually
What Faculty and/or Institutional support is required? Not Applicable

STRATEGY 2: Expand partnerships and engagement activities to build community alliances.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 2: Increase APPD engagement with community partners.

Step(s) Required to Achieve this Strategy	To be Led By	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Develop a systematic way for campuses to recruit a variety of new work experience partners.	Instructional Associate Coordinator	03/19	06/22	
Participate in local, provincial, and national ASE curricular discussions through conference attendance, research, and scholarly work (e.g., graduate work and provincial articulation).	Faculty and Instructional Associates	In-progress	On-going	
Meet with KPU marketing and ACA Dean's office to develop an updated marketing plan.	Marketing Committee	02/19	06/19	
Continue to coordinate Program Advisory Group meetings two times a year and update membership.	ACA Dean's Office	On-going	On-going	
Develop a way to document collaborative efforts with employers while students are on work experience.	Faculty	01/19	On-going	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   Marketing budget, hospitality budget, release time
When are these resources required? Ongoing
What Faculty and/or Institutional support is required? FSO, Marketing

STRATEGY 3: Review and revise existing course documents and marketing materials.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 3: Increase clarity of program information and course materials.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Create marketing material that focuses on how APPD differs from other ASE programs and complements and supplements partnerships.	APPD Marketing Committee	04/19	12/19	
Revise course and marketing material (e.g. Syllabus, Employer Handbook, website, advertising material).	Curriculum Committee and Marketing Committee	10/18	06/19	
Revise course outlines to update curricular categories.	Curriculum Committee	01/19	06/19	
Develop entry criteria for Strategies for Employment course.	Curriculum Committee	01/19	03/19	
Develop marking guides to be used across campuses.	Curriculum Committee	10/19	05/23	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   Release time for revisions
When are these resources required? ongoing
What Faculty and/or Institutional support is required? Not Applicable

STRATEGY 4: Focus on updating targeted program supports.

GOAL(S) THIS STRATEGY SUPPORTS: Enhance program currency through increasing: Departmental access to educational technologies, experiential learning opportunities and professional development.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Increase number of computers in APPD classrooms and update Department laptops.	APPD Chair	In-process	06/19	
Change program name.	Dean's Office, Faculty	09/18	03/20	Extensive and ongoing research conducted to address this issue. APPD hopes to have an acceptable alternative by 06/19 (for use in 09/20)
Develop further opportunities for experiential learning (e.g., seminar pilot).	Faculty and Instructional Associates	In process	06/23	
Offer professional development opportunities at the Departmental level.	ACA Office, APPD Chair and Instructional Associate Coordinator	In process	06/23	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy?   Budget for computer/laptops. Budget for honoraria, stipends, etc.
When are these resources required? Immediate
What Faculty and/or Institutional support is required? IT support, Marketing support

PLAN SUPPORTED BY:

Sal Forreras

Provost's Name
     Date

                                                Provost's Signature

Aimee Begalka

Dean's Name
     Date   October 31, 2018

                                                Dean's Signature